

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

Detail	Data
School name	Holy Cross
Number of pupils in school	215 (exc nursery)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Karen McVea
Pupil premium lead	Karen McVea
Governor / Trustee lead	Hilari Chetwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 149,003
Recovery premium funding allocation this academic year	£ 14,355
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	£ 163,358

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross we have high aspirations for all of our pupils irrespective of their background or the challenges they face. We expect them all to make good progress and our aim is for them to achieve across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Due to our locality we have a significant amount of pupils who receive additional funding, getting the maximum benefit from the pupil premium funding is vital. Our decisions on how it is spent are based on sound research alongside our knowledge and understanding of our own children's needs.

Many of the key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways, for example looked after children, children that are open to early help and those that have or have had a social worker.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings.

Our analysis of attendance data highlighted areas where action was needed and funding has been targeted to address punctuality and attendance. Tackling attendance remains a priority. From analysis of our own data we recognise that a number of our disadvantaged children also have some social and emotional needs, some SEND needs are being supported by Early Help or social services.

We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children. We carefully plan the allocation of all of our staff to ensure that appropriate support is in place for our children.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language – limited vocabulary and language acquisition
2	Literacy – reading, specifically comprehension, inference and deduction
3	Maths – poor vocabulary & language skills hinder progress in reasoning
4	Attendance
5	Low baseline on entry
6	SEMH needs
7	Limited play interactions outside of school

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
<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.</p> <p>Reduce the gap in attainment between PP children and non-PP children.</p> <p>Improved teacher confidence in developing vocabulary skills.</p> <p>Opportunities provided in class to develop oracy.</p>
<p>For all children PP & non PP to make at least expected progress in R, W & M, based on their starting point.</p> <p>Measured by: Target tracker data Book looks Lesson visits</p>	<p>Target Tracker shows that all children have made at least expected progress.</p> <p>Book looks and lesson visits show that work is being planned to enable children to meet their end points.</p> <p>Children had risk have been identified and targeted interventions have been put in place.</p>
<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%.</p> <p>Attendance of PP and non PP children are in line.</p> <p>Able to track support offered to families to increase attendance.</p> <p>Positive relationship developed with the EWO.</p>

<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>
<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>
<p>For unstructured time to be a more positive event for both children and staff. For all of the children to know how to play.</p>	<p>To reduce the number of incidents that occur during break/lunch. To reduce the amount of SLT time spent investigating break/lunch incidents</p>

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: £46,700 + £2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To accelerate the language development of children in EYFS.</p> <p>To maintain class sizes of 15 or less in reception.</p> <p>£30,000</p>	<p>EFF research shows that if you can reduce a class size to 15 this can have a significant impact children's progress.</p>	1
<p>For a consistent approach to teaching phonics to be fully embedded across the whole school</p> <p>To buy books that ensure fidelity to Little Wandle.</p> <p>£500</p>	<p>Early reading needs to be a priority to enable children to access the rest of the curriculum.</p> <p>High quality, focused professional development of teachers will have a positive impact on quality first teach.</p> <p>By ensuring fidelity to one scheme we will be, 'giving all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information</p>	2
<p>To develop resilient, confident, independent and creative learners.</p> <p>Forest School for Rec, year 1, year 2 & year 3.</p> <p>£15,000</p>	<p>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. ...</p> <p>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.</p>	1 5 6
<p>Improve outcomes in reading in KS2.</p> <p>All children to make at least expected progress.</p> <p>Increase the % of pupils who make accelerated progress.</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</p>	2

To further develop the use of AR in KS2. Ensure that it is being used consistently across the whole of KS2. £1,200	now fully embedded in school, but will need a re-launch following the disruption of COVID.	
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accurate Assessment</p> <p>For all pupils in Yr2 & KS2 to complete NFER standardised tests in the Autumn Term.</p> <p>GAPs analysis on all papers. Identify any common areas.</p> <p>Continuous assessment through lessons. Use of questioning to establish if the gaps are due to extended absence or material not fully understood.</p> <p>All children in KS2 to complete the STAR reading assessment.</p> <p>All children in Yr1 & 2 to complete a phonics assessment.</p> <p>Reading</p> <p>Through accurate assessment identify those children who are at risk of not making at least expected progress</p> <p>Continue to prioritise early reading and a love of reading across the whole school.</p> <p>Writing</p> <p>Through accurate assessment identify those children who are at risk of not making at least expected progress</p> <p>Phonics</p> <p>Through accurate assessment identify those children who are</p>	<p>Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. Assessment covers: The ways teachers support and assess children's learning and monitor progress and identify next steps in learning.</p> <p>We need to know the children's starting points so that we can ensure they are on track to meet their curriculum end points.</p>	1 2 3 5

