

Pupil premium strategy statement for Holy Cross Catholic Primary School

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	208 +20 pupils in Nursery
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	Autumn term 2024
Date on which it will be reviewed	Autumn term 2025
Statement authorised by	Mary Collins
Pupil premium lead	Catherine Mahony
Governor lead	Hilary Santhokhy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,600

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross Catholic Primary School we have high expectations and ambitions for all our wonderful children. We work collaboratively with pupils, parents, staff and governors to ensure that our children achieve academic success and enjoy the benefits of a broad, exciting and relevant curriculum. Some of our families experience financial disadvantage and we recognise the negative impact that this can have on children. The Pupil Premium fund is given to us to help address that disadvantage within our School.

Children in receipt of Pupil Premium are supported throughout their years at Holy Cross to ensure that they acquire a firm base of learning as well as a wealth of opportunities to interest, inspire and enthuse.

In order to make the most informed decisions when spending our additional funding we use research evidence such as the EEF–Education Endowment Foundation as well as evidence from our own experience. This combination enables us to maximise the impact of the funding in the achievements, experiences and enjoyment of pupils.

The EEF identified a number of key principles in tackling the negative impact of disadvantage. They suggest a tiered plan for pupil premium spending which fits with our approach at Holy Cross:

High Quality Teaching – we employ and develop high quality teachers, invest in professional development, training and support through Challenge Partners, The National College, the Diocese of Southwark, Lewisham Local Authority and ensure effective teaching in all classes is a top priority for our pupil premium spend due to its benefits for all pupils.

Targeted academic support – we identify individual needs of the children and implement small group or 1:1 interventions with teachers, specialist professionals such as speech and language therapists, higher level teaching assistants or teaching assistants. This is an effective way to support learning, build confidence and close gaps.

Wider strategies – we provide an equality of opportunity for all through the wide range of extra curricular trips, visitors and experiences we offer. This helps to develop children’s cultural capital, their knowledge and understanding of the wider world, and often impacts positively on the social, emotional and behavioural progress of pupils.

Our approach to disadvantaged children within our School is responsive to whole school challenges as well as the needs of individual pupils. The approaches we have adopted complement each other to help pupils excel. In order to ensure the effectiveness of our plan we:

- Provide high quality teaching and teaching support. Disadvantaged children and non disadvantaged children are challenged and supported in their academic achievements. This ensures high aspirations and expectations from both staff and pupils themselves.
- Implement high quality interventions by skilled and well trained staff who enable any underachievement to be addressed through small group or individualised learning sessions.
- Offer a curriculum which is enjoyable, exciting and relevant to our pupils. Our curriculum is enhanced by a wealth of visitors and trips widening children’s experiences and heightening their interest. Role models and learning enable children to become aspirational for their future.

Challenges

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

Challenge number	Detail of challenge
1	Increasing the vocabulary used in spoken and written work
2	Further improving writing skills
3	Increase confidence and success in comprehension
4	Further developing Maths fluency
5	Mental health and well being including self esteem
6	Specialised interventions for PP pupils with SEND
7	Broadening the experiences of pupils both in and out 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
Children use an increased vocabulary	Children are able to express themselves more clearly and use a widened vocabulary to enhance spoken and written work
Writing outcomes for PP children are improved	PP children make good or better progress in writing and an increased proportion achieving greater depth by the end of KS2
Comprehension exercises are more successfully undertaken by PP children	PP children will make good or better progress in reading with an increased proportion achieving greater depth by the end of KS2
Maths fluency across the School improves for PP children	Improved speed for maths work across the School and improved outcomes for PP children at the end of KS2
Children to be happier, have higher self esteem, enjoy their learning and express their emotions appropriately	Staff employ strategies to help children such as Zones of Regulation. Child and parent termly questionnaires tell of happy, confident children, visitors comment on children who are settled and enjoying school life
Rapid progress made by children through a system of interventions	PP children to show progress in work and end of KS assessments. Intervention programmes to have been evaluated and adjusted where needed as a result of detailed analysis
A broad and exciting curriculum delivery introducing children to the possibilities of life in and beyond Holy Cross	Children are enthused, aspirational and interested in the wider world

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Membership of Challenge Partners – high quality CPD	Ten previous years of membership EEF Teaching and Learning Toolkit	1,2,3,4,5,6,7
Membership of The National College – access to a wealth of CPD opportunities	EEF Teaching and Learning Toolkit	1,2,3,4,5,6,7
Maths Mastery Programme	Previous experience within our school	4,5,6
Targeted work on comprehension across the curriculum	EEF Teaching and Learning Toolkit	3,5,6
Speech and Language support	EEF Teaching and Learning Toolkit	1,2,4,5,6

Targeted academic support

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions run by teaching assistants	EEF Teaching, Learning Toolkit, previous school experience	1,2,3,4,5,6
Targeted interventions run by higher level teaching assistants	EEF Teaching, Learning Toolkit, previous school experience	1,2,3,4,5,6
Speech and Language groups in EYFS and KS1	EEF Teaching, Learning Toolkit, previous school experience	1,2,3,4,5,6
Resources	EEF Teaching, Learning Toolkit, previous school experience	1,2,3,4,5,6,7

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

Budgeted cost: £20,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular clubs	Experience of the School. EEF - physical activity, outdoor learning, arts interventions, extending school time	5,7
Class trips and residential stays	Experience of the School. EEF - physical activity, outdoor adventure learning	5,7
Visitors to the school	Experience of the School. EEF – aspiration interventions, peer tutoring, social and emotional learning	5,7

Total budgeted cost: £66,600

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.

Outcome 1: Pupil Premium children as a group had attendance levels of 95%. This shows that children are keen to come to school and parents are happy and secure in the knowledge that children are safe and well cared for.

Outcome 2: At Key Stage 2 our **pupil premium children** achieved as follows:

Reading: 75% achieved expected standard and 50% achieved greater depth.

Writing: 75% achieved expected standard and 25% achieved greater depth.

Maths: 75% achieved expected standard and 25% achieved greater depth.

SPAG: 75% achieved expected standard and 50% achieved greater depth.

Our **Year 6 children** as a whole achieved as follows:

Reading: 86% achieved expected standard and 34% achieved greater depth.

Writing: 76% achieved expected standard and 14% achieved greater depth.

Maths: 83% achieved expected standard and 24% achieved greater depth.

SPAG: 80% achieved expected standard and 31% achieved greater depth.

Our children are therefore ready for the next stage in their academic journey.

Outcome 3: A large selection of class trips both local and further afield help develop a broader perspective for our children. Visitors into School also help to further learning and understanding as well as cultivating an interest and enthusiasm within our pupils.

Outcome 4: A wide range of extra curricular clubs are run through the school offering a wealth of new experiences and learning opportunities. These are hugely popular with children and parents.

Externally Provided Programmes

Programme	Provider
Reading and Writing	Jane Considine, Spelling Shed
Maths	White Rose Maths
Assessment	Target tracker

