**Pupil premium Impact Report**

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| **School name** | Holy Cross Catholic Primary School |
| **Pupils in school** | 124 (excluding Foundation 1 – 20 pupils) Whole school 144 |
| **Proportion of disadvantaged pupils** | 84 pupils (68%) |
| **Pupil premium allocation this academic year** | £ 136,930 |
| **Academic year or years covered by statement** | 2020-22 |
| **Publish date** | 01 September 2020 |
| **Review date** | 01 August 2021 |
| **Statement authorised by** | Clare Higgins with Governors |
| **Pupil premium lead** | Clare Higgins (Headteacher) |
| **Governor lead** | Allan Rogan (Chair of Governors) |

**Overview of funding available**

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| **Estimated Funding information 2021-22 (indicative figures based on current numbers)** | | |  |
| **Total number of pupils** | 124 | **Pupil Premium grant received per pupil** | £1,372 |
| **Percentage of pupils eligible for PP** | 68% | **Total PP budget** | £ 136,930 |

**Holy Cross Catholic Primary School**

**Our philosophy**

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards. **Our priorities**

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

* Ensuring an ‘outstanding’ teacher is in every class.
* Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
* Providing targeted academic support for pupils who are not achieving the expected standards or are not making expecting progress.
* Addressing non-academic barriers to attainment, including attendance, well-being and behaviour
* Ensuring that the PPG reaches the pupils who need it most.

We have high aspirations and ambitions for our children, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget are we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child’s potential in any way. We are engaged in and committed to partnership working with a range of groups and organisations which enhance our provision.

**Objectives of Pupil Premium Spending**

Our key objective in using the Pupil Premium Grant is to diminish the difference between pupil groups. We have analysed our data thoroughly and have used research such as the Education Endowment Fund to inform our decision making.

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| **Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
| **Academic Barriers to Attainment** | **Non-Academic Barriers to Attainment** |
| **(i)** Low starting points on entry particularly in communication, literacy and language skills. | **(iv)** Lack of aspirations and parental involvement which can lead to a lack of value placed in education resulting in low attendance, persistent absenteeism and poor punctuality. |
| **(ii)** Weaker writing skills and low attainment in writing of children eligible for pupil premium compared to non-pupil premium pupils. | **(v)** Social and Emotional factors. Many of our PP children are faced with difficult and complex home lives which impact on academic achievement, self-esteem, self-confidence and mental health. |
| **(iii)** Limited Life Skills and Cultural Capital Deficit. Children’s experiences and understanding of the world are limited because of context and environmental factors. These experiential limitations have the potential to impact on academic progress in all curriculum areas during the primary phase since pupils are unable to draw upon models for progressive learning therefore leading to a potential gap between the attainments of disadvantaged pupils’ comparative to the national average of all pupils. |  |
| **Desired Outcomes** | **Success Criteria** |
| **(i)** To improve language and communication outcomes for pupils at end of EYFS Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for Staff to implement. CPD opportunities will be in place for support staff and teaching staff. | Language and communication outcomes for PP children at the end of F2 will improve and be in line with non-e PP children. |
| **(ii)** To ensure the proportion of PP pupils achieving the expected and higher levels in reading and writing matches or exceeds the national average for nondisadvantaged pupils in writing. | The % of Pupil Premium children achieve EXP+ and the higher levels at the end of KS2 will exceed the national average for non-disadvantaged pupils. |
| **(iii)** Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched SMSC, PSHE curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children’s overall  summative academic attainment. Measured through attainment and progress data and pupil voice. | Pupil Premium pupils will be in line with or above the national average both at the expected and at the higher standard at the end of KS2.  Children’s vocabulary will be developed through a range of experiences. These experiences will support their attainment in writing and reading as they will have a wider range of experiences to draw upon. PP children will attend residential visits and participate in educational visits and enrichment activities at school helping to develop life and social skills.  A higher % of PP children will access extra-curricular activities.  100% of children will have access to outdoor learning opportunities. |
| **(iv)** To increase rates of attendance and parental engagement for children eligible for PP.  Attendance will be in line with overall school percentage %. | PP absence will be reduced so that it is in line with national figures.  Pupils’ improved attendance will result in improved progress and attainment. Parents engaging in workshops and an increased number of PP parents attending Parents Evenings. |
| **(v)** To continue to promote the positive mental health of PP pupils through a range of interventions and strategies and improve the self-esteem, confidence and resilience of children. | As a result of strategies that target social and emotional learning pupils interactions with others improve and they are better able to self-manage their emotions. Once children have a positive mental attitude and feel mentally healthy they are better equipped to focus on the academic and cognitive elements of learning. |

