

## 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	198 (exc nursery)
Proportion (%) of pupil premium eligible pupils	44% (09/25)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Karen McVea
Pupil premium lead	Karen McVea
Governor / Trustee lead	Hilari Chetwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,211
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	£ 124,211

## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium Strategy at Holy Cross

At Holy Cross, we want every child to achieve their very best, no matter what challenges they face. We have high expectations for all pupils and believe that every child can make good progress across all subjects.

The Pupil Premium funding helps us to support children who need it most, including those from disadvantaged backgrounds, looked-after children, and pupils with additional needs. We use this funding carefully, basing our decisions on research as well as our knowledge of the children in our school.

Much of the support we provide is for the whole school, so that all pupils benefit from high-quality teaching, extra support when needed, and opportunities to broaden their experiences. We also make sure children have access to activities that build their confidence, enrich their learning, and develop their cultural capital.

We closely track progress and attendance to make sure support is targeted in the right places. Improving attendance and punctuality is a key priority, as is helping children with social, emotional, or special educational needs.

We work closely with families and other professionals so that every child gets the right support at the right time. Our goal is simple: to give all of our pupils the best possible chance to succeed and thrive.

### 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	Measured By
1. Improved Vocabulary, Language & Oracy Skills	<p>Children's vocabulary and language skills improve confidence, reading, writing, attainment, and progress.</p> <p>PP children make expected progress in line with non-PP.</p> <p>Attainment gap between PP and non-PP reduced.</p> <p>Teachers show increased confidence in developing vocabulary.</p> <p>Opportunities for oracy provided in class.</p> <p>All children (PP &amp; non-PP) make at least expected progress in R, W &amp; M.</p>	<p>Attainment &amp; progress data (Target Tracker, Arbor)</p> <p>Book scrutiny &amp; lesson monitoring</p> <p>Wellcoms data</p> <p>Baseline tracking</p>
2. Attendance and Punctuality	<p>PP attendance in line with school target (96%).</p> <p>Attendance of PP and non-PP comparable.</p> <p>Reduced lateness.</p> <p>Support offered to families is tracked.</p> <p>Positive relationship with EWO developed.</p>	Attendance figures
3. Positive Learning Behaviours	<p>Pupils display learning behaviours that support success.</p> <p>Reduction in behaviour sanctions.</p>	<p>Pupil engagement in lessons</p> <p>Behaviour records</p>
4. Parent Engagement & Support	<p>Parents enabled to support learning and know where to access help.</p> <p>All parents signed up to ClassDojo.</p> <p>High Twitter engagement.</p> <p>Good attendance at parents' meetings.</p>	<p>ClassDojo interactions</p> <p>Parent meeting attendance</p> <p>Homework monitoring</p>

	School sessions held for key areas (phonics, reading, behaviour, etc.). Homework regularly completed to good standard.	
5. Positive Unstructured Time (Break/Lunch)	Break/lunch positive for staff and children. All children know how to play constructively. Reduced incidents during unstructured time. Less SLT time spent investigating incidents.	Behaviour/incident records SLT time logs

## 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: £43,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To accelerate the language development of children in EYFS.</p> <p>To maintain a low teacher to adult ratio in reception.</p> <p>£26,907</p>	<p>EFF research shows that if you can reduce a class size this can have a significant impact children's progress.</p>	<p>2,3</p>
<p>To develop resilient, confident, independent and creative learners.</p> <p>Forest School for Rec, year 1 &amp; year 2.</p> <p>£15,580</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. ... 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>	<p>1 5 6</p>
<p>Accurate Assessment</p> <p>For all pupils in Yr2 &amp; 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>All children in KS2 to complete the STAR reading assessment.</p> <p>All children in Yr1 &amp; 2 to complete a phonics assessment.</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>	<p>1 2 3 5</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>£1000</p>		
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#### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,982

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 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.	1 2 3

£22,782	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.	
To continue to embed the Little Wandle scheme across KS2.  £200	Fidelity to a phonics scheme provides a consistent, structured learning pathway for children, reducing cognitive load by avoiding mixed methods and allowing for a clear, logical progression in phonics skills. This consistency helps students develop confidence by knowing what to expect, leads to a more efficient and effective overall learning process, and ensures that all pupils receive the same foundational skills necessary for academic success.	1 2 5

