



Holy Cross Catholic Primary School

Pupil Premium Grant Expenditure: Report to Parents 2021-2022

Overview of the School

Pupil Premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived (namely those children entitled to free school meals and looked after children). At Holy Cross, provision for pupil premium pupils requires additional funding from the school to encompass all vulnerable learners not just those who reach the threshold for the additional funding. We believe it is our moral duty to support all those in need.

Number of Pupils and Pupil Premium Grant PPG received for 2021-2022	
Total number of pupils on roll	371
Total number of pupil eligible for PPG	40 (11%)
Amount of PPG received per pupil	£1,211
Total amount of PPG received	£58,110
Total expenditure	£58,119.07

Expenditure Review 2021-2022

Quality of Teaching for All

Budgeted cost: £20,000

Actual Expenditure: £13,603.25

Funding was used to enable all staff to participate in high quality training, both externally and within the school, and ensured the successful application of consistent best practice across the whole school. In addition, it was used to provide focused and specialist support for middle and senior leaders, enabling them to monitor, coach and mentor colleagues to improve practice. Training was delivered across many of the subject areas including:

- Phonics;
- subject leadership coaching sessions;
- coaching and development of new Phase Leader role across all key stages;
- whole school development and training.

Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.	WK Jerman Education Consultancy A wide range of focussed CPD to develop the curriculum and provision across the school. curriculum development coaching and mentoring training for governors and trustees focused work on disadvantaged pupils and SEND pupils staff and governor CPD reading review SLT meetings EYFS CPD	The CPD helped teachers and SLT to design a curriculum that is relevant and appropriate to meet the needs of our pupils and families while fulfilling the expectations of the National Curriculum. This benefitted not just PPG but all pupils	The aim is to continue to develop and improve the curriculum over the next year. Staff must continue to review work daily and adapt planning accordingly. Teachers and SLT were able to improve and develop on existing good practise.	Total: 9,989.10 November 21 £2424.00 December 21 £1932.00 March 22 £270.00 April 22 £1500.00 May 22 £540.00 June 22 £318.00 Teachers Time £35.00 per hour 18 staff x 3.5 hours £2,205 HLTA Cover £12.70 per hour 18 x 3.5 hours £800.10 SLT Support

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</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>Team Teach Training Positive Behaviour Management To provide strategies to support challenging situations.</p>	<p>Following Covid there was a need for behaviour support within some year groups. This training helped equip everyone to manage distressed behaviours and conflicts safely and respectfully.</p>	<p>This training supported the teachers with behaviour issues brought about by Covid and lack of social interaction.</p>	<p>Total: £1309.55</p> <p>Course: £1,100.00</p> <p>Cover £12.70/hr HLTA 3 adults attending £209.55</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</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>Vocal Health Workshop To help teachers with their mental health and wellbeing following on from the Covid pandemic</p>	<p>Improved mental health of our teaching staff following Covid.</p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).</p>		<p>Total £1,314.00</p> <p>Course £45.00 TA Time £12 per hour 18 x 1.5hrs = £324.00 Teacher Time £35 per hour 18 x 1.5 hrs - £945.00</p>
<p>Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.</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,</p>	<p>An embedded and inclusive curriculum.</p> <p>The school have developed a progressive and ambitious curriculum. A full year (without</p>	<p>Continue to develop and improve the curriculum over the next year. Staff must continue to review work daily and adapt planning accordingly</p>	<p>6 hours per teacher 13 subjects HLTA £12.70/ hour £990.60</p>

	subject enrichment and subject-level interventions designed to raise achievement.	school closures) will be needed to assess the full impact of these developments.	Teachers were able to improve and develop on existing good practise. Strong curriculum leadership to ensure that the curriculum is progressive and relevant to all pupils. Development of assessment in the non-core to ensure those falling behind are identified quickly and interventions completed. Maths, English and Phonics are to remain a focus.	
			Total Expenditure	£13,603.25

Target Intervention		Budgeted cost: £20,000 Actual Expenditure: £23,802.89		
<p>Specific interventions are used across the school to enable pupils to make good progress. We deploy key staff in all year groups to work with individuals and with small groups of pupils so that opportunities to make good and better progress are enhanced. Targeted interventions address identified needs and include academic, emotional, behavioural and well-being support. For 2021-2022, these included:</p> <ul style="list-style-type: none"> • LSPs work with small groups and 1:1 to deliver targeted intervention programmes to enable all of our children to achieve to their highest potential; • Additional TAs deployed in EYFS to facilitate small teaching groups, particularly for phonics, maths and handwriting; • National Tutoring Programme which provided a blend of tuition, mentoring and school-led tutoring for pupils. • The LSPs will be deployed to address any early intervention as identified. Waved intervention – to reduce attainment gap and accelerate progress 				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress and attainment in reading, writing	National Tutoring Programme	The children made steady improvement and were able to bridge gaps created by Covid.	Monitor in/out data to assess progress.	Total Cost of Administration: £2867.85

