



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	St Cross Catholic Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	21 pupils = 10.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – September 2023
Publish Date	30 November 2021
Review Date	January 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Joanne Walsh
Governor / Trustee lead	Kathryn Bennet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,395.00
Recovery premium funding allocation this academic year	£0
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	£19,395.00

Part A: Pupil premium strategy plan

Statement of intent

At St Cross Catholic Primary School our pupils from disadvantaged backgrounds are a small group – 10% of our children. Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also part of our wider school plans for education recovery, and includes targeted support through tailored intervention for pupils whose education has been affected, including non-disadvantaged pupils. Provision in school is carefully mapped to ensure we can accurately report spending: external agency time; interventions provided; pastoral care by the team; attendance support; uptake of breakfast club, after-school clubs, booster clubs, uniform subsidy; school trip subsidy, booster clubs and any extra provision we provide. We ensure our pupils are in classes learning, our families feel protected and safe, and our parents feel understood and supported. Please also see our recovery catch up premium statement.

The approaches we have adopted complement each other to help pupils achieve well and to reach their full potential. These approaches are not based upon assumptions about the impact of disadvantage.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set as they access a broad, balanced and diverse curriculum
- ensure disadvantaged pupils are challenged in the work that they are set to develop a fluent, confident and enthusiastic approach to reading and books
- ensure disadvantaged pupils are challenged in the work that they are set to develop their mathematical knowledge and fluency in a wide variety of contexts

- act immediately in class through Feedback Marking - to intervene as soon as a gap in learning is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Termly progress meetings will enable the Headteacher to monitor the impact of our strategies to 'narrow the gap' i.e. what is currently being achieved and what could potentially be achieved. This may include measures to raise self-esteem and aspiration, and provide opportunities for experiences that would otherwise have been unavailable to them.

The Headteacher and the Senior Leaders will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the local governing board.

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.

This Statement of Intent will be reviewed in March 2022.

Challenges

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

Challenge number	Detail of challenge
1	Language skills in Reception and KS1 are lower for pupils eligible for PPG than for other pupils.
2	Assessments, observations, and discussions with all pupils suggest disadvantaged pupils may have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils although this varies by degree from cohort to cohort. Numbers of PPG pupils working at greater depth in maths and writing by the end of KS1 and KS2 has been historically lower than other pupils although before the pandemic, this gap had begun to narrow.
4	Our assessments and observations indicate that the education and wellbeing and SEMH needs of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Some pupils deemed to be disadvantaged in Reading, Writing and

	Mathematics are not achieving age related expectations of attainment in ALL year groups.
5	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. Attendance to be in line with all non-disadvantage pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, vocabulary identified and explained and book scrutiny, as well as ongoing formative assessment. Lexia and NELI will be implemented and delivered by trained staff and we can start to measure the impact for our disadvantaged pupils.
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 and Y2 phonics check and the Y4 multiplication check.	There will be systematic approach to the case studying of individual pupils who: • have a SEN/D • are P/LAC • are subject to a EHCP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, P/LAC and other disadvantage barriers” This could include: • Access to interventions/ pre teach and post teach • Reciprocal Reading/ Guided Reading • Nurture Club or Forest school • Personalised learning plans
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment and wellbeing activities, particularly among disadvantaged pupils

	improved resilience and behaviour for learning through growth mind-set.
Families will work in partnership with the school and feel part of the school community.	The school actively seeks to support hard to reach parents and gains an insight into the barriers to a school partnership There are open and regular dialogue between staff and families Families understand how they can support their children's learning Increased numbers of families attend and support school events Families feel they have their voices heard and can contribute to the success of the school
For all disadvantaged pupils to attend school regularly and on time, and attendance in line with all pupils.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. - Attendance and punctuality of targeted pupils will improve to be in line with all pupils. - persistent absence will have reduced.