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| **Planned expenditure** | | |  |  |  |  |
| **Academic year** | | **2020-21** |  |  |  |  |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Impact** | |
| **To improve language and communication outcomes for pupils at end of EYFS** | **Speech & Language Therapist** Employ speech and language therapist half a day a week to work with children identified as having speech and language needs at  Baseline assessment. **Cost =**  **£8,500** | | Improved speech and language development through targeted support.    Increased confidence.    Reducing barriers to learning by supporting children in communication. | EYFS Leader to liaise with SENCO & S&L therapist to manage & monitor the use of the S&L therapists time.  Termly data analysis | *S&L Therapist worked with 6 PP children over the year. This had a positive impact on their progress with speech and language.*  *Wellcom Screening allowed us to immediately Baseline children in terms of their Speech and Language development and as a result put specific actions and interventions in place for those identified as in need of them.*  *WELCOM was used effectively to identify PP children who would benefit from specific S&L targeted support and these children were supported through the S&L therapist.*  *In addition to the above, EYFS staff were trained by the S&L therapist to deliver and support identified children and again* | |
| **Wellcom Screening Tool** is being used to identify early difficulties in language.  **Cost = No Additional Cost** | | The wellcom screening tool identifies specific needs and early difficulties in language which allows teachers to plan focused interventions. | & ongoing impact of provision/ interventions to be measured.  Termly pupil progress meetings held between EYFS staff & assess. leader to monitor & track the progress of children accessing specific interventions. |
| **SALT interventions**  EYFS staff have been trained by  speech therapist to deliver early  speech and language support/interventions. **Cost**  **= No Additional Cost** | | The number of children identified with early language difficulties is too high for the S&L to be able to support on a weekly basis, therefore trained staff are able to deliver appropriate quality S&L interventions that will increase the rate of progress in language and communication EEF Guidance Report ‘Preparing for Literacy’ recommends that *high quality targeted support can ensure that children falling behind catch up quickly as possible.* |

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|  | **Part Funding of Additional TA’s in EYFS** – high adult ratio so support can be focused and targeted with interventions being delivered. **Cost = £12,500** | Children identified with low base lines can be targeted through interventions where progress is monitored and measured.  EEF Toolkit: Early Years Intervention is highly effective (+5months). EEF has evidence that Oral Language Development is also effective (+5months) | Learning Walks/ Lesson Observations/ Work Scrutiny Monitoring of parent workshops and take up. | *The additional funding of TAs in EYFS has enabled us to put a range of SALT interventions in place for identified children. The S&L therapist has trained TAs and teachers in delivering specific programmes of intervention. All children who have accessed SALT interventions have made measured progress.* |
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|  | **Parent Workshops** **& ‘Shared**  **Reading’ sessions**  **Cost = No additional cost** | Research suggests that where parents are involved in their children’s learning, this has a very positive affect on their academic attainment. EEF Guidance Report ‘Preparing for Literacy’ recommends that *effective parental engagement has the potential to improve children’s communication, language and literacy and this includes the running of workshops showing parents how to read and talk about books with their children.*  *There is evidence that efforts to support parents in helping their children learn have the potential to improve outcomes for children.*  EEF Parental Engagement Evidence Report states – *‘promoting shared reading should be a central component of working with parents as a way of supporting oral language development and early literacy.’* |  | *COVID had a negative impact on the ability to run half termly parent workshops however staff were inventive in the ways they worked with, communicated with and supported parents. An example of this is how parents were communicated with during the period of remote education and the use of the Parent App and Google Classroom to interact with parents.* |
|  | |  |  | **Overall Cost = £21,000** |
| **To ensure the proportion of PP pupils achieving the expected and higher levels matches or exceeds the national average for nondisadvantage d pupils in reading and writing.** | **Quality First Teaching** will enable barriers to learning to be removed. **Cost = No Additional**  **Cost** | Regular CPD through INSET, courses, coaching, etc. informed by performance management reviews, monitoring and school improvement plan priorities ensuring standards of teaching are always good or better. EEF Report ‘Closing the Attainment Gap’ states that *what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.* | Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria. Half termly pupil progress meetings  to be held between  Assessment Leader & year group teachers Intervention impact and value for money will be measured half termly | *Quality first teaching in all classes has resulted in the gap in attainment in PP and none PP children has been closed (evidenced in school’s internal data).*  *The part funding of additional TAs has enabled a range of specific interventions such as –*   * *RWI interventions* * *Reading interventions* * Spelling interventions * *Comprehension Intervention*   *Booster Teachers have enabled children in Year 2 and Year 6 to access focused intervention and “booster” teaching in small groups.*  *In Year 2 – 10 PP pupils accessed Booster* |
| **One to one tutoring time** for Year 2 and Year 6 PP pupils  **Cost = £3,500** | The aim is to increase the percentage of PP children achieving the expected and higher level/greater depth in reading and writing at the end of KS1 and KS2. Previous experience of out of school tutoring has had a positive impact and allows work to be personalised so that it addresses individuals specific gaps in learning. It also enables school’s to target children for whom there is little or no home support,  *EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.* |
| **SENAT support** to provide diagnostic assessments and learning interventions for 1:1 and small groups. **Cost =£7,900** | *EEF - The attainment Gap Research Jan. 2018* Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. |

