# Pupil premium strategy statement

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

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| **Detail** | **Data** |
| School name | Holy Cross Catholic Primary School |
| Number of pupils in school | 134 (excluding F1 – 17 pupils) |
| Proportion (%) of pupil premium eligible pupils | 85 Pupils (63%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | £122,125 |
| Date this statement was published | 2021-22 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Clare Higgins |
| Pupil premium lead | Clare Higgins |
| Governor / Trustee lead | Allan Rogan (COG) |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £122,125 |
| Recovery premium funding allocation this academic year | £11,016 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £133,141 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Holy Cross Catholic Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium and Recovery funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria.    There is no expectation that all Pupil Premium funded pupils will receive identical support. The school considers the best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.    When identifying strategies and allocating funding to projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation. We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year. The focus for 2021-2024 will be on achieving the best outcomes for our pupils and supporting their wellbeing. Our intention is that each pupil reaches their potential regardless of their background or barriers to learning. We aim to reduce any barriers through the delivery of our curriculum enhanced by enrichment opportunities, made available to all.    Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:   * Ensuring and supporting great teaching & adopting a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes & raise expectations of what they can achieve * Providing targeted academic interventions * Using a wider range of strategies to overcome barriers to learning     **Ensuring and supporting great teaching**  As recognised by the EFF we acknowledge that ‘good teaching’ is the most important lever schools have to improve outcomes for disadvantaged pupils and we intend to focus heavily on developing the quality of teaching through focussed CPD of teachers and strong recruitment processes.  We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.  This will include:   * extensive gap analysis used to further inform teaching * 1:1 and small support within the class * TA support in class * the employment of specialist teachers * CPD for staff and collaborative practice, including instructional coaching, modelled lessons and best practice visits     **Providing targeted academic interventions**  For some children, high quality teaching alone may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.  This will include:  - 1:1 / small groups in English and maths  - additional learning time  - 1:1 tutoring and 3:1 tutoring  - additional phonics support  - speech and language support  - SEND support groups    Using a wider range of strategies to overcome barriers to learning  In addition to the strategies above, a range of other strategies can contribute to children’s success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.  This will include:  - a focus on improving attendance  - providing curriculum enrichment opportunities  - support for wellbeing and mental health  - interventions to increase parental engagement and to ensure there is equity for pupils    Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head teacher, DHT and AHT responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The SLT regularly evaluates pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place. |

## Challenges

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

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| **Challenge** | **Detail of challenge** |
| **1** | Low attainment on entry especially in communication, language & literacy for some PP eligible children |
| **2** | Impact of covid-19 disruption on some of our most disadvantage pupils which has resulted in the gap in attainment in English and Maths compared to non PP Pupils has grown. |
| **3** | Weaker writing skills and low attainment in writing of children eligible for pupil premium compared to non-pupil premium pupils. |
| **4** | Weak oracy skills. |
| **5** | Some of our families face many social and economic challenges and do not always see regular school attendance & punctuality as a high priority. |
| **6** | Lack of cultural capital and experiences & financial issues that prevent children accessing wider experiences |
| **7** | Mental health issues for the parents/carers and the child |

## 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.

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| **Intended outcome** | **Success criteria** |
| To improve language and communication outcomes for pupils at end of EYFS Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for Staff to implement. CPD opportunities will be in place for support staff and teaching staff. | Language and communication outcomes for PP children at the end of F2 will improve and be in line with non-PP children. |
| Evidence of tuition and focused teaching enabling disadvantaged children to make good progress and reduce impact of Covid-19 disruption to learning and achievement in English and maths. | Evidence of accelerated progress in English and Maths as a consequence of tuition.  Good attainment using national benchmarks. Early barriers/SEND concerns are addressed early so that children can achieve well. |
| To ensure the proportion of PP pupils achieving the expected & higher levels in writing matches or exceeds the national average for non- PP pupils in writing. | The % of Pupil Premium children achieve EXP+ and the higher levels at the end of KS2 will exceed the national average for non-disadvantaged. |
| To improve literacy/reading in particular:  EYFS & KS1 staff to specifically deliver Read, Write Inc interventions to PP children.  SENAT programme delivered to targeted PPM children.  PP children to receive targeted interventions from SALT.  Careful analysis of children's reading using NFER assessments. | Low starting points on entry particularly in communication, literacy and language skills.  Weaker writing skills and low attainment in writing of children eligible for pupil premium compared to non-pupil premium pupils. |
| To increase rates of attendance and parental engagement for children eligible for PP.  Attendance will be in line with overall school percentage %. | PP absence will be reduced so that it is in line with national figures. Pupils’ improved attendance will result in improved progress and attainment. |
| Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children’s overall | Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children’s overall |
| To continue to promote the positive mental health of PP pupils through a range of interventions and strategies and improve the self-esteem, confidence and resilience of children. | All children can access the full curriculum because their emotional needs are being supported effectively. A range of assessments are used to, in addition to teacher/staff observations. These include:  Therapist reports, Pupil voice. Behaviour tracking |

