

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.

Review of Year 2021-22 Academic Year - updated data in red.

Review of Year 2022-23 Academic Year - updated data in green.

School overview

Detail	Data
School name	Holy Cross Catholic Primary School
Number of pupils in school	371 390 2022 -23 384 2023-24
Proportion (%) of pupil premium eligible pupils	10.5% (39 children) increasing to 40 (11%) 12.6% (50 children) 2022-23 12 % (47 children) 2023-24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022, March 2023, November 2023
Statement authorised by	Karen Salter Headteacher to July 2022 Sam Dowdeswell Headteacher from September 2022 - present
Pupil premium lead	Sam Dowdeswell Deputy Headteacher to Jan 2023 Tara Moran Deputy Headteacher from Jan 2023 - present
Governor / Trustee lead	Ben Starczewski Link governor for disadvantaged pupils to July 2022 From September 2022 - present Caroline Cabrera Jo Vickers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£68,655
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is to use our pupil premium funding to help improve and sustain good progress and higher attainment for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally. Through careful consideration of the specific challenges faced by our cohort of children, our focus is on those areas in which our disadvantaged pupils require the most support. Put simply, the aim of our pupil premium strategy is not only to ensure we open doors for all of our children, but through addressing challenges to learning, we enable them to achieve their full potential and equip them with the skills and self-belief to walk through.

High-quality teaching 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. An essential focus of our pupil premium spending will be on ensuring all children have an effective teacher that is skilled in steering them through all subjects across the curriculum and astute in recognising and addressing the key challenges that face our pupils.

Our pupil premium strategy is also integral to wider school plans for education recovery. In line with many national studies, our assessments, observations and discussions with pupils and families show that many of our disadvantaged students have been disproportionately impacted by the educational and emotional effects of the pandemic. Targeted academic support is an essential element of our pupil premium strategy and the National Tutoring Programme will enable those children whose education has been worst affected to receive additional tuition. Continuation of our SEMH programmes will also support our children in developing social and emotional strategies to manage their mental health through: promoting positive physical and mental wellbeing; encouraging perseverance and resilience; and enabling them to be ready and effective learners. Good mental and physical wellbeing also positively impacts attendance.

At our school, we remember that disadvantaged pupils don't lack talent or ability, but can lack opportunity. Therefore, an important element of our pupil premium strategy is to deepen cultural capital through enabling children to access a wide range of enrichment and extra-curricular experiences, both in and out of school. Allowing children from vulnerable families to participate in rich first-hand experiences develops confidence and curiosity. Our pupil premium strategy addresses the need to widen horizons and raise aspirations which,

through our own observations and discussions, has proven to have a positive impact on academic attainment and personal achievement.

Our approach will be responsive to the common challenges and individual needs of our pupils and will be rooted in diagnostic assessment rather than misplaced assumptions or generalisations on the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- have high expectations for all of our pupils
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- be ambitious and creative in our approach when supporting our disadvantaged children
- work supportively and collaboratively with our most vulnerable families
- support children's health and wellbeing to enable them to access learning at an appropriate level,

Challenges

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

Challenge number	Detail of challenge
1	<p>Impact of lost learning due to COVID-19</p> <p>Partial school closures caused disruption to education and inevitably led to slower rates of learning and learning loss. Assessments, observations and surveys indicated that this had a greater impact on disadvantaged children and those of vulnerable families.</p> <p>Significant knowledge gaps were evident from KS1 through to KS2 and led to children falling behind age-related expectations in reading, writing and maths.</p> <p>Oracy has also fallen below expected standards and this appears to have disproportionately affected our disadvantaged children in EYFS and KS1.</p>
2	<p>Attainment gap in children achieving greater depth</p> <p>Assessment data shows that disadvantaged children do not achieve greater depth levels that are comparable with non-disadvantaged children. In 2023, attainment of disadvantaged pupils within the school was in line with non-disadvantaged. The gap between disadvantaged and non-disadvantages within the school is closing, but we now need to focus on bridging the gap between the school and national figures.</p> <p>The percentage of most disadvantaged pupils achieving the expected standard in Reading, Writing and Maths was below the national across subjects.</p>
3	<p>SEMH</p> <p>Assessments, observations, wellbeing surveys, RHE lessons, and discussions with pupils and families have identified SEMH issues for many pupils.</p> <p>These are predominantly due to lack social interactions during COVID restrictions and increased pressures on families due to the UK cost of living crisis; insecurities and anxiety levels have risen across the school.</p> <p>Teacher referrals for support have markedly increased. ELSA support is required to support these children and families.</p>

