

Holy Cross Catholic Primary Academy

Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	18%
Academic year	2022/23 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs. A. Kerrell
Pupil premium lead	Mr. S. Kelliher
Governor / Trustee lead	Mrs. G. De Souza

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,030
Recovery premium funding allocation this academic year	£11,310
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£119,340

Part A: Pupil premium strategy plan Statement of intent

At Holy Cross Catholic Primary Academy, our mission statement underpins our whole school community.

*Jesus is the centre of our lives,
Our learning and friendships.
In a safe, happy and caring community
Where all are welcome.*

Our school location and pupil base deprivation indicator is in quintile 4 (more deprived) of all schools.

We want all our children, irrespective of their background or challenges, to thrive in the 21st century as educated and well-adjusted individuals, who also understand and care for the environment.

At Holy Cross Catholic Primary Academy, we are proud of our Catholic ethos. We have nine Gospel Values which are the golden threads that run through everything that we do. We teach our pupils to have Respect for others, for each other and for the environment.

We aspire for our pupils to have rich, meaningful experiences and opportunities which will encourage them to be kind and to value others, be confident, resilient, collaborative, and always developing their own capacity for self-directed learning and thought.

We are aware of the challenges faced by our vulnerable pupils, for example, limited access to technology or enrichment opportunities. We understand the anxieties and the worries that many families are facing due to the cost of living crisis.

The outcomes in this statement are intended to support all pupils achieve their full potential, regardless of whether they are disadvantaged or not.

Relationships are at the heart of our approach. Through the continuing development and maintenance of strong relationships with both our pupils and their families, we can best identify, understand and support their needs.

We will ensure that all pupils receive high quality teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will simultaneously benefit the non-disadvantaged pupils in our school.

Our strategy is rooted in diagnostic assessment, not assumptions and is responsive to both common challenges and individual needs.

Our tiered approach involves:

- The continuing development of high-quality teaching through investment in professional development, training and support for early career teachers.
- Targeted academic support, as evidence consistently shows the positive impact this has.
- Wider strategies which relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment

The approaches we have adopted are proven to help pupils thrive.

To ensure they are effective we:

- Have a Disadvantaged Champion who, as our Pupil Premium Lead, has oversight and works closely with all stakeholders
- Have a designated Pupil Premium Link-Governor
- Have a designated SEMH (Social, Emotional and Mental Health) Co-ordinator to work alongside the Pastoral Lead (Headteacher).
- Have adopted a whole school approach in which all staff take responsibility for the outcomes for all disadvantaged pupils
- Have high expectations and aspirations for all pupils
- Ensure disadvantaged pupils are challenged
- Provide early intervention through robust monitoring supported by Pupil Premium Provision Maps
- Recognise that the increased costs of living have a disproportionately negative impact on disadvantaged children and families and we therefore support families, where possible, to mitigate this
- Evaluate and review our progress towards achieving our outcomes termly

Challenges

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

Challenge number	Detail of challenge
1	Teacher assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are, in general, more prevalent among our disadvantaged pupils than their non-disadvantaged peers.
2	Assessments, including statutory assessments, and observations of pupils suggest disadvantaged pupils generally have greater difficulties

	with phonics than their non-disadvantaged peers. This impacts negatively on their development as early readers.
3	<p>Monitoring of wellbeing indicates that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than that of other pupils. These findings are also supported by national studies.</p> <p>Partial school closures has also resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This is true in maths but more so in writing as this is an area where our observations and discussions indicate all pupils, but disproportionately our disadvantaged pupils, have made the least amount of progress over the last two academic years. This is also reflected in statutory assessment data.</p>
4	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to parental long-term ill health, and anxiety around Covid. These challenges particularly affect our disadvantaged pupils and impact their progress and attainment. 57% of the children on our pastoral caseload are disadvantaged and in receipt of either 1:1 or small group intervention or mentoring. Several additional disadvantaged children have also needed referrals to outside agencies for more specialist intervention.</p>
5	<p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils have had higher 'persistent absence' compared to their non-disadvantaged peers during this period and this presents as an increasing trend.</p> <p><u>2021-22 Persistent Absence</u> PP = 16% Non-PP = 11.9%</p> <p><u>2022-23 Persistent Absence</u> PP= 25% Non-PP=14%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Many of our families are struggling financially due to the increase in fuel costs and many families have suffered redundancy in recent months. No child at Holy Cross will miss out on an opportunity to take part in an enrichment activity eg: a trip or residential visit, because their family cannot afford the payment.</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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improvement in oral language among disadvantaged pupils but there is still work to be done. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved attainment in reading for disadvantaged pupils.	By 2024-5 disadvantaged pupils will be, at least, in line with their peers in meeting the expected standard for reading at the end of KS2. Disadvantaged pupils (not all SEND pupils) will pass the phonic screening test by the end of Year 2.
3. Return to pre-pandemic maths and writing standards at the end of KS2.	By the end of 2024/5 we will have achieved a return to our pre-pandemic trend of achieving results at the end of KS2 in maths and writing, that are consistently above the national average of all pupils at the expected standard.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice • pupil and parent surveys • teacher observations • Opportunities beyond school eg: theatre trips, museum visits
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more than 1.1% and the attendance gap reduced so that of the disadvantaged pupils is at least in