**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:** £48,030

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| CPD, Instructional  Coaching  A focus particularly on CPD in the teaching of writing | Regular CPD through INSET, courses, coaching, etc. informed by performance management reviews, monitoring and school improvement plan priorities ensuring standards of teaching are always good or better. EEF Report ‘Closing the Attainment Gap’ states that *what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.*  *EEF Toolkit: The type and quality of CPD t*hat schools use really matters when it comes to improving teacher quality and pupil attainment, quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact. | 2 & 3 |
| Additional Teachers to support smaller group teaching in Maths and English in Year 4, 5 & 6 & specialist teachers in Music, | Targeted teaching matched to pupils needs ensures all learners are appropriately challenged.  EEF Toolkit: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average.  *EEF - The attainment Gap Research Jan. 2018* Targeted small group and one-to one interventions have the potential for the largest immediate impact on attainment. | 2 & 3 |

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

**Budgeted cost:** £55,535

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Ealy speech and language interventions through the employment of a Speech | *EYFS toolkit* shows that early support for speech and language is one of the most important strands for child support. Estimate impact is up to +6 months. *Joseph Rowntree Trust report on Special* | 1 |

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| and Language Therapist one day a week to work 1:1 with PP children | *Educational Needs* demonstrated that children in receipt of FSM are 2.3 times more likely to have a speech and language need.  As well as whole school strand, we have ensured that children with specific needs have high quality specialist support. Access to NHS services is at crisis point. |  |
| **Part Funding of Additional TA’s in EYFS** – high adult ratio so support can be focused and targeted with S&L interventions being delivered. | The number of children identified with early language difficulties is too high for the S&L to be able to support on a weekly basis, therefore trained staff are able to deliver appropriate quality S&L interventions that will increase the rate of progress in language and communication *EEF Guidance Report ‘Preparing for Literacy’* recommends that *high quality targeted support can ensure that children falling behind catch up quickly as possible.*  *EEF Toolkit: Early Years Intervention* is highly effective (+5months).  EEF has evidence that Oral Language Development is also effective (+5months) | 1 |
| **Engaging with the National Tutoring Programme** to provide a blend of tuition, mentoring & school- led tutoring for pupils whose education been most impacted by the pandemic. A significant proportion of the pupils who receive the  tutoring will be disadvantaged. | *Applying EEF guidance on small group tuition, remote tuition & 1-1 tuition*  Overall, our aim is for high quality tuition that is linked to their curriculum and closes gaps in attainment.  Working with national tuition partners and trained internal tutors to deliver tuition. All of tuition will be provided as additional support provided from Year 1 to Year 6. | 2 & 3 |
| **Part Funding of TAs** attached to each year group  enabling targeted  interventions for more able PP learners led by teachers/  TAs. | Targeted intervention has been successful over the last year and enables work to be focused and challenging, targeting individuals needs and gaps in the curriculum.  Individual, personalised high-quality interventions have been proven in our school to have a positive impact on the attainment & progress of our pupils. *EEF Report ‘Closing the Attainment Gap’* states that *targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.* |  |
| **Funding for additional access to nursery provision** beyond 15 hours DfE funding. Targeted at families known as eligible for pupil premium. | *Early Years Toolkit* shows that an earlier start for children can add up to +6 months to EYFS outcomes. Evidence shows that significant gaps are already evident for children before they start based on their socio/economic backgrounds. Research from the *Nuffield Institute* highlights the impact that access to early years education can have to close that gap.  *2021 Changing Patterns Report* illustrates that child poverty rates for families where the youngest child is under five are now 36% of families. This is higher than for those with older children, reflecting the fact that they tend to be larger families with higher needs and lower levels of employment.  *2018 Education Select Committee* report for life chances highlighted importance of Early year’s support. Included the *Effective Provision of Pre-School Education Project (EEPPSE)* suggest that pre- school provides an opportunity for effective intervention for the | 1 |
|  | reduction of special educational needs, especially for the most disadvantaged children.  *Ofsted’s Bold Beginnings Report* highlights the emphasis on high quality early years’ provision and avoiding looking at ‘catch up’ as a KS1/KS2 priority. We have rigorously implemented the findings and recommendations in the report. |  |

