

St Cross Catholic Primary School
A member of St Francis of Assisi Academy
Pupil premium strategy statement 2023-2024

School overview

Detail	Data
School name	St Cross Catholic Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	8.87% (19 pupils)
Pupil Premium allocation this academic year	£17,460
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs Joanne Walsh
Pupil premium lead	Joanne Walsh
Governor lead	Kathryn Bennet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year	£1,500
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	£18 960
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Part A: Pupil premium strategy plan

Statement of intent

At St Cross Catholic Primary School, our mission is to inspire our children to achieve personal excellence for themselves and for the glory of God. We want our children to achieve the highest possible standards in reading, writing and maths, but believe it is equally important that our curriculum nurtures engagement, curiosity and innovation, through quality teaching. As a school, we know that children and staff will only achieve their personal best in an environment where they feel respected, valued and loved and when we recognise the uniqueness of the individual, made in God's image and loved by him.

At St. Cross, we aim to strategically use pupil premium funding to achieve this mission and to ensure all children reach their personal best. We draw from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these. We consider the challenges faced by vulnerable pupils, and support the needs of these children, whether they are disadvantaged or not.

We aim for all our disadvantaged pupils to leave St Cross as individuals who have achieved their personal best, embraced the opportunities that our rich extended curriculum provides and with elevated aspirations for their future.

The governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. The governors reserve their right to allocate the pupil premium to support any pupils or groups of pupils the school has legitimately recognised as being socially disadvantaged.

Challenges

Challenge number	Detail of challenge
1	The school is situated in a socially advantageous area, the socio - economic gap between disadvantaged pupils and others is wide. A number of these pupils have limited access to many of the opportunities that their peers take for granted which impacts their acquisition of cultural capital.
2	Multiple barriers to learning: In each year group there are a number of pupils eligible for the pupil premium grant. Some disadvantaged pupils have multiple barriers to learning (for example, SEND, EAL, mobility). Therefore each pupil's individual circumstances need to be identified and addressed.
3	Catch-up: Levels of engagement in remote school education varied during the pandemic. (Although all were invited to learn in school, this was not always taken up.) As a result, this has impacted the rate at which they can make progress through the curriculum – especially writing.
4	Communication: Disadvantaged pupils (some) in the EYFS have lower starting points when entering Reception.
5	Attendance and Punctuality: A number of pupils in this group find it harder to maintain a level of attendance on par with their peers. 93% compared to 95% whole school.
6	Mobility: Some of this disadvantaged group are mobile. A clear understanding of their learning needs to be established and an effective programme of intervention put in place quickly to ensure they do not fall behind during transition between schools.

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils, who do not have cognitive SEND needs, to achieve in line with their peers in reading, writing and maths and sustain good and accelerated progress	100% of disadvantaged pupils who do not have cognitive SEND needs will reach age related expectations in Reading, Writing and Maths. 100% to meet Year 1 phonics check 100% to meet Year 4 multiplication check Disadvantaged pupils with a SEND need will make more than expected progress. Pupil progress meetings highlight and address individual needs.
To reduce the effect of the socio-economic gap	Raise outcomes for this group through increased confidence and leadership, helping to raise future aspirations. All pupils, who have the opportunity, will attend a residential. All pupils will participate in an after school club. All pupils will attend educational visits to support the curriculum. As many pupils are possible will represent the school in a sporting competition.
All new starters will make good progress from their entry points	An induction programme that evaluates new pupils promptly and gaps in learning will be identified and addressed rapidly. New starters will make good progress without falling further behind during transition.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: the overall absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eliminated.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,460 Writing: I am A lever Writer and resources

Maths White Rose

Additional TA for whole school

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school cpd to ensure high quality teaching and learning at the forefront. Cpd for middle leaders (subject leadership cpd) and SLT (NPQSL) Our bespoke ECT programme to ensure they develop the skill set to deliver high quality teaching	EEF T& L toolkit, teacher subject knowledge,	1,2,3
I Am A Clever Writer training for all staff. Phonics lead to evaluate effectiveness of phonics teaching and put actions in place and purchase resources.	Phonics Toolkit EEF DFE Reading Framework EEF Early Years Toolkit	1,2,4
Enhancement of our maths teaching and curriculum planning in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1,2,3

line with DfE and EEF guidance to increase mastery techniques. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Maths Fluency cpd and release time.	Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) White Rose The EEF guidance is based on a range of the best available evidence:	
Embedding dialogic activities across the school curriculum in line with ORACY initiative. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training and release time.	Oral language interventions EEF	1, 3
Self regulation, and zones of regulation, teacher training and implementation, staff training and resources	EEF- Teaching and Learning Toolkit DFE accredited	3,4

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

Budgeted cost: £ 11, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching approaches - literacy groups: Colourful semantics 1:1 and small group support for Writing, Literacy Intervention Daily target readers Handwriting recovery Language for thinking Year 5 and 6 Math booster	EEF- Teaching and Learning Toolkit	2,3,4
Targeted Teaching approaches - maths groups: 1:1 and small group support for maths. To further close any learning gaps for disadvantaged pupils in ks2 though online 1:1 lessons. Maths Booster for Year 5 and 6 to help close the gaps further.	EEF – Teaching and Learning Toolkit Rochford Review School data analysis shows that year 5 and 6 have the second and third highest level of need in terms of the number of pupils (including disadvantaged pupils) who are not meeting National expectations. All intervention groups based on school data with a focus on PP children	2,3, 6
Support provided for improving language and early literacy skills	Nuffield Early Language Intervention EEF	2,3,4

(Nuffield Early Language Intervention) Programme in EYFS 2 groups x 30 mins daily		
Additional phonics sessions in Year 2, 3, 4, 5, 6 to target pupils who need further support. 3 times a week	Phonics EEF DFE accredited phonics programmes I Am A Clever Writer	2,3, 4,
Forest School/ Nurture Programme to strengthen social and emotional skills.	Nurture UK EEF T&L toolkit (social and emotional learning)	1,2,4,5,6

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

Budgeted cost: £7,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment across the curriculum to include: Art Forest School Sports Clubs Drama Choir	Nuffield Foundation Research: 'Out of school activities and the education Gap'	1, 2, 4, 5,

Instrumental Drums and Violin These opportunities will enable pupils to develop thinking skills together with sports skills. Educational visits Leadership skills promoted		
Additional counselling provision to support children's emotional wellbeing including ELSA trained staff.	EEF Teaching & Learning Toolkit Metacognition and self-regulation NSPCC guidance KCSIE 2023	1, 2, 4, 5,
Build relationships and parental engagement to improve attendance of children with FSM/PP.	LA guidance DFE guidance EEF T&L toolkit, parent engagement	1,2

Total budgeted cost: £18, 960

Part B: Review of outcomes in the previous academic year **2022-2023**

Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Year 6 End of Year attainment – 2022-2023				
	1 pupils eligible for pp	Greater Depth	27 Not PP pupils	National All
% achieved expected + in Reading	0%	36%	68%	74%
% achieved expected + in writing	100%	36%	79%	69%
% achieved expected + in maths	0%	32%	79%	71%

Year 2 End of Year attainment – 2022-2023

	pupils eligible for Pp (3)	Greater Depth	all pupils	National All
% achieved expected + in Reading	66%	30%	78%	69%
% achieved expected + in writing	33%	18%	78%	61%
% achieved expected + in maths	66%	21%	76%	53%

Phonics attainment 2023			
	PP	All pupils	National
Year 1 achieved expected level in phonics	100%	93%	75%