

Pupil premium strategy statement – Holy Cross and All Saints RC Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	January 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Governing Board
Pupil premium lead	Annemarie Bell
Governor lead	Eugene Connolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,411
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£86,411

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross & All Saints RC Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment and aspirations of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their non-deprived peers. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential in a range of skills. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels. Funding is allocated within the school budget by financial year. This budget enables the school to plan its intervention and support programme. Expenditure is therefore planned and implemented by need.

Context

Our School leaders and governing board ensure that Pupil Premium funding is not simply absorbed into the mainstream budget, but instead is carefully targeted at the designated children. Some initiatives are adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils.

As an inclusive school, we strongly believe that no pupil should be disadvantaged as a result of background or circumstances. All staff ensure that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers.

Challenges

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

Challenge number	Detail of challenge
1	Some pupil premium children have attendance below the national average
2	Many of our pupil premium children do not have the rich and varied experiences that most of our non-pupil premium children have.
3	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
4	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn

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 continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees																									
	<table><tr><td>Attendance and pa</td><td>July 2024</td><td>July 2025</td><td>July 2026</td><td>July 2027</td></tr><tr><td>ALL</td><td></td><td></td><td></td><td></td></tr><tr><td>PP</td><td></td><td></td><td></td><td></td></tr><tr><td>ALL PA</td><td></td><td></td><td></td><td></td></tr><tr><td>PP PA</td><td></td><td></td><td></td><td></td></tr></table>	Attendance and pa	July 2024	July 2025	July 2026	July 2027	ALL					PP					ALL PA					PP PA				
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Provide support to PP pupils to enable them to overcome some barriers to learning through “wider strategies” including enrichment.	There is equality of opportunity for all All pupils have full access to the curriculum and all available opportunities A wide range of extra-curricular activities will be offered and subsidised for pupil premium children Discounts and subsidies will be applied to pupil premium families for trips, visits, workshops, extracurricular clubs, music lessons and residentials Activities offered and attendance																									

	<table><tr><td></td><td>July 2024</td><td>July 2025</td><td>July 2026</td><td>July 2027</td></tr><tr><td>Activities offered</td><td></td><td></td><td></td><td></td></tr><tr><td>PP Engagement</td><td></td><td></td><td></td><td></td></tr></table>		July 2024	July 2025	July 2026	July 2027	Activities offered					PP Engagement				
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To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Termly Pupil Progress Meetings to measure increase in Y1- Y6 Reading and Maths scores on NTS Tests for PP pupils from individual starting points towards NA. For PP pupils to pass Phonics Check by the end of Y2 (increase test scores from Y1 starting point) <table><tr><td></td><td>July 2024</td><td>July 2025</td><td>July 2026</td><td>July 2027</td></tr><tr><td>PP pupils at expected+ in R/W/M</td><td></td><td></td><td></td><td></td></tr><tr><td>PP achieving phonics screen</td><td></td><td></td><td></td><td></td></tr></table>		July 2024	July 2025	July 2026	July 2027	PP pupils at expected+ in R/W/M					PP achieving phonics screen				
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PP achieving phonics screen																
Provide support to all children (including PP pupils) who have social and emotional issues	Children will have access to an onsite school counsellor to support with their emotional needs Children will be emotionally happier and therefore make better progress at school as shown by the number of children achieving the expected standard															

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: Employ additional teacher to support children. Development of oracy across the school	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: - The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. - Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.	3, 1
Professional development on evidence-based approaches, for	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to	1,3

example feedback, metacognition, reading comprehension, phonics or mastery learning: CPD on developing effective oracy <i>CPD on effective retrieval practice</i>	develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.	
Mentoring and coaching: Peer to Peer teaching to ensure good practice for all pupils	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	1,3

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

Budgeted cost: £ 32,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy: Small group work led by experienced TA's to support language development and numeracy.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	1,3
Teaching assistant deployment and interventions: TA's deployed to support where they are needed the most.	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. The EEF Toolkit has a strand on teaching assistant interventions.	1,3
One to one and small group tuition: Employment of a 1:1 tutor	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-	1,3

	prepared, and monitoring impact. Supporting resources: The EEF Toolkit has a strand on one to one tuition and small group tuition.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving 3 8 Behaviour in Schools includes 6 recommendations to support evidence informed decisions about behaviour strategies. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	1, 4
Supporting attendance Half termly EWO School employed attendance support worker	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.	1,
Extracurricular activities, including sports, outdoor activities, arts, culture and Football ASC Trips and Visits Residential Y6	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation	2

Total budgeted cost: £ 86,411

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge1

To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.

Comment: PP group end of year attendance 91.54% (80% reduction in PA from this group)

Whole school end of year attendance: 93.51% (NA 93.4%)

Improving school attendance remains a priority

Challenge 2

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.

Comment: Analysis of PP children was provided from the Wigan profile data pack. It demonstrated the impact of the provision on pupils in EYFS with GLD 4/5 pupils all achieved =80%, for the Y2 phonics re-sit screening check. Data for this cohort (10 pupils) showed an increase of 10% from 2023 to 2024 (1 pupil) expected KS2 end of year outcomes GPS 77%, Maths 77% and 70% of PP pupils

Challenge 3

To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.

Comment: 6 pupils from pp groups accessed CARITAS worker - all work completed. 2 PP pupils accessing Thrive outreach support. Exit questionnaire indicated positive outcomes for all.

Challenge 4:

Access to SALT support- parents not attending clinic appointments

Comment: Enhanced SALT SLA- 3 pupils accessed from PP group. Direct work undertaken in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars	
Lexia Reading Intervention	