

Holy Cross Catholic Primary School

Person: EL

Report: Lockdown intervention Autumn 2020

Current Disadvantaged (Pupil Premium) Numbers: 21 (10%)

Current FSM Numbers: 16 (8%)

Provisional Allocation for 2020-21 £16,800

Date of Last Review: N/A

Next Date for Review: TBC

Key Priorities:

Close the progress and attainment gaps for children post lockdown.

1. High quality teaching and learning and curriculum provision
2. Breaking down external barriers such as poor attendance, low pupil well-being and significant safeguarding matters
3. Targeted intervention based on gaps in knowledge

Year	Total	FSM	LAC	PP	SPP	EAL
EYS	30	2	0	2	0	1
1	30	1	0	1	1	3
2	30	4	0	5	0	2
3	30	4	0	4	0	1
4	30	3	0	4	0	3
5	30	1	0	1	0	6
6	29	1	0	3	0	1
Total EYS-Y6	209	16	0	20	1	17

Area of Focus	Allocation	Description of spending	EEF Evidence	Intended Impact
Safeguarding and mental wellbeing	£1000 £1,710 £ 4280	Family Support Worker Our place – mentoring – loss and change group Y4 Senior non-teaching Inclusion Manager & VP	Behaviour +3 Parental engagement +3 Social and emotional learning + 4	Increased levels of engagement from pupils and parents. Improved behaviour in school – reducing risks of exclusion
Quality teaching	£250 £5000	CPD for staff and early career teachers. Recruitment and retention – opportunities to develop middle leaders 4.5 hours per week - SENCO/SLT specific interventions based on analysis of assessment data in reading, writing, maths for Y3, 4 and 5.	EEF state: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	Reduction in need for 1:1/small group interventions. Closing the attainment gap between disadvantaged and non-disadvantaged.
High quality teaching/feedback	£300	Whole school CPD for staff Senior leaders and core subject leaders regular monitoring and feedback to staff.	Feedback +8	Reduction in need for 1:1/small group interventions. Closing the attainment gap between disadvantaged and non-disadvantaged.
Evidence based targeted interventions	£500 £3800	Subscription to Lexia – reading and writing intervention TA hours for intervention groups	EEF state: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	Accelerated progress for children in reading/writing/spoken language.

Total estimated spend: £16,840

Autumn 2020 Impact Log

Area of Focus	Allocation	Description of spending	EEF Evidence	Impact
Safeguarding and mental wellbeing	£1000 £1,710	Family Support Worker Our place – mentoring – loss and change group for Y4	Behaviour +3 Parental engagement +3 Social and emotional learning + 4	Pupils with behavioural emotional needs benefited from advice and support which resulted in them having greater focus and concentration in lessons.
Quality teaching	£ 250 £5000	Senior non-teaching Inclusion Manager & VP CPD for staff and early career teachers. Recruitment and retention – opportunities to develop middle leaders 4.5 hours per week - SENCO/SLT specific interventions based on analysis of assessment data in reading, writing, maths for Y3, 4 and 5.	EEF state: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	During Y3 bubble closure school ipads were loaned to PP children if needed or paper copies of work provided which improved distance learning engagement. Zoom live teaching lessons daily and story sessions supported continuity of learning/progress.
Evidence based targeted interventions	£500 £3800	Subscription to Lexia – reading and writing intervention TA Intervention groups	EEF state: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	Accelerated progress/challenge for children in reading/writing/spoken language/Maths. All children progressed from starting points some making accelerated progress. See impact data shared on Google drive for each class.

EEF Evidence Documents: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf