

Pupil premium strategy statement – Holy Rood Catholic Primary School



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	381
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2025/26 (Year 3 of 3 year strategy)
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Naomi Fry, Headteacher
Pupil premium lead	Alexandra Martin, Pupil Premium Lead
Governor / Trustee lead	Elizabeth Birnie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,265
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£77,265

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most. At Holy Rood, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their best across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who reach or exceed, expected academic milestones. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and school-based trends, not assumptions about the impact of disadvantage.

Our **intent** for the strategy is to:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Understand that not all children receiving Pupil Premium will be in receipt of curriculum-based interventions as not all PP children have academic needs.
- Recognise that there are children who require social and emotional support or broadened life experiences in order to best support them with their life-long learning; this includes all children participating in the Holy Rood 42 activities.
- Recognise that not all children who receive free school meals will be socially disadvantaged.

There are a variety of ways the work and opportunities will be **implemented**:

- Offer an enriched curriculum that will raise aspirations and educational experiences for all our pupils.
- Learning support (both one to one and in small groups) to provide better adult/pupil ratios and to assist to a path of accelerated progress.
- Pastoral support to ensure that self-esteem is high and social, emotional and behavioural needs are met.
- Enrichment activities that offer children the opportunity to develop talents and raise their aspirations.
- Access to targeted intervention groups to overcome specific barriers or gaps in learning.

The **impact** of the strategy will be measured, evaluated and reported in the following ways:

- Year group data analysis will regularly evaluate the attainment and progress of the PPG children.

- The Pupil Premium Lead will keep the governors updated at meetings to ensure that progress, provision and effectiveness are discussed.
- At the beginning of each year a Statement of Intent will be published detailing the proposed expenditure of the PPG for that academic year.
- At the end of the year the Statement of Intent will be updated to evaluate how the funding has been used to overcome barriers to learning and close the attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	A high percentage of our disadvantaged pupils also have EAL: assessments, observations and discussion with pupils indicate that there are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, which can lead to slower progress. This results in a lower number of Pupil Premium children achieving age-related expectations in reading and maths, compared to non-PP children on roll. It can also affect pupils' ability to build relationships with adults and peers. The ISDR indicates that the percentage of EAL pupils at Holy Rood is well above the national average.
2	The school population stability has declined in recent years and is below the national average. This means that a large number of pupils at any given time are relatively new to the school. New pupils frequently have little or no prior education; have had periods of time out of education; or have moved from a different international education system. This results in a lower number of these pupils achieving age-related expectations in reading and maths, compared to children who do meet stability criteria. Additionally, these children can find it difficult to develop appropriate learning behaviours; they can also experience some social isolation due to joining the school mid-year.
3	Recent data shows an improvement in attendance among the Pupil Premium group: it is essential that this standard is maintained. However, attendance remains a schoolwide challenge, particularly among other disadvantaged pupils. This issue is compounded by the high number of pupils from countries outside the UK: absence can be for prolonged periods of time. This has an inevitable impact on children's attainment and emotional readiness for school.
4	A significant number of children from the Pupil Premium group receive some sort of SEMH support, either within school or provided by an outside agency. 25% of our Pupil Premium pupils access some sort of SEMH support at school; this group accounts for 30% of all pupils on roll who receive SEMH support. Many of our disadvantaged children and families require SEMH support as they are experiencing additional external challenges such as: living in multi-occupancy households leading to lack of sustained routines, individual SEMH needs and safeguarding matters. This can result in the children finding it difficult to be ready to learn when they arrive at school and in need of additional pastoral support. All staff have received training in trauma-informed practice.

