

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	148 (Dec 2025)
Proportion (%) of pupil premium eligible pupils	21% (31 children) (Dec 2025)
Academic year/years that our current pupil premium strategy plan covers	2025 to 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Lucie Banks, Headteacher
Pupil premium lead	Mrs Lucie Banks, Headteacher
Governor / Trustee lead	Mrs Michelle Beattie, Link Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation for this academic year	£38,990 (2025-2026)
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	£38,990 (2025-2026)

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross, our ambition is that every disadvantaged pupil thrives academically, socially and personally. We want all pupils to leave our school achieving strong outcomes across the curriculum, with secure foundational knowledge in reading, writing and mathematics, so they are fully prepared for the next stage of their education and life beyond. Our disadvantaged pupils will be confident, independent and resilient learners who can think critically, communicate effectively and recognise their own strengths and value.

Our Pupil Premium Strategy focuses on identifying and tackling the specific challenges faced by our disadvantaged pupils at the earliest possible point. We prioritise high-quality teaching – particularly in English and mathematics – as the most effective way to raise attainment and close learning gaps. This includes strengthening subject knowledge, planning, assessment and adaptive practice so that all pupils receive consistently strong instruction every day.

Alongside this, we deploy sharply targeted academic support to prevent gaps from widening and to accelerate progress where needed. We also recognise the significant impact that attendance, wellbeing, confidence and access to experiences have on pupils' readiness and ability to learn. Therefore, we place equal emphasis on removing wider barriers, promoting strong attendance, supporting emotional and social development, and ensuring all disadvantaged pupils have access to enrichment and cultural capital opportunities.

The key principles that underpin our strategy are:

High-quality teaching first – strong classroom practice, ongoing professional development and precise assessment drive improvement in outcomes and ensure equity for disadvantaged pupils.

Early identification and rapid, targeted support – intervention is timely, evidence-informed and focused on securing progress.

Addressing wider barriers – attendance, wellbeing and enrichment support ensures pupils are ready to learn, feel a strong sense of belonging and can fully participate in school life.

Inclusive culture and high expectations – every member of staff holds responsibility for disadvantaged pupils and believes in their potential to excel.

Through these principles, we ensure that disadvantage is never a barrier to success. We are committed to enabling every pupil to flourish – academically, emotionally and spiritually – as a valued member of our school family.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils as part of the December 2025 review.

Challenge number	Detail of challenge
1	<p>KS2 mathematics attainment and progress</p> <p>Disadvantaged pupils' outcomes in maths remain significantly below national disadvantaged and non-disadvantaged averages. Maths fluency and reasoning gaps widen if not addressed early.</p>
2	<p>KS2 reading attainment and progress</p> <p>Although improving, reading attainment for disadvantaged pupils at KS2 remains below national disadvantaged; gaps persist for some pupils with insecure comprehension or vocabulary knowledge.</p>
3	<p>KS2 writing attainment and progress</p> <p>While writing has shown the strongest improvement, disadvantaged writing outcomes are not yet consistently meeting or exceeding national disadvantaged averages. Spelling and independent writing stamina remain areas to strengthen.</p>
4	<p>KS2 combined RWM outcomes remain significantly below national</p> <p>The majority of disadvantaged pupils do not achieve the combined reading, writing and maths expected standard by the end of KS2, limiting future curriculum access.</p>
5	<p>Early identification of learning gaps in KS1 and Lower KS2</p> <p>Although EYFS outcomes are strong, some disadvantaged pupils in KS1 and Lower KS2 develop gaps in foundational reading, writing and number skills that are not always captured and addressed early enough.</p>
6	<p>Attendance gap between disadvantaged and non-disadvantaged pupils</p> <p>While overall attendance is improving, in 2024–25 disadvantaged attendance was significantly lower than that of non-disadvantaged pupils. Persistent absence is concentrated in a very small number of pupils with complex needs, widening the attendance gap and resulting in lost learning time. Closing this gap remains a priority so disadvantaged pupils can access the same learning opportunities as their peers.</p>
7	<p>Need for high-quality targeted academic support in KS2</p> <p>Not all pupils at risk of falling behind access timely, structured, evidence-based intervention; gaps remain for those needing accelerated progress.</p>
8	<p>Ensuring equitable access to enrichment and aspiration-raising opportunities</p> <p>While enrichment offer is strong, participation and impact for disadvantaged pupils are not yet consistently tracked to ensure equity and measurable outcomes.</p>
9	<p>Consistency in assessment, monitoring and evaluation of PP provision</p> <p>Small cohorts mean every pupil's progress matters; intervention entry/exit data and evaluations need greater consistency to clearly demonstrate impact and value for money.</p>

