

Pupil premium strategy statement 3-year Strategy 2025-2028

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 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	Holy Cross RC Primary
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Joanne Kingston
Pupil premium lead	Emma Stroud
Governor / Trustee lead	Angela Sarjeant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£Zero
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	£122,315

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross Catholic Primary school, we believe in providing the children with an enriching curriculum which takes into the account the learning of *all* children. Our school curriculum is underpinned by our Catholic values.

At Holy Cross, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Holy Cross, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

Challenges

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

Challenge number	Detail of challenge
1	Impact of behaviour, social and emotional needs and SEND needs on their own and others learning – can result from low self esteem
2	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge in Reading, Writing and Maths
3	Pupils have limited experiences beyond their home life and immediate community.
4	Lower attendance of Pupil premium children, including persistent absentees.
5	Gaps in learning in Reading, Writing and Maths
6	Low vocabulary and oracy skills to support Reading and Writing
7	Mobile population due to families seeking asylum and being rehoused

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
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> ● Pastoral TA, SENDCo and Head teacher identify and support families and children and work to alleviate barriers to learning. ● Identified children are invited to ELSA and/or Lego Therapy sessions with support staff. ● Play Therapy is offered to identified children. ● Vulnerable disadvantaged children's pupil voice is listened to from meeting with PP lead regularly. ● Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
<p>Improved outcomes for all PP pupils across the whole curriculum, with a focus on Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> ● Data for disadvantaged pupils will show an increase in attainment for individuals and cohorts across Reading, Writing and Maths
<p>Embed the well planned, ambitious curriculum, ensuring key knowledge and skills are learnt and assessed, improving outcomes for children achieving EXS and increase the percentage of GDS</p>	<ul style="list-style-type: none"> ● Across all year groups there is a secure understanding of EXS standard and GDS standard ● Professional Development is provided for all staff so that they understand the importance of metacognition, prior learning and future learning ● Children apply knowledge from other areas of the curriculum. They understand how subjects make connections and link with each other ● End of unit assessments are used in foundation subjects to identify gaps in knowledge to adapt planning accordingly ● Pupil Progress meetings are used to discuss to plan interventions and challenge to ensure progress from starting points

<p>Disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<ul style="list-style-type: none"> ● Fortnightly attendance meetings with SLT and DSL team to monitor key targeted children are used to target families quicker • ● A robust attendance monitoring system is used by office staff and SLT to monitor attendance – including daily check ins, first-day response and regular communication supports improving attendance for all • ● Targeted support and intervention is provided for children with poor attendance, including home visit and referrals to external agencies when required with increase of attendance ● Regular opportunities to celebrate and reward good attendance for children and families • ● Communication for all families termly on current attendance – regardless of overall attendance – ensures all families are aware of attendance or concerns • ● All attendance staff are trained and kept update to with current attendance changes and local attendance updates. ● Liaising with the attendance and belonging team and the hotel to ensure new families understand the importance of good school attendance.
<p>SEND/EAL/PP children are being appropriately planned for to ensure challenge and progress in line with their peers, whilst building resilience and independence in preparation for the next stage in schooling</p>	<ul style="list-style-type: none"> ● Pupil Progress meetings are used to discuss to plan interventions and challenge to ensure progress from starting points • ● Provision and data will be monitored using insight, which will inform appropriate targets and next steps ● Subject leaders are to complete pupil voice including children with SEND to identify their views on 5 learning within their curriculum subject • ● Resources are scaffolded where appropriate and children have access to visuals, vocabulary and dual language resources • ● Termly SALT drop ins to allow more children to be seen with clear next steps ● Interventions are well planned and take place as timetabled, including those with communication difficulties •

	<ul style="list-style-type: none"> ● EAL baseline assessments are in place for new starters • ● Work with subject leaders to ensure all SEND/EAL/PP learners are making progress in foundation subjects ● NTE tutor employed to raise attainment in reading, Writing and Maths for these children.
<p>LSA's deployed effectively to support catch-up across the school. Training in place to enable effective provision.</p>	<ul style="list-style-type: none"> ● Carefully structured interventions from termly assessments. ● PP funding provision for interventions in the afternoons to target individuals and groups of disadvantaged children ● Monitored by SENDCO to evaluate success ● Training provided when needed to implement effective intervention programmes. ● Working memory improved amongst disadvantaged pupils monitored by SENDCO

