

# Pupil premium strategy statement

This statement details our school's use of pupil 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	233
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	DECEMBER 2024
Date on which it will be reviewed	DECEMBER 2027
Statement authorised by	Tammie McNamara
Pupil premium lead	Rachael Tipton
Governor / Trustee lead	Maria Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,547.68
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,547.68

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their ability across all subject areas including their emotional well-being. The focus of our pupil premium strategy is to support our disadvantaged pupils to enable them to achieve their goals, including progress for those who are already high attainers.

We will consider all the challenges our pupils face, regardless if they are disadvantaged or not and whether they are supported by social care or are young carers.

Quality First Class Teaching is at the heart of our approach with a focus of what interventions pupils require the most support from. This is proven to have the greatest impact on identifying pupils in need of additional support through targeted intervention and in turn will close the disadvantaged attainment gap whilst at the same time will benefit non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery for those pupils who have been worst affected, including non-disadvantaged pupils. Our approach will be rooted in a robust diagnostic range of assessments. The approaches we have adopted compliment teaching and help pupils to excel.

To ensure they are effective we will,

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene sat the point need is identified
- Adapt as whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that disadvantaged pupils have access to wrap around care and extra music tuition.

## Challenges

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

Challenge number	Detail of challenge
1	Increasing Resources for Emotional and Well-Being Support through ELSA.

	<p>The emotional and well-being needs of children eligible for Pupil Premium funding are critical factors in ensuring that these pupils can fully engage with their learning and achieve their academic potential. A key initiative to address these needs within the school is the Emotional Literacy Support Assistant (ELSA) programme, which has already proven effective in supporting a significant proportion of Pupil Premium pupils. With 60% of Pupil Premium students having already accessed ELSA support, it is evident that this intervention is an essential resource for enhancing the emotional and social development of these pupils. Expanding access to ELSA support will provide further opportunities for pupils to develop coping strategies, emotional resilience, and social skills—critical components for both academic success and personal well-being.</p>
2	<p>To identify and support a growing number of children that are exhibiting emotional difficulties that are linked to bereavement, anxieties, self esteem and resilience. These children are finding it increasingly difficult to not only access school, but then to go on and form and develop meaningful relationships with their peers and to academically achieve to the best of their ability.</p>
3	<p>Wave one support, quality first teaching refers to effective, inclusive, and differentiated teaching that is designed to meet the needs of all pupils in the classroom, particularly those who are at a disadvantage due to socio-economic factors, learning difficulties, or other barriers. For children eligible for Pupil Premium, this form of teaching is not just beneficial—it is essential. Without a solid foundation of high-quality teaching, these pupils are less likely to make the progress they are capable of, exacerbating the gap in academic achievement between them and their peers.</p> <p>The fact that 60% of Pupil Premium pupils are also on the SEND register highlights the importance of adapting classroom practices to ensure that these pupils are fully supported. SEND pupils, particularly those with complex needs, often require additional adjustments in teaching strategies, resources, and support systems to access the curriculum effectively.</p>
4	<p>Wave Two interventions are critical in supporting pupils, particularly those eligible for Pupil Premium funding, who may not be making sufficient progress with Quality First Teaching (QFT) alone. These targeted interventions focus on addressing specific learning gaps and ensuring that pupils can reach age-related expectations. For pupils eligible for Pupil Premium, these interventions are particularly important, as they provide tailored support that helps mitigate the barriers they face due to socio-economic disadvantage, learning needs, or gaps in prior learning.</p> <p>Given that Teaching Assistants (TAs) play a central role in delivering Wave Two interventions, it is essential that they receive appropriate training to ensure the interventions are effective and that the Pupil Premium funding is used efficiently to benefit the pupils who need it most.</p>
5	<p>Over the past two years, attendance data indicates a positive trend among our disadvantaged pupils, with attendance rates improving as a result of diligent monitoring and effective communication with both parents and pupils regarding absences. Specifically, pupils eligible for Pupil Premium funding have achieved an attendance rate of 96.4%, which is only marginally lower than the overall pupil attendance rate of 96.5%.</p> <p>This improvement is indicative of the success of the targeted interventions and proactive engagement with families. However, to ensure that attendance remains on par with the general student body, it is essential that the school continues its careful monitoring and maintains regular communication with parents and pupils.</p>

6	<p>It has been observed that pupils who are eligible for the Pupil Premium grant demonstrate a relatively low uptake of extracurricular activities. This trend raises concerns regarding potential barriers that may be preventing these students from fully engaging in the wider school experience.</p> <p>Several factors could contribute to this issue, including financial constraints, lack of awareness about available opportunities, or a lack of encouragement and support from both school staff and families. Addressing these barriers is crucial to ensuring that all students, regardless of their socioeconomic background, have equal access to enrichment activities that can enhance their personal and academic development.</p>
7	<p>Ensuring that children eligible for Pupil Premium (PP) funding have access to high-quality wrap-around care is essential for both their academic success and the well-being of their families. For many disadvantaged families, access to affordable before- and after-school care can be a barrier to full participation in the school community. By providing financial support to enable families to access these services, schools can help reduce this barrier, ensuring that Pupil Premium pupils have the opportunity to engage in structured activities that support their learning, well-being, and social development. This provision not only supports the students themselves but also provides valuable flexibility for parents and carers, allowing them to work more specific hours and manage family responsibilities.</p>

