

Holy Cross Catholic Primary School

Person: EL

Report: Pupil Premium Spending 2020-21

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

Current FSM Numbers: 17 (8%)

Provisional Allocation for 2020-21 (20 x £1,345) + £310 x 1 SPP = £27,210

Date of Last Review: September 2020

Next Date for Review: September 2021

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

Key Priorities:

Close the progress and attainment gaps between pupil premium and non-pupil premium pupils through:

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. Improving pupil aspirations through enhanced exposure to advice and support about future ambitions and enhancing their cultural capital

Area of Focus	Allocation	Description of spending	EEF Evidence	Intended Impact
Safeguarding and mental wellbeing	£2000 £1,710	Family Support Worker Our place – mentoring	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	£3872 £1100 (Boldmere)	Senior non-teaching DSL Autumn term CPD for staff and early career teachers. Recruitment and retention – opportunities to develop middle leaders	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 feedback	£215 £625	Autism CPD Purple Mash for Home learning and improving Computing curriculum	Feedback +8	Reduction in need for 1:1/small group interventions. Closing the attainment gap between disadvantaged and non-disadvantaged.
Evidence based targeted interventions	£1,044.32 £360 £14,438	Whole school CPD for staff Senior leaders and core subject leaders regular monitoring and feedback to staff. (BCPP and National College) Subscription to Lexia – reading and writing intervention Oral language interventions – WELLCOMM TA hours - intervention small groups and 1-1	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. Oral language interventions +5	Accelerated progress for children in reading/writing/spoken language.

Enhancing pupil's cultural capital.	£400	Financial support for disadvantaged pupils in order to attend residential trips/educational visits to improve cultural capital.	The EEF outlines the impact of the pupil premium spend on outdoor visits as a good use of the money. The evidence places an impact level of +4 months and an +3 evidence indicator that the educational visits positively enrich those who are disadvantaged.	Children attended residential trips (September 2019) and educational school trips.
-------------------------------------	------	---	---	--

Total estimated spend: £27,214.32

2019/20 Impact Log - £19,800

Area of Focus	Allocation	Description of spending	EEF Evidence	Impact
Safeguarding and mental wellbeing	£1,710	Our place – mentoring	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	£625	Purple Mash for Home learning and improving Computing curriculum	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 lockdown, school ipads were loaned to PP children if needed or paper copies of work provided which improved distance learning engagement.
Enhancing pupil's cultural capital.	£400	Financial support for disadvantaged pupils in order to attend residential trips/educational visits to improve cultural capital.	The EEF outlines the impact of the pupil premium spend on outdoor visits as a good use of the money. The evidence places an impact level of +4 months and an +3 evidence indicator that the educational visits positively enrich those who are disadvantaged.	Children attended residential trips (September 2019) and educational school trips.

Evidence based targeted interventions	£1,044.32 £148.90 £13,772	Subscription to Lexia – reading and writing intervention Headphones to access the programme on ipads/PCs. TA hours - intervention small groups and 1-1 Oral language interventions - WELLCOMM	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. Oral language interventions +5	Accelerated progress/challenge for children in reading/writing/spoken language. All children progressed from starting points.
£450				

Total spend: £19,800

EEF Evidence Documents: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)