

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the 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	204
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Full Governors
Pupil premium lead	Carol Gillespie
Governor	Yvonne Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,080
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	£105,080

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish. We aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and provide research-based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

In order to meet the above requirements, the Governing Body of Holy Cross Catholic Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities are:

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom
- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- To narrow the gap for those pupils in receipt of PP.
- Addressing non-academic barriers to attainment including attendance, behaviour, hunger and mental health.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- Ensuring that the PPG reaches the pupils who need it most.
- Improving oracy and literacy skills. Closing the word gap.
- To use academic, national and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure that we are promoting accelerated learning.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to our curriculum.
- Additional teaching and learning opportunities where deemed appropriate.
- Alternative support and intervention.
- Provision of extra-curricular learning.
- Provision for more-able pupils to ensure they are challenged and unlock all of their potential.

When making decisions about using Pupil Premium funding, we recognise that it is important to consider the context of our school and the subsequent challenges faced. We have referred closely to evidence based research from the EEF, which supports decisions around the usefulness of different strategies and their value for money. We use evidence-based interventions and learn from our experiences. We regularly monitor and assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

- We recognise that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of spoken communication skills – this is identified annually by early assessments and is impacted by vocabulary lag.
2	Gaps in basic skills development – reading, writing and maths – identified through statutory testing and NFER/Teacher judgements.
3	High levels of social, emotional issues through delayed development and ACEs factors.
4	Lower levels of attendance and punctuality for some families with persistent absenteeism.
5	Some families experience difficulties supporting home learning and early language development. This can lead to reduced opportunities for home learning and curriculum enrichment.

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>Earlier identification of children with poor verbal communication skills</p> <p>Children to ask relevant and appropriate questions in the right moment</p> <p>Staff are more aware of the impact of disadvantaged backgrounds on development of verbal skills – focus through Thinking Schools approach on the development of vocabulary and self-regulation</p>	<p>All children achieve at least expected progress and show increased confidence in their use of verbal communication</p> <p>All children are more confident and engaged in lesson – asking appropriate questions to allow them to remain on task and learning. Pupils aware of metacognition and their strengths as an independent learner</p>

<p>This will be measured by Wellcomm screening analysis</p>	<p>Staff are 100% confident in their use of standard English and fully understand the implications of the language they use during lessons There is a common language of learning across the school</p>
<p>Accelerated progress in reading, writing and mathematics More effective assessment and utilisation of NFER data through Pupil Plotting. Measured by termly NFER standardised assessments and use of confidence bands</p>	<p>Children tracked using NFER ASS testing to ensure progress outcomes are positive. All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally in each year evidenced by NFER Teachers are able to plot their own results and use it to inform planning for learning</p>
<p>All children are equipped with a Growth Mindset mentality To improve teacher awareness of the impact of disadvantage on pupil motivation To raise awareness of the importance of emotion in learning Measured by PASS analysis</p>	<p>Reduced number of children getting 'negative' dojo points. 90% participation at reward events Evidence of increased self-awareness, improved mood levels and greater engagement during lessons. Use of Boxall profile to aid judgements on progress Pupils aware of their Habits of Mind and able to break habits which reduce learning and enhance habits which develop confidence and engagement</p>
<p>To improve attendance rates in line with nondisadvantaged pupils To improve punctuality rates in line with non-disadvantaged Measured by attendance and punctuality analysis</p>	<p>Improved % figures to at least 96% in-line with national expectations and non-disadvantaged group Improved punctuality – lateness declining annually towards standards of the non-disadvantaged group</p>
<p>To increase parental engagement and involvement in children's learning The children read for pleasure more often and are supported and monitored more consistently by their parents To increase teacher awareness of the impact of home life on the development of Cultural Capital Measured by parental questionnaire and discussion</p>	<p>Increase in parental attendance at all school organised events. Improved standards of fluency Increased number of children attending enrichment activities/clubs outside of school hours. Pupils able to speak with confidence about their learning. Vocabulary extended and pupils provided with a wide range of thinking strategies</p>

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>Staff CPD on implementing effective feedback and skilful questioning as part of Thinking Schools development.</p>	<p>Feedback: EEF (7 months+)</p> <p>EEF state that a wide range of approaches to feedback – including when feedback is delivered by technology or peers – can have a positive impact on children. The EEF research also indicates that Impacts are highest when feedback is delivered by teachers. We are convinced that live feedback – both positive and constructive – is key to accelerating progress. An additional qualified teaching and an improved adult to child ratio means that we can work to provide more frequent, detailed feedback to our children.</p> <p>Many studies of feedback also include other practices. For example, mastery learning approaches – which we strive to deliver - combine feedback with additional support for pupils that are falling behind. Part of the role will ensure that children can receive high-quality one-to-one tuition when required.</p>	<p>1,2,3</p>
<p>Applying the core principles of a 'Thinking School' – Metacognition and Self-regulation</p>	<p>EEF (8 months+)</p> <p>We have made a commitment to empowering our staff with the knowledge and skills required to work in an educational community in which all members share a common commitment to giving regular careful thought to everything that takes place. This will and staff, and subsequently students, learning how to think reflectively, critically and creatively, and to employing these skills and techniques in the co-construction of a meaningful curriculum and associated activities.</p> <p>According to the EEF, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and selfregulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Security of the evidence around Metacognition is rated as high.</p>	<p>1,2,3</p>
<p>Whole-school curriculum schemes for reading, writing and maths</p>	<p>Reading Comprehension Strategies:</p> <p>EEF (6 months+)</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Our aim is to use our expenditure to bring a wealth of literature to the children daily and provide a consistent model in which to deliver the key skills that they require to read and comprehend texts.</p>	<p>1,2</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online Learning Platforms	<p>EEF (3 months+)</p> <p>Although studies are notably limited, the EEF’s research summary suggests that homework can be a cost-effective way to help to bridge the gap. The quality of the task set appears to be more important than the quantity of work required from the pupil. Therefore, we invested in platforms that we believe provide the best home learning experience possible whilst also being mindful of ever-increasing teaching workload.</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work. TTRS and Seesaw will mark the children’s work and provide feedback on strengths and areas for development. We are aware that many of our children do not have an adult at home capable of providing effective academic support.</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework</p>	1,2,5
Small Group Tuition	<p>EEF (4+ months)</p> <p>Evidence shows that small group tuition is effective. Some studies suggest that greater feedback, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	1,2,3