4	<p>Parental Engagement</p> <p>Observations, discussions and surveys tell us that many of our disadvantaged children receive less support at home. Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home. This is evident across all key stages, and particularly amongst our disadvantaged and vulnerable families. Lack of support at home is a major contributory factor in the gap between disadvantaged and non-disadvantaged children.</p>
5	<p>Language and communication skills</p> <p>Assessment, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps amongst many pupils across all key stages.</p> <p>This is often made more difficult by EAL where many families do not have a strong grasp of English. Low cultural capital also restricts pupils' vocabulary as limited experiences restricts exposure to wider vocabulary and semantic field.</p>
6	<p>Reading</p> <p>Home/school reading records and pupil voice show that many of our children have no access to reading materials outside of school. This negatively impacts their development as readers and can prevent children from developing a love for reading. It also restricts opportunities for pupils to deepen their own knowledge and understanding through independent learning. We see evidence that this impacts progress and attainment throughout KS1 in reading and across reading and all topic areas in KS2.</p>
7	<p>Pastoral Care</p> <p>Our own observations and pupil voice indicate that some of our pupils benefit from wraparound care at the beginning and end of the school day. The school does not use pupil premium monies exclusively for disadvantaged families but in supporting low income families, vulnerable families and young carers.</p> <p>National research shows that attending breakfast club can improve pupils' academic attainment whilst also improving attendance and punctuality. Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. Receiving breakfast in a relaxed environment with pastoral staff on hand creates a supportive atmosphere before the school day starts and similarly ASC allows the day to end in a relaxed and informal way. It also benefits families that are economically disadvantaged through allowing them to work additional hours.</p> <p>Discussion with our pupils and observations show a significant lack of cultural capital among many of our children. This negatively impacts all areas of learning as children cannot build on personal experience to make connections to new learning. We also find that this leads to lower ambition and aspiration within our pupils, particularly our disadvantaged children.</p>

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 progress and attainment in reading, writing and maths for our disadvantaged pupils.	<p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils nationally. • Achievement of disadvantaged pupils across school in comparison to all pupils nationally. • Progress of identified disadvantaged pupils reaching the higher standard because of intervention. • Times table check data for disadvantaged pupils is above that of all pupils nationally
<p>To increase the number of disadvantaged children that achieve greater depth in reading, writing and maths.</p> <p>Reduction in the Attainment gap in pupils achieving greater depth.</p>	<p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • The numbers of disadvantaged children attaining greater depth in reading, writing and maths will be in line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. All children from disadvantaged pupils to have full access to our curriculum and all our extra-curricular experiences.	<p>Sustained levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils • a reduction in the waiting list for pupils requiring ELSA support.
To equip parents/carers with the skills, confidence and knowledge to support their children's learning at home, particularly our disadvantaged families.	<p>Through strengthening links with our families, we will work to create a collaborative and supportive community that supports our children in their learning and their wellbeing.</p> <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations. • good levels of engagement and attendance at teacher-led workshops for parents/carers. • quantitative data will show a closure in the attainment and progress gap between disadvantaged and non-disadvantaged families, particularly in the event of any future school closures.
Improved oral language skills and vocabulary among our disadvantaged pupils.	<p>This will be demonstrated through:</p> <p>Assessments and observations indicating significant improvement in oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including</p>