5	Engagement from parents of Pupil Premium children is low. This is evident in attendance at parents' evening; support with homework tasks and home reading; and attendance at parent events such as information evenings. This can be attributed to a number of factors, including (but not limited to) employment shift patterns, limited understanding of spoken and written English, lack of cultural awareness around school events and parents' own prior childhood experiences making them resistant to engaging with the education system. Furthermore, many pupils have limited cultural capital due to a lack of 'external experiences' with family such as going to farms, the beach, museums or places of local interest. For many of our families, parents do not have any additional income to spend on trips and live in social deprivation with very limited access to travel and the wider community.
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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
The attainment of Pupil Premium children in reading and maths will be in line with that of non-disadvantaged pupils.	The percentage of Pupil Premium children achieving age related expectations in reading and maths will at least match the percentage of non-disadvantaged pupils.
Pupils with English as an additional language will have a rapid development of proficiency in English and will be able to access a broad and varied curriculum, as well as building positive social relationships through the development of their oracy skills.	Proficiency in English assessments will show EAL pupils are making expected progress through the proficiency in English bands. Pupils using EAL will be able to demonstrate engagement with the curriculum by recalling verbally at least 3 pieces of learning from the foundation subjects. Observation of pupils during social times will indicate that pupils using EAL are interacting verbally with other pupils and have developed social relationships outside the classroom.
There will be a sustained improvement in attendance for all children, particularly our disadvantaged pupils. Recent improvements in attendance of Pupil Premium children will be maintained.	Improved and sustained high attendance demonstrated by the overall attendance rate for all pupils being 95% or better and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced in identified year groups.
There will be a sustained and measurable improvement in mental health, wellbeing and positive learning behaviours for all pupils at our school, particularly our disadvantaged pupils.	When assessed using an appropriate framework, children receiving SEMH support will show an improvement in wellbeing over a 12-month period.
Parents of Pupil Premium children will engage fully with school events and develop an effective, collaborative relationship with the school in order to support children's education, safety and wellbeing. Lack of parental engagement will not	Parents of all Pupil Premium children will attend parents' evening consultations. Monitoring of children's reading records and homework will indicate that parents are supportive of their child's home learning in line

have a detrimental effect on pupils' progress in reading or completion of homework tasks.	with school policies and the information given at start-of-year meetings. Additional events and opportunities for parental engagement, e.g. Advent or Lent events, charity events and information evenings will be well attended by parents, with the percentage of Pupil Premium parents attending being in line with the number of parents of non-disadvantaged children.
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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: £38,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through continued CPD for teachers and teaching assistants, develop strategies to support oracy and language acquisition for EAL pupils.	The EEF evidence suggests an attainment gain of +6 months for oral and language intervention. Training can support adults to ensure pupils' oral language skills are developed through appropriate tasks. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Oral Language Intervention EEF (educationendowmentfoundation.org.uk)	1
Develop schoolwide learning behaviours, achieved through CPD for teachers and teaching assistants and explicit teaching of metacognitive skills to pupils. Consolidate newly introduced behaviour management system built around school values.	Evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 4

Embed adaptive teaching for SEND pupils and effective deployment of teaching assistants within the classroom.	Research into the effective deployment of teaching assistants found that this ‘can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Through continued commitment to developing the subject leader role, build collaboration with other schools to share best practice and find wider opportunities for children. This will be particularly important given extensive staff changes due to multiple maternity leaves. Enhance focus on children knowing more and remembering more.	Sociologist Alice Sullivan ‘vindicates the usefulness of ‘cultural capital’ as an explanatory concept, but does not support the grand theory of ‘cultural reproduction’; i.e. cultural capital can be developed outside the home and is not necessarily intrinsic to socioeconomic position. Sullivan, A. 2001. ‘Cultural Capital and Educational Attainment’	1, 5

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

Budgeted cost: £29,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver same day interventions as part of the teaching for mastery approach, to enable children to ‘keep up, not catch up’ with their learning.	Using assessment for learning strategies in lessons enables any pupils who are struggling to meet the learning objective to be quickly identified and supported through same day intervention, This may be 1:1, or in a small group, so that the child is ready to progress in their learning the following day. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2
Undertake small group intervention with identified children who have	This arrangement enables the teaching to focus exclusively on a small number	1, 2