<p>Qualified Counselling</p> <p>Tier 2 targeted interventions</p>	<p>Social and Emotional Learning - EEF (4 months+)</p> <p>We invest in a highly skilled, counsellor to deliver a specialised programmes targeted at students with particular social or emotional needs.</p> <p>Our counsellor is employed to work with the children on a weekly basis to provide a guidance and emotional support for our pupils. As per the evidence review from the EEF, the support includes working on a positive social dynamic amongst peers within each class. We believe that improving social interaction is key to developing a culture of peer support.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>3,4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PASS</p>	<p>Behaviour Interventions - EEF (4+ months)</p> <p>PASS provides us with live pupil voice so that we can deliver effective universal SEL across our school.</p> <p>PASS gives us a greater understanding of why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately</p> <p>It allows us to uncover the sometimes hidden emotional or attitudinal struggles within individuals or cohorts (such as low self-regard or attitudes to attendance) to prevent these issues from occurring and affecting teaching and learning.</p> <p>PASS was established by educational psychologists and standardised on 600,000 children to provide assurance of accuracy. Results are set against national benchmarks, so you can see how your pupils compare to the national picture.</p>	<p>3,4,5</p>

<p>Pastoral Manager/Attendance Lead specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG, carrying out home visits with EWO for any unauthorised absence, completing Early Help assessments and supporting parents (and children) to improve attendance and punctuality, working with school's EWO.</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. 	<p>3,4,5</p>
<p>Pastoral support in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement.</p>	<p>EEF (+4)</p> <ul style="list-style-type: none"> • Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. 	<p>3,4,5</p>
<p>Wellbeing and Behaviour support is based on school mission statement – to care, share and value.</p>	<p>EEF Improving behaviour in schools.</p> <p>Key messages include:</p> <ul style="list-style-type: none"> • Know and understand your pupils and their influences. • Use targeted approaches to meet the needs of individuals in your school • Consistency and coherence at a whole-school level are paramount. • Teach learning behaviours alongside managing misbehaviour. 	<p>3,4,5</p>
<p>Providing a wide variety of enrichment experiences for all pupils</p>	<p>Pupils have limited experiences and rarely travel outside of their immediate proximity. Breadth and depth of experiences will help to strengthen pupils' knowledge and understanding the wider world.</p> <p>Research by the Education Endowment Foundation has found a link between enrichment and higher attainment in reading and maths.</p>	<p>3,4, 7</p>

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.

Core skills

- We continued to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings and use of NFER age standardised assessments and this indicates a good level of progress
- Pupils will be Wellcomm screened each year to ensure progress continues. There is evidence of good progress
- We used PASS information to identify pupil needs and ensured interventions and support were provided – there is evidence in terms of engagement and attendance which illustrates the effectiveness of these approaches
- EYFS GLD: 46% of PP pupils achieved GLD
- Phonics Screening Check Y1 June 24 (PSC) 67% pupils who were eligible for PP achieved the expected standard in the Phonics Screening Test.
- NFER and other Data analysis showed improvement in outcomes for disadvantaged children in all years
- Evaluation focused on academic gains and pupils' self-confidence has developed as a consequence of the interventions and programmes which aim to raise progress.
- Evidence of targeted interventions can be seen in the use of the intervention monitoring forms
- Improvements in language development

Improvements in the procedures by which parents and families can engage with school to support their children.

- Increased Pastoral support given at point of need.
- Welfare calls and door step visits were used to identify support families needed, including food vouchers, additional devices, internet access, etc
- Signposting of services to support families and gain further advice.
- Communication tools have had a positive impact on parental engagement – School website, twitter, Seesaw.
- Virtual alternatives offered to replace our traditional parental engagement activities i.e. parents meetings on teams, welfare calls, video/photographs shared via Seesaw of key events in school.
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Improve attendance and punctuality of disadvantaged pupils.

- Significant improvement in attendance and engagement is evident with PP children and their disposition and attitude to learning as documented by the work of the Pastoral Manager/Attendance Lead.
- Attendance policy and practice is consistent and rigorous.

- Attendance and punctuality is monitored daily and support is given to families to improve their child's attendance. Support includes: parent attendance meetings, follow up phone calls, home visits, referrals to other services, positive parenting, EHAT assessment and free childcare places.
- Weekly attendance meetings with the Headteacher identify trends and actions promptly.
- Attendance is celebrated weekly during Celebration assembly.
- There is evidence of improvements in pupil attendance in all years

Involvement in wider school life

A comprehensive programme of cultural visits was established with positive feedback from parents and pupils. Community enrichments initiatives have also been developed to target support within the local community.

We aim to build on this for the current school year.

Reviews of the impact of these opportunities can be seen via pupil questionnaires and PASS information

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
White Rose Maths Subscription	White Rose Maths
Times Table Rockstar	Maths Circle
RWI Spelling	Ruth Miskin
RWI Phonics / Fresh Start	Ruth Miskin

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?	