

# Pupil premium strategy statement (primary) Forecast 2021/2022

1. Summary information					
<b>School</b>	Holy Cross, Leicester				
<b>Academic Year</b>	2021/2022	<b>Total PP budget</b>	£118,000	<b>Date of most recent PP Review</b>	June 2021
<b>Total number of pupils</b>	245	<b>Number of pupils eligible for PP</b>	109	<b>Date for next internal review of this strategy</b>	December 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>		%
<b>% making progress in reading</b>		%
<b>% making progress in writing</b>		%
<b>% making progress in maths</b>		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Communication and language – limited vocabulary and language acquisition
<b>B.</b>	Literacy – reading, specifically comprehension, inference and deduction
<b>C.</b>	Literacy – writing, limited vocabulary
<b>D.</b>	Maths – poor vocabulary & language skills hinder progress in reasoning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance
<b>F.</b>	SEMH needs
<b>G.</b>	Low baseline on entry
<b>H.</b>	Behaviour for learning

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Children's vocabulary and language skills are improved in a way that increases their confidence, improves their reading and writing, attainment and progress, whilst helping to develop their oracy.</p> <p>Measured by: Attainment and progress data Lesson monitoring and book scrutiny (if applicable) Wellcoms data Tracking data from baseline</p>	<p>Number of PP children making expected progress will be at least in line with non PP children. Reduce the gap in attainment between PP children and non-PP children. Improved teacher confidence in developing vocabulary skills. Opportunities provided in class to develop oracy.</p>
<b>B.</b>	<p>For all children PP &amp; non PP to make at least expected progress in R, W &amp; M, based on their starting point.</p> <p>Measured by: Target tracker data Book looks Lesson visits</p>	
<b>C.</b>	<p>For all pupils to display learning behaviours that will allow them to be successful</p> <p>Measured by: Pupil engagement in lessons Behaviour records.</p>	<p>Less children receiving behaviour sanctions.</p>
<b>D.</b>	<p>To ensure that the attendance of PP children is in line with school targets and reduce episodes of lateness.</p> <p>Measured by: Attendance figures</p>	<p>Increased overall attendance, good attendance identified as 97%. Attendance of PP and non PP children are in line. Able to track support offered to families to increase attendance. Positive relationship developed with the EWO.</p>
<b>E.</b>	<p>Parents are enabled to support their children in their learning and that they know where to access support if needed.</p> <p>Measured by: Interactions on ClassDojo Attendance at parents' meetings Monitoring of homework handed in, both quality and quantity</p>	<p>All parents signed up to ClassDojo. High uptake on Twitter. Sessions held within school to support in key areas eg. Phonics, reading, behaviour.</p>

## 5. Planned expenditure

**Academic year**

**2021 - 2022**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all TIER 1

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To accelerate the language development of children in EYFS	To maintain class sizes of 15 or less in reception.  £30,000	EFF research shows that if you can reduce a class size to 15 this can have a significant impact children's progress.	Two classes in EYFS.  Monitor progress from baseline to ensure that all children make at least expected progress. Many children will need to have made accelerated progress.	Charlotte Walton	Review impact annually to ensure that the strategy is having the desired impact.
For a consistent approach to teaching phonics to be fully embedded across the whole school	To buy into the CPD package from KTC.  £1,000	Early reading needs to be a priority to enable children to access the rest of the curriculum.  High quality, focused professional development of teachers will have a positive impact on quality first teach.	Lesson visits Ensuring all staff have accessed the training The phonics programme is in use across the curriculum, not just in phonics lessons.	Amelia Griffith	Ongoing review of early reading.
To develop resilient, confident, independent and creative learners.	Forest School for Rec, year 1, year 2 & year 3.  £10,000	Forest school is proven to make a difference in the following ways: Confidence: children have the freedom, time and space to learn and demonstrate independence. ... Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment. All of these elements will support the children in their oracy which in turn supports them across the whole curriculum.	Weekly reports from Forest school regarding pupil engagement.  Visits to Forest school.  Progress data.	Entrust  Karen McVea	Review impact annually to ensure that the strategy is having the desired impact.

