

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Catholic Primary School
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	18.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Oct 2024
Date on which it will be reviewed	March 2025
Statement authorised by	F Gill
Pupil premium lead	F Gill
Governor / Trustee lead	Katy Hammond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76960
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	£76960

Part A: Pupil premium strategy plan

Statement of intent

**“I was disadvantaged as a child,
yet I had the advantage of being in
the company of great teachers.”
(A.P.J. Abdul Khan, 11th President
of India)**

***“Every one of our children is carrying something the world is waiting for – it’s
just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that there are pupils not in receipt of the funding who are equally socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Early identification is paramount and our staff, with guidance from the SENCO and Subject Leaders, will need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths. High priority is given to the transition from pre-school into Holy Cross, the transition from KS1 to KS2 and the transition onto secondary school.

Strategies

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving, particularly in English and Mathematics, and why.

- Draw on research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers/TAs to teach intervention groups to improve Mathematics and English.
- Use assessment regularly (not just at termly Pupil Progress Meeting) to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure all pupils are clear on their next steps and how to get there.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support through our dedicated PSA to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process so they're able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of the spending on the outcomes for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for 2023-2024 was 95.2% overall (above National of 94.5%) with attendance of PP children at 94.6% indicating further progress towards our target of 96%. PA was 10.6% for the whole school and 14.5%. We continue to work with families to ensure good attendance for all our pupils. Due to the demographics of our school and a growing EAL cohort as well as pupils arriving new to the UK, we experience long absences of some pupils due to bereavements/family illness abroad. This continues to be a focus.
2	Data analysis shows in-school gaps against non-disadvantaged pupils and against pupil national attainment, especially writing and sustaining greater depth. Over the last three years the gap has been narrowing in reading, writing and mathematics. In 2023-2024 the gap was in favour of the disadvantaged at the end of KS2 but overall, outcomes for this cohort were lower than national. The attainment gap continues to be a focus.
3	Levels of resilience/ aspects of social emotional and mental health/attachment issues leading to challenging behaviour of some children including PP children and less positive attitudes and approaches to learning. 30.7% of our PP

	children also have additional needs. 36% of children with SEND have SEMH as primary area of need.
4	Social - the school draws from a diverse range and is in an inner city location - a deprived area. Parents often have financial difficulties which narrows the opportunities on offer to many children- not experiencing activities that broaden experiences and enhance language development; We increasingly admit new arrivals to the UK from Nigeria and India.
5	Social and emotional needs of many children lead to poor self-regulation which impacts on their ability to work collaboratively and to accept a degree of challenge in their learning/over reliance on adults. SEMH continues to be one of the highest areas of need at Holy Cross with Communication and Interaction. We continue to work alongside the MAST team and Educational Psychology team to improve outcomes for all our children.
6	Parental aspirations and ability to support learning. Our most vulnerable families struggle with parental mental health difficulties or chronic illness. Some of our families need support in providing consistent parenting routines and this can impact on attendance, punctuality, homework etc Our growing EAL community often require support with learning, the education system and how schools work as well as support with the language barrier. Relationships are important at Holy Cross and we seek to work closely with all our families, enabling them to support their children to achieve the best possible outcomes.

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
Narrow the gap in those subjects where PP children did not perform so well last year – this is in line with the whole school. Reading, writing and maths are all key areas of focus for 24-25. Pupil Progress meetings (PPMs) will look at gaps in learning and what more can be done.	Attainment and progress results will improve across the year, especially in these areas. PP children perform in line with Non-PP in EYFS, Phonics, end of KS1 and end of KS2 to a difference of no higher than 10%
Increase attendance of PP children so that they are spending longer at school and in a mindset to learn. Foster a joint approach to improving attendance.	Attendance of PP children to improve from last year to 96%+ Persistent attendance figures to remain at least above 90%.
Attitudes to learning are good and PP pupils develop independent learning strategies. High aspirations and expectations are evident. Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils.	PP pupils display resilience, self-confidence and independence as well as non-disadvantaged. Book looks and pupil conversations show high expectations and consistent progress and quality of work for all. Lesson observations show strong attitudes to learning for all disadvantaged pupils.
Develop individual learning packages for PP children who require additional support that will lead to accelerated progress.	Interventions run by various staff including SENDCo, PSA and MAST have a positive impact on progress of disadvantaged children.

