

Review of 2022-2025 Pupil Premium Strategy – December 2025 (review of 2024-2025)

Intended outcome	Success criteria
To narrow the attendance gap between pupils eligible for PP and their peers.	The attendance gap for PP pupils and non-PP pupils will be reduced.
<p>Evaluation: Partially met / positive impact <i>FSM6 attendance has been at or above national for the last two years: 93.2% (2024/25) vs national 92.4% Our disadvantaged pupils are attending school as much as, or more than, disadvantaged pupils nationally.</i></p> <p><i>National attendance fell after COVID and is still gradually recovering. Our attendance Has improved more quickly than the national picture, meaning we are catching up faster than many schools. The strategies we have in place (family support, pastoral work, attendance monitoring) are working and improving attendance for disadvantaged pupils. However, in-school gap fluctuates year to year due to small cohort sizes, meaning this has not been consistently narrowed. Attendance can be considered a strengthening area.</i></p>	
To improve attendance for disadvantaged pupils in Year 5 and Year 6.	Attendance for PP pupils, particularly in Years 5 and 6, will be closer to that of national average.
<p>Evaluation: Improving picture <i>FSM6 attendance has been at or above national for the last two years: 93.2% (2024/25) vs national 92.4%. However, disadvantaged attendance data for both Year 5 and Year 6 was negatively impacted by a small number of persistently absent disadvantaged pupils with high and complex needs. Across these five disadvantaged pupils, barriers included:</i></p> <ul style="list-style-type: none"> • Young carer responsibilities • Significant family illness (including cancer treatment) • Anxiety and health-related absence (e.g. appendectomy, weight management, knee treatment) • Bereavement and emotional dysregulation • Autism assessment underway • Friendship challenges affecting attendance and punctuality • CIN involvement and ongoing external support needs <p><i>In each case, school has responded swiftly and robustly. Actions included:</i></p> <ul style="list-style-type: none"> • Repeated SAM meetings with families • Breakfast club support • Home visits and weekly check-ins • Referrals to Education Welfare, School Nursing, Youth Trust and LA medical services • Anxiety support, nurture provision and targeted pastoral intervention • Clear expectations set for return to school following medical recovery • Monitoring of unauthorised holidays and follow-up actions <p><i>These strategies have ensured that pupils have remained engaged with school, safeguarded and supported, despite significant challenges at home. As a result, no pupil became school-refusing, disengaged from learning, or at risk of exclusion.</i></p>	
Improved writing attainment for disadvantaged pupils at the end of Key Stage 2	<p>Achievement of national average progress scores in Key Stage 2 in writing.</p> <p>Improved spelling test scores (Spelling Shed) and evidence of increased application of spelling in writing.</p>
<p>Evaluation: Mostly achieved <i>Disadvantaged writing outcomes are now very close to national disadvantaged outcomes. 55% vs 59% national disadvantaged.</i></p> <p><i>Writing is the main academic success of the strategy. The teaching and intervention changes worked (KS2 writing project, CPD, structured teaching). We still need to ensure strong spelling foundations continue to improve outcomes.</i></p>	
Improved maths attainment for disadvantaged pupils at the end of Key Stage 2	<p>Achievement of national average progress scores in Key Stage 2 in maths.</p> <p>Improvement in arithmetic test scores.</p>
<p>Evaluation: Not achieved — ongoing priority <i>Well below national disadvantaged on latest 3-year average, 35% vs 60% national disadvantaged. Gap to non-disadvantaged: -45 pp (3-year average)</i></p> <p><i>Despite implementing and embedding a new maths scheme, leading to an improving picture, this has not yet translated into academic gains in maths.</i></p>	