<p>struggling with their early reading skills.</p> <p>Maths- to extinguish the gaps between the previous year and this.</p> <p>Allow all children to access their current year's curriculum.</p> <p>£2100</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,000 + £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group interventions throughout the day in KS1 (SCh).</p> <p>£11,000 (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>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>	1 2 3
<p>For all children to make at least expected progress from KS1 to KS2</p> <p>Targeted small group interventions during the afternoons (SCo).</p> <p>£11,000 (contribution)</p>		1 2 3

<p>Intervention support in year 3 & 6 by school-led tutors. Contribution towards the shortfall in our NTP allocation.</p> <p>Tutors to work in parallel with the class teachers. Working in 15 hour blocks</p> <p>80% 1:3 10% 1:2 10% 1:1</p> <p>£9,000</p>	<p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.</p>	1 2 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,083 + £6,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer support to children and families.</p> <p>£20,000 (contribution RN)</p>	<p>There is high demand for additional support for both children and families at Holy Cross.</p>	6
<p>To be involved in the OPAL project.</p> <p>£15,000</p>	<p>Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them.</p>	7
<p>All children to have a successful lunchtime which then enables them to access the afternoon lessons.</p> <p>To provide lunchtime support for those who struggle with friendships.</p> <p>£4,000</p>	<p>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.</p>	6
<p>For all children to wear the correct school uniform.</p> <p>Sell uniform at a vastly reduced price.</p> <p>Have a stock of uniform available within school.</p> <p>£3,125</p>	<p>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.</p>	6
<p>For all children to be able to access trips and visits.</p> <p>Subsidise the cost of trips for PP children.</p>	<p>School trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all students (and teachers!).</p>	1

£8,000	No child would ever be excluded from a trip, however by partially funding we are able to offer a greater range of experiences.	
For all children to be supported to meet the KS2 swimming target. Subsidise the cost of swimming. £3,000	Due to the starting point of many of our pupils (no experience of swimming) they need more lessons. Swimming is a life skill.	5 6
Breakfast for the whole school at the beginning of the day £500	Many of our children start the day without any breakfast. '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.'	5 6
To subsidise the cost of breakfast club. £1500		
For our school library to be a place that all of the children want to visit. To ensure that we are able to buy books that engage the children. To include the subscription for the library cloud (£550) £2,000	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. 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.	1 2
Twinkl £500	We are all aiming to reduce teacher workload and allow them to use their time efficiently in the best interests of the children. Twinkl provides a platform to allow resources to be accessed quickly and efficiently.	1 2 3
To increase the children's 'Cultural Capital' by providing opportunities for them to perform. £1,000	There's a wealth of research that proves the benefits of singing and performing on health and wellbeing across the lifespan. It can have a positive impact on our children's psychological, social, physiological and behavioural need. Also, by providing the children with a wide variety of musical genres we will be	

	introducing them to different cultures, times in history and a rich variety of vocabulary.	
To ensure that we are able to buy books that engage the children. – VIP Reading surprise box for KS2. £458	Many of our children do not have access to a range of books at home. VIP Reading offer a service where each class receive 2 brand new age-appropriate books bi-monthly. These books can be read individually by children or as a class book.	1 2
To organise for visiting authors to come into school. Both to inspire a love of books and provide a platform for children's independent writing. £1000	Children can talk about the visiting authors and how they have used what they have learnt within their own writing.	1 2
Twinkl £450	We are all aiming to reduce teacher workload and allow them to use their time efficiently in the best interests of the children. Twinkl provides a platform to allow resources to be accessed quickly and efficiently. Also provides support activities to support the children to consolidate their knowledge.	1 2 3
Lego Play Therapy £100	Playing with LEGO® in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO® it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.	5 6
School Cloud £600	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. For parents at Holy Cross the easier we can make the process of coming into school to meet with teachers the more families we will reach.	1 2 3
Memorable Experiences £3,000	Experience plays an essential role in building brain architecture after birth. Evidence is clear that deprivation can lead to a host of both short- and long-term consequences, including psychological and behavioural impairments.	1 2 3 4 5 6
Attendance	Young people who regularly miss school without good reason are more likely to	4

Purchase the termly rewards to incentivise high attendance. £500	become isolated from their friends, to underachieve in examinations and/or become involved in anti-social behaviour.	
Times Tables Rock Stars and Numberbots £200	Children's fluency in their times tables and number bonds frees up space in their working memory to enable them to access new learning.	

Total budgeted cost: £ 142,275

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 2020 to 2021 academic year.

In statutory assessments there was no significant difference between the progress of disadvantaged children and non-disadvantaged children. In our KS2 assessments PP children had higher average progress than non-PP in maths. In our KS1 assessments PP children had higher average progress than non-PP in writing. Our school led tutor had an impact on both the attainment and progress of the children in year six.

Our internal assessments during 2021/22 suggested that the progress of disadvantaged pupils was lower than non-disadvantaged.

There is a significant difference between the attendance of our disadvantaged and non-disadvantaged pupils. 86% of our children who are persistently absent are eligible for pupil premium. As a result, attendance continues to be a priority.

Over the year there was a reduction in the number of