Activity in this academic year (2024-2025)

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

Budgeted cost: £11,917.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>to improve the teaching of reading through CPD delivered by the Headteacher and the English Lead so that all pupils make accelerated progress especially at the higher standard.</i>	QFT is crucial and must come first in order to make a significant impact on standards. While we expect Pupil Premium children to be major beneficiaries of the approach, the introduction of Talk4Reading is designed to benefit all children, diminishing the difference and improving standards in reading and writing across the board.	2
<i>to improve the quality of education at Holy Cross by ensuring all subject leads have a positive impact on the outcomes through improved subject knowledge of staff and a developmental SLT coaching/mentoring programme based on the CAST Principles of Teaching.</i>	Coaching and Mentoring of subject leaders to develop subject leader confidence and knowledge across the curriculum and to further develop our mastery approach in mathematics. Studies show that the biggest impact on learning for vulnerable pupils is high quality teaching. (EEF and John Hattie. By ensuring task design is effective and linked to high quality instruction and effective assessment, children will know more and understand more (Wiggins and Tighe)	2,3,5
<i>Purchase of standardised diagnostic assessments (PIRA (all terms), PUMA (Summer and Power Maths Progress tests). Training for staff to ensure assessments are interpreted and administered correctly.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2
<i>Release for teachers to ensure high quality provision and outcomes for pupils, informing planning, teaching and</i>	Diagnostic assessment practices and the forensic analysis of data is crucial in tracking the attainment and progress of pupils so as to ensure	2,3,5

<i>individual support plans through focused assessment and progress conversations. (PPMS)</i>	needs are met through a differentiated and individual needs-based approach.	
<i>CPD to increase the impact of TA support in terms of academic and pastoral interventions for pupils</i>	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.pdf(education endowment foundation.org.uk)	2,3,5
<i>Provision of Roots of Empathy programme in Year 5 to help children navigate relationships, form connections and be inclusive of others.</i>	Independent research has found that children in the Roots of Empathy program experience: -An increase in prosocial behaviours (E.g., sharing, helping, and including) -An increase in empathy -A decrease in aggressive behaviours, including bullying Schonert-Reichl et al (2012) found that children in the Roots of Empathy program were more likely than those in control classrooms to show kindness, as rated by their peers.	2,3,5

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

Budgeted cost: £26,502.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Streaming in Y5/6 for Mathematics to enable teachers to focus on one year's content.</i>	Whilst there is limited evidence to support ability streaming, it is more effective to teach maths to one year group than two year groups as is the case with a mixed age class structure. Teachers will be able to deliver the content of the Year % curricula more effectively, address misconceptions more efficiently and enable greater progress by pupils.	2,3
<i>Writing conferencing</i> Teachers to be released to provide 1:1 writing conferencing for PP children who are under -achieving or at	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that	2,3,4

<p>risk of underachieving (Participation in Able Writers events/drama).</p>	<p>progress is maximised, based on accurate assessment and feedback. Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	
<p><i>Small group interventions in phonics/reading and mathematics with Individual target focus. Daily Precision teaching to address gaps where needed (see individual PP support plans) and resources which support children's learning (Accelerated Reader, TTRS, Power Maths)</i></p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment. Empower children with effective learning strategies to help them become successful, independent and resilient learners. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	<p>2, 3,4</p>
<p><i>Learning resources (including home learning resources) ensure children are supported to make expected or better progress in reading and maths</i></p>	<p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. The texts and books children are asked to read independently should be fully decodable for them at every stage of the programme(DfE's new 'Essential Core Criteria' for phonics programmes) The research reviewed suggests that decodability increases the likelihood that children will use a decoding strategy, and may also improve accuracy.(Ofsted 2022)</p>	<p>2,4,6</p>
<p><i>Pinny Time, Pre-teaching and additional phonics support alongside opportunities to hear readers 1:1 (Parental workshops to provide support)</i></p>	<p>To provide extra support to increase and maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit). Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	<p>2,3,5,6</p>
<p><i>Participation in the ALPACA trial - A personal invitation for RAW Silver Wellbeing Award schools to participate in a national</i></p>	<p>Intervening with a 9-year-old child takes four times as long as it does with a 5-year-old in the early stages of learning (Lyon & Fletcher, 2001). 90% of children struggling with reading will reach appropriate literacy</p>	<p>2,3,5</p>

