

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	226
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Paul Tibble
Pupil premium lead	Rachael Tipton
Governor / Trustee lead	Maria Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,465.00
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	£33,465.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, regardless of their background or the challenges they may face, make strong progress and achieve their full potential across all subject areas, including in relation to their emotional well-being. The focus of our Pupil Premium strategy is to provide targeted support for disadvantaged pupils, enabling them to achieve their goals, including securing continued progress for those who are already high attainers.

We will take into account the full range of challenges our pupils encounter, whether or not they are classified as disadvantaged, and irrespective of whether they receive support from social care services or act as young carers.

High-quality, first-class teaching is central to our approach, with an emphasis on identifying and prioritising the interventions from which pupils will benefit most. Evidence shows that this has the greatest impact in identifying those who require additional support, enabling effective targeted intervention. This approach will help to close the attainment gap for disadvantaged pupils, while simultaneously benefiting their non-disadvantaged peers.

Our strategy also forms an essential part of the wider school plan for educational recovery, particularly for those pupils most adversely affected, including non-disadvantaged pupils. It is underpinned by a robust and varied programme of diagnostic assessments. The approaches we have adopted complement high-quality teaching and support pupils in excelling.

To ensure the effectiveness of our strategy, we will:

- Ensure that disadvantaged pupils are appropriately challenged in the work they are set
- Intervene at the earliest point at which need is identified
- Adopt a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and maintain high expectations of what they can achieve
- Ensure that disadvantaged pupils have access to wrap-around care and additional music tuition

Challenges

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

Challenge number	Detail of challenge
1	<p>Increasing Resources for Emotional and Well-Being Support through ELSA.</p> <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 nearly 30% 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 97.21%, which is above the overall pupil attendance rate of 96.36%.</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 an increase in participation in extracurricular activities. This trend is very positive for potential barriers that may be preventing these students from fully engaging in the wider school experience.</p> <p>This increase in participation by pupils eligible for Pupil Premium funding in extracurricular activities is highly positive. In previous years, the trend has indicated that these pupils participated in extracurricular opportunities less frequently than their peers. The school has worked closely with parents to explore how funding can be used to support their children in accessing all aspects of the school's provision. We will continue to monitor this closely.</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
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A continued increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>A continued increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

	<ul style="list-style-type: none"> • PP children will be encouraged to join pupil voice groups. • Their attendance will remain high in-line with non-PP children. • Ongoing monitoring and communication with staff. • Pupil voice reports that our children feel safe and happy in school. • Curriculum supports wellbeing, through mindfulness/ meditation session, PSHE and the RE curriculum.
Improved maths and English skills among disadvantaged pupils.	<ul style="list-style-type: none"> • Summative assessment • Formative assessments • Evidence from engagement in lessons • Book scrutiny • Ongoing formative assessments
Improved Maths, English and cross curricular skills among our disadvantaged pupil that are on our SEN register	<ul style="list-style-type: none"> • Rigorous assessment using PIVATS • Engagement in lessons • Book scrutiny
Participation with extra-curricular music lessons with outside provider for disadvantaged pupils.	A continued 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"> • 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. • Termly assessment meetings with SLT and interventions identified and planned for. • ELSA support provided. • Staff are well trained, highly skilled and appreciate their responsibility to provide quality first teaching. • Early academic intervention through speech and language, high quality SEND provision and phonics. • After school/breakfast provision supports the smooth transition into school as well as nurture provision at lunch time to help with social anxiety/misinterpretations

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 all 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>https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</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>	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	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.	2,3,5

reading, writing, maths. This also includes Direct Instruction Reading programme.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	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 https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1,2,4,5,6
<i>Wrap around care subsidy to allow pupils to attend sports, arts and other afterschool activity clubs. Percentage of allocation made from PP funding – topped up by school budget</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. Using pupil premium EEF (educationendowmentfoundation.org.uk)	5,6
<i>Music tuition lessons to those who which to take advantage of the service –</i>	Research has shown that both listening to music and playing a musical instrument stimulate your brain and can increase your memory.	5

<p><i>group lessons on instrument of choice.</i></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>http://brainconnection.positscience.com/topics/?main=fa/musiceducation2#A1)</p>	
<p><i>Introducing zoned play time areas and an increase in play time equipment across school, providing training for all staff including midday supervisors</i></p>	<p>Introducing zoned play areas and increasing the range of playtime equipment across the school, alongside providing comprehensive training for all staff, including midday supervisors, would offer significant benefits for disadvantaged children. Structured and well-resourced play environments help to ensure that all pupils, particularly those who may have limited access to such opportunities outside of school, can engage positively and safely in a variety of activities. Staff training will further support the creation of an inclusive and consistent approach to play, enabling adults to facilitate social interaction, promote cooperative behaviours, and address any emerging needs promptly. Collectively, these measures will contribute to improving the overall play experience for disadvantaged pupils and support their social, emotional, and physical development.</p>	<p>1, 2, 5, 6</p>

Part B: Review of Outcomes

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the previous 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 6 points of children who do not receive PP funding and has continued to increase from last year. The average scaled score for children in receipt of PP was also above 100, which is the expected standard score.



There remains a large 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.

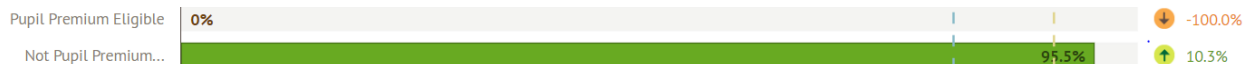


Three children out of seven in receipt of PP funding did not achieve the maths expected standard, although two out of the three children also had significant SEND need.

In Key Stage 2 writing, there remains a 20% disparity between children in receipt of PP funding and those who are not. However, it is worth noting that the results show an decrease in the gap between PP recipients and non PP recipients. This indicates that the gap is being narrowed, but it is important that writing interventions and support strategies need to be strengthened across the board.



The Year 1 phonics screening results are highly positive for the school. Although the percentage of pupils eligible for Pupil Premium funding currently stands at 0%, this reflects the fact that there was only one Pupil Premium pupil in Year 1 during the last academic year, and this pupil did not meet the expected standard in the phonics screening. Overall, only two pupils did not pass the screening check. The progress demonstrated by all pupils highlights the effectiveness of the phonics teaching, support, and additional interventions that have been implemented.



In contrast to data from previous years, the end of Key Stage 1 outcomes are far more positive when comparing the attainment of pupils eligible for Pupil Premium funding with that of their peers. The gap in mathematics has narrowed to 12%, with only one of the three Pupil Premium pupils not achieving the expected standard. In reading, all three Pupil Premium pupils achieved the expected standard, demonstrating the positive impact of high-quality first-teaching strategies alongside the additional reading sessions provided by staff.

Over half of the children in receipt of pupil premium have worked directly with the school’s ELSA, and children across the school—including those eligible for pupil premium—have also benefited from mental-health support sessions arranged and coordinated by the ELSA. Finally, the funding has been used to comprehensively enhance the experiences and opportunities available to pupils in receipt of Pupil Premium funding. It has supported children and their families by enabling participation in sports and arts clubs, individual and group music tuition, and the provision of wraparound care. These opportunities help pupils develop new skills, socialise effectively, and build positive relationships with their peers.

In addition, the funding ensures that children have access to well-balanced, nutritious meals and helps to alleviate financial pressure on families. This provides reassurance to parents and carers, knowing that their children are well supported 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

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?	<p>More pupils engaged with external activities with 7 children out of 7 accessing the after school club and 6 children out of 7 accessing the breakfast club provision.</p>

This year, with PP funding, we want to create a box of activities for children who's 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.