

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	208 (exc nursery)
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karen McVea
Pupil premium lead	Fae Fura/Karen McVea
Governor / Trustee lead	Hilari Chetwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 118,419
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	£ 118,419

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross we have high aspirations for all of our pupils irrespective of their background or the challenges they face. We expect them all to make good progress and our aim is for them to achieve across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Due to our locality we have a significant amount of pupils who receive additional funding, getting the maximum benefit from the pupil premium funding is vital. Our decisions on how it is spent are based on sound research alongside our knowledge and understanding of our own children's needs.

Many of the key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways, for example looked after children, children that are open to early help and those that have or have had a social worker.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings.

Our analysis of attendance data highlighted areas where action was needed and funding has been targeted to address punctuality and attendance. Tackling attendance remains a priority. From analysis of our own data we recognise that a number of our disadvantaged children also have some social and emotional needs, some SEND needs are being supported by Early Help or social services.

We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children. We carefully plan the allocation of all of our staff to ensure that appropriate support is in place for our children.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language – limited vocabulary and language acquisition
2	Literacy – reading, specifically comprehension, inference and deduction
3	Maths – poor vocabulary & language skills hinder progress in reasoning
4	Attendance
5	Low baseline on entry
6	SEMH needs
7	Limited play interactions outside of school

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>Children’s vocabulary and language skills are improved in a way that increases their confidence, improves their reading and writing, attainment and progress, whilst helping to develop their oracy.</p> <p>Measured by: Attainment and progress data Lesson monitoring and book scrutiny (if applicable) Wellcoms data Tracking data from baseline</p>	<p>Number of PP children making expected progress will be at least in line with non PP children.</p> <p>Reduce the gap in attainment between PP children and non-PP children.</p> <p>Improved teacher confidence in developing vocabulary skills.</p> <p>Opportunities provided in class to develop oracy.</p>
<p>For all children PP & non PP to make at least expected progress in R, W & M, based on their starting point.</p> <p>Measured by: Arbor Book looks Lesson visits</p>	<p>Target Tracker shows that all children have made at least expected progress.</p> <p>Book looks and lesson visits show that work is being planned to enable children to meet their end points.</p> <p>Children had risk have been identified and targeted interventions have been put in place.</p>
<p>To ensure that the attendance of PP children is in line with school targets and reduce episodes of lateness.</p> <p>Measured by: Attendance figures</p>	<p>Increased overall attendance, good attendance identified as 96%.</p> <p>Attendance of PP and non PP children are in line.</p> <p>Able to track support offered to families to increase attendance.</p> <p>Positive relationship developed with the EWO.</p>

<p>For all pupils to display learning behaviours that will allow them to be successful</p> <p>Measured by: Pupil engagement in lessons Behaviour records.</p>	<p>Less children receiving behaviour sanctions.</p>
<p>Parents are enabled to support their children in their learning and that they know where to access support if needed.</p> <p>Measured by: Interactions on ClassDojo Attendance at parents' meetings Monitoring of homework handed in, both quality and quantity</p>	<p>All parents signed up to ClassDojo. High uptake on Twitter. Sessions held within school to support in key areas eg. Phonics, reading, behaviour.</p>
<p>For unstructured time to be a more positive event for both children and staff. For all of the children to know how to play.</p>	<p>To reduce the number of incidents that occur during break/lunch. To reduce the amount of SLT time spent investigating break/lunch incidents</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)

Budgeted cost: £75,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To accelerate the language development of children in EYFS.</p> <p>To maintain class sizes of 15 or less in reception.</p> <p>£20,903</p>	<p>EFF research shows that if you can reduce a class size to 15 this can have a significant impact children's progress.</p>	2,3
<p>To add extra support into year 6.</p> <p>£37,869</p>	<p>EFF research shows that if you can reduce a class size to 15 this can have a significant impact children's progress.</p>	2,3
<p>To develop resilient, confident, independent and creative learners.</p> <p>Forest School for Rec, year 1 & year 2.</p> <p>£14,430</p>	<p>Forest school is proven to make a difference in the following ways: Confidence: children have the freedom, time and space to learn and demonstrate independence. ...</p> <p>Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment. All of these elements will support the children in their oracy which in turn supports them across the whole curriculum.</p>	1 5 6
<p>Accurate Assessment</p> <p>For all pupils in Yr2 & KS2 to complete standardised tests in the Autumn Term.</p> <p>GAPs analysis on all papers. Identify any common areas.</p> <p>Continuous assessment through lessons. Use of questioning to establish if the gaps are due to extended absence or material not fully understood.</p>	<p>Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. Assessment covers: The ways teachers support and assess children's learning and monitor progress and identify next steps in learning.</p> <p>We need to know the children's starting points so that we can ensure they are on track to meet their curriculum end points.</p>	1 2 3 5

<p>All children in KS2 to complete the STAR reading assessment.</p> <p>All children in Yr1 & 2 to complete a phonics assessment.</p> <p>Reading</p> <p>Through accurate assessment identify those children who are at risk of not making at least expected progress</p> <p>Continue to prioritise early reading and a love of reading across the whole school.</p> <p>Writing</p> <p>Through accurate assessment identify those children who are at risk of not making at least expected progress</p> <p>Phonics</p> <p>Through accurate assessment identify those children who are struggling with their early reading skills.</p> <p>Maths- to extinguish the gaps between the previous year and this.</p> <p>Allow all children to access their current year's curriculum.</p> <p>£2100</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: included in salary budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group interventions throughout the day in KS1 (SCh) & KS2 (SCo)	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus	1 2 3