<p>and maths for our disadvantaged pupils</p> <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>Providing a blend of tuition, mentoring and school-led tutoring for pupils.</p>	<p>Assessment and Teacher observation in class.</p>	<p>This intervention needs to be delivered across the whole school to ensure more children are ready for learning.</p>	<p>£2697.00 Course £170.85 Cover</p>
<p>Increased levels of reading for pleasure and an increased reading attainment among disadvantaged pupils.</p> <p>Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.</p>	<p>Purchase of books to coincide with our SSP programme to allow for the development of early reading and phonics</p>	<p>A positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p>	<p>To develop further our reading programme through the whole curriculum</p>	<p>£3023.55 Big Cat Letters and Sounds £541.88 £83.73 Madeleine Lindley Ltd</p>
<p>To increase the number of disadvantaged children that achieve greater depth in reading.</p> <p>To allow all children to have access to reading materials at home.</p> <p>To develop the children's pleasure for reading and improve academic attainment.</p> <p>To have a positive impact on mental wellbeing.</p>	<p>Oxford Owl eBook Library</p> <p>Purchase of ebook library Oxford Owl eBook Library : Primary: Oxford University Press (oup.com)</p>	<p>Children's reading and pleasure for reading showed levels of improvement.</p> <p>This was monitored via Termly provision map meetings and assessment.</p> <p>The school has a strong whole school commitment to improving reading and building a culture of reading for pleasure.</p> <p>New Reading Lead has been appointed and the school library</p>	<p>To develop further our reading programme through the whole curriculum</p> <p>English team to purchase suitable texts to support current texts and topics. Learning environments to be developed to show a love of reading. Book reveal and review assembly slot.</p>	<p>£437.88</p>

		has been improved both in KS1 and KS2.		
Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.	Sustained and intensive support where needed, offered through: 1:1 support offered to disadvantaged children with greater needs.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	Settled and calm children Consistency is key. 1:1 support has a greater impact allowing children to integrate quickly into the class environment.	£12/hour average TA rate 6 hrs per week x 2 TAs 39 weeks £5616.00
Improved progress and attainment in reading, writing and maths for our disadvantaged pupils. To close attainment gap for pupils across school Accelerate progress of children working below age related expectation Provide targeted intervention work in reading, writing and maths.	Waved Intervention Provision mapping Setting ILPs Reviewing short- and long-term outcomes of individual children	Reviewed via termly provision map meetings. Assessing the impact of specific whole school boosters and interventions. Reviewing the impact of specialised interventions such as pre-teach vocabulary sessions etc	Continue with specific interventions as per the provision map and individual child. Adapt the needs according to where the child's learning journey is. Continue to set SMART targets for all children. Parents continue to be involved in this process. Pre-teaching and group work have a greater impact as pupils are supported and given time to learn and work together. This needs to be consistent and done on a regular basis with dedicated TAs.	2 hours TA time in each class 2 TAs per year group £288.00 £288 x 39 weeks £11,232 TA support interventions and small groups across EYFS, KS1 and KS2. £12/hour average TA rate
			Total Expenditure	£23,802.89

Wider Strategies – Social, Emotional, Mental Health and Wellbeing

Budgeted cost: £18,110 Actual cost: £20,712.93

Observations, wellbeing surveys, discussions with pupils and families and CPOM reports identified SEMH issues for many pupils. These were predominantly due to: ongoing COVID repercussions such as insecurities and anxiety levels rising during the pandemic; socioeconomic difficulties and child poverty. Teacher referrals for support has maintained high and demand for ELSA support has been maintained. Teachers and SENCO can make referrals to ELSA. The sessions take place outside the classroom as required. The ELSAs have provided personalised support as required eg social stories around morning routines for parents to read to children; flexible approach to individual children entering the school. They can also seek support and guidance from external agencies where required to further support children and parents.