<p>Improve outcomes in reading in KS2.</p> <p>All children to make at least expected progress. Increase the % of pupils who make accelerated progress.</p>	<p>To further develop the use of AR in KS2. Ensure that it is being used consistently across the whole of KS2.</p> <p>£1,200</p>	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. The EEF research showed promising results. The system is now fully embedded in school, but will need a re-launch following the disruption of COVID.</p>	<p>Weekly monitoring of participation.</p> <p>Termly Star reading tests and evaluation of progress.</p>	<p>Hayley Gardiner</p>	<p>Through termly pupil progress reviews we will look at both the implementation and impact of AR.</p>
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**Total budgeted cost**    £42,200

## ii. Targeted support TIER 2

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>For the children in year 6 to make at least expected progress based on their KS1 results.</p> <p>Increase the % of pupils achieving GDS from KS1 to KS2</p>	<p>Academic interventions, 2.5 days a week.</p> <p>£10,000 (contribution)</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>Lesson visits Book looks Pupil interviews Review of attainment and progress on TT.</p>	<p>Hayley Gardiner</p>	<p>Half termly review of the groups to look at the impact of the interventions.</p>
<p>To accelerate the progress of those children in the lowest 20% for reading in KS1.</p>	<p>Targeted small group interventions throughout the day.</p> <p>£10,000 (contribution)</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>Lesson visits Book looks Pupil interviews Review of attainment and progress on TT.</p>	<p>Amelia Griffith</p>	<p>Half termly review of the groups to look at the impact of the interventions.</p>
<p>For all children to make at least expected progress from KS1 to KS2</p>	<p>Targeted small group interventions during the afternoons.</p> <p>£10,000 (contribution)</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>Lesson visits Book looks Pupil interviews Review of attainment and progress on TT.</p>	<p>Karen Mcvea</p>	<p>Half termly review of the groups to look at the impact of the interventions.</p>

**Total budgeted cost**

£30,000

**iii. Other approaches TIER 3**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support children with SEMH needs to make good progress.	SEMH interventions £10,000 (contribution)	The role of the SEMH interventions will be to intervene early when a child has been identified as needing some emotional support. There is high demand for such support at Holy Cross.	This role will be supervised and supported	Rosie Neville	End of the Spring Term to decide if this is a role we need going forward.
All children to have a successful lunchtime which then enables them to access the afternoon lessons.	To provide lunchtime support for those who struggle with friendships. £4,000	The benefits of a lunchtime club include improving social skills, increasing friendship groups and networks, promoting peer social acceptance, creating feelings of happiness for all, removing the triggers often associated with completely undirected time.	Termly review of attendance at lunchtime club and its impact on pupil's SEMH needs.	Colette Lewis	Termly review
For all children to wear the correct school uniform.	Make vouchers available to all families. £3,125	Whilst wearing the correct uniform on its own, does not have a direct impact on a child's attainment, it can help in developing a positive school ethos. There is some evidence to say that in areas of high poverty supporting with uniform can improve attendance.	For a uniform policy to be successful all staff need to be committed to upholding and enforcing the policy.	Karen McVea	Ongoing
For all children to be able to access trips and visits.	Subsidise the cost of trips for PP children. £5,000	School trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all students (and teachers!). No child would ever be excluded from a trip, however by partially funding we are able to offer a greater range of experiences.	To ensure that all trips are planned with an educational purpose in mind. Trips are to be reviewed to measure impact, both in terms of experience and enjoyment.	Karen McVea	Evaluation of trips and visits to ensure that they are having an impact on the children.
For all children to be supported to meet the KS2 swimming target.	Subsidise the cost of swimming. £2,000	Due to the starting point of many of our pupils (no experience of swimming) they need more lessons. Swimming is a life skill.	Monitor the provision of swimming. Ensure that the sessions are differentiated to push the more able swimmers as well.	Katie Billington	Swimming assessments at the end of the academic year to measure the impact of extra swimming sessions.