<p><i>pilot. ALPACA is unique game-based screening tool (Reception into Year 1), which gives early years professionals an effective and efficient way to catch potential literacy challenges at the onset of phonic awareness.</i></p>	<p>levels if they get support by 6 years old (Vellutino et al 1996). 80% of learners who are struggling to read at the age of 6 continue to face reading difficulties at the age of 9 (Sparks, Patton & Murdoch 2014). The data can be used immediately to support evidence-based early intervention and resource allocation, leading to significant medium/long-term savings and resulting in improved learning outcomes for identified children, en route to Phonics testing at the close of Year 1.</p> <p>EEF +3mths</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,146.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Weekly small group pastoral and behaviour support (ELSA/Emotional coaching/Sand Tray Therapy, Therapeutic Support)</i></p>	<p>EEF toolkit identifies metacognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact. Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p>Sutton Trust: Social & emotional aspects of learning +4 mths.</p>	3,5
<p><i>PSA, Admin staff and HT to work closely with the LA Access and Attendance Officer, parents and families to improve attendance for all pupils and all groups.</i></p>	<p>Good attendance at school is essential. Going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects.</p>	1,6
<p><i>PSA to support attendance of all pupils and provide support for families</i></p>	<p>Raises the importance of attendance. Gaps are not missed. PSA spends over half her time working with the families of PPA children. The needs of families often require a supportive approach so that children can learn</p>	1,4,6

	Parental involvement +3 mths	
<i>Learning Mentor (MAST) - one day a week</i>	Research suggests high impact strategies and positive talk maintains momentum for improvement. Metacognition & self-regulation +8mths	2,3,5
<i>ED Psych support for pupils with emotional needs (MAST)</i>	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with behaviour action plans they will have accelerated progress and have increased social and emotional well-being. Sutton Trust: Social & emotional aspects of learning +4 mths Individualised instruction +2 months	2,3,5
<i>Bereavement and Loss support through the Rainbow/Sunbeams programmes.</i>	There is a negative impact of losing a parent on both grades and the level of education they completed. In particular: Children from homes with low socio-economic resources underperform academically, and this Impact is stronger on girls. CRUSE	2,3,5,6
<i>SENDCo to ensure early identification of vulnerabilities/needs; to support staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully; to support parents at early intervention stage leading to improved outcomes.</i>	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn Meta-cognition and self-regulation +8 mths;	2,3,5
<i>Provision of experiences and shared minibus which build cultural capital eg projects with university, 'Sea in our School project', ukelele lessons, trips clubs, residential and Rock Steady (including financial support) to</i>	Children from low income families should not lose out on the educational experiences and opportunities. Sutton trust: Outdoor and adventurous learning +4 months, individualised instruction +2 months	4,6

<i>ensure all children can avail of extra-curricular provision.</i>		
<i>Provision of BASC and daily Breakfast Bagels as part of National Breakfast Programme.</i>	Eating a healthy breakfast and spending valuable time interacting with school staff will provide a more nourishing start to the school day and impact on classroom performance	1,2,4,5
<i>Provision of second-hand uniform ; foodbank and other clothing/toys/books through our swap sheds.</i>	In the current economic climate, many families are struggling to provide school uniform. While efforts have been made to reduce the cost (removing the requirement for school logo items) many still struggle to provide the basics.	4,6

Total budgeted cost: £80,566.81

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 2023 to 2024 academic year.

Mid Year Review March 2024

Reading:

More Pupil Premium children are making better than expected progress in comparison with their non-pupil premium peers in Y1,2,5 and 6 and are in line with their non-PP peers in making expected progress in all year groups.

Writing

More Pupil Premium children are making better than expected progress in comparison with their non-pupil premium peers in Y1,5 and 6 and are in line or better compared to their non-PP peers in making expected progress in Y2,3,4,5 and 6.

Maths

More Pupil Premium children are making better than expected progress or in comparison with their non-pupil premium peers in Y1,4 and 6 and are in line with their non-PP peers in EYFS and Y2; They are in line or better compared to their non-PP peers in making expected progress in Y2, 3,4,5 and 6.

