

Pupil premium strategy statement – Three Year Strategy 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 September 2023

Detail	Data
School name	Holy Cross
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Catherine Murphy
Pupil premium lead	Catherine Murphy
Governor / Trustee lead	Sarah Noon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,463
Recovery premium funding allocation this academic year	£2,810
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	£22,273

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 by means of a well sequenced curriculum and quality feedback to pupils. Our curriculum is carefully planned so that learning builds on existing learning year on year and our leaders monitor this very carefully. Due to the nature of the mixed year groups, our curriculum follows a 2 or 3 year programme (depending on the key stage).

Alongside this we know that children have gaps in their knowledge and so we use targeted support and interventions to help close these gaps. 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.

Challenge number	Detail of challenge
1	Some disadvantaged children also have additional learning and/or emotional needs. Some have also turbulent family circumstances as well as additional needs.
2	Lack of resilience, independence and learning strategies eg dependence on adult support, well-being and engagement with learning, particularly those pupils with additional learning needs.

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3	For younger pupils, they were disadvantaged by not having the full experience of pre-school and so they have lacked socialisation and play opportunities before attending school as a result of restrictions due to the pandemic.
4	Low levels of language ability as pupils come into school, compared to previous years.
5	Gaps in learning particularly as a result of extended periods away from school or having been in more than one school before Holy Cross.

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
<i>Add or delete rows as needed</i>	
Improve the attainment and progress of disadvantaged pupils, particularly in reading	Disadvantaged pupils are in line with non-disadvantaged pupils in respect of expected progress in Reading, Writing & Maths Attainment in writing to be particularly raised
Children have greater resilience, increased confidence about their learning and are supported to overcome barriers	Teachers report good attitudes to learning and increased resilience in the face of challenge. Children with specific barriers including, emotional or learning are supported. Includes resilience in writing
Children have opportunities to experience visits and visitors to expand their horizons	There is no difference in after-school club attendance for PP & non-PP pupils
Improve early language skills	Increased numbers into pre-school to ensure more disadvantaged pupils are 'school ready' for entry into F2
Identify gaps and then address these through targeted teaching including pre-teaching.	Pupils catch up to be in line with their peers.

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: £9,427

Activity	Evidence that supports this approach EEF (Education Endowment Foundation) references impact in months	Challenge number(s) addressed
<ul style="list-style-type: none"> Feedback to pupils Embedding Dyslexia Supportive Strategies as standard Structured well-sequenced curriculum Reading comprehension strategies 	<p>Implementation and/or embedding of Quality First Teaching strategies including whole class feedback</p> <ul style="list-style-type: none"> This benefits all pupils including those without Dyslexia Focus on what children learn and can remember. This is more effective with one year group in one class instead of mixed aged classes EEF +6 including teaching of vocabulary 	1,2,5
Early Years Teaching & Learning	<ul style="list-style-type: none"> Quality First teaching Depth and breadth of experiences for pupils Quality resources 	1,2,3,4
CPD	Continuing the focus on supporting pupils with SEND such as: Dyslexia, ASD & ADHD	1,2,3,5

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

Budgeted Cost £2,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Add or delete rows as needed.		
Individual tuition to address gaps in learning from 2020-21	Individualised Learning EEF +4	1,2,3,5
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 as part of Little Wandle phonics programme	1,2,3,5
CGP books for Y6 to support homework and blended learning if needed	Used in school but primarily used for home learning. This avoids the issues of digital poverty and is popular with parents	1,2,3,5

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

Budgeted cost: £10,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
ELSA to support behaviour, attendance and well-being	Building strong relationships with families and supporting good attendance. Helping children to overcome barriers to learning	3,4
Continue to embed the personal development curriculum Explicit teaching of learning skills	Meta-cognition & Self Regulation EEF +7 Teaching children learning strategies and to be aware of their feelings and how to express themselves appropriately. Having a common language to describe learning, character and behaviour	2,3
Embed the behaviour curriculum and supporting children's behaviour by tackling low-level poor behaviour and building a strong culture of good behaviour. Supporting individual children with bespoke behaviour plans	Behaviour Interventions +4	1,2,3,4,5

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Supporting children and families: Some funding to support after school activities and clubs Some financial support for trips	Supporting children with wellbeing, physical fitness and access to the wider curriculum	3,
Funding for wraparound care including activity clubs after school	Supporting attendance by providing early drop off and access to a variety of clubs after school.	4,5

Total budgeted cost: £ 22,273

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 2022/23 academic year.

<p>Interventions focussed on grammar, punctuation & spelling for pupils who were identified as falling behind. There was impact for pupils which was seen in their writing. Numbers of PP pupils in Y6, Y2 and in Y1 were too low to draw meaningful conclusions. Internal data showed progress through school in reading, writing & maths from starting points.</p> <p>KS2 phonics (1:1 or small group) using Little Wandle and making use of new books that support fluency had a significant impact in reading confidence.</p> <p>Pupils and their families were directly supported with financial help in respect of wraparound care and access to the residential visit. This had a positive effect on attendance with pupils choosing to attend the provision.</p> <p>Emotional Support through the ELSA programme supported all pupils including disadvantaged, this had a significant positive effect on wellbeing and attendance. Persistent absence was very low, (around 5%).</p>

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.