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

Budgeted cost: £47,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer support to children and families.  £24,448 (contribution RN)	There is high demand for additional support for both children and families at Holy Cross.	6
Wraparound Provision  £2,000	Wraparound provision offers several advantages for disadvantaged primary pupils, including access to enriching activities, improved social-emotional and academic outcomes, increased school attendance and punctuality, and enhanced family engagement.	1 4 5 6 7
To be involved in the OPAL project.  £3,250 (including £500 for MS)	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.	7
All children to have a successful lunchtime which then enables them to access the afternoon lessons.	The benefits of a lunchtime club include improving social skills, increasing friendship groups and networks, promoting peer social acceptance, creating feelings of happiness for	4 6

To provide lunchtime support for those who struggle with friendships. £200	all, removing the triggers often associated with completely undirected time.	
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.  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.  Memorable Experience £8,000	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.  Children can talk about the visiting authors and how they have used what they have learnt within their own writing.  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.	1 2 3 4 5 6
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) £850	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



<p>To purchase the awards for our star charts.</p> <p>Attendance</p> <p>Purchase the termly rewards to incentivise high attendance.</p> <p>£2000</p>	<p>Benefits of using positive reinforcement include:</p> <ul style="list-style-type: none"> <li>• Minimal lost instructional time due to behavioural concerns.</li> <li>• Increased pupil engagement.</li> <li>• Improved student confidence.</li> <li>• Positive classroom environment.</li> <li>• Increased motivation</li> </ul> <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>	<p>4 5 6</p>
<p>Swimming</p> <p>£3000</p>	<p>Learning to swim offers crucial water safety, broadens physical and mental health benefits, provides excellent opportunities for social connection, and develops a versatile, lifelong skill. It strengthens the heart and lungs, tones muscles, increases flexibility, and can burn calories, all with a low-impact workout on the joints. Mentally, it reduces stress, builds confidence, and enhances discipline through learning and practice.</p> <p>Typically each year only 10% of our children are able to swim at the beginning of school lessons. The price of swimming lessons is prohibitive for many of our families.</p>	<p>1 6 7</p>

**Total budgeted cost: £114,167**

## 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 2024 to 2025 academic year.

#### Pupil Premium Attainment Data 2024 - 2025

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	64.3	53.8	62.1	54.5	36.7	17.6	58.1	40	64.5	64.3	59	38
Writing	57.1	53.8	41.4	27.3	30	11.8	45.2	26.7	54.8	57.1	48	31
Maths	75	53.8	51.7	27.3	46.7	35.3	74.2	60	71	71.4	59	38
RE	71.4	61.5			33.3	11.8	61.3	46.7	67.7	64.3	45.2	37.5

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	0	0	10.3	9.1	13.3	5.9	9.7	13.3	29	35.7	26	13
Writing	10.7	0	3.4	0	3.3	0	6.5	13.3	16.1	21.4	7	6
Maths	0	0	3.4	0	16.7	5.9	3.2	6.7	16.1	21.4	22	0
RE	0	0			0	0	3.2	6.7	12.9	21.4	6.5	6.3

#### % of SEND & PP children 2024 – 2025

Year Group (No. of pupils)	% SEND	% PP	% SEND & PP
Year 6 (31)	52	52	39
Year 5 (31)	52	42	26
Year 4 (31)	42	48	29
Year 3 (30)	60	57	47
Year 2 (28)	25	39	14
Year 1 (28)	36	46	21
F2 (25)	52	32	16

#### Attendance 2024 - 2025

All Pupil	SEND/EHCP	PP	WIRT	EAL
94.9%	94.6%/95.1%	93.5%	80%	96.2%

#### Clubs 2024 – 2025

Year Group	Number of Children	% PP	% SEND
F2	10	30	40
Year 1	18	50	28
Year 2	28	39	36
Year 3	25	52	52
Year 4	29	52	45

Year 5	31	42	26
Year 6	28	46	50