We know that for our children to be effective learners, they need to experience positive mental and physical wellbeing and to support this we used pupil premium funding to provide the following:

- support from SENDCo for the emotional needs of the pupils, including work within friendship groups and with individuals and parents;
- 2 x ELSA assistants providing daily support for children who are experiencing social and emotional difficulties;
- costs of wraparound care met for our disadvantaged children, including breakfast club and after-school provision for vulnerable families. This prepares our children to be effective learners through alleviating hunger and tiredness whilst also assisting attendance and punctuality.

Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve social and emotional well-being of targeted children at specialist level.	ELSA	<p>Within the school emotional wellbeing needs have increased as a result of the pandemic and due to the economy. Friendship issues were one of the key areas along with anxiety. Improvements in the individual's social, emotional and friendship issues.</p> <p>The school focussed a lot on emotional regulation following the return to school in September and resilience building.</p>	<p>Increasing need for this service since Covid.</p> <p>There are increased need due to family pressures and due to finance and work.</p> <p>Interventions need to introduced early with the cooperation and support of parents/carers for greatest impact.</p> <p>There needs to be a 'whole' school approach with all staff being training in Mental Health and Wellbeing and the long-</p>	<p>Total: £7873.60</p> <p>2 ELSAs 6 hrs a week ELSA at £12.70/hr over 39 weeks</p> <p>£1000 Resourcing budget and supervision</p> <p>Top up Training cost £348.00 x 2</p> <p>£117.00 x 2 Additional Courses</p>

		<p>The school has made good use of key adults to support children via ELSA support.</p> <p>Worry boxes were provided in each class.</p> <p>SENCo and teachers worked together to monitor the need for ELSA referral.</p> <p>Also monitored via CPOMS</p>	<p>term positive impact of good mental health provision.</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>To offer a wide range of physical activities (during the school day and after school clubs) to boost wellbeing, behaviour, attendance, and aspirations.</p>	<p>Helped to support health and wellbeing post Covid.</p> <p>Disadvantaged children were encouraged to take part.</p>		<p>Total: £7380.87</p> <p>Wiltshire Cricket £85.00 Fortius £300.00 Sports Assistant Extra Tuiton £61.25</p> <p>Wraparound support £6934.62 3 x 38pw £60.83 per unit</p>
			Total Expenditure	£15,254.47

Wider Strategies – Enrichment Activities

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. Our pupils also benefit from wraparound care at the beginning and end of the school day. These activities support the development of our children's cultural capital.

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. Pupil premium monies is not exclusively used for disadvantaged families but in supporting low income families, vulnerable families and young carers. 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.

Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enable children to take part in enrichment activities in order to improve curriculum involvement and provide real life experiences for writing stimulation.	Wyvern Theatre School trips	Development of self-reliance, social skills, and self-esteem in them was evident. These activities aided in learning life skills outside the classroom. Children's writing after enrichment experiences shows a very good individual level as assessed by class teacher	Investment in high quality experiences must remain a focus to develop opportunities for our children and improve the cultural capital of the school.	Wyvern - £399.00 Other Trips - £453.86
	Music Lessons via Techniques Music Academy			1 x 35 lessons @ £8.50 each = £297.50 1 x 30 lessons @ £8.50 each = £255 £552.50
To enable PP children to improve swimming skills for safety, enjoyment and healthy lifestyle	Swimming	All children to swim 25 metres unaided		£90.00 per pupil PPG Pupils £450.00
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.	Wraparound care Funding for extra-curricular clubs, Afterschool Club and Breakfast Club.	Supporting families with financial worries and reducing children's anxiety and stress when at school.	To continue	£1241.00
To enable children to take part in enrichment activities in order to improve curriculum involvement and provide real life	Jubilee Preparations	The children were able to take part in an event that developed their social skills, self-esteem and experiences which was	Events like this will be stepped up next year as they add to the culture of the school and allow our parents to meet and	Supplies £72.10

experiences for writing stimulation.		something that was lacking as a result of the Covid pandemic.	socialise. It creates a community.	
			Total Expenditure	£3168.46

Wider Strategies – Parental Enrichment

Wider Strategies – Parental Enrichment

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Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To equip parents/carers with the skills, confidence and knowledge to support their children's learning at home, particularly our disadvantaged families.	Group-based parenting initiatives such as stay and play and reading workshops,	To develop social skills after the pandemic and improve school interactions with parents	Parents are currently reluctant to interact. More work is required in this area.	Teacher and TA time £35.00 per hour 4 teachers x 6 terms £840.00 Staff £1450.00 Resources
			Total Expenditure	£2290.00