Breakfast for the whole school at the beginning of the day	£500	<p>Many of our children start the day without any breakfast.</p> <p>'Breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function. Improve academic performance, including school grades and achievement test scores. Increase on-task behaviour in the class.'</p>	Ensure that all children have access to a healthy breakfast. Monitor uptake. There should be no wastage.	Karen McVea	Termly. Review of the programme by the national breakfast scheme who are supporting the school.
For our school library to be a place that all of the children want to visit.	£10,000	<p>Many of our children do not have access to a range of books at home. It is vital that we have an inviting space that is full of books that engage all readers regardless of interest or ability.</p> <p>Numerous studies have shown a link between good school libraries and pupil attainment. In the UK context, the work by the National Literacy Trust (Clark, 2010) has found a strong relationship between reading attainment and school library use. Children and young people with a reading age at or above their expected level were nearly three times as likely to be school library users as their peers with reading levels below that of their expected age.</p>	Our new library system will allow us to analyse library use by groups. This linked with AR will ensure that children are reading books that are at their level.	Hayley Gardiner	<p>Termly review of usage.</p> <p>Ongoing review of the books that are being borrowed.</p>
To purchase 15 IPADs to be used across the school.	£5,000		Monitor the usage of the		
Provide all PP children in years 2 – 6 with a free kindle fire.	Free as bid for them.		Check sign up to ClassDojo.	Karen McVea	
<b>Total budgeted cost</b>					£39,625
<b>Total</b>					£111,825

6. Review of expenditure				
Previous Academic Year		2019-21 Targets carried over due to COVID		
i. Quality of teaching for all				
Action	Intended outcome	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
1. Train key staff in <i>Primary Talk &amp; Talk Boost</i> and set up interventions.	See section A above.	<p><i>Primary Talk Award was achieved.</i></p> <p><i>Primary Talk Project</i> has meant greater focus on vocabulary development for all; KS1 teachers and TAs have attended <i>Talk Boost</i> training – introduced summer term – too early to identify impact but it is clear it builds on from Wellcoms used in EYFS;</p>	Build-up assessments for <i>Talk Boost</i> and <i>Primary Talk</i> over time to ensure clear impact data (this was second year of introduction – project on-going).	

<p>2. Introduce EYFS approach in Year 1.</p>		<p>- Early Years approach has been successfully introduced into Year 1, meaning that a higher percentage of children have made good progress over the year. Behaviour has also been good throughout the year.</p>	<p>EYFS approach has been successful and will continue to be used in Year 1, to support transition from EYFS, and to aid learning and progress. PP children are continuing to catch-up over Year 1.</p> <p>A greater focus on supporting writing and mathematics in Year 1 and through Year 2 to ensure the gap between PP and non-PP children continues to reduce over KS1.</p> <p>Continue with support for reading and phonics interventions, including some 1-1 reading (0.5 TA time).</p>	<p>£2,000</p> <p>£5,966</p>
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3i. Ensure rapid progress in EYFS – ensure strong EYFS practice

3ii. Continue to use Wellcoms assessment and language interventions in EYFS.

- Almost all children make accelerated progress toward GLD; however, in terms of attainment, 23% of PP children achieved GLD compared to 46% of non-PP.

<b>Progress in Reception</b>	<b>Expected (or above)</b>	<b>Above</b>	<b>Well-above</b>
<b>Reading</b>	88%	-	68%
<b>Writing</b>	64%	-	52%
<b>Numbers</b>	64%	-	52%

- Wellcoms data clearly demonstrates accelerated progress towards ARE, and narrowing of gaps in EYFS for all children:

<b>Wellcoms in Reception (all pupils)</b>	<b>Baseline</b>	<b>End of Reception 2020 (March data)</b>
<b>Expected level</b>	15%	26%
<b>Just below</b>	23%	44%
<b>Well below</b>	62%	30%

**96% of the children made accelerated progress** (more than the expected) towards ARE, most from very low starting points. Lockdown meant that the children did not get a full year in school; this had a negative impact.

Strong teaching in EYFS enables children to make rapid progress from very low starting points.

Introduction of helicopter stories had a positive impact on progress and confidence in writing.

Wellcoms assessment gives valuable data regarding children’s starting points in language at baseline, meaning accurate intervention and rapid progress over the year. Continue (0.5 TA time; 0.1 teacher time);

Continue with Helicopter stories in EYFS.