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
To improve maths outcomes for disadvantaged pupils.	Disadvantaged attainment in KS2 maths increases each year, moving closer to national disadvantaged outcomes. By July 2028: at least 50% of disadvantaged pupils achieve EXS in maths at KS2 (37.5% in 2025). Termly data shows disadvantaged pupils make at least expected progress from their starting points. Internal data shows arithmetic and reasoning improves term-on-term.
To improve reading outcomes for disadvantaged pupils.	Disadvantaged KS2 reading attainment increases each year toward national disadvantaged. By July 2028: at least 65% of disadvantaged pupils achieve EXS in reading at KS2 (37.5% in 2025). Reading comprehension tracking shows disadvantaged pupils achieving in line with peers in at least 3 year groups by 2027/28 Improved reading stamina and vocabulary use evidenced in work scrutiny and assessments.
To secure and sustain improved writing outcomes for disadvantaged pupils.	By July 2028: disadvantaged KS2 writing outcomes at least in line with national disadvantaged. Accurate spelling demonstrated consistently in independent writing. Progress in writing across KS2 evidenced in books and internal data. Moderation confirms improved quality and consistency.
To improve combined RWM outcomes for disadvantaged pupils.	By July 2028: at least 40% of disadvantaged pupils achieve EXS in RWM combined at KS2 (12.5% in 2025). Internal milestone data shows disadvantaged pupils meeting end-of-year expectations in at least two core subjects across every year group. Termly pupil progress reviews show reduced numbers of disadvantaged working below.
To implement earlier identification of gaps for disadvantaged pupils in KS1 and Lower KS2.	Reading, phonics and maths screening results show disadvantaged pupils identified and supported within 6 weeks of emerging need. Data shows diminishing gap between disadvantaged and non-disadvantaged in Years 1–3.
To reduce the attendance gap between disadvantaged and non-disadvantaged pupils.	By July 2028: disadvantaged attendance is closer in line with national. The in-school attendance gap between disadvantaged and non-disadvantaged pupils reduces by at least 1 percentage point each year. Persistent absence for disadvantaged pupils reduces year-on-year
To implement timely and effective targeted academic support in KS2.	All disadvantaged pupils accessing intervention have clear entry and exit data, with at least 70% making at least expected progress by July 2028. Intervention timetables reviewed termly to ensure needs are met quickly. Disadvantaged pupils' progress in targeted groups improves faster than cohort average.
To ensure disadvantaged pupils access a broad and ambitious enrichment offer.	Participation tracking shows disadvantaged pupils make up at least 30% of pupils attending clubs and enrichment activities every term. Zero disadvantaged pupils prevented from attending trips or experiences for financial reasons. Annual pupil voice shows improved confidence, aspiration and sense of belonging for disadvantaged pupils.
To implement stronger monitoring and evaluation of Pupil Premium impact.	All PP-funded actions have success criteria and termly impact reviews. Governors receive clear attendance, attainment and provision data for disadvantaged pupils at least termly. Evaluation evidence informs future spending decisions, recorded in annual strategy review.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,476

Activity	Evidence that supports this approach	Challenge addressed
Strengthening mathematics teaching through ongoing CPD, coaching cycles and curriculum planning, including mastery approaches, structured reasoning tasks, and use of manipulatives across KS2.	High-quality teaching is the most effective way to improve outcomes for all pupils, particularly disadvantaged learners. The EEF's pupil premium guidance highlights <i>professional development, mastery learning and effective feedback</i> as high-impact strategies. EEF Pupil Premium Guidance — Mastery, Feedback, Professional Development: https://educationendowmentfoundation.org.uk/using-pupil-premium	1, 4, 6
Whole-school literacy CPD focusing on reading comprehension, vocabulary development and consistent writing expectations across KS1–KS2.	EEF research identifies <i>reading comprehension strategies and oral language interventions</i> as particularly effective for disadvantaged pupils when implemented consistently. EEF Pupil Premium Guidance — Reading Comprehension & Oral Language: https://educationendowmentfoundation.org.uk/using-pupil-premium	2, 3, 4
Year 5 teacher attendance on the “IOW Strengthening Year 5 in order to raise attainment in Year 6” course, followed by dissemination of learning to KS2 team to embed improved pedagogy, assessment and intervention strategies.	EEF emphasises the importance of sustained, high-quality professional development in improving outcomes for disadvantaged pupils, with a strong link to curriculum knowledge and adaptive teaching to meet need.	1, 2, 3, 4, 6
Purchase and implementation of high-quality assessment materials to support accurate, diagnostic assessment and ensure teachers can precisely identify misconceptions, track pupil progress and plan next steps for disadvantaged pupils.	The EEF states that <i>gathering feedback on how well pupils have learned a topic is essential in enabling teachers to address misunderstanding and provide the right level of challenge in future lessons</i> . High-quality assessment processes ensure teaching is responsive and learning is personalised, particularly for disadvantaged pupils. Assessment and Feedback EEF At school level, our approach uses assessment analysis to accurately identify strengths and gaps and shape next steps — ensuring disadvantaged pupils receive the most effective support at the right time.	1, 2, 3, 4, 9
Pupil Progress plans devised and implemented, and evaluated through a rigorous cycle of monitoring.	In order to ensure an individual focus for those disadvantaged and multi vulnerable pupils, teacher use a rigorous approach of data analysis and SMART targets setting to inform actions and plan and deliver targeted intervention. As a result, pupil's individual gaps are addressed and progress is made.	1, 2, 3, 4, 6, 9

