# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Holy Cross, Whitwick |
| Number of pupils in school | 149 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | March 2022 |
| Statement authorised by | G.Hirst |
| Pupil premium lead | S.Minford |
| Governor / Trustee lead | G.Hirst |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £12,900 |
| Recovery premium funding allocation this academic year | £1,212 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £14,122 |

# Part A: Pupil premium strategy plan

## Statement of intent

## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Lost learning during lockdown resulting in lower attainment in Writing and stagnation of good oral language skills. |
| 2 | 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. |
| 3 | Emotional Challenges: 30% of current PP children are LAC children. |
| 4 | Attendance. 20% of current PP children are being monitored by the schools EWO service |

## 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.

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| --- | --- |
| Intended outcome | 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% |

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: £2500

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 | 1 |
| 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. | 1 |
| 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. | 1 |

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

Budgeted cost: £10000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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. | 2 |
| 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 | 2 |
| 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. | 2 |

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

Budgeted cost: £1622

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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. | 3 |
| 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 | 3 |

**Total budgeted cost: £14122**

# Part B: Review of outcomes in the previous academic year

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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 |