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

**Budgeted cost:** £37,716

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **Enrichment**  **Activities**  Subsidising school trips & enrichment activities including theatre, art gallery trips, music activities & tuition in school etc all of which will help enhance the  curriculum and  ensure engagement  of all through financial support. | Previous educational visits have enriched pupils’ learning through curriculum-based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience. School trips have supported children in developing increased confidence, greater independence, and collaborative skills. They help enhance pupil participation, experience, enjoyment and opportunities. They will broaden the life experiences and stimuli for vulnerable pupils.  Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. Learning a musical instrument develops concentration, creativity and listening.  EEF states *that arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits such as more positive attitudes to learning and increased well- being.* | 6 |
| **Extra-Curricular**  **Activities including**  **Sports & Curriculum**  **Linked Activities** Offer of free extracurricular activities for all PP children. | Continue to ensure all pupils get equal opportunity to be involved in all aspects of school and that no pupils are disadvantaged by not being able to pay. Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.  We are able to offer children a wide range of Sports experiences.  Encouraging pupils to be fit, healthy, and promote children’s well-being. | 6 |
| **Outdoor Learning**  **Opportunities &**  **Forest School**  **Sessions** Further develop forest area and forest school  learning | Broaden children’s experiences of the world around them to enhance their life experiences and draw upon this in their learning.  Provides children with collaborative learning experiences with a high level of physical and emotional challenge. Children engage in practical problem-solving, explicit reflection and discussion of thinking and emotion. Forest school improves the well-being, behaviour, engagement of targeted children. It promotes new skills and working as a team.  (transferable skills)  Children’s enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write. Support language and writing development. Enhance pupil participation, experience, enjoyment and opportunities. | 6 |
| **Part funding of**  **Attendance Admin**  **Worker role & incentives used to promote good attendance** | *Ofsted’s Inspection Framework research* highlights the importance of good attendance on wellbeing and educational outcomes for children. **Cost =** | 5 |
| **Targeted Extended**  **School Places**  Free breakfast club places offered to PP  children with poor  punctuality/  attendance | Improved punctuality and attendance for PP children where this has previously been a concern. | 5 |
| **My Happy Mind –** to part fund the programme My Happy Mind **to support children’s mental health.**  (part funded by Wirral LA) | *Children and Young People’s Mental Health Coalition Annual Report 2020* highlights the detrimental impact of the Covid-19 pandemic on disadvantaged children.  My Happy Mind focuses on developing positive mental health and well-being in identified PP children. Children with high levels of well-being are happier, have stronger relationships, are more able to deal with life’s ups and downs and achieve their potential at school. Children learn to develop and maintain a healthy self-esteem and body image. It supports children who are anxious, have low self-esteem or low levels of confidence, have some special educational needs, such as autism, are having difficulties at home and/or are experiencing difficulties at school, for example being bullied. | 7 |

**Total budgeted cost: £ 133,141**

# 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.

S&L Therapist worked with 6 PP children over the year. This had a positive impact on their progress with speech and language.

Wellcom Screening allowed us to immediately Baseline children in terms of their Speech and Language development and as a result put specific actions and interventions in place for those identified as in need of them.

WELCOM was used effectively to identify PP children who would benefit from specific S&L targeted support and these children were supported through the S&L therapist.

*The part funding of additional TAs has enabled a range of specific interventions such as –*

* *RWI interventions*
* *Reading interventions*
* *Spelling interventions*
* *Comprehension Intervention*

*Booster Teachers have enabled children in Year 2 and Year 6 to access focused intervention and “booster” teaching in small groups.*

*In Year 2 – 10 PP pupils accessed Booster In Year 6 – 17 PP pupils accessed Booster Teaching*

*12 PP children in Years 2 to 6 accessed one to one tuoring and the positive impact of this could be seen in standardised scores.*

*Reading Buddy work was unable to happen due to Covid and has had to be suspended until the next academic year.*

*Software licences enable all PP children to access high quality resources at home, e.g. ‘Times table Rockstars’, Reading Comprehension App and Google Classroom which are being well used by children across the school. During the COVID19 pandemic these software licenses proved useful and were well used by PP children when learning at home.*

*All teachers have continued to access ‘Read, Write Inc’ bespoke training. The delivery of this programme results in whole school consistency and has had a positive impact and result in raised standards in reading* and writing.

Providing hook and awe within first hand experiences. Enjoyment of the sessions have impacted positively on the pupils’ confidence as well as their attainment. Enriching experiential learning (activities they wouldn’t usually have access to). Built on self- esteem. This has had a positive impact upon reading and writing.

Despite Covid 19 and a limited number of educational visits being able to take place, 100% of children in school have accessed a range of enrichment activities as a result of the creativity of staff.

Enrichment activities were planned to give pupils the experiences to further develop their vocabulary and imagination and this has had a positive experience. We have provided our pupils with a wide range of first hand experiences that they might otherwise not have the opportunity to take part in.

PP and other children in school have also accessed enrichment activities.

## 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*

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| **Programme** | **Provider** |
| Speech and language therapy | Talk about Town |
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## Service pupil premium funding (optional)

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| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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| Covid 19 has had an enormous impact on the education of our children. It has resulted in unprecedented challenges and has brought intense pressure, high levels of stress and anxiety and radical changes to the way in which we work and live.    The closure of schools has had a considerable impact for all pupils, but the largest impact is likely to fall on those from the poorest families.    Every child’s experience has been different and some children have been impacted far more than others. It is clear that children have had access to different levels of learning during the lockdown. Some children have parents/carers who have been able to take on the role of ‘teacher’ and oversee the home learning. For many others, a whole range of issues have impacted on their ability to learn at home:   * Space to work * Overcrowding * Parents/Carers having the time / skills to commit to home learning     The health of some children has been impacted by poor nutrition and a lack of physical exercise or access to the outdoors. Many families have experienced serious illness and bereavement and there are ongoing anxieties for children, parents/carers and staff about getting back to “normality”. |