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|  | **Additional 0.6 teacher** to work in Year 6 allowing smaller groupings in English lessons - – allowing for work to be well focused and children to be appropriately challenged. **Cost = £9,000** | Targeted teaching matched to pupils needs ensures all learners are appropriately challenged.  EEF Toolkit: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average. | Lesson  Observations,  Learning Walks Work  Scrutinies  Staff CPD Records    Intervention planning, records and work scrutiny    Pupil Voice | *In Year 6 – 17 PP pupils accessed Booster Teaching*  *12 PP children in Years 2 to 6 accessed one to one tuoring and the positive impact of this could be seen in standardised scores.*  *Reading Buddy work was unable to happen due to Covid and has had to be suspended until the next academic year.*  *Software licences enable all PP children to access high quality resources at home, e.g. ‘Times table Rockstars’, Reading Comprehension App and Google Classroom which are being well used by children across the school. During the COVID19 pandemic these software licenses proved useful and were well used by PP children when learning at home.*  *All teachers have continued to access ‘Read, Write Inc’ bespoke training. The delivery of this programme results in whole school consistency and has had a positive impact and result in raised standards in reading and writing.* |
| **Part Funding of TAs** attached to each year group enabling targeted interventions for more able PP learners led by teachers/TAs.  Interventions to include RWI, SENAT, Reading, Mathematics and Comprehension.  **Cost = £45,000** | Targeted intervention has been successful over the last year and enables work to be focused and challenging, targeting individuals needs and gaps in the curriculum.  Individual, personalised high quality interventions have been proven in our school to have a positive impact on the attainment & progress of our pupils.  EEF Report ‘Closing the Attainment Gap’ states that *targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.* |
|  | **Training**  CPD for identified staff linked to the teaching of writing and how best to support children in  developing reading and writing skills  **Cost = £4,000** | EEF Toolkit: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact. |  |  |
| **Software Licenses**  Ongoing assessments and data tracking to monitor progress – use of target tracker – software licenses for pupil tracking and  assessment **Cost = £2000** | Developing efficient and effective strategies to identify gaps in prior knowledge and assess effective teaching. Identified children will make accelerated progress as a result of the early identification of gaps in learning and focused interventions being put in place.  *EEF - The attainment Gap Research Jan. 2018* Effective assessment helps teachers identify pupils in need of additional support so they can catch up and keep on track. |