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• PP children will be encouraged to join pupil voice groups.</li> <li>• Their attendance will remain high in-line with non-PP children.</li> <li>• Ongoing monitoring and communication with staff.</li> <li>• Pupil voice reports that our children feel safe and happy in school.</li> <li>• Curriculum supports wellbeing, through mindfulness/ meditation session, PSHE and the RE curriculum.</li> </ul>

Improved maths and English skills among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Summative assessment</li> <li>• Formative assessments</li> <li>• Evidence from engagement in lessons</li> <li>• Book scrutiny</li> <li>• Ongoing formative assessments</li> </ul>
Improved Maths, English and cross curricular skills among our disadvantaged pupil that are on our SEN register	<ul style="list-style-type: none"> <li>• Rigorous assessment using PIVATS</li> <li>• Engagement in lessons</li> <li>• Book scrutiny</li> </ul>
Participation with extra-curricular music lessons with outside provider for disadvantaged pupils.	A significant increase in participation in enrichment activities particularly among disadvantaged pupils.
To ensure all disadvantaged children have access to appropriate support and reduce barriers to learning	<ul style="list-style-type: none"> <li>• Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.</li> <li>• Termly assessment meetings with SLT and interventions identified and planned for.</li> <li>• ELSA support provided.</li> <li>• Staff are well trained, highly skilled and appreciate their responsibility to provide quality first teaching.</li> <li>• Early academic intervention through speech and language, high quality SEND provision and phonics.</li> <li>• After school/breakfast provision supports the smooth transition into school as well as nurture provision at lunch time to help with social anxiety/misinterpretations</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attachment training for new staff to understand the complex needs of our pupils.</i></p> <p>Improve the quality of emotional coaching</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff</p> <p>Improve pupil interactions and relationships through extended play opportunities.</p>	<p><a href="https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/">https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Parent and pupil voice has suggested the need for these groups to run in school, to settle children in transitional periods and provide space to work on emotional literacy.</p> <p><a href="https://outdoorplayandlearning.org.uk/welcome/for-schools/research/#:~:text=Key%20Findings,of%20learning%20and%20social%20development.">https://outdoorplayandlearning.org.uk/welcome/for-schools/research/#:~:text=Key%20Findings,of%20learning%20and%20social%20development.</a></p> <p>The pupils will be introduced to OPAL (Outside Play and Learning) at lunchtimes and will be supported by staff with their play interactions and personal development. This is also aimed at improving pupils' overall behaviour interactions.</p>	2,3,4,5,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths. This also includes Direct Instruction Reading programme.	Internal data and data from 2024 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others for RWM particularly boys and disadvantaged. <a href="https://educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions-EEF">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3,5
1:1 reading support for disadvantaged pupils who aren't being supported at home with reading-particular focus on KS1. Daily reading support available for PP children.	Internal data and 2019 SATs results show that for EYFS, KS1 & KS2 pupils there is a gap between those pupils achieving at the expected standard. <a href="https://educationendowmentfoundation.org.uk/Reading-comprehension-strategies-EEF">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/Reading-comprehension-strategies-EEF">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2,3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing nurture groups to help pupils with wellbeing and social skills</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life <a href="https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	1,2,4,5,6
<i>Wrap around care subsidy to allow pupils to attend sports, arts and other afterschool activity clubs.</i>	Pupils who are eligible for PP often do not have access to extra curricular activities. This will allow pupils to have an enriched experience and participate in the arts, sports and well being activities after school.	5,6