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

Budgeted cost: £7,450.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI (Reception)	Nuffield foundation, closing the language gap Early Years interventions EEF T&L toolkit	1 and 3
Maths: Fluency in Number (Years R, 1 to 6) White Rose And the purchase of standardised diagnostic assessments NFER <i>Training for staff to ensure assessments are</i>	Teachers to engage with the most up-to-date thinking from the Maths hub, utilising the in house expertise of White Rose. - EEF teacher subject knowledge - EEF mastery Teaching. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the	1,2 and 3

<i>interpreted and administered correctly.</i>	correct additional support through interventions or teacher instruction:	
Reading: Daily Readers and Whole class guided reading (Key stage 1) and Reciprocal Reading. Reading can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Action research through impact cycles, drawing on research from • Peer review • Lexia programme • Comprehension, EEF T&L toolkit • EEF whole class reading • Peer review with RR and GR	1,2, and 3
Writing: develop teacher pedagogy through action research, focused in raising attainment in writing	EEF T& L toolkit, teacher subject leader Knowledge.	1, 2 and 3
Phonics: RWI phonics training for those staff new to new to year group. Key Stage 1 Teachers to evaluate effectiveness of phonics teaching in each class R-Y2, to plan appropriate remedial actions, monitor impact and conduct research with new phonics framework. Purchase of a DfE validated Systematic Synthetic Phonics programme	• DfE reading framework. • Phonics toolkit EEF DfE accredited phonics programmes. • Phonics strategies, EEF T&L Toolkit Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1,2, and 3
Improve the quality of social and emotional learning through our broad and balanced PSHCE and RSE curriculum. PSHCE approaches will be embedded into every day school life and educational practice by continually embedding our school ethos and values and our PSHCE curriculum across the school. This is supported	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning	1,2,3,4 and 5

by professional development and training for staff ongoing and including staff INSET and training.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9, 945.00

- Nurture Group and Forest School
- Intervention TA
- Teacher budgeted time
- Boxall assessment: SEND budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI (Nuffield Early Language intervention) programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1, 2
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. We have	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1, 2, and 3

employed two experienced teachers to deliver bespoke interventions to all year groups.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on learning behaviour management approaches with the aim of further developing our school ethos and maintaining excellent behaviour across the school.	Both targeted interventions, growth mind-set, and universal approaches can have positive overall effects.	1, 2, 3, and 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Staff to develop and implement new procedures and attendance/support admin officers will work in liaison with the SLT to maintain good levels of attendance established at the school and improve attendance of any persistent absentees.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4 and 5

Total budgeted cost: £7,450.00 + £ 9, 945.00 + £ 2,000.00 = £19,395.00

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils were lower than in the previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. The impact was mitigated by our commitment to provide and maintain a high quality curriculum, including during periods of partial closure. The additional use of online learning through Teams, enabled Teachers to easily engage with pupils and parents and attending school for the disadvantage children aided their performance.

Our assessments and observations indicated that pupil learning behaviour, well-being, resilience and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. PSHE – Jigsaw programme was purchased and dispersed out across Reception to Year 6. This programme is well structured to prepare children for life, helping them to really know and value who they are and understand how they relate to other people in this ever changing world. Two staff were trained through HABs to operate 'Nurture scheme' with success. Children knew they had a safe place to discuss their worries.

We used pupil premium funding to provide targeted interventions where they were required for pre and post teaching as well as additional booster sessions. We trained four members of staff with NELI for disadvantage and non-disadvantage children to make good progress with Speech and Language.

We cannot improve attainment and progress for children if they are not regularly attending school. Meetings with Parents, letters from the Headteacher, and input from the AIO has proven to have a positive effect on attendance despite the existence of COVID 19 and the various variants. The Study Bug App has had 80% uptake from parents and continues to be an informative tool for school, parents and Governors.

Financial support with uniform, virtual visits and swimming have befitted our disadvantage children.

We are building on this approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Lexia £ 3 400.00	Rosetta Stone
MyMaths £ 300.00	Oxford University Press
TTRS £100	Maths Circle
Studybugs £420	UKHSA
White Rose £120	Trinity MAT
Power of 2) £207.00	123 learning
Plus 1)	
Back on track English £1 350.00	HfL
Back on track Math £1 350.00	
Reciprocal Reading £300.00	EDUKEY
Provision Mapping £ 450.00	Tes
Nurture Training £3,000.00	HABS
Virtual Visits £1000.00	
Growth Mindset £180.00	Dr Carol Dweck
PSHE – Jigsaw £1000.00	JAN LEVER Group
Target Tracker £1000.00	Juniper