

# Pupil premium strategy statement for Holy Cross Catholic Primary School

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 Catholic Primary School |
| Number of pupils in school  | 209 +31 pupils in Nursery          |
| Proportion (%) of pupil premium eligible pupils   | 19%                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-22<br>2022-23<br>2023-24      |
| Date this statement was published   | Autumn term 2021                   |
| Date on which it will be reviewed   | Summer term 2024                   |
| Statement authorised by   | Mary Collins                       |
| Pupil premium lead  | Catherine Mahony                   |
| Governor lead   | Hilary Santhokhy                   |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £48,420        |
| Recovery premium funding allocation this academic year                                 | £5220          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£53,640</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

At Holy Cross Catholic Primary School we have high expectations and ambitions for all our wonderful children. We work collaboratively with pupils, parents, staff and governors to ensure that our children achieve academic success and enjoy the benefits of a broad, exciting and relevant curriculum. Some of our families experience financial disadvantage and we recognise the negative impact that this can have on children. The Pupil Premium fund is given to us to help address that disadvantage within our School.

Children in receipt of Pupil Premium are supported throughout their years at Holy Cross to ensure that they acquire a firm base of learning as well as a wealth of opportunities to interest, inspire and enthuse.

In order to make the most informed decisions when spending our additional funding we use research evidence such as the EEF–Education Endowment Foundation as well as evidence from our own experience. This combination enables us to maximise the impact of the funding in the achievements, experiences and enjoyment of pupils.

The EEF identified a number of key principles in tackling the negative impact of disadvantage. They suggest a tiered plan for pupil premium spending which fits with our approach at Holy Cross:

**High Quality Teaching** – we employ and develop high quality teachers, invest in professional development, training and support through Challenge Partners, The National College, the Diocese of Southwark, Lewisham Local Authority and ensure effective teaching in all classes is a top priority for our pupil premium spend due to its benefits for all pupils.

**Targeted academic support** – we identify individual needs of the children and implement small group or 1:1 interventions with teachers, specialist professionals such as speech and language therapists, higher level teaching assistants or teaching assistants. This is an effective way to support learning, build confidence and close gaps.

**Wider strategies** – we provide an equality of opportunity for all through the wide range of extra curricular trips, visitors and experiences we offer. This helps to develop children’s cultural capital, their knowledge and understanding of the wider world, and often impacts positively on the social, emotional and behavioural progress of pupils.

Our approach to disadvantaged children within our School is responsive to whole school challenges as well as the needs of individual pupils. The approaches we have adopted complement each other to help pupils excel. In order to ensure the effectiveness of our plan we:

- Provide high quality teaching and teaching support. Disadvantaged children and non disadvantaged children are challenged and supported in their academic achievements. This ensures high aspirations and expectations from both staff and pupils themselves.
- Implement high quality interventions by skilled and well trained staff enable any underachievement to be addressed through small group or individualised learning sessions.
- Offer a curriculum which is enjoyable, exciting and relevant to our pupils. Our curriculum is enhanced by a wealth of visitors and trips widening children’s experiences and heightening their interest. Role models and learning enable children to become aspirational for their future.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Increasing the vocabulary used in spoken and written work  |
| 2                | Further improving writing skills   |
| 3                | Further developing Maths fluency addressing gaps in learning created as a result of the pandemic |
| 4                | Mental health and well being including self esteem   |
| 5                | Specialised interventions for PP pupils with SEND  |
| 6                | Broadening the experiences of pupils both in and out 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  |
|---|---|
| Children use an increased vocabulary  | Children are able to express themselves more clearly and use a widened vocabulary to enhance spoken and written work  |
| Writing outcomes for PP children are improved   | PP children make good or better progress in writing and an increased proportion achieve greater depth by the end of KS2   |
| Maths fluency across the School improves for PP children  | Improved speed for maths work across the School and improved outcomes for PP children at the end of KS2   |
| Children to be happier, have higher self esteem, enjoy their learning and express their emotions appropriately      | Staff employ strategies to help children such as Zones of Regulation. Child and parent termly questionnaires tell of happy, confident children, visitors comment on children who are settled and enjoying school life |
| Rapid progress made by children through a system of interventions   | PP children to show progress in work and end of KS assessments. Intervention programmes to have been evaluated and adjusted where needed as a result of detailed analysis   |
| A broad and exciting curriculum delivery introducing children to the possibilities of life in and beyond Holy Cross | Children are enthused, aspirational and interested in the wider world   |

## 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: £12,000

| Activity   | Evidence that supports this approach                                    | Challenge number(s) addressed |
|--|---|-------------------------------|
| Membership of Challenge Partners – high quality CPD                          | Eight previous years of membership<br>EEF Teaching and Learning Toolkit | 1,2,3,4,5,6                   |
| Membership of The National College – access to a wealth of CPD opportunities | EEF Teaching and Learning Toolkit                                       | 1,2,3,4,5,6                   |
| Maths Mastery Programme  | Previous experience within our school                                   | 3,4,5                         |
| New phonics scheme across EYFS and KS1 with resources                        | EEF Teaching and Learning Toolkit                                       | 2,5                           |
| Speech and Language support  | EEF Teaching and Learning Toolkit                                       | 1,2,4,5                       |

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

Budgeted cost: £27,000

| Activity  | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| TA training for targeted interventions            | EEF Teaching and Learning Toolkit    | 1,2,3,4,5                     |
| Targeted interventions run by teaching assistants | EEF Teaching and Learning Toolkit    | 1,2,3,4,5                     |
| Speech and Language groups in EYFS and KS1        | EEF Teaching and Learning Toolkit    | 1,2,4,5                       |
| Tutoring for individuals and groups               | EEF Teaching and Learning Toolkit    | 1,2,3,4,5                     |
| Resources   |                                      | 1,2,3,4,5,6                   |

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

Budgeted cost: £14,640

| Activity                          | Evidence that supports this approach  | Challenge number(s) addressed |
|-----------------------------------|---|-------------------------------|
| Extra curricular clubs            | Experience of the School.<br>EEF - physical activity, outdoor learning, arts interventions, extending school time | 4,6                           |
| Class trips and residential stays | Experience of the School.<br>EEF - physical activity, outdoor adventure learning                                  | 4,6                           |
| Visitors to the school            | Experience of the School.<br>EEF – aspiration interventions, peer tutoring, social and emotional learning         | 4,6                           |

**Total budgeted cost: £53,640**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. We have measured the success of our pupil premium spend through a range of alternative measures.

**Outcome 1:** Excellent attendance (97%) and punctuality (99%). This shows that children are keen to come to school and parents are happy and secure in the knowledge that children are safe and well cared for

**Outcome 2:** During the partial closure of schools across England during the national lockdowns we averaged engagement with online learning at 95%. Children of key workers and those considered vulnerable attended the provision in school. 90% of pupils with an EHCP attended daily and online teaching continued from our dyslexia specialist.

**Outcome 3:** In house data shows that despite the pandemic resulting in some gaps in learning and some PP children at a significant disadvantage following lockdown we have identified gaps and are working on filling that knowledge through high quality teaching and support.

**Outcome 4:** We were unable to run as many extra curricular clubs as usual during the lockdown as they involve children across different year groups but those that ran continue to impact positively on widening the interests and awareness of our pupils. A full return to the clubs timetable has shown an enthusiasm for learning and an increase in confidence and resilience from our children.

### Externally Provided Programmes

| Programme           | Provider         |
|---------------------|------------------|
| Reading and Writing | Power of Reading |
| Maths               | White Rose Maths |
| Assessment          | Target tracker   |