

Pupil Premium Strategy Statement

Holy Cross Catholic Primary School

2024-2026

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 | 221 |
| Proportion (%) of pupil premium eligible pupils | 19% (+4%) |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 2025/2026 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Sandra Power |
| Pupil premium lead | Marie Ellis |
| Governor / Trustee lead | Rachel Thomas |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £72520 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years | 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 | £72520 |

Part A: Pupil premium strategy plan

Statement of intent

Holy Cross is a one form entry mixed voluntary aided Catholic Primary School with a 30-hour Nursery, situated in a large urban area to the northwest of Thurrock. Many of children come from the local wards of Belhus, Ockendon and Aveley, although a number travel into school from further afield, including Purfleet and Tilbury. The school is situated in a rapidly developing area comprised mostly of social housing. 44% of pupils are baptised Catholics, the remainder are mainly other Christians. 56% of pupils are from Black African, Black Caribbean or any other Black Background. Holy Cross has a high level of pupils with SEND; 25 children have EHCP's and 21 children on SEN Support. We have 19 children receiving intervention from children's social care at different levels. Although numbers of FSM and Pupil Premium are low, social deprivation is high. Many of our families are unable to claim for FSM due to immigration and no recourse to public funds. Our school community has very high expectations for pupils and attendance is generally good.

Common barriers to learning for some disadvantaged children include weak language and communication skills, lack of confidence, lack of engagement in reading and lack of appropriate support from home. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through -

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Developing a love of reading based on developing fluent, confident readers with effective comprehension skills that permeates standards across all areas of the curriculum.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and provide targeted support for all

children who are disadvantaged in their ability to progress and reach their full potential.

- Pupil premium funding will be allocated following a needs analysis based on throughout assessments which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Effective CPD and monitoring support on challenge across the curriculum to ensure more able disadvantaged pupils are targeted and supported to achieve greater depth
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, grouped tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency and GLD at the end of EYFS, despite making good progress. |
| 2 | Pupils' attainment at the end of key stage 2 for ARE is lower than local and national averages in some areas due to the high level of needs within this cohort. |
| 3 | Pupils' attainment at the end of key stage 2 for GD is lower than local and national averages in some areas due to the high level of needs within this cohort. |
| 4 | Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently. |
| 5 | Enrichment opportunities and wider life experiences not always prioritised due to low income. |

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 |
|--------------------------------|---|
| Progress in Reading | Achieve national average progress scores in KS2 Reading |
| Progress in Writing | Achieve national average progress scores in KS2 Writing |
| Progress in Mathematics | Achieve national average progress scores in KS2 Maths |
| Greater Depth in writing | Achieve national average for greater depth writing and reading |
| Other | Ensure attendance of disadvantaged pupils is above 96% |
| Improved attitudes to learning | Children are engaged as motivated and independent learners across all areas of the curriculum |

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: £54, 245 (for academic year 2024/2025)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------|--|-------------------------------|
| HLTA targeting support | HLTA working with identified pupils, directed by class teachers in key stage 2 to address gaps in learning through targeted intervention in whole class teaching and support to ensure children receive timely feedback and challenge within lessons to support progress and address misconceptions. | 2, 4 and 5 |
| HLTA Intervention Groups | HLTA to run targeted intervention groups directed by class teachers in key stage 2 and EYFS on language development to ensure language development programme is followed and children received targeted support in collaboration with class teacher. | 1, 2 and 4 |

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

Budgeted cost: £ 10000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Online subscriptions and curriculum enrichment to support learning both in school and at home | The Literacy Tree, White Rose Maths, Times Tables Rockstars, Ten Ten, Year 6 SATS and to support the development of reading, language acquisition, skills development across the curriculum, development of positive learning behaviours and engagement in learning. | 2, 3 4 and 5 |
| Targetted support to identified disadvantaged children across the | Intervention is planned in collaboration with class teachers based on accurate and in-depth assessment to ensure gaps in learning are addressed to support progress and ensure children | 2, 4 and 5 |

| | | |
|---|--|---------|
| school on a weekly basis | are meeting progress targets from previous key stage. | |
| Development of writing provision across the school. | To further develop early writing across the school to ensure teachers are experienced and confident in ensuring key concepts are embedded early in EYFS and key stage 1 to secure writing for further development across the school. | 1 and 4 |

