

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Holy Cross Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	24 (11%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	13/10/22
Date on which it will be reviewed	13/10/23
Statement authorised by	
Pupil premium lead	Emma Lovelock
Governor / Trustee lead	Morgan Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30470.00
Recovery premium funding allocation this academic year	£3190.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,660.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for all pupils, no matter their background, to access a curriculum which enables them to achieve to their full potential. Our curriculum intends to be; ambitious, broad and balanced, offer pupils learning where they can see themselves reflected, be a spiral curriculum to support the children to know and remember more and significantly be rooted in our Catholic faith and virtues. Our pupil premium strategy intends to pinpoint challenges that are faced by our disadvantaged pupils and implement strategies to overcome these. Every pupil should make good or better progress irrespective of their attainment.

First and foremost, we aim to deliver high quality teaching to every pupil taking into account those pupils who are at a disadvantage and ensure gaps are identified and addressed. EEF state that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. In line with this, high quality feedback can have an impact of up to 8 months' progress according to the EEF. With this in mind, we believe that whole school CPD in these areas will support both the disadvantaged and non-disadvantaged pupils to make good or better progress.

At Holy Cross we have relatively low numbers of pupils eligible for Pupil Premium. With this in mind, it is important we ensure staff are aware of those children that may face challenges/be at a disadvantage to ensure there is no unconscious bias.

In relation to post Covid-19 education recovery we aim to engage with evidence and use diagnostic assessments followed by evidence based interventions, to identify and close the gap for those pupils who have been worse affected, including our most disadvantaged.

Our strategy will follow the following four step approach:

- Diagnose pupils' needs
- Use strong evidence for support
- Implement
- Monitor and evaluate

We will ensure, as a school, we intervene in a timely manner and hold open and honest pupil progress meetings where these children will be monitored carefully in order to analyse where their learning may be hindered.

In conclusion, we strive to ensure all children share in our mission, 'We share in Christ's life so He can guide our thoughts, words and actions and are able to access learning both academic and non-academic to achieve their full potential as well as our school aims:

- **A** - achieve an understanding of who God wants me to be
- **C** - caring citizens
- **H** - high standards in all lessons
- **I** - Inspire all children to do their best at all times
- **E** - engage in a strong and trusting home, school and parish partnership
- **V** - value the power of prayer and develop my Catholic faith
- **E** - everyone to grow closer to God and follow the Church's teaching
- **R** - respect and understand other cultures and faiths
- **S** - school is a safe and caring environment

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	On entry, oral language skills and vocabulary gaps are apparent in disadvantaged pupils. Assessments, observations and discussions show this as a barrier to learning and accessing the curriculum. This gap is a common challenge among our disadvantaged pupils from EYFS through to KS2.
2	Formative and summative assessment shows that writing attainment is slightly lower for our disadvantaged children. In particular, our disadvantaged children do not achieve GD in line with those not disadvantaged.
3	Education for staff around disadvantaged pupils to ensure there is no unconscious bias.
4	To enhance disadvantaged pupils' cultural capital

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations show significantly improved oral language and vocabulary skills among disadvantaged pupils. We will observe this through Talk Boost assessment results, classroom observations, book scrutinies and conversations.
Improved writing attainment among disadvantaged pupils with more achieving at GD. Targeted intervention.	Writing and Reading outcomes for disadvantaged pupils to show more pupils writing and reading at GD. Use of evidence based interventions (Lexia)
To achieve good knowledge amongst all staff around challenges disadvantaged pupils face.	Staff to continue to receive training around metacognition to ensure high quality teaching. High quality CPD to support our new writing curriculum to improve outcomes for disadvantaged pupils. Use of Tim Ransinski's fluency model to support children's reading which will improve vocabulary and comprehension and reading for pleasure. Ensure staff know who these pupils are in their class. These pupils to be the focus of Pupil Progress meetings and staff to ensure these children are a focus when giving feedback and planning lessons. Information to be shared with staff to ensure they are aware of the challenges the disadvantaged pupils face and plan lessons sensitively and accordingly. In conclusion, all staff to be able to show excellent knowledge and progress including academic and non-academic for disadvantaged pupils.
To improve attendance and enhance the cultural capital of disadvantaged children to ensure they are accessing extra-curricular activities such as sports clubs, music lessons and educational visits.	Rigorous monitoring of attendance with timely communication with parents if appropriate. Referrals to school nurse to be offered in cases of low attendance (below 95%). Staff to monitor the engagement of disadvantaged pupils in extra-curricular clubs, educational visits and music lessons to ensure this group have full access to these opportunities.



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for writing - Grammasaurus. Metacognition training for all staff	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>  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.	1, 2 and 3
Whole school CPD for staff Senior leaders and core subject leaders regular monitoring and feedback to staff.	EEF evidence: Feedback +8 <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1 and 2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of evidence based targeted interventions - Lexia, WELLCOMM, Overlearning games, Precision teaching  Use of Tim Ransinski's fluency model to improve reading.  Use of targeted intervention from Occupational Therapy to	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.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-</a>	1, 2 and 3

support fine motor skills/handwriting.	toolkit/ <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and mental wellbeing - Our Place peer mentoring scheme. Enhancing pupils' cultural capital and attendance e.g. Young Voices (choir), educational visits, sporting events.	EEF Evidence: Behaviour +3 Parental engagement +3 Social and emotional learning + 4 <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	All

**Total budgeted cost: £ 31, 710**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our school based formative and teacher assessments during 2021/22 show the following positive impact of our Pupil Premium activity:

Talk Boost intervention has seen pleasing results with the pilot group and this will be completed in Autumn 2022 for these children. Talk Boost will be used for children starting in Reception to support vocabulary/writing.

Pupil Premium children are achieving GD in Maths and Reading. 74% of PP chn are achieving at or above in Maths/Reading. 17% of children achieved GD in reading and 14% achieved GD in Maths.

PP children are represented across groups within school such as choir, music lessons, sporting competitions and access educational visits.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Lexia subscription, small group work, high quality teaching, feedback, CPD.
What was the impact of that spending on service pupil premium eligible pupils?	Good progress and attainment (At national expectation) achieved across all subjects.)





## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*