Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	207 (inc nursery)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£ 131,869
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	£ 131,869

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
To improve disadvantaged pupils' vocabulary, language development and oracy skills, enabling them to communicate confidently, access the curriculum effectively, and make improved progress in reading, writing and mathematics.	Disadvantaged pupils make at least expected progress in reading, writing and mathematics. The attainment and progress gap between disadvantaged pupils and their non-disadvantaged peers is reduced. Pupils demonstrate increased confidence in speaking, listening, vocabulary use and verbal reasoning. Teachers demonstrate increased confidence and consistency in explicitly teaching and developing vocabulary across the curriculum. High-quality, purposeful opportunities for oracy are embedded within classroom practice. Pupils benefit from participation in the Voice 21 Oracy Project.	Attainment and progress data, including Target Tracker and Arbor. Analysis of attainment and progress gaps between disadvantaged and non-disadvantaged pupils. Book scrutiny, lesson observations and learning walks. WellComm assessment data and baseline assessments, where applicable. Monitoring of classroom oracy opportunities and the implementation of agreed strategies.
To improve attendance and punctuality among disadvantaged pupils through early identification of barriers, effective communication with families and targeted support, ensuring pupils have consistent access to high-quality teaching and learning.	Attendance for disadvantaged pupils meets or moves towards the school target of 96%. The attendance gap between disadvantaged and non-disadvantaged pupils is reduced. Persistent absence among disadvantaged pupils is reduced. Punctuality improves, with a reduction in the number of late arrivals. Families experiencing attendance difficulties are offered appropriate, timely and targeted support.	Whole-school and pupil-level attendance data. Comparative attendance and persistent absence analysis for disadvantaged and non-disadvantaged pupils. Punctuality and late-arrival records. Records of parental communication, attendance meetings and targeted interventions. Monitoring of support plans and liaison with the EWO and relevant external agencies.

	Effective working relationships are established and maintained with the Education Welfare Officer (EWO) and other relevant services.	
To develop positive learning behaviours among disadvantaged pupils, enabling them to engage confidently in learning, demonstrate resilience and independence, and maximise their progress and attainment.	Pupils demonstrate positive attitudes towards learning, including engagement, resilience, independence and perseverance. Disadvantaged pupils participate actively and purposefully in lessons. Behaviour incidents and the use of sanctions reduce over time. Pupils demonstrate an improved ability to regulate their behaviour and respond positively to adult guidance. Pupils have equitable access to learning opportunities and are supported to overcome barriers to engagement.	Behaviour records, including incidents, sanctions and patterns of behaviour over time. Lesson observations and learning walks, with a focus on pupil engagement. Teacher assessments and records of pupil engagement and participation. Pupil voice and feedback from staff. Review of targeted behaviour support and intervention records.
To strengthen partnerships between school and families, ensuring parents and carers feel informed, supported and confident in helping their children learn at home and access appropriate school and wider-family support.	All families are offered support to access ClassDojo and other relevant school communication channels. Parental engagement with school communications increases. Attendance at parents' evenings and other key school meetings improves. Parents and carers have opportunities to develop their understanding of key areas, including phonics, reading, behaviour and supporting learning at home. Homework completion rates and the quality of completed work improve. Families are signposted to appropriate support services where additional needs or barriers are identified.	ClassDojo engagement and communication records. Attendance records for parents' evenings, workshops and family engagement sessions. Parental feedback and participation in school-based support opportunities. Homework completion and quality monitoring. Records of family support, signposting and engagement with relevant services.

To ensure that break and lunchtime are safe, inclusive and positive experiences for all pupils, developing their social skills, independence, cooperation and ability to engage in constructive play.	Pupils demonstrate positive social interaction and constructive play during break and lunchtime. Pupils understand and follow expectations for behaviour during unstructured times. Behaviour incidents and conflict during break and lunchtime reduce. Pupils demonstrate increased independence in resolving minor disagreements, seeking support appropriately and making positive choices. Staff confidence and consistency in managing unstructured times improve. The time spent by senior leaders investigating incidents arising during break and lunchtime reduces.	Behaviour and incident records, including analysis of frequency, type and location. Monitoring of behaviour patterns during break and lunchtime. Pupil voice and feedback regarding safety, inclusion and enjoyment. Staff feedback and observations of playground interactions. Records of senior leadership time spent investigating incidents. Monitoring of the effectiveness of structured play opportunities and lunchtime provision.