	<p>engagement in lessons, book scrutiny and ongoing formative and summative assessment.</p> <p>Also, an increase in participation in enrichment activities will help improve attitudes to learning. This will be evidenced through observations of children’s discussions and within their writing.</p>
<p>Increased levels of reading for pleasure and an increased reading attainment among disadvantaged pupils.</p>	<p>This will be demonstrated by: Assessments and observations indicating a significant improvement in the engagement of reading for pleasure among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in reading lessons and library sessions, home reading records, parent and pupil surveys, book scrutiny and ongoing formative and summative assessment. Also, the end of key stage outcomes will show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. This is within a context of high attainment for all.</p>
<p>To achieve and sustain improved wellbeing for all pupils at our school, particularly our disadvantaged pupils.</p> <p>To raise the self-esteem, resilience and aspirations of students entitled to pupil premium through pastoral support and extracurricular activities.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • teachers quickly identifying disadvantaged children who would benefit from wraparound care • disadvantaged children have access to provision before and after school • disadvantaged children have a healthy breakfast • disadvantaged children are able to access SEMH programmes, if needed • good attendance levels • increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of teachers to deliver our SSP programme (Letters and Sounds) to secure stronger phonics teaching for all pupils. Use of 'Little Wandle' to develop and teach the children's phonic knowledge</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 6,</p>
<p>Training of teachers and LSPs to deliver Nuffield Early Language Intervention (NELI)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>We will fund release time to allow subject leaders to develop the skills they need to articulate their own educational vision and use this to inform curriculum design, subject enrichment and subject-level interventions designed to raise achievement.</p>	<p>Our 2023 Ofsted report said: They have designed an ambitious curriculum that builds pupils' knowledge over time. Some subject curriculums are in the early stages of implementation. Nonetheless, in many subjects, pupils learn well because they build on what they already know. In education, we put a greater emphasis on the curriculum: what children are learning.</p>	<p>1, 2,</p>
<p>Learning Support training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) identifies that research on LSPs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when LSPs work in structured settings with high quality support and training.</p>	<p>1,2,3,4</p>

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

Budgeted cost: **£28,655**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 small group support and booster classes (identified Year 6 pupils)	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021). Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly.</p>	1,3,5,6
Bell Foundation aims to supporting learners with EAL	<p>Communication and language approaches EEF (educationendowmentfoundation.org.uk) emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment in EAL and speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.</p>	1,2, 5, 6
Oral intervention and focus within lessons	<p>Research repeatedly shows a positive link between oral interventions and academic attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>High-quality classroom discussion, are inexpensive to implement with high impacts on reading, EEF, 2021. Within the school context, continued professional development focusing on improving the use of vocabulary and language.</p>	1,2, 5, 6
Sustained and intensive support where needed, offered through: <ul style="list-style-type: none"> • practical support and resources for home. • group-based parenting initiatives such as stay and play and reading workshops, 	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 2, 4

<ul style="list-style-type: none"> • 1:1 support offered to disadvantaged children with greater needs. 		
<p>Appoint a Family Support Worker who can:</p> <ul style="list-style-type: none"> Support families with attendance Support families with contextual challenges Provide parenting programmes Support children with 1:1 sessions 	<p>Attendance is a big barrier to learning for many of our children. This is particularly the case of our SEN children and Pupil Premium children.</p>	4, 5, 7

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>Research shows that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>https://www.elsanetwork.org/about/</p>	3, 7
Wraparound care	<p>Good quality wraparound childcare has a positive impact on children's outcomes. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills.</p> <p>Among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups. They achieved on average, a 2- point higher total score in their KS2 assessments in English, maths and science at the end of primary school.</p> <p>https://www.gov.uk/government/publications/wraparound-and-holiday-childcare-responding-to-requests</p>	1, 2, 3, 4, 7
Enrichment activities	<p>Ofsted's 2019 framework states the importance of personal development as they acknowledge: "The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy."</p> <p>https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework#provision-inspected</p>	1, 2, 3, 5, 7

Extra-curricular activities	Research shows that participation in extra-curricular activities has many benefits for disadvantaged children. These have been found to include: <ul style="list-style-type: none"> • development of thinking skills • enhancing social skills • boost to self confidence • identifying a hidden talent • learning of new skills • boost to academic performance • time management • developing creativity 	1, 2, 3, 5, 7
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 68,655

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Current Achievement of PPG Pupils (2023 KS2 Outcomes)

