

Review of 2022-2025 Pupil Premium Strategy – December 2024 (review of 2023-2024)

Intended outcome	Success criteria																								
1. The attainment gap between pupils eligible for PP and their peers will narrow.	Early Years Foundation Profile indicates gap narrowing year on year.																								
<p>Three-year data trend:</p> <table border="1" data-bbox="124 506 884 831"> <thead> <tr> <th colspan="4" data-bbox="124 506 884 539">% achieving a Good Level of Development</th> </tr> <tr> <th data-bbox="124 539 371 600">Year</th> <th data-bbox="371 539 544 600">2024 24 pupils</th> <th data-bbox="544 539 716 600">2023 12 pupils</th> <th data-bbox="716 539 884 600">2022 22 pupils</th> </tr> </thead> <tbody> <tr> <td data-bbox="124 600 371 633">Holy Cross Catholic Primary</td> <td data-bbox="371 600 544 633">88% (21/24)</td> <td data-bbox="544 600 716 633">92% (11/12)</td> <td data-bbox="716 600 884 633">77% (17/22)</td> </tr> <tr> <td data-bbox="124 633 371 667">National Average</td> <td data-bbox="371 633 544 667">68%</td> <td data-bbox="544 633 716 667">67%</td> <td data-bbox="716 633 884 667">65%</td> </tr> <tr> <td data-bbox="124 667 371 728">Pupil Premium</td> <td data-bbox="371 667 544 728">0% (0/0)</td> <td data-bbox="544 667 716 728">50% (1/2)</td> <td data-bbox="716 667 884 728">100% (1/1)</td> </tr> <tr> <td data-bbox="124 728 371 831">Not Pupil Premium</td> <td data-bbox="371 728 544 831">88% (21/24)</td> <td data-bbox="544 728 716 831">100% (10/10)</td> <td data-bbox="716 728 884 831">76% (16/21)</td> </tr> </tbody> </table> <p>As can be seen, the EYFS data indicates that Pupil Premium achieved less well than not Pupil Premium in 2023 but better in 2022. In 2024 we didn't have any children in the cohort in receipt of Pupil Premium funding.</p> <p>Pupils who did not achieve a GLD are monitored and actions implemented to support their progress through Pupil Progress meetings and Pupil Passport Meetings (for those with SEND).</p> <p>Little Wandle has had a noticeable impact on children's ability to decode and read words and sentences with increased confidence and fluency. The programme supports the development of phonological awareness, vocabulary and understanding as well as developing children's working memory. There is also a positive impact on developing children's comprehension skills. This has in turn impacted positively on oral language skills, social skills and conceptual understanding as well as pupils being able to hold sounds, words and sentences in their heads to apply in writing. The additional phonics sessions targeted at disadvantaged pupils who require further support in phonics have been successful.</p> <p>Literacy, including writing, has been an area of development and the school has been on a journey to develop indoor and outdoor provision to support this. Children's core strength is key to subsequently developing and refining fine motor skills, so the school designed and planned some large-scale structures for the garden, to help build this vital core strength, including: a 3m x 3m sand pit, which the children can sit inside to dig, sculpt and build; a large water pulley system to help strengthen and develop those all-important shoulder and arm muscles; and a climbing wall and rope ladder also provide much needed opportunities to develop and strengthen muscles in arms and legs.</p>		% achieving a Good Level of Development				Year	2024 24 pupils	2023 12 pupils	2022 22 pupils	Holy Cross Catholic Primary	88% (21/24)	92% (11/12)	77% (17/22)	National Average	68%	67%	65%	Pupil Premium	0% (0/0)	50% (1/2)	100% (1/1)	Not Pupil Premium	88% (21/24)	100% (10/10)	76% (16/21)
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2. The attainment gap between pupils eligible for PP and their peers will narrow.	<p>End of Key Stage data indicates gap narrowing year on year.</p> <p>Positive impact of PP Developing Exemplary Provision Project and Year 3/4 Writing Project on PP evident in end of year outcomes.</p>																								

KS1 results:

KS1 Reading	% working at EXS+			% working at GDS		
	2024 23 pupils	2023 15 pupils	2022 27 pupils	2024 23 pupils	2023 15 pupils	2022 27 pupils
Holy Cross Catholic Primary	74% (17/23)	80% (12/15)	67% (11/27)	17% (4/23)	33% (5/15)	22% (6/27)
National Average	Not published	69%	68%	Not published	19%	18%
Pupil Premium	100% (2/2)	50% (2/4)	67% (2/3)	0% (0/2)	0% (0/4)	0% (0/3)

KS1 Writing	% working at EXS+			% working at GDS		
	2024 23 pupils	2023 15 pupils	2022 27 pupils	2024 23 pupils	2023 15 pupils	2022 27 pupils
Holy Cross Catholic Primary	65% (15/23)	80% (12/15)	56% (11/27)	13% (3/23)	7% (1/15)	11% (3/27)
National Average	Not published	60%	58%	Not published	8%	8%
Pupil Premium	50% (1/2)	75% (3/4)	0% (0/3)	0% (0/2)	0% (0/4)	0% (0/3)

KS1 Maths	% working at EXS+			% working at GDS		
	2024 23 pupils	2023 15 pupils	2022 27 pupils	2024 23 pupils	2023 15 pupils	2022 27 pupils
Holy Cross Catholic Primary	78% (18/23)	93% (14/15)	67% (11/27)	17% (4/23)	27% (4/15)	19% (5/27)
National Average	Not published	70%	68%	Not published	17%	15%
Pupil Premium	100% (2/2)	100% (4/4)	0% (0/3)	0% (0/2)	0% (0/4)	0% (0/3)

Key Stage 1 results indicate that Pupil Premium pupils outperformed their peers for the last two years in maths, and for the last year in reading. The next step will be to increase the number of children achieving EXS in writing, and the increase the number of Pupil Premium pupils achieving GDS.

KS2 results:

KS2 Reading	% working at EXS+			% working at GDS		
	2024 14 pupils	2023 22 pupils	2022 21 pupils	2024 14 pupils	2023 22 pupils	2022 21 pupils
Holy Cross Catholic Primary	71% (10/14)	55% (12/22)	86% (18/21)	14% (2/14)	5% (1/22)	38% (8/21)
National Average	74%	73%	74%	28%	29%	28%
Pupil Premium	75% (3/4)	33% (2/6)	75% (3/4)	0% (0/4)	0% (0/6)	0% (0/4)

KS2 Writing	% working at EXS+			% working at GDS		
	2024 14 pupils	2023 24 pupils	2022 21 pupils	2024 14 pupils	2023 24 pupils	2022 21 pupils
Holy Cross Catholic Primary	79% (11/14)	38% (12/24)	76% (16/21)	0% (0/14)	8% (1/24)	0% (0/21)
National Average	72%	71%	69%	13%	13%	13%
Pupil Premium	50% (2/4)	33% (2/6)	75% (3/4)	0% (0/4)	0% (0/6)	0% (0/4)

KS2 GPS	% working at EXS+	% working at GDS
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	2024 14 pupils	2023 22 pupils	2022 21 pupils	2024 14 pupils	2023 22 pupils	2022 21 pupils
Holy Cross Catholic Primary	64% (9/14)	45% (10/22)	76% (16/21)	21% (3/14)	5% (1/22)	29% (6/21)
National Average	72%	72%	72%	33%	31%	28%
Pupil Premium	50% (2/4)	50% (3/6)	75% (3/4)	0% (0/4)	0% (0/6)	0% (0/4)

KS2 Maths	% working at EXS+			% working at GDS		
	2024 14 pupils	2023 22 pupils	2022 21 pupils	2024 14 pupils	2023 22 pupils	2022 21 pupils
Holy Cross Catholic Primary	50% (7/14)	64% (14/22)	81% (17/21)	7% (1/14)	5% (1/22)	24% (5/21)
National Average	73%	73%	71%	25%	25%	22%
Pupil Premium	25% (1/4)	50% (3/6)	75% (3/4)	0% (0/4)	0% (0/6)	25% (1/4)

Key Stage 2 results indicate that, with the exception of Reading in 2024, Pupil Premium pupils underperformed in relation to their peers year on year. The next step will be to increase the number of children achieving EXS in writing and maths.