<i>Percentage of allocation made from PP funding – topped up by school budget</i>	<a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	
<i>Music tuition lessons to those who which to take advantage of the service – group lessons on instrument of choice.</i>	<p>Research has shown that both listening to music and playing a musical instrument stimulate your brain and can increase your memory.</p> <p>The results showed that pre-schoolers who had weekly keyboard lessons improved their spatial-temporal skills 34 percent more than the other children. Not only that, but researchers said that the effect lasted long-term.</p> <p><a href="http://brainconnection.positscience.com/topics/?main=fa/musiceducation2#A1">http://brainconnection.positscience.com/topics/?main=fa/musiceducation2#A1</a>)</p>	5
<i>Introducing OPAL across school, providing training for all staff including midday supervisors and allocating time to a TA to oversee OPAL daily.</i>	<p>The Outdoor Play and Learning (OPAL) program is effective because it provides children with opportunities to learn and play in a variety of ways, which can lead to many benefits:</p> <ul style="list-style-type: none"> <li>• Physical activity: Children are more active, including girls, SEN, and non-sporty children.</li> <li>• Mental well-being: Research shows that OPAL children are happier and self-reporting improved mental health.</li> <li>• Self-regulation: Children learn to self-regulate through practice, trust, and freedom.</li> <li>• Social skills: Children develop increased social skills as they play with a mix of ages.</li> <li>• Independence and resilience: Children develop independence and resilience skills.</li> <li>• Creativity: Children are given the opportunity to be creative and make decisions.</li> <li>• Risk assessment: Children learn to assess risk and benefit, and decide how to use equipment safely.</li> <li>• Reduced accidents: There are fewer accidents and squabbles.</li> <li>• Improved behavior: Children exhibit improved behavior.</li> <li>• More teaching time: Schools may have up to an hour more teaching time per week.</li> <li>• Improved school culture: The school's understanding and position on play changes</li> </ul> <p><a href="https://outdoorplayandlearning.org.uk/the-opal-primary-programme/">https://outdoorplayandlearning.org.uk/the-opal-primary-programme/</a></p>	1, 2, 5, 6

# 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 2023-2024 academic year.

Pupil Premium funding has continued to support targeted group work for students who are eligible for this funding. This includes interventions such as Direct Instruction and daily one-on-one reading sessions with an adult.

The reading results at the end of Key Stage 2 reflect a positive impact from Pupil Premium (PP) funded interventions, particularly those involving Direct Instruction. This approach has proven to be effective in improving literacy outcomes for students, as evidenced by the notable progress observed in their reading skills. The targeted nature of PP funding ensures that resources are allocated to those who would benefit most, and the structured, systematic methodology of Direct Instruction has provided these students with a clear path to academic improvement. The results highlight the value of such interventions in narrowing the achievement gap and fostering greater academic success among disadvantaged pupils.

The average scaled score for children in receipt of PP was within 3 points of children who do not receive PP funding.



There remains a 12% disparity between the proportion of non-Pupil Premium (PP) children and PP children achieving the expected standard in mathematics at Key Stage 2. While this gap represents a challenge, it also underscores the need for continued focus on targeted interventions and support for disadvantaged pupils.



Two children out of five in receipt of PP funding did not achieve the maths expected standard, although this is a 10% increase on the previous years data.



In Key Stage 2 writing, there remains a 24% disparity between children in receipt of PP funding and those who are not. However, it is worth noting that the results show an improvement compared to previous years' data. This indicates that the interventions and support strategies in place are having a positive impact, even though there is still work to be done to further narrow the gap.



The Year 1 phonics screening results reflect very positively for children in receipt of PP funding, with 100% of the pupils (2 out of 2) passing their phonics screening checks. This outstanding outcome demonstrates the effectiveness of phonics support and additional interventions provided to these pupils.



However, an area of concern emerging from the end-of-year data is the performance of PP pupils at the end of Key Stage 1. Specifically, only 1 out of 7 children eligible for PP funding achieved the expected standard in reading, writing, and mathematics. This outcome highlights a significant gap in attainment that must be addressed. Moving forward, it is crucial that this group of pupils becomes a primary focus within the PP strategy. Setting specific, targeted goals for improving the performance of PP pupils in Key Stage 1 will be essential, with a clear emphasis on tailored interventions and ongoing support throughout the next academic year and beyond.

The funding has been allocated to staff training on dysregulation and emotional coaching, ensuring that staff are well-equipped to support students in managing their emotional and behavioural needs.

Finally, the funding has been used to comprehensively enhance the lives of children in receipt of Pupil Premium funding. It has supported children and families by funding participation in sports and arts clubs and for individual/group music tuition, as well as providing wraparound care. These opportunities allow children to develop new skills, socialise, and build relationships with peers. Additionally, the funding ensures that children receive well-balanced, nourishing meals and helps alleviate financial pressure on families, giving them peace of mind knowing their children are well cared for while they are able to work the hours required.

## 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
ELSA	Elsa
NottAlone Mental Health Lead	NottsAlone
Direct Instruction Reading Programme	Engelmann
Sounds-Write Phonics Programme	Sounds-Write

## 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?	<p>Our Service pupil premium is used within the funding above ensuring all service children receive music tuition, wrap around care or targeted support.</p> <p>Additional adult time is used when required, for example, if a parent is away for a period of time.</p>
What was the impact of that spending on service pupil premium eligible pupils?	More pupils engaged with external activities.

This year with PP funding we are going to create a box of activities for children whose parents have been deployed as well as looking into running a 'Services Group' in school for children who have a serving parent to come together and discuss experiences and share stories.

As well as this we are going to create a focal point in school displaying where parents of our students are currently or have been deployed- this will act as a reminder for children and serve to remind them that they are an important part of our school community.

## 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.*