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: £41,658.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
To accelerate the language development of children in EYFS. To maintain a low teacher to adult ratio in reception. £23,799.82 (AB)	EFF research shows that if you can reduce a class size this can have a significant impact children's progress.	2,3
To develop resilient, confident, independent and creative learners. Forest School for Rec, year 1 & year 2. £16,359	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.	1 5 6
Accurate Assessment For all pupils in Yr2 & KS2 to complete standardised tests in the Autumn Term. GAPs analysis on all papers. Identify any common areas. Continuous assessment through lessons. Use of questioning to establish if the gaps are due to extended absence or material not fully understood. All children in KS2 to complete the STAR reading assessment. All children in Yr1 & 2 to complete a phonics assessment.	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. We need to know the children's starting points so that we can ensure they are on track to meet their curriculum end points.	1 2 3 5

Reading Through accurate assessment identify those children who are at risk of not making at least expected progress Continue to prioritise early reading and a love of reading across the whole school. Writing Through accurate assessment identify those children who are at risk of not making at least expected progress Phonics Through accurate assessment identify those children who are struggling with their early reading skills. Maths- to extinguish the gaps between the previous year and this. Allow all children to access their current year's curriculum. £1500		

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

Budgeted cost: £23,097

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

£22,897	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 fully resource 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: £64.365

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer support to children and families. £21,385 (contribution TH)	There is high demand for additional support for both children and families at Holy Cross.	6
Wraparound Provision, this needs resourcing both with staff and equipment. £2,000 £7,500 (staffing)	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 £8,950	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

To purchase the awards for our star charts. Attendance Purchase the termly rewards to incentivise high attendance. Employ and train our own in-house attendance officer. £2000 £2010 staffing contribution	Benefits of using positive reinforcement include: • Minimal lost instructional time due to behavioural concerns. • Increased pupil engagement. • Improved student confidence. • Positive classroom environment. • Increased motivation 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.	4 5 6
Swimming £12,270	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. 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.	1 6 7

Total budgeted cost: £129,120.82

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 Attainment Data 2025 - 2026

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	50	83.3	51.9	55.6	55.6	45.5	34.3	26.3	63.3	42	62	57
Writing	46.2	66.7	51.9	44.4	51.9	36.4	25.7	15.8	53.3	30.8	59	57
Maths	61.5	100	70.4	55.6	63	54.5	42.9	36.8	73.3	61.5	66	64
RE	53.8	83.3	51.9	44.4	63	36.4	34.3	21.1	73.3	69.2	50	43.8

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	3.7	5.6	18.5	9.1	8.6	0	16.7	23.1	31	36
Writing	7.7	16.7	0	0	7.4	9.1	5.7	0	6.7	15.4	14	21
Maths	3.8	0	3.7	0	22.2	18.2	22.9	15.8	10	15.4	28	29
RE	0	0	0	0	0	0	0	0	0	0	0	0

% of SEND & PP children 2025 – 2026

Year Group (No. of pupils)	% SEND	% PP	% SEND & PP	% EHCP	%PA
Year 6 (29)	59	48	31	26	10
Year 5 (30)	53	47	37	10	7
Year 4 (35)	57	60	40	3	23
Year 3 (27)	37	52	22	0	33
Year 2 (27)	41	44	26	4	11
Year 1 (26)	62	35	19	12	12
F2 (25)	40	24	12	0	36

Attendance 2025 - 2026

All Pupil	SEND/EHCP	PP	WIRT	EAL
92.4%	90.9%/90.9%	89.9%	72.3%	94.9%

Attendance 2025 – 2026 (WIRT removed)

All Pupil	SEND/EHCP	PP	EAL
93.3%	92.2%/93.3%	91.8%	94.9%