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|  | **Purchasing of IT learning**  (reading/maths) programmes/software that can be used in school and at home  **Cost = £3,500** | This ensures all children have access to good quality resources at home as well as in school to support learning, e.g ‘times table rock stars’.  The EEF Guidance Report ‘Using Digital Technology to Improve Learning’ states *‘Using technology to support retrieval practice and selfquizzing can increase retention of key ideas and knowledge.’* |  |  |
|  |  |  |  | **Overall Cost = £72,900** |
| **Pupil**  **Premium**  **pupils to experience focused enrichment experiences,**  **to improve knowledge**  **and language skills and promote**  **positive life experiences.** | **Enrichment Activities** Subsidising school trips and enrichment activities including theatre, art gallery trips etc all of which will help enhance the curriculum and ensure engagement of all through financial support. **Cost = £15,000** | Previous educational visits have enriched pupils’ learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience. School trips have supported children in developing increased confidence, greater independence and collaborative skills. They help enhance pupil participation, experience, enjoyment and opportunities. They will broaden the life experiences and stimuli for vulnerable pupils. | Monitoring of school  trips/visitors/  Enrichment opportunities etc. linked to the curriculum | *Providing hook and awe within first hand experiences. Enjoyment of the sessions have impacted positively on the pupils’ confidence as well as their attainment. Enriching experiential learning (activities they wouldn’t usually have access to). Built on self- esteem. This has had a positive impact upon reading and writing.*  *Despite Covid 19 and a limited number of educational visits being able to take place, 100% of children in school have accessed a range of enrichment activities as a result of the creativity of staff.*  *Enrichment activities were planned to give pupils the experiences to further develop their vocabulary and imagination and this has had a positive experience. We have provided our pupils with a wide range of first hand experiences that they might otherwise not have the opportunity to take part in.*  *PP and other children in school have also accessed enrichment activities.* |
| **Curriculum Enrichment**  Whole Class music tuition for Year 4. **Cost = £2000** | Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. Learning a musical instrument develops concentration, creativity and listening.  EEF states *that arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits such as more positive attitudes to learning and increased wellbeing.* | Work Scrutiny Lesson observations/ Musical Concerts    Monitoring of attendance at extra-curricular  activities    Pupil Voice – school council, pupil questionnaires |
| **Extra Curricular Activities including**  **Sports and Curriculum Linked**  **Activities**  Offer of free extra- curricular activities for all PP children. **Cost = No Additional Cost** | Continue to ensure all pupils get equal opportunity to be involved in all aspects of school and that no pupils are disadvantaged by not being able to pay. Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.  We are able to offer children a wide range of Sports experiences.  Encouraging pupils to be fit, healthy, and promote children’s well-being. |
| **Outdoor Learning Opportunities &**  **Forest School Sessions**  Further develop forest area and forest school learning  **Cost = £8,283** | Broaden children’s experiences of the world around them to enhance their life experiences and draw upon this in their learning.  Provides children with collaborative learning experiences with a high level of physical and emotional challenge. Children engage in practical problem-solving, explicit reflection and discussion of thinking and emotion.  Forest school improves the well-being , behaviour, engagement of targeted children. It promotes new skills and working as a team.  (transferable skills) |

