

## 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

Detail	Data
School name	Holy Cross, Whitwick
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	9.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Sarah Tebbett
Pupil premium lead	Catherine Murphy
Governor / Trustee lead	Sarah Tebbett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11, 126
Recovery premium funding allocation this academic year	£1,134
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	£12,260

# Part A: Pupil premium strategy plan

## Statement of intent

*It is our intention that disadvantaged pupils make at least the same progress as non-disadvantaged pupils and that they attain the same expected standards. Our strategy aims to eliminate, or at least diminish, the barriers to achievement that some children experience in their lives.*

*Our ethos is one of inclusion and that means we support families financially so that children can take part in wider opportunities offered by the school and in the community.*

*We know that many disadvantaged pupils sometimes have to cope with difficult life circumstances. Our school community supports by giving individual help when needed through our Emotional Literacy Support Assistant and the equalities, anti-bullying and behaviour policies which underpin the ethos of the school.*

*Our strategy is primarily focussed on Quality First Teaching for all pupils.*

*Our curriculum is carefully planned so that learning builds on existing learning year on year and our leaders monitor this very carefully.*

*Alongside this we know that children have gaps in their knowledge and so we use targeted support and interventions to help close these gaps. Some children have been especially affected by the Covid pandemic, perhaps due to extended periods at home, or because they have changed schools. By carefully assessing children's learning, we can find these gaps and put in additional tuition, either one-to-one, or in very small groups.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Only 50% of Disadvantaged pupils are on average at age related expectations with even lower in writing. 50% of Disadvantaged pupils also have additional
2	Lower levels of spoken language (vocabulary and grammar)
3	Emotional Challenges: 43% of current PP children are LAC children.
4	Lack of cultural capital and experiences of the wider world

## 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
All children to make expected progress	Disadvantaged pupils make at least expected progress in Reading, Writing & Maths
Children to have effective phonic knowledge to allow them to become successful and confident readers	Measured by: <ul style="list-style-type: none"><li>• Phonics screening tests in Y1 or later in Y2</li><li>• Expected standard at KS1 tests and Teacher Assessment of their reading</li><li>• Reading the appropriate level for their age</li></ul> Good reading habits are established along with a knowledge of books and authors
Children supported emotionally in school through ELSA programme so that they can access learning successfully.	Teachers report good attitudes to learning and increased resilience in the face of challenge. Children with specific barriers including, emotional or learning are supported.
Children to have a wide experience of cultural and sporting opportunities	50% of disadvantaged pupils will take part in after school activities including sports and games.

## 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: £8,370

Activity	Evidence that supports this approach EEF references impact in months	Challenge number(s) addressed
Teaching Assistants to support pupils with their learning		1,2
Individual tuition to address gaps in learning from 2020-21	Individualised Learning EEF +4	1,2
TA across KS2 to deliver targeted interventions across KS2.	Small group tuition (EEF+4) to deliver pre-teaching or embedding of learning TA interventions +4	1,2
Additional phonics teaching for those making insufficient progress	EEF +5 Additional phonics with phase-targeted teaching in addition to the daily whole class phonics lesson	1,2

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

Budgeted cost: £ 1,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual tuition to address gaps in learning from 2020-21	Individualised Learning EEF +4	1,2

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school club to encourage attendance	Children need to be at school on time in order to learn	1,3
Cultural, sporting and arts based events to be financially supported through PP funding. Breakfast club After school club Swimming residential	The school exists in a deprived area where there are low levels of aspiration and participation in further education	4
ELSA to support behaviour, attendance and well-being	Building strong relationships with families and supporting good attendance. Helping children to overcome barriers to learning	3

**Total budgeted cost: £ 12,260**

# 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 2021 to 2022 academic year.

### Intended Outcomes from 2021-22

#### 1. All children to make expected progress

Attainment (ARE+)	Disadvantaged (14)	Non disadvantaged	Commentary
Reading	79%	85%	Writing was below for both groups. This was reflected across the school.
Writing	43%	58%	
Maths	43%	78%	

Progress (6 points plus)	Disadvantaged (14)	Non disadvantaged	Commentary
Reading	93%	83%	All children had access to quality texts through the literacy tree. This has exposed all children to rich vocabulary and with continued use of accelerated reader, progress in reading is high. Teaching assistants worked hard to ensure that PP children were heard read at least 3 times per week. With reading for disadvantaged improving, this should form a more solid basis for progress to increase in writing.
Writing	50%	71%	
Maths	64%	84%	

#### 2. Children to have effective phonic knowledge to allow them to become successful and confident readers.

##### Year 1 phonics screening check

No of pupils	Working at disadvantaged	Working at - non disadvantaged
29	100%	88.5%

##### Year 2 phonics screening check

No of pupils	Working at disadvantaged	Working at non disadvantaged
18	100%	100%

The change to KTC phonics and then the introduction of Little Wandle ( a government approved phonics program) half way through the year, has ensured consistency in the teaching of phonics. Training for all staff has also made an impact on phonics outcomes.

**3. Children supported emotionally in school through ELSA programme so that they can access learning successfully.**

The Elsa lead has worked with 21% of PP/disadvantaged children. This has ensured that these children were in a frame of mind to focus on their learning and develop strategies to cope with their anxieties and worries. With an increase in children struggling with anxiety and issues linked to family break downs, the job of the ELSA has proven to be an invaluable resource in school. The ELSA lead also has introduced Lego therapy to help younger children where ELSA might not be appropriate. This has worked particularly well with PP children.

**4. Children to have a wide experience of cultural and sporting opportunities**

Within school time, our PP children have benefited from sporting opportunities organised by Northwest Leicestershire Sports Partnership. However, 64% of these children still do not participate in after school activities.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**Further information (optional)**

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