

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 2021 to 2022 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	161
Proportion (%) of pupil premium eligible pupils	42
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Helen Bannon Headteacher
Pupil premium lead	Helen Bannon
Governor / Trustee lead	Steve Mc Elroy Aine Brodie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,730
Recovery premium funding allocation this academic year	£ 2465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 48, 195
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Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross Catholic Primary School, we aim to ensure that all pupils benefit directly from quality first teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in the targeted support through the school led Tutoring programme for pupils whose education has been worst affected, preparing pupils for key transition points at end of key stages including non- disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel:

- To ensure disadvantaged pupils make good progress from their starting point*
- To address and remove the barriers faced by children such as lack of technology at home, poor attendance*
- To ensure that all pupils are emotionally ready to learn, mental health and well being is that the forefront of school's strategy.*

We will do this by:

- Having a strong focus on improving teaching and learning across the curriculum as advocated by EEF*
- Using PP funding to benefit as many pupils as possible including non-disadvantaged pupils*
- Acting early through clear identification of need for individual pupils.*

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills of pupils on entry to school, pupils across school are also evidencing underdeveloped oral language skills and vocabulary gaps
2	High level of mobility of pupils resulting in lack of confidence, starting points vary greatly for pupils with EAL or pupils joining from other schools
3	SEMH needs of pupils have increased during Co Vid period resulting in a higher level of need
4	Significant knowledge gaps across key areas of reading, writing and maths as evidenced in teacher assessment
5	Attendance data shows that school below national

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 language skills and vocabulary among pupil	Staff will have developed a clear approach to teaching aspirational vocabulary across all areas of the curriculum. Embedding a quality based text curriculum
Improved attendance for all pupils with reference to disadvantaged pupils	The school shall show sustained improvement across all years, reflecting a drop in PA
Identified staff to work with recently joined pupils to ensure that they are settled quickly, parents are supported to understand the school's curriculum offer	Pupils will be clear on expectations of curriculum, parents will feel supported to aid pupils at home
Clear identification of knowledge gaps across key areas	Gaps will be identified and teacher supported by subject leads to revisit prior learning closing gaps as quickly as possible for individual pupils
Ensuring that wider community have access to resources to assist SEMH	Children will be ready to learn showing positive attitudes to learning. Children will know strategies that support them when de regulating in school/home.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of teaching of Maths- release of teacher to attend Mastery Reception	Maths guidance KS1 and 2 https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf	3
<i>Embed implementation of quality-based text curriculum raising standards in English</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 2 and 3 from this guidance supports the schools focus on developing fluent , confident readers by carefully selecting texts to support the teaching of these strategies. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1666087124 Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.	1,3,5,6
<i>To reflect on high quality vocabulary across all subject areas</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies are high impact, alongside phonics it is a crucial component of early reading.	5

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

Budgeted cost: £ 29,097

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing in school tutoring programme for pupils whose education has been most impacted by the pandemic	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5,6,

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of attachment and trauma practices across all key stages. Achievement of Bronze Award	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour There is strong evidence that suggests that knowing and understanding the pupils and their influences will inform effective responses to support them in developing positive behaviours	2,7
<i>To develop and embed PHSE curriculum so that pupils can manage their emotions and develop positive thoughts</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Social and emotional learning approached have a positive impact, on average, of 4 months 'additional progress in academic outcomes over the course of an academic year	2,7
<i>Embedding principles of good practice set out in the DFE's improving School Attendance. Joining network project improving attendance across a group of schools</i>	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment Evidence suggests that small improvements in attendance can lead to meaningful impact	12345678
<i>Continued support from play therapist to work with small groups of pupils preparing for key transitions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,7

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2021-22

Staff CPD Maths Mastery/Quality Based Text/High Quality of vocabulary

Staff have all accessed appropriate age-related training to build on previous practice and embed teaching/learning strategies across the school. The success is evident in pupil's standard of work across all year groups. School is successfully closing the gap with a significant number of pupils and this is evident in both the progress that pupils make and end of year attainment. 22 results have shown school to be in line with national in all areas.

Tutoring

Identified pupils across the school age range has enabled staff to ensure that pupils are targeted quickly with short bursts of tuition. All children who have accessed this support have reached identified targets and this has enabled us to close the gaps with these pupils.

Mental Health and Well Being

Staff have embedded a detailed PSHE programme reflecting local needs and programmes of study. School was awarded Gold Standard Health and Well-being Award by Local Authority reflecting their commitment to the whole school community. School also achieved the Attachment and Trauma Bronze and are currently working towards Silver Award.

Attendance

As a result of significant work to strengthen systems and practice, the challenges of returning to school post lockdowns have been successfully addressed: overall attendance 2021/22 is improved on the pre-pandemic rate in 2018/19 and PA (13.5%) is just 0.3% higher than 2021/22. This is recognised in the IDSR release Dec. 2022 and leaders are keen to build on this further.

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