<p>fallen behind in reading, writing or maths.</p> <p>Many of these sessions will take place in addition to the daily lessons, with some being outside of the school day (before and after school).</p>	<p>of learners, in a separate classroom or working area in addition to the child's daily lesson, with the exception of guided reading. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind to help close the gap between them and their peers.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	
<p>Provide weekly lunchtime homework club to disadvantaged pupils plus others identified by teachers as not engaging with self-directed learning outside of school.</p>	<p>Research by EEF shows that homework has a positive impact of up to +5months progress, particularly among older pupils. It is recognised that some pupils lack a quiet space or the necessary technology to complete homework effectively; this is corroborated by pupil voice carried out in November 2023. The homework set is linked to the approaches and content studied in class and designed to develop fluency; this is endorsed by EEF research as being an effective strategy.</p> <p>Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1</p>

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

Budgeted cost: £8,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all children participate in the Holy Rood 42 activities, plus their year group's planned trips and visits, exposing them to a range of activities, including art, music, cultural, physical and creative sessions throughout each academic year.</p>	<p>The EEF evidence states that arts activities have important educational value as such activities are associated with increased self-confidence and wellbeing, improved social interaction and leadership skills.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Offer a parenting programme in school to support parents in developing effective strategies to help regulate their/their child's emotions at home. This was identified as a priority by our parent panel in May 2024.</p>	<p>EEF research into parental engagement strategies indicates that 'by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation.'</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Sheffield Hallam University's independent review of the impact of the Jigsaw PSHE programme found that 80% of teachers surveyed agreed or strongly agreed that Jigsaw had impacted positively on their school's ethos and culture.</p> <p>https://shura.shu.ac.uk/13692/1/FINAL%20Jigsaw%20report%20CW.pdf</p>	<p>4, 5</p>
<p>Build parental engagement through a range of strategies including information coffee mornings, online safety parenting course and invitations to support with collapsed timetable events such as DT days.</p>	<p>EEF research into parental engagement found that 'providing practical strategies... support, and resources to assist learning at home may be more beneficial to pupil outcomes than ... asking parents to provide generic help to their children.'</p>	<p>4, 5</p>

<p>This was identified as a priority by our parent panel in May 2024.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Maintain current commitment to embedding the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The 2023 evidence brief on attendance for the Education Select Committee noted that 'poor attendance at school is linked to poor academic attainment across all stages ... as well as anti-social characteristics, delinquent activity and negative behavioural outcomes...'</p> <p>Attendance and Persistent Absence: Evidence brief for Education Select Committee (EEF, February 2023)</p>	<p>3</p>
<p>Guide children to achieve their aspirations through talks, visits and experiences linked to a range of real-life job roles. In 2025-26, this will be supported by a careers fair for KS2, which will allow them to meet speakers from a range of professional roles.</p>	<p>The EEF research in this area acknowledges that 'much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Pupil voice carried out in October 2023 indicates that KS2 children had very limited knowledge of the employment opportunities that could be open to them in the future.</p>	<p>4, 5</p>
<p>Miscellaneous costs</p>	<ul style="list-style-type: none"> • Continued licensing costs for FSM Eligibility Tracker software to ensure that all eligible pupils are identified early and that PPG is secured for their support; • Designated time for PP lead to attend local Pupil Premium Network to share best practice with other local schools; • Ad hoc costs incurred to support families in crisis, e.g. emergency bedding, uniform etc. 	<p>1,2,5</p>

Total budgeted cost: £77,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following outcomes are intended for the end of this strategy period (up to July 2026). This section provides data and analysis of each outcome and identifies progress to date.

The attainment of Pupil Premium children in reading and maths will be in line with that of non-disadvantaged pupils.

Attainment data at end of Key Stage 1 for academic year 2024-25 (national figures shown for purposes of comparison – based on estimated data from Insight Tracking as KS1 assessments are no longer statutory.)

	Achieved expected standard or higher		
	Reading	Writing	Maths
All pupils	63% (71.4%)	75% (63.8%)	72.8% (72%)
Disadvantaged pupils	60%	60%	60%

Note:

- Performance of pupils at KS1 is reflective of a high number of pupils joining part-way through the year, typically with limited English and frequently with limited prior education. The continued high attainment of these pupils remains a focus throughout this strategy period.
- There were only 5 disadvantaged pupils within this cohort, one of whom had an EHCP; the data reflects the limited sample size.