	<p>exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer support to children and families.</p> <p>£21,469 (contribution RN)</p>	<p>There is high demand for additional support for both children and families at Holy Cross.</p>	6
<p>Wraparound Provision</p> <p>£2,000</p>		
<p>To be involved in the OPAL project.</p> <p>£3,000 (including £500 for MS)</p>	<p>Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them.</p>	7
<p>All children to have a successful lunchtime which then enables them to access the afternoon lessons.</p> <p>To provide lunchtime support for those who struggle with friendships.</p>	<p>The benefits of a lunchtime club include improving social skills, increasing friendship groups and networks, promoting peer social acceptance, creating feelings of happiness for all, removing the triggers often associated with completely undirected time.</p>	6

£500		
For all children to wear the correct school uniform. Sell uniform at a vastly reduced price. Have a stock of uniform available within school. £3,000	Whilst wearing the correct uniform on its own, does not have a direct impact on a child's attainment, it can help in developing a positive school ethos. There is some evidence to say that in areas of high poverty supporting with uniform can improve attendance.	6
For all children to be able to access trips and visits. Subsidise the cost of trips for PP children. £4,300	School trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all students (and teachers!). No child would ever be excluded from a trip, however by partially funding we are able to offer a greater range of experiences.	1
For our school library to be a place that all of the children want to visit. To ensure that we are able to buy books that engage the children. To include the subscription for the library cloud (£550) £1,000	Many of our children do not have access to a range of books at home. It is vital that we have an inviting space that is full of books that engage all readers regardless of interest or ability. Numerous studies have shown a link between good school libraries and pupil attainment. In the UK context, the work by the National Literacy Trust (Clark, 2010) has found a strong relationship between reading attainment and school library use. Children and young people with a reading age at or above their expected level were nearly three times as likely to be school library users as their peers with reading levels below that of their expected age.	1 2
Twinkl £950	We are all aiming to reduce teacher workload and allow them to use their time efficiently in the best interests of the children. Twinkl provides a platform to allow resources to be accessed quickly and efficiently.	1 2 3
To increase the children's 'Cultural Capital' by providing opportunities for them to perform. (Menphys) £500	There's a wealth of research that proves the benefits of singing and performing on health and wellbeing across the lifespan. It can have a positive impact our children's psychological, social, physiological and behavioural need. Also, by providing the children with a wide variety of musical genres we will be introducing them to different cultures, times in history and a rich variety of vocabulary.	1 4 5 6
To purchase the awards for our star charts. £1500	Benefits of using positive reinforcement include: <ul style="list-style-type: none"> • Minimal lost instructional time due to behavioural concerns. • Increased pupil engagement. • Improved student confidence. 	

	<ul style="list-style-type: none"> • Positive classroom environment. • Increased motivation 	
<p>To organise for visiting authors to come into school. Both to inspire a love of books and provide a platform for children's independent writing.</p> <p>£1000</p>	<p>Children can talk about the visiting authors and how they have used what they have learnt within their own writing.</p>	1 2
<p>Memorable Experiences</p> <p>£3,000</p>	<p>Experience plays an essential role in building brain architecture after birth. Evidence is clear that deprivation can lead to a host of both short- and long-term consequences, including psychological and behavioural impairments.</p>	1 2 3 4 5 6
<p>Attendance</p> <p>Purchase the termly rewards to incentivise high attendance.</p> <p>£500</p>	<p>Young people who regularly miss school without good reason are more likely to become isolated from their friends, to underachieve in examinations and/or become involved in anti-social behaviour.</p>	4

Total budgeted cost: £118,021

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.

EXS+	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Reading	70	70	51.7	35.7	50	35.7	46.9	53.3	48.4	46.7	54.8	23.1
Writing	60	70	41.4	28.6	30	28.6	46.9	53.3	48.4	46.7	32.3	15.4
Maths	66.7	70	55.2	42.9	40	42.9	50	46.7	45.2	26.7	51.6	23.1
RE	76.7	90	48.3	21.4	56.7	50	37.5	40	48.4	40	48.4	15.4

GDS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Reading	6.7	0	0	0	3.3	7.1	18.8	20	19.4	13.3	16.1	15.4
Writing	6.7	0	0	0	0	0	15.6	20	3.2	6.7	3.2	0
Maths	0	0	6.9	0	3.3	7.1	15.6	20	12.9	6.7	9.7	0
RE	0	0	0	0	3.3	7.1	18.8	26.7	12.9	6.7	9.7	7.7

% of SEND & PP children 2023 – 2024

Year Group (No. of pupils)	% SEND	% PP	% SEND & PP
Year 6 (31)	55	42	35
Year 5 (31)	45	52	39
Year 4 (31)	55	45	26
Year 3 (30)	37	47	27
Year 2 (30)	53	43	27
Year 1 (30)	23	33	7
F2 (27)	33	41	22

Attendance 2023 - 2024

All Pupil	SEND	PP
93.6%	93.1%	91.8%