£11,158

4. Improve reading	See section B above.	<p>See results for reading in section 2 above.</p> <ul style="list-style-type: none"> <li>- Last year, by end of KS2 there was no gap between attainment of PP children and non-PP children in reading (&amp; target achieved); however, in this year being reported, due in part to the pandemic and in part to the higher % of SEN children in the PP group, a gap remains;</li> <li>- In KS1, the gap in reading is -26%.</li> <li>- Year 1 phonics target was not achieved due to disruptions in learning as a result of the pandemic.</li> </ul>	<p>Reading books – new RR reading books mean children interest is maintained; good range allows choice. Nessy (phonics game) licenses.</p> <p>Additional reading time and support with reading is needed in KS1 (<i>what lessons can be learned from the Leading Reading in KS2 project that can be applied to KS1?</i>) Closely monitor quality of T&amp;L of reading in KS1 going forward. Need to appoint a RR teacher (<i>haven't had one this year since Christmas, as she left the school</i>).</p> <p>Continue with KTC phonics.</p>	<p>£1,500</p> <p>£250</p>
5.Improve writing	See section C above	<p>See results for writing in section 2 above.</p> <ul style="list-style-type: none"> <li>- By end of KS2, the PP children did slightly less well than non-PP children (-14%) in terms of attainment in writing;</li> <li>- In KS1, the gap in writing is 18%.</li> </ul>	<p>Strong teaching in KS2 enables children to make good progress in writing.</p> <p>Continue with Greater Depth Writing Project – this also strengthened writing at EXS. (<i>What lessons can be learned from the Greater Depth Writing Project in KS2 that can be applied to KS1?</i>).</p> <p>Continue with academic coaching.</p>	
6. Improve mathematics	See section D above	<p>See results for mathematics in section 2 above.</p> <ul style="list-style-type: none"> <li>- Last year, by end of KS2, the PP children and non-PP children attained similarly with PP at 63%, non-PP at 69% (&amp; target very nearly achieved); however, in this year being reported, due in part to the pandemic and in part to the higher % of SEN children in the PP group, a gap remains;</li> <li>- In KS1, the gap in mathematics is -33%</li> </ul>	<p>Continue with Teaching for Mastery approach – roll out across rest of school.</p> <p>Continue with greater depth booster group in Y6.</p>	

<b>ii. Targeted &amp; other support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Inclusion Support	Emotional regulation & behaviour support, and support with attendance and home issues.	Time spent outside of lessons due to emotional needs reduced significantly. Pupils are calmer and learning behaviours improved. Better attendance.	Continue. This is an essential element of maintaining good behaviour and supporting pupil mental health and well-being.	£21,729
SENCO time <i>Approx. 41% of PP children have SEN</i>	Timely and specific interventions in place.	Better progress for SEN children who are PP (close any gaps).	SEN children make good progress (see SEN review).	£8,725
Additional teaching assistant for targeted interventions	To improve language used by pupils & to improve phonics, reading and writing - weekly 1-1 and small group support.	Children more confident to participate in class discussion and have vocabulary to support verbal and written communication. Improved progress and attainment in reading, writing and phonics (see section 4 above).	Continue. Interventions are reviewed regularly and those which are successful continue – those which aren't cease.	£37,220
Educational Psychologist	Children get EP assessment	EP assessment advice actioned.	Expensive ( <i>but LA reduced EP hours allocated to school</i> ). Continue dependent on need only.	£3,000
Play Therapy	Improved mental health.	Children more able to articulate and regulate feelings and emotions and are therefore better able to participate in lessons, so make better progress over time.	Continue. Behaviour, ability to access lessons and therefore progress of children who benefited from play therapy has improved significantly.	£2,986

School Uniform vouchers	Uniform code followed	More children have the correct uniform, look smart and feel included. Improved parental engagement.	Continue.	£2,040 <i>Actual</i> <i>£1,415</i>
SATS revision guides	Improved test technique in Y6.	PP children in Y6 have the revision guides needed for class and homework, meaning they don't lose out. See Y6 data.	Continue.	£350
Trips, visits & clubs subsidies	Enjoyment and engagement with the whole curriculum	Children given access to a broader range of curriculum experiences. Vocabulary enhanced as a result; writing more engaging. Improved parental engagement.	Continue. <i>Pandemic meant fewer trips and visits</i>	£10,274 <i>Actual</i> <i>£2,750</i>
Lunchtime support – <i>Lunch Club</i>	Children supported to play well and make friends	Better mental health and friendships maintained means children quicker to settle to lessons in class and children are more likely to work co-operatively with peers.	Continue. <i>Pandemic caused disruption to club</i>	£1,618 <i>Actual</i> <i>£600</i>