

# Pupil premium strategy statement 2021-2022

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 Academy
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	18% (75)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr. S. Kelliher
Pupil premium lead	Mr. S. Kelliher
Governor / Trustee lead	Mr. Owusu-Boateng

## Disadvantaged pupil progress scores for last academic year (2018-2019) No KS2 SATs took place in 2020 or 2021 due to Covid-19

Measure	Score
Reading	2.3 (National non-disadvantaged 0.3)
Writing	0.6 (National non-disadvantaged 0.3)
Maths	0.1 (National non-disadvantaged 0.4)

## Disadvantaged pupil performance overview for last published academic year

<b>Measure: Reading, Writing &amp; Maths combined</b>	Holy Cross disadvantaged pupils	England non-disadvantaged pupils
Meeting expected standard at KS2	73%	71%
Achieving high standard at KS2	9%	13%

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£88,770
Recovery premium funding allocation this academic year	£9425.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,195.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Holy Cross Catholic Primary Academy, we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to realise their full potential and become active citizens of the future. We recognise that disadvantaged children can face a wide range of barriers that may influence their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Accelerate pupil progress
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our Context

The indices of deprivation relatively rank each small area in England from most deprived to least deprived

In 2019, Harlow (Bush Fair) ranked 6968 out of 32,844 LSOA's in England. This is amongst the 30% most deprived neighbourhoods in the country.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments indicate that attainment in numeracy among disadvantaged pupils is below that of non-disadvantaged pupils and national benchmarks.</p> <p>Key areas of focus: conceptual subitising, place value knowledge and times tables.</p>
2	<p>Assessments and discussions with teachers indicate that disadvantaged pupils have greater difficulty with phonics. This has a negative impact on reading and writing development.</p>
3	<p>Pupils have learning gaps caused by partial school closures and disruptions to learning due to COVID.</p>
4	<p>Low attainment on entry to the Early Years Foundation Stage compared to national benchmarks. This is particularly evident with phonological awareness and fine motor skills.</p> <p>Additionally, starting points are lower than would normally be expected due to the Covid-19 pandemic's limiting access to social and communication experiences.</p>
5	<p>An increase in social, emotional and behavioural needs due to the impact of partial school closures.</p> <p>A need to improve children's access to educational, social and recreational activities.</p>

## 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>Improve attainment and outcomes in numeracy for all disadvantaged pupils.</p>	<p>Diminished progress and attainment differences between disadvantaged and non-disadvantaged children.</p> <p>An increase in the overall number of children meeting the expected standard at the end of each Key Stage.</p> <p>An increase the number of disadvantaged pupils reaching 'Greater Depth' at the end of each key stage.</p> <p>An increase in the overall number of Year 4 pupils passing the Year 4 Multiplication test.</p> <p>An evident increase in regular formative assessment being used to inform planning and next steps through use of Target tracker Statements. Assessment also being used to identify pupils at risk of working below age related expectations who require intervention across the school.</p>
<p>Improve reading attainment and outcomes for all disadvantaged pupils.</p>	<p>Diminished progress and attainment difference between disadvantaged and non-disadvantaged children.</p> <p>An increase in the overall number of children meeting the expected standard at the end of each Key Stage.</p> <p>An increase in the overall number of children passing the Year 1 Phonics Screening Test.</p>

<p>Embed the EYFS curriculum, ensuring full coverage and opportunities for all children to make good progress.</p>	<p>Pupils in EYFS make accelerated progress.</p> <p>All staff have a firm knowledge of changes to the EYFS curriculum.</p> <p>Opportunities for language rich experiences are evident and supported.</p> <p>Gaps in particular areas of learning (phonological awareness, language and communication and fine motor skills) are closed.</p>
<p>Identify gaps in pupil learning due to partial school closures and implement a robust catch-up intervention to support selected pupils with making accelerated progress.</p>	<p>All staff have an awareness of pupils learning gaps and implement appropriate interventions to support pupils to make progress.</p> <p>Gaps in key areas of need identified for pupils are diminished.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>A school culture which promotes shared attitudes and behaviours.</p> <p>An increase in levels of well-being amongst all pupils evident in discussions with class teachers, pupils, learning mentor and inclusion staff.</p> <p>Pupils having the same opportunities to build self-confidence and self-efficacy through wider educational experiences regardless of financial constraints.</p> <p>Families of disadvantaged pupils have access to wrap-around care regardless of financial constraints.</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: £34,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning. Funding teacher release time to access NCETM Mastering maths course and other CPD opportunities. Funding additional resources to support the maths curriculum.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1</p>
<p>Improvement of quality first teaching and formative assessment for learning strategies. Introduction of 'live' marking, verbal feedback and some written next steps in order for children to make rapid progress. Funding teacher release time to observe this in practise and to attend CPD opportunities.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  <a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	<p>2</p>

<p><a href="#">programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Investment in the Collins Reading Scheme, to provide structured developmental reading materials closely aligned to children’s phonic knowledge.</p>	<p>Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.  <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>2</b></p>
<p>EYFS CPD opportunities linked to the revised EYFS Framework, training recommended by Virgin Care such as language and communication approaches for particular pupils and EYFS Network meetings.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.  <a href="#">Education Endowment Foundation   EEF</a></p>	<p><b>4</b></p>
<p>Investment in the Jigsaw PSHE curriculum to support children’s understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance</p>	<p>With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.  Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>5</b></p>



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

Budgeted cost: £ 31,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional maths sessions aimed at disadvantaged pupils in UKS2 from an external maths specialist teacher.	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been impacted most by COVID-19. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>One to one tuition and small group tuition are both effective interventions. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3
1:1 TA support for identified Pupil premium children including 1 LAC focusing on learning gaps in reading, writing and mathematics. (LAC-2.5 hours per week) and supporting resources.	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3

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

Budgeted cost: £32,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified disadvantaged pupils, primarily within Years 5 and 6 to participate in residential experiences. Funds also used to pay for educational visits for specific children in other year groups.</p> <p>Paying for residential trip for 1 LAC.</p>	<p>The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="http://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Access to Counselling services (B.C.C.S) to provide crucial support to vulnerable pupils</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Whole staff training on behaviour management with the aim of developing our school culture and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Appoint a SEMH Lead teacher and provide essential training to support them within their role. Fund Lead teacher release time to meet regularly and with the School Learning Mentor.</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £ 98,195**

## 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.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

**Priority 1:**

To ensure accelerated progress within reading, writing and maths- Targeted interventions worked well until March 2020.

**Priority 2:**

To utilise most effectively our whole school data tracking system (Target Tracker)- Subject Leads have worked to ensure that Literacy and Numeracy objectives were logged on target tracker allowing teachers to use it as a formative assessment tool more regularly (through use of highlighting curriculum statements) in order to inform planning and track progress of pupils effectively, especially disadvantaged pupils.

**Priority 3:**

To ensure summative end of Key Stage 2 results are at, or exceed, national expectations for age related and progress- Due to COVID, end of Key Stage 2 assessments did not take place last year.

**Priority 4:** To deploy support staff to maximise progress gains in reading, writing and maths- Allocation of TA to support PP pupils 3 afternoons a week. Use of external teacher to provide 1:1 and small group support to bridge gaps in numeracy in UKS2. Use of internal teachers to work 1:1 and with small groups to support UKS2 pupils to bridge gaps in reading, writing and grammar.