**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Holy Cross: A Catholic Voluntary Academy | | | | |
| **Academic Year** | ’21-‘22 | **Total PP budget** | £15,864 | **Date of most recent PP Review** | 2018 |
| **Total number of pupils** | 149 | **Number of pupils eligible for PP** | 10 | **Date for next internal review of this strategy** | Dec ‘21 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 57% | % |
| **% making progress in reading** | 86% | % |
| **% making progress in writing** | 86% | % |
| **% making progress in maths** | 86% | % |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Lost learning during lockdown resulting in lower attainment in Writing and stagnation of good oral language skills. | | |
|  | | Poor home learning environment. 50% of current PP children are in a home environment where they face significant challenges such as social services involvement or poor adult literacy levels. Home learning is affected. | | |
| **C.** | | Emotional Challenges: 30% of current PP children are LAC children. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance. 20% of current PP children are being monitored by the schools EWO service | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Children’s writing skills to be at the expected level for their stage of development and language skills improved. | | Writing assessments show that the children are writing at expected levels or where they are SEN, they have made small steps progress. |
|  | Reading to be at expected levels. | | Quizzes taken in Accelerated Reader. Reading assessments indicate that children are making at least expected progress and attainment is at the expected level for their age group or where they are SEN, they have made small steps progress. |
|  | Children supported emotionally in school through ELSA programme so that they can access learning successfully. | | Children in school and emotionally ready to learn. |
|  | Children attending school regularly. | | Attendance above 95% |

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress.

You may have more than one action/approach for each desired outcome.

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2021-2022** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all TIER 1** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| PP children to have improved vocabulary levels that can be used in speaking and their writing. | Purchase of a new Literacy scheme, chosen for its focus on high quality texts, promoting higher levels of vocabulary. | Oral language levels are poor and this reflects in the standard of pupil’s dialogue with each other and adults | All lessons to have a vocabulary focus and recap. Monitor through class visits. | M.Breeze | Half Term Intervals |
| PP children to have improved vocabulary levels that can be used in speaking and their writing. | Purchase of a new Literacy scheme, chosen for its focus on high quality texts, promoting higher levels of writing. | Oral language levels are poor and this reflects in the standard of pupil’s writing. | Monitoring of the scheme’s delivery through book scrutiny each week at staff meetings. All staff to bring one pupil book per week. | M.Breeze | Weekly Staff meetings  Termly Assessment Weeks |
| Promotion of knowledge rich vocabulary throughout the curriculum, improving levels of subject specific vocabulary. | All medium term curriculum plans to have subject specific language and knowledge highlighted and monitored. | Pupil’s general knowledge is poor and experiences outside of the local area are limited. | Subject specific knowledge and vocabulary detailed in all medium term plans. Monitoring through class visits and pupil interviews. | M.Breeze | Pupil Discussions each term |
| **Total budgeted cost** | | | | | £2500 |
| 1. **Targeted support TIER 2** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Where there is underperformance, the gap is closed between PP children and their non-PP peers. | Targeted interventions daily for short periods focused on Reading, writing and Maths with a TA or class teacher. | 55% of PP pupils have at least one area where they are not making expected progress or attainment is not at the expected level for their age group. | Interventions are based on formative and summative assessments or the need for pre-teaching.  Staff delivering interventions have up to date training. | S.Minford  S.Smith  M.Breeze | At PPMs following assessment weeks - termly |
| All pupils enthused to read. Individual reading is closely monitored to gauge progress. All reading books are at an instructional level. | The accelerated reading programme assesses and monitors reading levels. The English lead has complimented the quality of books available by asking about pupil reading preferences. | A significant number of PP children are not reading outside of school. The application of reading targets and quizzes has encouraged pupils to read more frequently | Weekly monitoring of reading times, quiz results and termly monitoring of STAR reading tests. | M.Breeze  Class Teachers. | Weekly monitoring by class teachers.  STAR reading assessments each term with data analysis in PPMs |
| Improved attainment levels of writing for all PP children and where children were Greater Depth, expected progress levels that maintain a judgement of greater depth. | Purchase of a new English scheme which has strong writing focus.  Chn will have a targeted writing focus as part of all English lessons. | Writing attainment and key stage progress is at a lower level this year and 30% of PP children have made less than expected progress. | Monitoring of the scheme’s delivery through book scrutiny each week at staff meetings. All staff to bring one pupil book per week. | M. Breeze  S.Minford | Weekly moderation at Staff meeting  Termly Assessment Weeks |
| **Total budgeted cost** | | | | | £12,364 |
| 1. **Other approaches TIER 3** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Attendance to be above 95% for all pupils | EWO to open or continue a dialogue of support for pupils | 50% of current PP pupils have attendance below 95% and 20% have a legacy of poor attendance in previous school year groups. | Regular communication with the school’s EWO where individual cases are discussed and followed up. | S.Minford | Review of weekly attendance data. |
| Pupils experiences of learning and activity outside of the local area to be widened. | Cultural, sporting and arts based trips to be financially supported through PP funding. | The school exists in a deprived area where there are low levels of aspiration and participation in further education | All extra-curricular opportunities are specified within medium term planning. The school has a National Trust membership. | S.Minford  Subject leaders | At the beginning of each new topic. |
| **Total budgeted cost** | | | | | £1000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2020-2021** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To improve outcomes for all pupils in receipt of pupil premium in reading, writing and maths across all year groups. | Improving academic outcomes in areas where progress has not been in the expected band.  Using targeted interventions and booster sessions to close gaps in learning through 1:1 and small groups. | In year progress for all year groups in Reading, writing and maths was at or above expected points, except for Year 1’ writing and maths.  Interruptions to learning had an adverse effect on learning but greater than expected progress indicates that gaps will be closed with similar interventions, over time. | TA support in KS1 has been prioritised so that these classes have a named TA working within class and with targeted groups including PP children.  A targeted intervention group of TAs has shown that they are closing gaps and the interventions are effective and we plan to continue this work. | £15000 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Reading books to be purchased that will challenge the more able readers and support the less able. AR to introduce a competitive element to reading and meeting a personal challenge.  Use of White Rose resources to supplement and stretch the more-able | Purchase of the Accelerated reader programme.  Follow up purchase of additional reading materials based on pupil preferences  Continued delivery and training within the White Rose maths programme with a focus on consistent use of maths vocabulary and use of practical resources throughout school. | Pupil voice indicates that The AR programme is well received by pupils.  Reading habits are monitored and staff can assure that children are reading all books at an instructional level. | In Year reading progress for all PP children in all year groups across the school was above the expected 6 points progress. The average points progress for the group was 8.45  In Maths 83% of PP children made more than 6 points progress in the year with the average being 8.1 points.  In both areas the approaches taken can be seen to be having an impact and with time the attainment gaps will be closed. | £2900 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| PP pupils with low attendance to have as many barriers to attending school removed as possible. | Communication with individual families and where necessary with support from the school’s EWO. | Current attendance data shows that PP children’s attendance was low with average attendance for the group standing at 93.9%. 20% of PP children had attendance below 90% with another 20% above 96%.  COVID closures and periods of isolation adversely affected the results. | Preliminary data for the 21-22 academic year indicates higher attendance figures with average attendance for the PP group at above 96%  The school’s EWO service is an effective intervention in maintaining a good relationship between the school and parents. | £900 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |