

Pupil premium strategy statement Holy Cross Catholic Primary school

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	20 (10%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Jan 2024-Jan 2027
Date this statement was published	November 2023 November 2024 November 2025 November 2026
Date on which it will be reviewed	November 2025
Statement authorised by	Michelle Walsh - Executive Principal/LGB
Pupil premium lead	Abigail Weir - Assistant Principal (Inclusion Lead)
Governor / Trustee lead	Morgan Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34145.00
Recovery premium funding allocation this academic year	£ N/A
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	£34145.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils, no matter their background, to access a curriculum which enables them to achieve to their full potential. Our curriculum intends to be; ambitious, broad and balanced, offer pupils learning where they can see themselves reflected, be a spiral curriculum to support the children to know and remember more and significantly be rooted in our Catholic faith and virtues. Our pupil premium strategy intends to pinpoint challenges that are faced by our disadvantaged pupils and implement strategies to overcome these. Every pupil should make good or better progress irrespective of their attainment.

First and foremost, we aim to deliver high quality teaching to every pupil taking into account those pupils who are at a disadvantage and ensure gaps are identified and addressed. EEF state that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. In line with this, high quality feedback can have an impact of up to 8 months' progress according to the EEF. With this in mind, we believe that whole school CPD in these areas will support both the disadvantaged and non-disadvantaged pupils to make good or better progress.

At Holy Cross we have relatively low but growing numbers of pupils eligible for Pupil Premium. With this in mind, it is important we ensure staff are aware of those children that may face challenges/be at a disadvantage to ensure there is no unconscious bias.

Our strategy will follow the following four step approach:

- Diagnose pupils' needs
- Use strong evidence for support
- Implement
- Monitor and evaluate

We will ensure, as a school, we intervene in a timely manner and hold open and honest pupil progress meetings where these children will be monitored carefully in order to analyse where their learning may be hindered.

In conclusion, we strive to ensure all children share in our mission, 'We share in Christ's life so He can guide our thoughts, words and actions and are able to access learning both academic and non-academic to achieve their full potential as well as our school aims:

- **A** - achieve an understanding of who God wants me to be
- **C** - caring citizens
- **H** - high standards in all lessons
- **I** - Inspire all children to do their best at all times
- **E** - engage in a strong and trusting home, school and parish partnership
- **V** - value the power of prayer and develop my Catholic faith
- **E** - everyone to grow closer to God and follow the Church's teaching
- **R** - respect and understand other cultures and faiths
- **S** - school is a safe and caring environment

Challenges

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

Challenge number	Detail of challenge
1	Formative and summative assessment, as well as adopting the RADY principles of data analysis shows that attainment in core subjects is slightly lower for our disadvantaged children. In particular, our disadvantaged children do not achieve as well in writing as those not disadvantaged.
2	Pupils' social and emotional well-being has been identified as becoming an increasing area of need for disadvantaged pupils. Staff, pupil and parent voice evidences this.
3	Attendance for disadvantaged pupils is 3.4% lower than for non-disadvantaged pupils with persistent absence for disadvantaged being 28.6% compared to non-disadvantaged at 9.5%.
4	To enhance disadvantaged pupils' cultural capital

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
Improve outcomes in core subjects for disadvantaged pupils with a particular focus on writing attainment through targeted intervention following RADY principles.	<p>Assessments and observations show improved attainment outcomes in core subjects, particularly writing attainment.</p> <p>Pupils use assistive technology to support their engagement and motivation with their learning leading to improved attainment at the end of the academic year.</p> <p>Use of evidence based interventions (IDL) to support literacy and maths development.</p> <p>Analysis of data following RADY indicates an improvement in attainment through targeted group intervention with a focus on booster, pre/post-tutoring and catch-up.</p> <p>A RADY uplift of data is used in the target year groups of year 3 and 4 to further embed the principals and targeting core subjects.</p>
Improved social and emotional well-being for all disadvantaged pupils with interventions and strategies implemented to support children long-term.	<p>Pupil parent and staff voice indicate that disadvantaged pupil's social and emotional well-being has been improved.</p> <p>Pupils feel more confident in using strategies/resources they have learned through targeted intervention to support them long-term.</p> <p>Use of evidence based interventions (IDL)</p>
The difference between disadvantaged and non-disadvantaged pupils in attendance is reduced, especially the persistent absence figure through targeted support for our disadvantaged pupils using BCC Support First.	Rigorous monitoring of attendance with timely communication with parents if appropriate following the school's attendance policy and clear procedures specific to Holy Cross. Following BCC Support First principles and processes to ensure Early Help and additional signposting is offered/provided when attendance is identified as a cause for concern.
To improve and enhance the cultural capital of disadvantaged children to ensure they are accessing extra-curricular activities such as sports clubs, music lessons and educational visits.	There is an increase in uptake with Staff to monitor the engagement of disadvantaged pupils in extra-curricular clubs, educational visits and music lessons to ensure this group have full access to these opportunities.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £24,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for writing - Grammasaurus, Widigit	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf EEF state: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1 and 3
Professional development on evidence-based approaches. (Walkthru's, Metacognition, Rosenshines's principles of teaching, reading fluency)	EEF evidence: Feedback +8 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1, 2, 3