	<p>line with their non-disadvantaged peers.</p> <ul style="list-style-type: none"> • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being in line with their non-disadvantaged peers.
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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: £38,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2

<p>Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase Writing Toolkit to develop approaches to the teaching of writing through CPD. Staff will receive training in effective approaches to writing led by an external literacy consultant.</p>	<p>By taking an evidence-based approach to the teaching of writing, outcomes will improve for all. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (Accelerated Reader)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:</p>	3

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>To train all stakeholders, including parents in Trauma Perceptive Practice by the end of the end of the academic year 2024. Headteacher and Deputy Headteacher to achieve Designated Mental Health Lead status by end of academic year 2023.</p>	<p>Following on from a revision of our Positive Relationships approach and staff training in 2022, we are now aiming to become a trauma perceptive school. This will involve the training of all staff & governors. We aim to introduce this to parents as the resources become available.</p> <p>https://schools.essex.gov.uk/pupils/SEND/Pages/SEMHTrauma-Perceptive-Practice.aspx</p> <p>This is also recognised in as an effective whole school approach; ‘Addressing Educational Disadvantage in schools and colleges, The Essex Way,’ edited by Marc Rowland.</p>	4
<p>Develop further the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and</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>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

supported by professional development and training for staff.		
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>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5

Targeted academic support

Budgeted cost: £40,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
To buy in additional speech and language support from a qualified speech and language therapist to train staff.	We have found that often children are discharged by NHS services when they go into KS2, as they mainly do early intervention work. We have also found that the NHS services tend to focus on expressive speech and language almost exclusively whilst a number of pupils have more receptive language needs. In order to develop our staff in supporting these needs of children, we will buy in staff training.	1
Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	2

<p>pupils who require further phonics support. This will be overseen by our Phonics Lead.</p>	<p>when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>To provide small group teacher-led tuition to pupils in maths.</p>	<p>We employ an experienced teacher to provide targeted support to groups of pupils across KS2 to raise the standard of maths. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	3
<p>TA support for identified Pupil premium children focusing on learning gaps in reading, writing and mathematics..</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	

Wider strategies

Budgeted cost: £38,418

Activity	Evidence that supports this approach	Challenge/number addressed
To support the mental health and improved wellbeing of pupils and parents through the provision of a dedicated SEMH Co-ordinator	<p>The provision of support for mental health and subsequent wellbeing for both pupils and families, through a dedicated SEMH Co-ordinator, will result in better outcomes for all children.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4
Support for families with the 'cost of living crisis.'	<p>We will endeavour to support families where possible to help ensure that financial constraints do not provide a barrier to opportunity and achievement.</p> <p>Pupil Premium funding will be made available to provide access to facilities such as: Breakfast Club and After-School Club, enrichment activities and necessities such as uniform and trips.</p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
Contingency fund for acute issues	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £116,996

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenges from 2021/2022	Detail of challenge
Challenge 1	Assessments indicate that attainment in numeracy among disadvantaged pupils is below that of non-disadvantaged pupils and national benchmarks. Key areas of focus: conceptual subitising, place value knowledge and times tables.
Challenge 2	Assessments and discussions with teachers indicate that disadvantaged pupils have greater difficulty with phonics. This has a negative impact on reading and writing development.
Challenge 3	Pupils have learning gaps caused by partial school closures and disruptions to learning due to COVID-19.
Challenge 4	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. Additionally, starting points are lower than would normally be expected due to the Covid-19 pandemic's limiting access to social and communication experiences.
Challenge 5	An increase in social, emotional and behavioural needs due to the impact of partial school closures. A need to improve children's access to educational, social and recreational activities.
<p>We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p> <p>Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.</p>	

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.