This Year 6 cohort missed a significant amount of school time due to the Covid pandemic in Years 2 and 3 and did not sit the Key Stage 1 SATs in Year 2. This cohort of pupils has no KS1 statutory teacher assessment data, due to the cancellation of KS1 SATs during the Covid pandemic. This means KS1 to KS2 progress measures can't be calculated.

Targeted intervention has been used to support the lowest 20% in reading, writing and maths across the school, and the English Lead has also provided additional support. The majority of Pupil Premium pupils have made progress from starting points, although have not caught up to achieve age-related expectations.

The development of Venn diagrams has been used to monitor attainment and progress, particularly for vulnerable pupil groups (including PP).

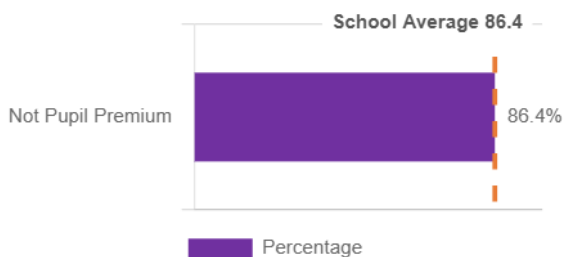
Teachers have received support and CPD provided by HIAS English and Maths Advisors to improve outcomes in maths and writing. Additionally, writing moderation has been applied throughout cluster school moderation. A particular barrier to achieving EXS in writing across the school has been spelling. The school is now adopting the Spelling Shed scheme of learning. This will be rolled out at the start of Spring 1. Pupils have already been baselined and grouped accordingly in preparation.

Maths has also been identified as an area of weakness and inconsistency across the school. Most pupils, including Pupil Premium pupils, perform better in reasoning and less well in arithmetic. Data has identified that pupils are not secure in using the four operations and in applying key maths concepts, such as timetables and key number facts. To address this the school has moved from White Rose to the HIAS Maths Scheme of Learning. A clear strategy for addressing gaps in, and strengthening teaching of, tables and key number facts has been developed and put in place. This will need to be monitored closely going forward.

3. The attainment gap between pupils eligible for PP and non-PP in the phonics check will continue to narrow.

Phonics check data results indicate the gap narrowing year on year.

2024 Phonics Check results:



▼ End of KS1 Data Table

Group	Percentage	Pupil Count
All Pupils	86.4%	19/22
Not Pupil Premium	86.4%	19/22

There are no children receiving Pupil Premium Funding in this cohort. However, this strategy covers 2022-25 so it will be relevant for the current Year 1 cohort and upcoming EYFS cohort.	
4. Specific barriers to learning are reduced. Children demonstrate positive behaviour for learning, demonstrating resilience and the ability to use setbacks as learning points.	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.
<p>Forest School is provided for all pupils one afternoon a week in 6 week blocks. Every pupil receives two blocks of Forest School over the year. Feedback from the Forest School Lead, staff members and pupils is highly positive. Pupils report a positive impact on their wellbeing and happiness during Forest School sessions. Teachers talk about the improved resilience and ability to work with others.</p> <p>Behaviour is monitored through CPOMs. Analysis of behaviour reports shows the majority of Pupil Premium children are demonstrating positive behaviours. Strategies such as brain breaks, Zones of Regulation, targeted support during break and lunchtimes and the use of additional adults to provide regular 'check-ins' have a positive impact of the behaviour of our Pupil Premium pupils. The provision of a self-esteem group, targeted specific pupils, has also had a very positive impact on the behaviour and wellbeing of some of our vulnerable pupils.</p>	
5. Barriers to learning are reduced because of the support given to families through the school.	Parental voice shows that they feel supported by the school.
<p>The school has been working with families of disadvantaged children this year through attendance meetings, informal chats and CIN/CP meetings. Where possible and relevant, parents are signposted to external services, with referrals being made for some families, (for example, the School Nurse Team, Youth Trust, the Mental Health Support Team).</p> <p>Ofsted reported '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.'</p> <p>Next steps will be to gain further parent voice.</p>	
6. Raised expectations and aspirations of disadvantaged children, through a wealth of cultural capital opportunities.	<p>An increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Through discussions with children and parents, disadvantaged children display higher aspirations and consequently achieve higher.</p>
<p>The school continues to seek out opportunities to develop cultural capital for our disadvantaged pupils.</p> <p>Cultural Capital – trips and visits/visitors 2023-24</p>	
Year Group	Activities
EYFS	<ul style="list-style-type: none"> ● Cinema Trip ● Osborne House visits (x3): 2 for planting and follow-up visit, once for Christmas decorations viewing ● Peace at Last Opera for Children ● Mayflower Theatre Pantomime visit ● Forest School (an afternoon a week for six-week blocks, two blocks a year) ● National Storytelling Day (children worked with pupils from across the school on activities around reading and storytelling) ● RNLI visit ● Nettlecombe farm visit - animal feeding and farmer talk ● World Maths Day (online competitions) ● Foodbank visit and talk from volunteer ● World Book Day ● East Cowes Town Square Carols