	Assessment and feedback EEF (educationendowmentfoundation.org.uk) - The Updated guide to Pupil Premium (Marc Rowland) - The Inclusive Classroom/ (Daniel Sobel & Sara Laston)	
--	--	--

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

Budgeted cost: £10,158

Activity	Evidence that supports this approach	Challenge addressed
Booster Programme for Year 4, Year 5 and Year 6 led by highly skilled staff, focusing on addressing specific learning gaps in reading and maths. This will include small-group sessions tailored to the needs identified through assessment data and pupil progress reviews.	<p>Evidence demonstrates that tuition targeted at specific needs and knowledge gaps can be highly effective in supporting pupils who are low-attaining or falling behind. Both one-to-one tuition and small-group tuition approaches have been shown to improve attainment:</p> <p>Small-group tuition is particularly effective when structured and targeted at specific gaps. Small group tuition EEF Toolkit Strand (educationendowmentfoundation.org.uk)</p> <p>This approach aligns with the EEF's evidence base that targeted tutoring delivered by skilled practitioners can make accelerated progress possible for disadvantaged pupils when it is closely matched to individual needs.</p>	1, 2, 3, 6
Teaching Assistants provide 1:1 and small-group interventions for disadvantaged pupils, focused on overcoming specific barriers in reading, writing and maths identified through assessment and progress discussions.	<p>Evidence from a variety of pedagogical literature and research shows tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups</p> <p>As a result of targeted intervention we aim to accelerate the progress of pupils who demonstrate challenges in overcoming barriers to learning through the use of techniques including pre teaching, over-teaching i.e. repetition of less secure concepts and precision teaching. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 6

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

Budgeted cost: £11,356

Activity	Evidence that supports this approach	Challenge addressed
Attendance focus including weekly monitoring of disadvantaged pupils, structured Attendance Action Plans, SAM meetings, home visits where appropriate, and positive attendance messaging (stickers, certificates and prizes).	The Department for Education's guidance highlights that a clear, consistent attendance strategy is key to improving attendance, especially when combined with strong family relationships and targeted follow-up where patterns of non-attendance start to form. <i>Working Together to Improve School Attendance</i> — DfE (September 2022) https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5
Subsidised enrichment opportunities (trips, clubs, residential) and participation tracking to ensure disadvantaged pupils access a broad and ambitious curriculum.	The DfE states that Pupil Premium can be used to provide enrichment which improves engagement, cultural capital and aspiration for disadvantaged pupils: <i>Using Pupil Premium Funding – DfE guidance</i> https://www.gov.uk/government/publications/using-pupil-premium-funding	7
Forest School sessions to support pupils' engagement with outdoor learning, develop wider interests, and address emotional and mental health needs.	Research shows that Forest School experiences can positively affect pupils' confidence, social skills, communication, motivation, physical skills, knowledge and understanding, particularly benefiting those with barriers to engagement: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	5, 7
Strengthened monitoring and evaluation of Pupil Premium provision including a detailed provision map, clear entry/exit criteria for all interventions, and termly reporting to governors with attendance, progress and impact data.	DfE Pupil Premium guidance highlights that robust monitoring and evaluation ensures that funding is focused on approaches that demonstrably improve outcomes: <i>Using Pupil Premium Funding – DfE guidance</i> https://www.gov.uk/government/publications/using-pupil-premium-funding	8
Provide Breakfast Club places and funding for essential daily items (e.g. uniform essentials, hygiene products, snacks) to ensure disadvantaged pupils have a positive and settled start to the day and are fully equipped to participate in learning.	National evidence shows that supporting pupils with access to breakfast and basic daily needs improves punctuality, readiness to learn and behaviour. This helps pupils feel secure, supported and included, which reduces anxiety and supports consistent attendance. A well-nourished and well-prepared child is more likely to be able to focus, participate, and regulate emotions in learning.	5, 7, 8

Total budgeted cost:
2025-2026 = £38,990