	All Pupils		Our pupils eligible for PPG		National Average for all pupils	
% achieving the expected standard or above	% at expected standard	% at the high standard	% at expected standard	% at the high standard	% at expected standard	% at the high standard
Reading	62%	15%	40%	n/a	73%	29%
Writing	60%	8%	80%	n/a	71%	13%
Maths	62%	13%	n/a	n/a	73%	24%

Current Achievement of PPG Pupils (2023 KS1 Outcomes)

	All Pupils		Our pupils eligible for PPG		National Average for all pupils	
% achieving the expected	% at expected standard	% at the high standard	% at expected standard	% at the high standard	% at expected standard	% at the high standard

standard or above						
Reading	79%	11%	92%	n/a	68%	19%
Writing	66%	11%	62%	n/a	60%	8%
Maths	75%	11%	85%	n/a	70%	16%

Teaching

- In 2023, attainment of disadvantaged pupils within the school was in line with non-disadvantaged. The gap between disadvantaged and non-disadvantaged within the school is closing, but we now need to focus on bridging the gap between the school and national figures.
- Within KS1 Reading and Writing a higher percentage of disadvantaged children than all children achieved the expected standard within the school.
- Within KS2 Maths a higher percentage of disadvantaged children than all children achieved the expected standard within the school.
- The percentage of most disadvantaged pupils achieving the expected standard in Reading, Writing and Maths was below the national across subjects.

Year 4 Multiplication Table Check

	Non-Pupil Premium	Pupil Premium
pupils who scored 20 - 24 (% of year group)	21 (35%)	3 (43%)
pupils who scored <20 (% of year group)	12 (20%)	5 (71%)

- The Year 4 Multiplication Check - With regular practise in school through quality-first teaching and with supplementary interventions from Learning Support Assistants and teachers, children achieved well in this assessment. Of all Year 4 children, 35% achieved 20-24 out of 25 which is an increase of 12% from the previous year. A total of 43% of disadvantaged children achieved the same score.
- The NTP – Through regular and ongoing tuition and the commitment to additional teaching across KS2 the children within these sessions made the expected six steps of progress.
- In the Year 1 phonics check, 40% of disadvantaged children achieved standard and in Year 2 100% if disadvantaged pupils achieved standard.
- At the end of Foundation stage 80% of disadvantaged pupils met the expected standard (Good Level of Development) compared to 55.3% of all pupils. Disadvantaged children in all year groups typically make progress in line with their peers in Reading, Writing and Mathematics.
- Teacher assessment data was collated in Term 1, 3 and 5 in 2022-23 and demonstrates that in most year groups from Year 1 to 6, disadvantaged pupils made the same progress in reading, writing and maths as non-disadvantaged children. Tracking data shows a continuation of small attainment gap across subjects and year groups. It also shows that there is room for improvement in all areas.
- A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context including cross curricular library books, phonics package and Mobius Maths partnership.
- A strategic approach to delivered CPD has ensured a secure teaching profile with all teaching good or better. Additional release time was allocated for middle leaders to provide coaching / mentoring support to Apprentice Teachers and Early Career Teachers.

Targeted Support

- Through our partnership with Mobius Maths, which began in 2023, the Maths teaching has developed throughout the school.
- Mobius Maths will continue to work with the school during this academic year to fully secure the improvements already made and to move teaching and learning in maths to outstanding across the school.
- Little Wandle continues to be embedded across the school. Working in partnership with Ramsbury English Hub throughout the next academic year. The full programme is now being taught across all year groups. Full training was received in 2022-23 to ensure fidelity to the programme and this includes all new starters. Regular training sessions will continue to be delivered by our phonics lead.
- A new English lead was appointed for 2023 and will be supported by two dedicated leads.
- Speech and language and oracy intervention will be a focus for 2023-24. With 77% of our pupils having EAL, vocabulary is a focus area and a priority for the school.

Wider Strategies

- Our disadvantaged children have benefitted from a wide range of activities such as; trips, sports tournaments, music lessons and swimming lessons to name a few. These have developed their confidence and life experiences.
- Families will benefit from advice and support through our Parent Support Advisor and SENCo Team. This was beginning to be introduced in 2022-23, but it is hoped that it will be more of a focus in 2023-24.
- More opportunities for parents, community and community cohesion will be a focus for 2023-24.