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|  |  | Children’s enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write Support language and writing development. Enhance pupil participation, experience, enjoyment and opportunities. |  |  |
| **Overall Cost =£25,283** | | | | |
| **To increase rates of**  **attendance**  **and parental engagement**  **for children eligible for PP.**  **Attendance**  **will be in line with overall school percentage %.** | **Part funding of Attendance Officer**  **Cost = £6,000** | Roles include the monitoring of attendance, ensure consistency across the school, send letters, liaise with families, direct support for families, publicise good attendance, first day response, lead panel meetings etc. In order to improve the attainment and progress for children, we need them to attend school. Data shows this is a key area for some of our PP children. Evidence shows that poor attendance can also affect children’s confidence and ability to make secure friendships. | Weekly scrutiny of attendance figures, comparing PP and other children.    Regular monitoring HT and attendance officer  to identify patterns in absence etc.    Trail of follow up of absence    Paperwork – file of evidence of letters sent home  monitored | *The Pastoral Care worker has had a direct positive impact on the attendance of PP children due to the work she has done with families.*  *Due to COVID19, she has been unable to collect and bring children to school but has done daily door knocks to check children are up and ready for school etc.*  *We completed an annual reviewe of the incentives we had in place and have a consistent whole school approach and use of incentives in place that has been more effective on attendance figures compared to previous years.*  *Google Classroom has been effective in delivering remote education as well as a means of communication with parents. It has enabled teachers to send ‘nag’ messages to parents relating to attendance. Parent responses through questionnaires conducted of remote education and the use of Google Classroom were overwhelmingly positive.*  *We have been able to specifically target a number of disadvantaged pupils and families by offering breakfast club provision and food hampers. This led to improved attendance and punctuality with targeted PP Children.*  *There is evidence that PA and overall attendance has improved in the attendance of PP children.* |
| **Incentives** – review what has been done in previous years and how  these work  **Cost = £2000** | Focused and well thought out rewards for punctuality and good attendance raise the profile of good attendance across the school and encourage families and children to want to be in school on time. |
| **Parent Workshops –** promoting parent engagement. **Cost = 2000** | Well planned parent workshops in school have in previous years been effective.  EEF Parent Engagement Report states – *‘Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face- to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.’* |
| **Parent/School Communication Systems -**review most effective.  Purchase new Parentapp    **Cost = £2,997.60** | Introduction of Parentapp will be effective and communicating with parents and carers. EEF Parental Engagement Report states *– ‘Welldesigned school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Impacts from such approaches may appear small but they are generally low cost, and straightforward to introduce. Messages are*  *likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success. Communication should be two-way.’* |
| **Targeted Extended School Places** Free toast club places offered to PP children with poor punctuality/attendance  **Cost = £3,000** | Improved punctuality and attendance for PP children where this has previously been a concern. |

**Overall Cost = £13,999.60**

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| **To improve the self-esteem, confidence and resilience of children whilst supporting children’s positive mental health.** | To continue to deliver a comprehensive PSHE curriculum (TEN:TEN) that includes mental health and a programme of targeted and universal interventions to address the barriers to learning derived from social, emotional and mental health.  **Cost= £500** | The mental health needs of our pupils will be met in school irrespective of the socio-economic background of the child. This in turn will maximise the potential for all of our pupils to meet or exceed the national average expected standard. Emotional health and well-being has been highlighted as a barrier to learning and therefore meeting the social and emotional needs of our pupils including pupil premium pupils will lead to optimum positive academic outcomes. | Intervention  Monitoring  Records    Educational  Psychologise  Reports    Behaviour Records    Pupil Voice/  Questionnaires    Records – Cpoms | *As a result of strategies that target social and emotional learning, pupils interactions with others improve and they are better able to self-manage their emotions. Once children have a positive mental attitude and feel mentally healthy they are better equipped to focus on the academic and cognitive elements of learning.*  *Thumbs Up, MHIST Team and Educational Psychologist support have been accessed by a number of PP children.*  *Our Well-being and Mental Health Lead was able to work with many families supporting them in a range of ways. This has included supporting families with punctuality and attendance, supporting families who need a range of advice and guidance (e.g. with financial needs, behavioural difficulties etc.) She has completed EHAT forms and been Lead Professional for families in TAF. Parents and pupils feel valued and supported by having an avenue to talk about their worries in a safe and supportive environment and children’s confidence and self-esteem has grown as a result of the work done in school.* |
|  | My Esteem and Thumbs Up – providing support to small groups of children with a focus on their mental-health and emotional well-being.    Cost= £12,000 | My Esteem and Thumbs Up intervention builds PP pupil’s social skills, self-esteem, confidence & management of emotion. Children also gain an increased sense of resilience.  It supports PP pupils who are demonstrating challenging behaviour and pupils with social and communication needs.  Pupils able to express their emotional state and communicate their feelings. A person with well-developed emotional literacy is therefore able to recognise and respond to the emotional states of others. This is considered a hallmark of healthy relationships. EEF research identifies that *social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.* |  |  |
| **Educational Psychologist Time**  Purchasing of Educational  Psychologist time (12 days per year) to complete assessments and work  with SEN children **Cost**  **= £2,700** | Educational Psychologist assessments enable detailed and focused actions to be agreed for SEN children that support them in making good progress.  Ed. Psych time will lead to improved mental and emotional health of supported pupils leading to better progress in learning, |
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| **Overall Cost = £8,200** | | | | |

# TOTAL SPENDING = £141,382.60