

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 CofE Primary School
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	40
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/5
Date this statement was published	31/8/24
Date on which it will be reviewed	31/8/25
Statement authorised by	E Zeil
Pupil premium lead	E Zeil
Governor / Trustee lead	D Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery funding	£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	£32,560

Part A: Pupil premium strategy plan

Statement of intent

The purpose of the Pupil Premium is that it is deployed by schools to narrow the attainment gap between disadvantaged pupils and their peers. Pupils included are; those from low income families, children adopted and in care and young people with parents in the regular armed forces.

Holy Cross aims to improve the educational outcomes for our disadvantaged pupils, providing them with a High Quality education that enables them to attain and achieve in line with others. We aim to close the gap between disadvantaged children and non-disadvantaged pupils within the school.

Holy Cross will use the PP funding to provide support, not only for those students designated as PP students, but for all of our students and who will benefit from additional support. Our key objectives for PP are:

- To improve the outcomes for Pupil Premium students to bring their attainment in line with expected levels of progress
- To close the attainment gap between students in receipt of Pupil Premium and their peers
- To improve attendance and punctuality of Pupil Premium students
- To improve aspiration and give curriculum and enrichment activities and opportunities

Challenges

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

Challenge number	Detail of challenge
1	Behaviour and Emotional Needs inc specific SEN needs
2	Low attendance
3	Low starting points, particularly in communication, resulting in a high proportion of KS2 children being behind in phonics – reading and particularly spelling
4	Missed learning time and lack of participation in remote learning
5	Financial pressures at home

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
Improved progress outcomes in Reading, Writing and Maths	Achieve in line or above national average progress at KS2
Improved attainment outcomes in Reading, Writing and Maths	Achieve in line or above national average at KS2 for all pupils
Improved attendance/ punctuality	Attendance of PP pupils is in line with non – PP pupils Lateness in pupils with PP drops.

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher development through NPQEY	EEF – Tiered approach to improving teaching by supporting professional development	1,3
TA training – Level 5 EY Practitioner	EEF – Tiered approach to improving teaching by supporting professional development	1,3

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

Budgeted cost: £27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group activities – catch up, keep up interventions	EEF – tiered approach by providing targeted academic support, and structured interventions	3, 4
Targeted 1:1 support within classes – reading, writing and maths support	EEF – tiered approach by providing targeted academic support, and structured interventions	3, 4
Provision of additional phonics sessions (including reading and writing to support , EYFS, KS1 and LKS2 children, in addition to daily sessions	EEF – tiered approach by providing targeted academic support, and structured interventions	3, 4
Targeted tutoring sessions – across the school	EEF – tiered approach by providing targeted academic support, and structured interventions	3, 4

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

Budgeted cost: £2560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of funded places at breakfast club	EEF – tiered approach – wider strategies to support children in attending school	2
Financial support with the costs of trips, including residentials	EEF – tiered approach – wider strategies to support children in attending school	5

Total budgeted cost: £32560

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 2023/24 academic year.

At National KS2 PP – where pupils engaged in strategies: 2 achieved in line with KS2 expectations, for one other pupil, cross over with SEN.

PP children across the school – 14/18 expected or better progress in Reading, 14/18 in Writing and 14/18 in Maths

All PP children attended the residential trip, and breakfast club provision improved the attendance of most PP children in school.

Pastoral provision continued to be provided in school, the number of children continuing to need this support regularly has reduced. KS2 pupils were supported with transition, and all have successfully transitioned to new High Schools and have settled well.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds Write Phonics	