Year Group	Reading Exp (+)	Writing Exp (+)	Maths Exp (+)
EYFS All	Expected Progress from Autumn to end of Spring 100% Expected+ Progress from Autumn to end of Spring 60%		
EYFS PP (2)	Expected Progress from Autumn to end of Spring 100% Expected+ Progress from Autumn to end of Spring 50%		
Year 1 All	84% (18%)	92% (5%)	95% (24%)
Year 1 PP (2)	50% (25%)	75% (25%)	75% (25%)
Year 2 All	98% (26%)	95% (14%)	100% (19%)
Year 2 PP (6)	100% (33%)	100% (0%)	100% (17%)
Year 3 All	89% (16%)	95% (26%)	92% (5%)
Year 3 PP (10)	90% (10%)	100% (10%)	90% (0%)
Year 4 All	93% (24%)	94% (49%)	98% (22%)
Year 4 PP (15)	87% (20%)	87% (47%)	100% (27%)

Year 5 All	90% (7%)	95% (10%)	93% (7%)
Year 5 PP (14)	85% (23%)	92% (15%)	92% (0%)
Year 6 All	95% (10%)	85% (8%)	87% (8%)
Year 6 PP (15)	93% (13%)	93% (13%)	93% (13%)

Attainment Spring 2

Year Group	Reading ARE (GDS)	Writing ARE (GDS)	Maths ARE (GDS)
EYFS (2 pupils)	GLD All Pupils: 76% GLD for PP Pupils: 50%		
Y1 All	64%	66%	71%
Y1 PP (4)	25%	25%	50%
Year 2 All	87%	78%	82%
Year 2 PP (6)	50%	50%	50%
Year 3 All	76%	65%	74%
Year 3 PP (10)	70%	60%	70%
Year 4 All	80%	80%	76%
Year 4 PP (15)	73%	67%	67%
Year 5 All	73%	67%	73%
Year 5 PP (14)	78%	64%	78%
Year 6 All	77% (37%)	59% (19%)	63% (28%)
Year 6 PP (15)	87% (40%)	73% (20%)	66%(33%)

Review Sept 2024 - End of year outcomes

Attendance

Whole School: 95.2% (National 94.5%; Plymouth 94.2%)

PP: 94.6%

Excellent Attendance 13.4% (99%+)

Good Attendance: 49.3% (95-99%)

GLD

All Pupils: 71% (National: 68%)

PP: 67%

Reception



Year 1 Phonics

All Pupils: 74% (National 80%)

PP: 75%

Year 1



Phonics by end of Year 2

All Pupils: 93%

PP: 67%

Year 2



KS1 Reading

All Pupils: 74% (National 71%) GDS: 16%

PP: 50% GDS: 17%

KS1 Writing

All Pupils: 58% (National 62%)

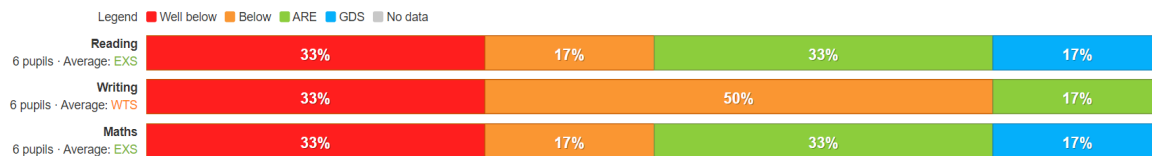
PP: 17%

KS1 Maths

All Pupils: 74% (National 71%)

PP: 50% GDS 17%

Year 2



MTC Year 4

All Pupils: 67% attained 25/25

PP: 53% attained 25/25

KS2 Reading

All Pupils: 60% ARE; 16% GDS (National 74%/28%)

PP: 60% ARE; 20% GDS

KS2 Writing

All Pupils: 63% ARE; 21% GDS (National 72%/13%)

PP: 80% ARE; 27% GDS

KS2 EGPS

All Pupils: 53% ARE; 26% GDS (National 72%/32%)

