Pupil premium strategy statement 2021-22

School overview

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| Metric | Data |
| School name | Holy Cross Catholic Primary School |
| Pupils in school | 134 (excluding F1 – 17 pupils) |
| Proportion of disadvantaged pupils | 85 Pupils (63%) |
| Pupil premium allocation this academic year | £122,125 |
| Academic year or years covered by statement | 2021-22 |
| Publish date | September 2021 |
| Review date | September 2022 |
| Statement authorised by | Clare Higgins |
| Pupil premium lead | Clare Higgins |
| Governor lead | Allan Rogan |

Disadvantaged pupil progress scores for last academic year (2019)

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| Measure | Score |
| Reading | 0.48 |
| Writing | 0.22 |
| Maths | -3.7 |

Disadvantaged pupil performance overview for last academic year

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| Measure | Score |
| Meeting expected standard at KS2 | 60% |
| Achieving high standard at KS2 | 10% |

Strategy aims for disadvantaged pupils

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| Measure | Activity |
| Priority 1 | Improved attainment in all three reading, writing and mathematics (particularly reading) through enhanced quality first teaching |
| Priority 2 | To ensure the proportion of PP pupils achieving the expected and higher levels matches or exceeds the national average for non-disadvantage d pupils in reading and writing. |
| Priority 2 | Continue to work with the Cheshire and Wirral Maths hub to embed Teaching for Mastery across all year groups. |
| Priority 3 | To continue to improve language and communication outcomes for pupils at end of EYFS. |
| Priority 4 | Pupil Premium pupils to continue to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences. |
| Barriers to learning these priorities address | * Poor language and communication skills. * Limited life experiences and opportunities * Poverty and limited financial resources * Lack of employment and historical unemployment * Low self-esteem and lacking in self confidence * Poor quality housing * Limited involvement in education |
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| Projected spending | £ 47,000 |

Teaching priorities for current academic year

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| Aim | Target | Target date |
| Progress in Reading | Improve on 2019's progress score of 0.48  Continue to achieve and improve on national average progress scores in KS2 Reading (0) in 2022 | 2022 |
| Progress in Writing | Improve on 2019's progress score of 0.22  Continue to achieve and improve on national average progress scores in KS2 Reading (0) in 2022 | 2022 |
| Progress in Mathematics | Improve on 2019's progress score of -3.57.  Achieve average KS2 Mathematics progress scores in KS2 Mathematics (0) by 2023 (3-year plan) | 2022 |
| Phonics | 2019 data shows that 70% of PPM children achieved the standard  Y2 to sit Phonics Screen in second half of autumn term. Targeted work with those children to fill any gaps from lockdown.  In 2021-22, the priority is to maintain the good standard of phonics teaching, so all scores remain positive. | Autumn Term 2021 |
| Other | Improve attendance of disadvantaged pupils to at least 96% | 2022 |

Targeted academic support for current academic year

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| Measure | Activity |
| Priority 1 | To increase progress scores in Reading, Writing and Mathematics:   * An extra teacher in year 6 to provide targeted interventions in reading, writing and maths. * Two Teaching Assistants employed in EYFS to ensure early intervention * Additional interventions in year 1 and 2 to support reading/writing/maths and children who have not completed F2 year.   To improve literacy/reading in particular:   * EYFS & KS1 staff to specifically deliver Read, Write Inc interventions to PP children. * SENAT programme delivered to targeted PPM children. * PP children to receive targeted interventions from SALT. * Careful analysis of children's reading using NFER assessments. * See crossover into Catch-Up funding |
| Priority 2 | * Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations. * Careful analysis of children's mathematics skills using NFER assessments. * See crossover into Catch-Up funding |
| Barriers to learning these priorities address | Lockdown 20-21- interrupted progress  Mental health and anxiety of parents and children  Low starting points on entry particularly in communication, literacy and language skills.  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.  Weaker writing skills and low attainment in writing of children eligible for pupil premium compared to non-pupil premium pupils.  Social and Emotional factors  A number of children in receipt of pupil premium funding are faced with difficult and complex home lives which impact on academic achievement, self-esteem, self-confidence and mental health.  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. |
| Projected spending | £50,000 |

Wider strategies for current academic year

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| Measure | Activity |
| Priority 1 | To provide personalised, targeted pastoral support for individual PPM pupils to enable them to be  happy, secure and fully engaged in school:  Engage and Change (Upper KS2) and KickStart (F1-Y4) to support children 5 days a week.  Family Support Lead develops strategies to ensure attendance is above 96% for our most vulnerable children.    Welfare and Attendance Lead supports vulnerable families with attendance issues (working closely with our Family Support Lead). |
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| Priority 2 | Ensure all PPM pupils have the opportunity to access learning opportunities beyond the classroom (i.e. school trips and extra-curricular activities):   * Reduce the costs of holiday clubs, school trips and residential visits. * Part-funding for peripatetic teaching of musical instruments. |
| Barriers to learning these priorities address | * Limited life experiences and opportunities * Poverty and limited financial resources * Poor attendance * Stressful and complex home background/circumstances * Lack of employment and historical unemployment * Mobility/transient families * Challenging behaviour * Low self-esteem and lacking in self confidence * Substance misuse * Poor mental health * Limited involvement in education * Low expectations and limited aspirations for parents and their children |
| Projected spending | £28,000 |

Monitoring and Implementation

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| Area | Challenge | Mitigating action |
| Teaching | To ensure that an effective programme of CPD events are organised to continue to embed Teaching for Mastery across all year groups. | Use of staff meeting time and INSET days to provide CPD.  Maths lead given additional time with SLT to lead and support mastery maths interventions. |
| Targeted support | Ensuring that targeted interventions have the desired impact. | Careful monitoring of both interventions and progress data to make sure that the difference is diminishing. |
| Wider strategies | Engaging the families facing most challenges | Careful monitoring of attendance data of PPM children.  Ensuing that our pastoral support removes any SEMH barriers to learning. |

Review: last year’s aims and outcomes

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| Aim | Outcome |
| To improve KS2 PPM data | No validated data in 2020 or 2021 due to the Covid-19 pandemic.  Internal writing moderation in July 21 evidenced that writing has continued to improve and children continue to make progress.    Accelerated reading and interventions within school has ensured pupils read daily.  Internal data in July 21 evidenced that writing has continued to improve in mathematics and children continue to make progress. |
| To improve KS1 PPM data | No validated data in 2020 or 2021 due to the Covid-19 pandemic.  Internal writing moderation in July 21 evidenced that writing has continued to improve and children continue to make progress.    Accelerated reading, Read, Write Inc and interventions within school has ensured pupils read daily.  Internal data in July 21 evidenced that writing has continued to improve in mathematics and children continue to make progress. |
| To improve Year 1 phonics data | This cohort will sit the phonics screen in Autumn 2.  Internal data July 2021 showed that 76% of the cohort achieved the national expectation in phonics. |
| Other | Improving attendance for PP children remains a key priority.  A Family Support Lead has been appointed to support vulnerable families and offer help to break down barriers to attendance.  No data during January to March.  LA Autumn term 20 data showed that whole school attendance was |