

# Pupil premium strategy statement 2020-2021

## School overview

Metric	Data
School name	<b>Holy Cross Primary School</b>
Pupils in school	197
Proportion of disadvantaged pupils	25 (12.7%)
Pupil premium allocation this academic year	£38,200 (Projected)
Academic year or years covered by statement	2020 - 2021
Publish date	1 <sup>st</sup> September 2020
Review date	1 <sup>st</sup> September 2021
Statement authorised by	Timothy Eccles
Pupil premium lead	Robert Woodley-Thompson
Governor lead	Sam Mathias

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

## Strategy aims for disadvantaged pupils

Measure	Targets for Disadvantaged/PP 20/21
Reading - ARE	100%
Writing - ARE	50%
Maths - ARE	100%
Maths – Greater Depth	50%
Measure	Activity
Priority 1	To improve progress of double disadvantaged children.
Priority 2	To engage disadvantaged children with the recovery curriculum through additional support/interventions
Barriers to learning these priorities address	Government guidance limiting opportunities for cross group intervention. Different levels of pupil progress through Lockdown.

	<p>Training of staff to enable focused delivery of foundation subjects through subject specialism. The development of a new broad and balanced curriculum and resulting establishment of foundation subject leaders will be essential to meeting Priority 1 &amp; 2.</p> <p>Staff may need additional training linked with their subject leadership roles.</p> <p>Staff may need additional training from the Speech and Language Team to prepare for identification of communication and language difficulties identified through Lockdown 1 into the Autumn 1 and 2 terms.</p> <p>Staff may need additional training from the Ed Psych and OT teams to ensure focused bespoke provision and support for children who have lost progression momentum.</p> <p>LSAs will need to provide focused and bespoke intervention work to ensure that PP children are able to access the recovery curriculum.</p>
Projected spending	£22,200

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Progress Scores	End of 2020/2021
Progress in Writing	Achieve National Average Progress Scores	End of 2020/2021
Progress in Mathematics	Achieve National Average Progress Scores	End of 2020/2021
Phonics	Achieve National Average Progress Scores	End of 2020/2021
Other	Achieve National Average Progress Scores	End of 2020/2021

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted support for core skills in reading, writing and Maths.
Priority 2	Participation in Spring Hill phonics programme.
Priority 3	Support for social, emotional and mental health. ELSA provision.
Priority 4	A blend of in-house and external agency provision to support wellbeing and academic engagement. E.g. Bodsters, Equine therapy, Play Therapy.
Priority 5	Development of blended learning/access to work at home through IT hardware and software. Consider further positive use of technology to support learning.
Barriers to learning these priorities address	<p>Monitoring of PP family's ownership of ICT hardware, internet access and confidence in using technology. Additional support sessions will need to be set up to support parents and PP children for whom ICT access at home is not available. Laptops/tablets provided on loan. Tuition sessions may be necessary. On site additional tuition homework clubs set up to provide support for those experiencing difficulty with ICT access.</p> <p>Staff time.</p> <p>Government Guidance identifying operational processes within school. Bubble system limiting opportunities for cross group intervention work.</p> <p>Staff CPD – training opportunities limited to webinar, despite need to further develop skillset within LSA and teacher team.</p>
Projected spending	£8,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring all children have access to home learning in the event of further lockdown.
Priority 2	All staff to be training in delivery of teaching educational disadvantage. (TED).
Priority 3	Blended learning programme developed to engage PP pupils to maintain education momentum.

Priority 4	Monitoring system set up to maintain communication and monitor engagement with blended learning programme - PP children
Barriers to learning these priorities address	Further periods of lockdown resulting in school closure or partial opening. Continuing of bubble system, limiting cross group interventions and external agency pupil focused support (S&L, OT).
Projected spending	£8,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing sufficient time for the accurate, consistent, reflective and impactful monitoring of teaching and learning in all subjects.	Ongoing monitoring through SMT learning walks and subject leaders. Pupil progress meetings used for challenge and support.
Targeted support	Ensuring new systems are being used effectively.	Twilight sessions to be used for CPD. Whole school ownership/contribution to blended learning programme.  Monitoring of PP children engagement. Responding to issues as they arise.
Wider strategies	Development of new curriculum to update and reflect a new broad and balanced Holy Cross offer.  Creation of new Subject Leaders to lead foundation subjects.  Monetary constraints regarding the provision of ICT hardware for PP children.	Consultation period. Questionnaires for pupils, staff, governors and parents.  ICT spending to be cost-effective. Distribution of existing laptops – serviced and prepared for home use.  Allocation of Govt issued laptops to children. Monitoring of the distribution of laptops. Linked to measurement/analysis of pupil engagement.

## Review: last year's aims and outcomes

Aim	Outcome
Phonics training and set up for delivery of Spring Hill phonics programme.	Staff received external phonics training from Spring Hill leaders, through a combination of on site, and physical visit to hub school
Meeting national average progress measures for reading, writing and Maths.	Progress measures cannot be assessed due to COVID 19.
Training with the ILC to establish protocols and transition pathway for pupils offered ILC placement to support engagement.	ILC CPD provided for selected staff.
ELSA Training	ELSA training to support SEMH enabling internal counselling support.
ICT – Laptops purchased to support in school and home learning.	Suite of laptops set up to provide flexible access to aspects of learning/curriculum.
TPP Transition pathway system to facilitate move from primary education to secondary education for PP pupils in Year 6.	Successful transition to secondary destination schools. Support agreements discussed and agreed between child, parents, origin school and destination school.