1 & 2	<ul style="list-style-type: none"> ● Cinema Trip ● Amazon World trip ● National Storytelling Day (children worked with pupils from across the school on activities around reading and storytelling) ● East Cowes Geography Field Study walk ● Mayflower Theatre Pantomime visit ● Peace at Last Opera for Children ● Forest School (an afternoon a week for six-week blocks, two blocks a year) ● Titanic Museum Southampton visit ● East Cowes Town Square Carols ● Carisbrooke Castle Great Fire of London artefacts and visitor (Museum Service) ● World Maths Day (online competitions) ● World Book Day
3	<ul style="list-style-type: none"> ● Cinema Trip ● Mayflower Theatre Pantomime visit ● National Storytelling Day (children worked with pupils from across the school on activities around reading and storytelling) ● Forest School (an afternoon a week for six-week blocks, two blocks a year) ● East Cowes Churches Together Carol Service (part of choir) ● Brading Roman Villa visit ● Classic Boat Museum visit ● World Maths Day (online competitions) ● World Book Day ● East Cowes Town Square Carols
4	<ul style="list-style-type: none"> ● Cinema Trip ● Mayflower Theatre Pantomime visit ● National Storytelling Day (children worked with pupils from across the school on activities around reading and storytelling) ● Forest School (an afternoon a week for six-week blocks, two blocks a year) ● East Cowes Churches Together Carol Service (part of choir) ● Havenstreet Steam Railway visit ● World Maths Day (online competitions) ● World Book Day ● East Cowes Town Square Carols
5	<ul style="list-style-type: none"> ● Cinema Trip ● East Cowes Churches Together Carol Service (part of choir) ● National Storytelling Day (children worked with pupils from across the school on activities around reading and storytelling) ● Mayflower Theatre Pantomime visit ● Weekly Sailing Sessions with Seaview Yacht Club (half term) ● Forest School (an afternoon a week for six-week blocks, two blocks a year) ● World Maths Day (online competitions) ● London Residential trip ● World Book Day ● East Cowes Town Square Carols
6	<ul style="list-style-type: none"> ● Cinema Trip ● UKSA 'Test the Water' experience day ● National Storytelling Day (children worked with pupils from across the school on activities around reading and storytelling) ● Mayflower Theatre Pantomime visit ● RNLi 200th Anniversary Service ● East Cowes Churches Together Carol Service (part of choir) ● Forest School (an afternoon a week for six-week blocks, two blocks a year) ● WW2 Immersion Day ● End of SATS picnic and seaside trip ● CPR workshop (St John's ambulance) ● World Maths Day (online competitions) ● World Book Day ● London Residential trip ● East Cowes Town Square Carols ● Secondary School transition visits

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.