

Pupil premium strategy statement 2021-24

Part two 2022-23

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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 & All Saints RC Primary School
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Annemarie Bell Headteacher
Pupil premium lead	James Coupes Class teacher
Governor / Trustee lead	Eugene Connelly COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,425
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,920

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross & All Saints RC Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our family learning mentor and our pupil premium champion actively engaging with family to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Almost 20% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2019-22 focuses on the needs of this group. Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Holy Cross & All Saints RC Primary School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced family learning mentor who works in close partnership with the pastoral lead in school.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need a SALT intervention.

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
1. To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees
2. To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Termly Pupil Progress Meetings to measure increase in Y1- Y6 Reading and Maths scores on NTS Tests for PP pupils from individual starting points towards NA. For PP pupils to pass Phonics Check by the end of Y2 (increase test scores from Y1 starting point)
3. To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Targeted support from Caritas Family worker and EWO.
4. Access to SALT support- parents not attending clinic appointments	EYFS language groups and additional support in school from SALT Clinic Speech and language appointments moved into school Sept 23

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

Budgeted cost: £ 45,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Whole School Literacy Curriculum Little Wandle- Phonics WRM and NCETM X Tables- Funky Maths Handwriting- Letter Join	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: - The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. - Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. - Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.	2
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:	2

Year group Literacy Curriculum training Little Wandle Training Thinking Schools INSET	- The EEF Toolkit and guidance reports. - The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. - The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.	
Technology and other resources focussed on supporting high quality teaching and learning Lexia Online Reading Programme	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources: - The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning. - The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.	3

Targeted academic support

Budgeted cost: £18,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy Little Wandle Catch up Phonics Lexia Online Reading Programme	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: - The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. - The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	2
Activity and resources to meet the specific needs	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific	2 4

of disadvantaged pupils with SEND Dyslexia Screener Thrive Enhanced SALT Provision	approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND	
Teaching assistant deployment and interventions	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: - The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. - The EEF Toolkit has a strand on teaching assistant interventions.	2

Wider strategies

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: - The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. - The EEF guidance report on Improving	3

	Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	
Supporting attendance Half termly EWO support Caritas Support Worker	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance	1
Extracurricular activities, including sports, outdoor activities, arts, culture and trips Technola IT club Football ASC Trips and Visits Residential Y6	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: The EEF Toolkit has a strand on arts participation.	3

Total budgeted cost: £
72,920

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Challenge 1:

To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.

Success Criteria

- To close the gap between whole school attendance and pupils in receipt of pupil premium funding.
- Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees

Starting point information 2021-22

Attendance	Aut '21	Sum '22
Attendance (all 365)	94.08%	93.18%
Attendance(D 45 Pupils)	93.2%	92.4%
PA < 95 (all)	39.6% (128)	56.65% (185)
PA < 95 (D)	7.1% (23)	9.6% (31)

Comment: Attendance was negatively impacted by individual COVID related absences, class bubble closures Nov/ Dec 2022 and lockdowns from Jan 2023. Attendance 2.9% outcomes 0.7% lower than National Averages 3.6%

Challenge 2:

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum

To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.

Success Criteria:

- Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
- For PP pupils to pass Phonics Check by the end of Y2 (increase test scores from Y1 starting point)

Starting Point information 2021-22

	Y6 (30 pupils)	Y6 D pupils (9 pupils)
Reading	EXP 57% (17)	EXP 44% (4)
Writing	EXP 50% (15)	EXP 44% (4)
Maths	EXP 57% (17)	EXP 56% (5)

2022 Y6 SATS OUTCOMES

Subjects	NC test outcomes	Higher Standard
Reading :	67% (20)	30% (9)
Disadvantaged (10)	50% (5)	
GPS	77% (23)	37% (11)
Disadvantaged (10)	67% (8)	
Mathematics:	70% (21)	33% (10)
Disadvantaged (10)	56% (6)	
Writing	77% (23)	0
Disadvantaged (10)	67% (7)	
Combined	57% (17) 59% (National)	0
Disadvantaged (10)	40% (4)	

Starting Point information 2021-22

<i>Phonics</i>	Nov '21	July '22
Y1 (45 pupils)	69% (31)	84% (37)
Y2 (45 pupils)	80% (36)	90% (40)

GLD: Starting Point 2021-22

EYFS (43 Pupils)	July 2022
Proportion achieving GLD (all)	74% (32)
Proportion achieving GLD (5 D)	80% (4)

Comment : Outcomes for disadvantaged against other pupils in Y6 showed a gap at it's highest of 14 % (Maths) and at it lowest 2% (combined). Outcomes for this cohort were broadly inline with NA.

Challenge 3.:

To ensure the well- being needs of all pupils in receipt of pupilpremium funding are met to ensure they are ready for learning.

Success Criteria:

Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

Targeted support from Caritas Family worker and EWO.

Comment: 4 pupils in receipt of PP received support from Caritas Social worker during the academic year. Pupil responses to questionnaires from the start and end point of this intervention reflected improved scores relating to confidence, resilience and attitude.

Challenge 4.

To improve access to SALT support- parents not attending clinic appointments EYFS language groups and additional support in school from SALT

Success Criteria:

- Clinic Speech and language appointments moved into school Sept 23

Comment:

School purchased the enhanced SALT provision with access to a 1 to 1 therapist half termly. SALT worked with 6 pupils in receipt of PP funding and therapists reports shared with parents reflected all children in this group had made progress.

Externally provided programmes

Programme	Provider