PP: 54% ARE; 27% GDS

KS2 Maths

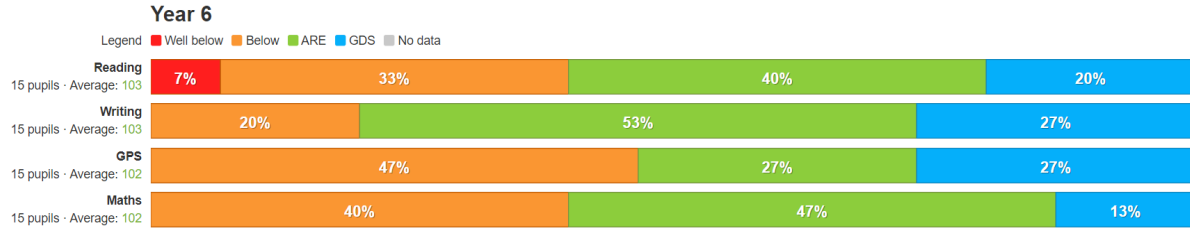
All Pupils: 60% ARE; 16% GDS (National 73%/24%)

PP: 60% ARE; 13% GDS

Combined RWM

All Pupils: 44% ARE; 5% GDS (National 61%/8%)

PP: 47% ARE; 7% GDS



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

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?	PSA support for families Interventions - Phonics, reading, Maths Writing conferencing MKC events ELSA support Rainbows/Sunbeams Intervention
What was the impact of that spending on service pupil premium eligible pupils?	See below.

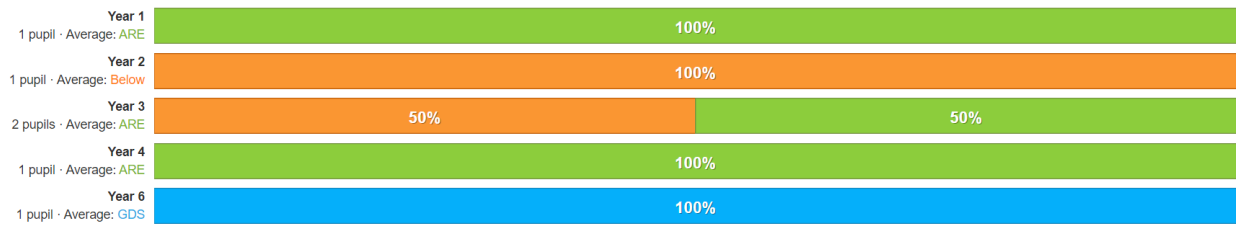
Attainment Overview for Pupils (from 2023-2024) in Reception, who are Service Children - 2023-2024 Summer 2

Print



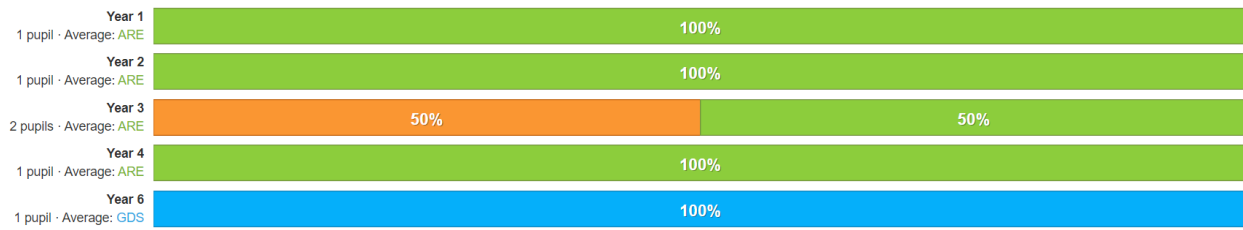
Writing

Legend Well below Below ARE GDS No data



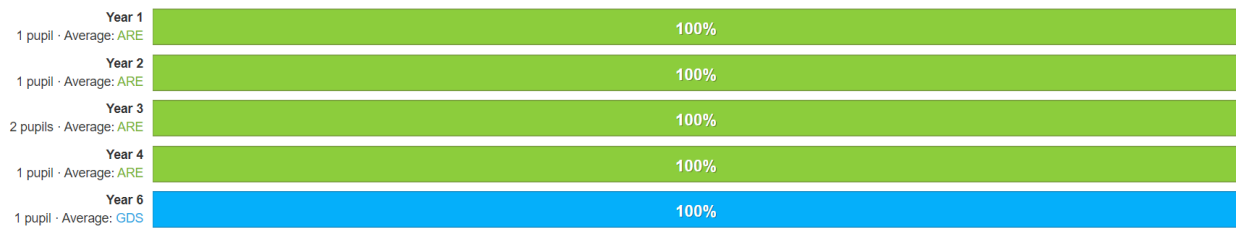
Reading

Legend Well below Below ARE GDS No data



Maths

Legend Well below Below ARE GDS No data



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.