<p><i>Intervention and teaching strategies for maths have not yet had enough impact. We will need a major strategic focus on disadvantaged maths progress and earlier intervention.</i></p>	
<p>Improved knowledge of times tables facts as evidenced by the Year 4 multiplication check and class data</p>	<p>Attainment in the Year 4 Multiplication Tables Check is in line with national standards</p>
<p>2025 score: 21.3 <i>This is slightly above the 2025 national average of 21.0.</i></p> <p><i>The current score of 21.3 represents an improvement in pupils' multiplication fluency year-on-year, Our teaching and practice approaches (timetables practice, focused fluency work, regular retrieval) are working effectively.</i></p>	
<p>Specific barriers to learning are reduced. Children demonstrate positive behaviour for learning, demonstrating resilience and the ability to use setbacks as learning points.</p>	<p>Specific pupil progress reviews and intervention reviews from a range of sources (for example, Inclusion Lead & Forest School Lead) will confirm that barriers to learning are being reduced. Parental voice shows that they feel supported by the school.</p>
<p>Evaluation: Achieved — strong evidence of impact <i>Recent inspection evidence confirms that pupils at Holy Cross demonstrate consistently strong attitudes to learning. They are highly engaged in lessons, showing enthusiasm, curiosity and a real desire to improve their knowledge and understanding. This leads to positive behaviour, good conduct and sustained concentration in learning activities, enabling pupils to make meaningful progress.</i></p> <p><i>Pupils collaborate effectively with one another, demonstrating exceptional respect and kindness. Older pupils act as role models and actively support younger pupils during learning and unstructured times, contributing to exemplary behaviour across the school. These strong relationships reinforce a culture where pupils feel safe, secure and confident to take risks in their learning.</i></p> <p><i>Pupils show confidence in communicating their ideas, using subject-specific vocabulary accurately and proudly sharing what they know. They take considerable pride in the presentation and quality of their work, which inspectors noted reflects clear progress, responsibility and positive learning attitudes.</i></p> <p><i>Inspectors also found that pupils are happy, proud of their school and enjoy attending every day, supported by caring relationships and strong pastoral provision. This positive school culture ensures pupils are ready to learn, able to engage and equipped to succeed.</i></p> <p><i>Our fixed-term suspension rate of 1.35% is above the broad national primary suspension rate estimate (approximately 0.66%). However, primary suspension figures are typically very low and subject to fluctuation in small cohorts; two incidents in a school of 148 pupils can significantly affect percentages.</i></p> <p><i>Pupil voice also demonstrates the impact of Forest School on wellbeing.</i> On the whole, disadvantaged pupils are present, calm, supported, and able to access learning. This is a key non-academic success area of the strategy.</p>	
<p>Barriers to learning are reduced because of the support given to families through the school.</p>	<p>Parental voice shows that they feel supported by the school.</p>
<p>Evaluation: Achieved — evidence of impact <i>Targeted family support has contributed to improved engagement and reduced barriers to learning for disadvantaged pupils. The school works proactively with families through structured attendance meetings, informal pastoral contact and CIN/CP processes where required. Staff signpost families to external agencies when appropriate and make referrals for additional support, including to the School Nurse Team, Youth Trust and the Mental Health Support Team. This ensures that vulnerable pupils receive timely and coordinated help.</i></p> <p><i>As highlighted by Ofsted, "Parents and carers are supportive of the school's improvement journey. Many of them commented on the positive changes made by the new leadership team." This reflects strong and trusting relationships with families, which underpin improvements in attendance and behaviour for learning.</i></p> <p><i>Positive inspection evidence reinforces this culture of support: the CSI report notes that pastoral care is "all-encompassing" and that staff know their families well and quickly provide help such as uniform, food or breakfast club places, always handled "discreetly and with dignity."</i> <i>Staff are described as valuing "strong relationships" and knowing they can rely on the school community when support is needed.</i></p>	

These improvements in family partnership are also reflected indirectly through increased attendance for many disadvantaged pupils and very low rates of suspension, further demonstrating the impact of pastoral support on learning readiness.

Raised expectations and aspirations of disadvantaged children, through a wealth of cultural capital opportunities.

An increase in participation in enrichment activities, particularly among disadvantaged pupils
Through discussions with children and parents, disadvantaged children display higher aspirations and consequently achieve higher.

Evaluation: Disadvantaged pupils accessed a widening range of enrichment opportunities across the year, supporting inclusion, confidence and readiness to learn.

Enrichment provision broadened significantly over the 2024–25 academic year, including a mix of internal and external clubs offering creative, sporting and social experiences.

Disadvantaged pupils have accessed these opportunities well, with several clubs reflecting strong or improving participation:

In Autumn, PP attendance was particularly high in:

- *Ballet: 62.5% disadvantaged*
- *Drama KS2: 33% disadvantaged*
- *Peach Games targeted group: 52% disadvantaged*

Participation remained positive into Spring, including:

- *Drama KS1: 25% disadvantaged*
- *Arts & Crafts: 22% disadvantaged*
- *Lego Club: 20% disadvantaged*
- *Peach Games targeted offer sustained at 52% disadvantaged*

In Summer, access widened into more sport-based clubs:

- *Football: 29.4% disadvantaged*
- *Cricket KS2: 28.5% disadvantaged*
- *KS2 Lego: 33% disadvantaged*
- *Summer Sports: 37.5% disadvantaged*

These figures demonstrate that a strong proportion of disadvantaged pupils are engaging with after-school provision. Notably, targeted clubs such as Peach Games and booster groups have ensured that pupils with identified needs receive tailored and supportive access. The offer has also expanded to include both interest-based and skill-based activities, helping pupils explore new talents and interests.

This improved enrichment access aligns with inspection feedback reflecting positive attitudes to school, strong peer relationships and a clear sense of pride and belonging in the school community.

All pupils, including those who are disadvantaged, have benefited from a wide and ambitious offer of trips, visitors, performances, sporting opportunities and outdoor learning experiences across the year. Every year group has taken part in multiple curriculum-linked visits — such as Roman Villa, Tutankhamun Exhibition, Osborne House, Wildheart Sanctuary, Winchester Science Museum and the Mayflower Theatre — providing rich real-world connections that deepen learning and broaden horizons.

Forest School and CAFOD workshops have supported the development of confidence, teamwork and social responsibility in every class. Pupil leadership opportunities through the School Council have further enhanced communication skills and civic engagement, including meetings with local councillors and community projects such as 'Reading with the Residents'. Sporting participation for disadvantaged pupils is strong across a range of competitions and festivals, supporting resilience, collaboration and aspiration.

This strong programme demonstrates that disadvantage is not a barrier to participation, and disadvantaged pupils are consistently included in experiences that help them develop cultural capital, self-belief and a positive attitude towards their future.

In completing the review, the school will look at why some of the specified outcomes may not have been achieved, alongside further data analysis, revisiting the current strategies and further research into effective practice for Pupil Premium pupils, to ensure the ongoing Pupil Premium Strategy is relevant and effective.