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

Budgeted cost: £ 8265

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Nurture provision | BCCS counselling support for pupils throughout the academic year to support pupils' social, emotional, and behavioural needs, through BCCS counselling services or social-emotional learning programs. Improve communication with and support for parents, including regular updates, parent workshops, and home-school partnerships, to involve them in their child's well-being and academic progress. | 3 |
| Provide a wide range of extended care to support disadvantaged pupils and families | Make breakfast club and after school club provision available to families in need to ensure that disadvantaged pupils have access to nutritious meals and start their day off well and are cared for and have a meal at the end of the day. | 3 and 1 |
| Pupil travel costs | Support families in accessing school with financial support for bus fares and access to extended hours provision. | 2 and 3 |
| Enrichment provision | To ensure we offer extra-curricular activities, including sports, outdoor activities, arts, and culture for disadvantaged pupils to ensure they are provided with additional opportunities for disadvantaged pupils to engage in enriching experiences. | 1, 4 and 5 |

Total budgeted cost: £ 72,520.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School overview (2023-2024)

| Detail | Data |
|---|-------------------------------------|
| School name | Holy Cross Catholic Primary School |
| Number of pupils in school | 228 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023 2023/2024 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Sandra Power |
| Pupil premium lead | Heather Westrop |
| Governor / Trustee lead | Rachel Thomas |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £56,745.00 |
| Recovery premium funding allocation this academic year | £7868 |
| Pupil premium funding carried forward from previous years | 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 | £64,613.00 |

Data Outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. By the end of each Key Stage, gaps in prior attainment were diminished allowing accelerated progress in many cases.

By the end of EYFS, the 4/6 PP children achieved GLD.

By the end of Y1 the 4/8 PP children met the expected standard for the Phonic Screening.

By the end of Y2 the 6/9 PP children met the expected standard for the Phonic Screening.

By the end of KS1, 7/9 PP children met at least ARE in reading, 4/9 achieved at least ARE in writing and 6/9 achieved at least ARE in maths and 100% of the children made good progress.

In KS2 (Y6) there were 7 PP children.

In Reading 5/7 PP children met at least the ARE

In Writing 4/7 PP children met the ARE

In Maths 3/7 children met at least the ARE

In GPS 2/7 PP children met the ARE.

The pupils who have not met ARE have made good progress from their starting points.

They were targeted as part of the recovery premium to support acceleration in their progress, and they had additional support throughout the year.

High quality teaching developed independence towards learning for all pupils in our school, particularly our disadvantaged pupil

The data demonstrates that children from key stage 1 are making improved progress and gaps are narrowing between disadvantaged and non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance of disadvantaged pupils is improving, and attendance letters are sent out on a termly basis with follow up meetings with parents making a positive impact on attendance of disadvantaged pupils.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that –

The role of the HLTA intervention strategies have demonstrated a positive impact on pupil attainment.

The targetted intervention support for disadvantaged pupils has positively improved their outcomes, particularly for those targeted pupils who have achieved greater depth.

Teaching (for example, CPD, recruitment and retention)

HLTA targeting support - HLTA has worked with identified pupils, directed by class teachers in key stage 2 to address gaps in learning through targeted intervention in whole class teaching and support has ensured misconceptions have been identified and pupils have been able to make accelerated progress.

HLTA training has ensured staff are able to contribute to the whole school development points in the development of early reading and scaffolding.

HLTA Intervention Groups HLTA have run targeted intervention groups directed by class teachers in key stage 2 and EYFS on language development to ensure language development programme is followed and children received targeted support in collaboration with class teacher allowing us to effectively deliver the NELI programme and targeted language support.

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

Online subscriptions and curriculum enrichment to support learning both in school and at home has enabled children to receive targeted homework and additional tasks at home through Times Table Rockstars, RWI home and online books and CGP.

Online subscriptions have enriched learning and CPD for staff on the use of the curriculum support enabling teachers to deliver high quality teaching and learning across all areas of the curriculum.

CPD focus areas for all staff has included the use of peer review for cross trust support on the use of scaffolding to support learning for all pupils, the implementation of RWI as an early reading approach, the development of the maths mastery approach and the support of SEND pupils.

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

The nurture provision provided by BCCS has impacted positively on behaviour and emotional support of all pupils in enabling them to access the wider school offer and enable them to reach their full potential.

The wider offer we have provided through a wide range of extended care to support disadvantaged pupils and families has enabled children from across the school to get to school early and safely and have a school breakfast with the emotional support of school staff.

The enrichment provision has ensured all children have access to a wider cultural entitlement through residential visits, museums, zoos, theatres etc. including accessing the curriculum in school through a variety of visitors enabling them to develop their understanding of the wider world further developing their vocabulary and language.

Externally provided programmes.

| Programme | Provider |
|--------------------------------|-------------------------|
| Read Write Inc Phonics Support | RWI |
| John Hattie | Visible Learning |
| Peer Review | Peer Review Partnership |