Attainment data at end of Key Stage 2 for academic year 2024-25

(national figures shown for purposes of comparison)

	Achieved expected standard or higher		
	Reading	Writing	Maths
All pupils	88% (75%)	82% (72%)	93% (74%)
Disadvantaged pupils (receiving PPG)	89% (63%)	89% (59%)	100% (61%)

89% of disadvantaged pupils receiving PPG (*compared with 46% nationally*) achieved the expected standard in reading, writing and maths combined; this is in comparison with 80% as a school, *62% nationally* and 59% within the local authority.

Pupils with English as an additional language will have a rapid development of proficiency in English and will be able to access a broad and varied curriculum, as well as building positive social relationships.

Under the guidance of the EAL lead, assessment of proficiency in English has been embedded and children's acquisition of English is tracked on a termly basis. Children show steady progress through the proficiency in English bands, with significant progress made from entry at EYFS to Year 6. Oracy leads have been appointed and teachers are supported through regular CPD / INSET to build oracy activities into daily teaching in order to support children's confident and fluent use of English. Oracy strategies are taught explicitly to children. The use of 'morning booklets' to consolidate children's recall of key learning is embedded in daily practice, with end of term quizzes to encourage children to talk securely about their learning. Monitoring carried out by subject leads shows that children are more able to relay verbally key learning across the curriculum.

There will be a sustained improvement in attendance for all children, particularly our disadvantaged pupils. Recent improvements in attendance of Pupil Premium children will be maintained.

Attendance for children in the Pupil Premium group from 01/09/2024 to 31/08/2025 was 95.1%. This exceeds the national attendance percentage of 94.9% (92.6% for FSM pupils) but is slightly lower than the attendance of our non-disadvantaged pupils at 96.4%. This data includes SEND pupils on agreed part-time attendance in order to address their specific needs. Attendance is critical to children's success in school and so this will remain a focus throughout this strategy period.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	49	95.1%	92.6%	Above	Relative decline	-
2023/24	37	96.0%	92.0%	Above	Relative improvement	-
2022/23	47	94.7%	91.6%	Above	Relative improvement	-

There will be a sustained improvement in mental health, wellbeing and positive learning behaviours for all pupils at our school, particularly our disadvantaged pupils.

A number of initiatives to support mental health and wellbeing have been consolidated during this strategy period to date. These include the appointment of Wellbeing Ambassadors across KS2, who work with the Pastoral Lead on initiatives to promote wellbeing and open dialogue around mental health. Initial research has been done into metrics that could be used to track and measure wellbeing of vulnerable pupils. Initial trials were carried out in 2024 but this was not satisfactory in terms of teacher workload and validity of data. Work is required to explore this further. However, anecdotal evidence from parents, children and teachers indicates that where SEMH support is offered in school, this has a positive effect on pupils' wellbeing and enjoyment of school. From September 2025, the attainment of disadvantaged pupils will be monitored as a specific group through the existing system of pupil progress reviews.

Parents of Pupil Premium children will engage fully with school events and develop an effective, collaborative relationship with the school.

Parents of all Pupil Premium children attended parents' evening consultations during the previous year. Attendance was monitored and encouraged through phone calls from the school office and arrangement, where necessary, of meetings at alternative times. Parents of children in the Pupil Premium group also attended information evenings around phonics, SATS and MTC. Opportunities for parents to read with their children in school were also supported by parents from this group. There is representation from parents of children receiving Pupil Premium within the PTA. Pupil Premium parent panels carried out in were attended by approximately 50% of the parents invited. Parents took part in a focus group to canvas their opinions on a range of issues. Feedback from parents suggested that they would like to support their children with sport activity in school to boost physical and mental wellbeing; an event has been scheduled for later in the 2025-26 academic year to facilitate this.

A weekly homework club has been established to support KS2 pupils who lack access to technology and/or parental support to complete homework; this was offered to all parents of children within the Pupil Premium group.

Parents of Pupil Premium children have been regular volunteers for school trips and have also assisted in running PTA events.

Monitoring of children's reading records indicates that there is further work to be done to ensure that parents are supporting children's learning by reading at home: the English team has identified this as a priority during the forthcoming year and will continue to promote it through events such as Rock Up & Read.