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,444.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL/Language development work	Bell Foundation – EAL strategies and great ideas https://www.bellfoundation.org.uk/resources/great-ideas/	5 2
Asylum/refugee development work	Bell Foundation – EAL strategies and great ideas https://www.bellfoundation.org.uk/resources/great-ideas/ Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up EEF states The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. See www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	5 1 2 6 3 4
<ul style="list-style-type: none"> Speaking and listening support and interventions in the EYFS 	. Use of wellcomm interventions to target speech and language needs Oral language interventions Toolkit Strand Education Endowment Foundation EEF + 5 months https://www.glassessment.co.uk/assessments/products/wellcomm/	2 6 5
Supporting new to English learners across the school	Better Bilingual supported the school to deliver the Bell Foundation evidence-based training and support: https://www.bell-foundation.org.uk/eal-programme/about-the-eal-programme/	5 6

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

Budgeted cost: £20,732.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 6 5
Purchase of a handwriting scheme to support higher attainment in KS2 Writing in SATS	https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeeb/The_writing_frame_work.pdf	2
Individual tutoring	<p>“Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.” (EEF)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	2 5 6
Provide targeted, structured interventions	<p>“Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.” (EEF)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up</p>	1 2 5 6

	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	
Targeted academic interventions to support missed learning or SEND needs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions	2 4 5 6

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

Budgeted cost: £80,233.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and visits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Children want to be in school when learning is fun and enthusing.	3
		2
		4
Forest nurture intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The EEF states <i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i>	1 3

Attendance management and administration.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1 2 4
Free breakfast club for all children	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&utm_medium=search&utm_campaign=site_search&search_term=breakfas	1 4
Play therapy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
ELSA intervention to support social, emotional and mental health needs	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. EEF Social emotional learning toolkit	1 5 6
Support for vulnerable families financially. Food packages available for parents when requested. Parents are also targeted for these if identified by staff Uniform offered. Second hand uniform offered at the start of the academic year. Funding available for new uniforms to be purchased when required.	We have found that when we are actively supporting our families they are more willing to engage with the school. These have also been reasons why parents may not send their child to school.	1 4

Total budgeted cost: £ 122,315

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 2022 to 2023 academic year.

Our internal assessments during 2023/24 suggested, in general, that the performance of disadvantaged pupils was in line with disadvantaged pupils in previous years in Reading, Writing and Maths. Despite being on track during the first part of year, the outcomes the school aimed to achieve in our previous strategy by the end of 2023/24 were not fully realised. Our analysis of the reasons for these outcomes points primarily to the fact that many of our disadvantaged pupils have other contributing factors that may have impacted on their attainment. The most common of these factors include; being identified as a pupil who requires 'SEND Support', being new to the school (after Reception), new to the UK, English as second language, engagement with Social Care or a history of low school attendance (>90%). The school feels that, for older pupils, the Covid-19 pandemic also negatively impacted disadvantaged pupils more than non-disadvantaged pupils. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Pupil voice and dialogue with staff demonstrates that disadvantaged pupils are happy and engaged when in school, and evidence illustrates that all pupils are making progress academically and are well supported where there are pastoral needs to address.

Overall attendance for the whole school in 2023/24 continued to improve and was higher than the national average. Attendance for Disadvantaged pupils during also improved and showed an increase on the previous year for this cohort. The Senior Leadership Team worked closely with the key families to address issues around attendance

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
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n/a	

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Offering a wide variety of high-quality extracurricular activities to boost wellbeing, attendance, attainment and aspiration. Disadvantaged pupils will be encouraged and supported to attend.
- Utilising a DfE grant to train a member of staff to be an accredited Senior Mental Health Lead
- embedding more effective practice around feedback. EEF evidence demonstrates that this has significant benefits for pupils, particularly Disadvantaged pupils