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

Budgeted cost: £7,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of evidence based targeted interventions - IDL Intervention to support development of core subjects - small group targeted work. Teaching assistant deployment and interventions - use of targeted intervention from	EEF state: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-	1, 2 and 3

<p>Occupational Therapy to support fine motor skills/handwriting, IDL.</p> <p>Implementation of RADY (Raising Attainment for Disadvantaged Youngsters) with specific training and coaching from 'Challenging Education'. The focus is on uplifting the attainment expectations of disadvantaged pupils and supporting their learning in line with non-disadvantaged pupils. Training and support to embed as a whole school approach will take place throughout the years identified on the PP strategy.</p>	<p>toolkit/ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	
--	---	--

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

Budgeted cost: £ 1,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safeguarding and mental wellbeing - Compass, IDL</p> <p>Enhancing pupils' cultural capital and attendance e.g. Young Voices (choir), educational visits, sporting events, cinema visits to enhance the curriculum.</p> <p>Attendance Support and SLT time to monitor attendance and engage with parents offering support where needed so that attendance can be improved.</p>	<p>EEF Evidence: Behaviour +3 Parental engagement +3 Social and emotional learning + 4 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Improved attendance allows children increased teaching and intervention time in order to close any attainment gaps and supports interactions with their peers.</p> <p>Regular monitoring of whole school attendance data by the Deputy and Attendance Officer to help identify reasons for absence, patterns, attendance of particular groups including children with medical conditions, mental health problems and special educational needs (SEND), can support high attendance in schools. The DfE also advise</p>	<p>All</p>

	<p>that using wider pastoral and SEND staff, who are skilled in supporting such pupils and their families, can significantly help identify and overcome barriers to attendance.</p> <p>See Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
--	---	--

Total budgeted cost: £ 34,145

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 2024 to 2025 academic year.

Our school based formative and teacher assessments during 2024/25 show the following positive impact of our Pupil Premium activity:

Pupil Premium children are achieving *GD* in Maths and Reading. 60.7% of PP children are achieving EX or above in Maths. 60.7% of children achieved EX or above in reading. Writing continues to be a whole school focus with 50% of PP children achieving EX or above.

Across last academic year (end of Autumn term through to end of Summer term), the percentage of PP children achieving EX or above, increased in all subjects, with the biggest progress seen in writing, closely followed by reading.

TERM	READING	WRITING	MATHS
End of Autumn Term	8/28 = 28.6%	4/28 = 14.3%	11/28 = 39.3%
End of Summer Term	17/28 = 60.7%	14/28 = 50%	17/28 = 60.7%
Total improvement	+9 pupils (32.1%)	+10 pupils (35.7%)	+6 pupils (21.4%)

PP children are represented across groups within school such as choir, music lessons, sporting competitions and access educational visits.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mentoring	Compass
IDL – literacy, maths and well-being	IDL
Times Tables Rock Stars	Maths Circle

RADY (Raising Attainment for Disadvantaged Youngsters)	Challenging Education
--	-----------------------

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	IDL subscription, small group work, high quality teaching, feedback, CPD.
What was the impact of that spending on service pupil premium eligible pupils?	Good progress and attainment (At national expectation) achieved across all subjects.)