



## St Cross Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. The Pupil Premium is allocated to schools to be used for children from low-income families who are eligible for Free School Meals (FSMs), children who have been looked after continuously for more than six months and children whose parents are currently serving in the armed forces. Since April 2012, Pupil Premium funding was extended to children who have been eligible for free school meals at any point in the last six years.

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	St Cross Catholic Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	12 5.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	July 2024- July 2026
Date this statement was published	July 2025
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Joanne Walsh Executive Headteacher
Pupil premium lead	Mrs Emma James, SenCo/Deputy Head
Governor / Trustee lead	Kathryn Bennet Vice Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,180

### Statement of intent

At St. Cross, we live the mission statement of our school: “Together we grow in God’s love”

Our Pupil Premium strategy is designed to ensure every disadvantaged pupil at St Cross Catholic Primary School makes strong academic progress, achieves high attainment across the curriculum, and thrives socially and emotionally.

- Ultimate objectives for disadvantaged pupils
  - Close the attainment gap so that disadvantaged pupils achieve age-expected (and above) outcomes in reading, writing and maths.
  - Improve oral language and early literacy so pupils access the whole curriculum with confidence.
  - Raise attendance and punctuality so disadvantaged pupils’ access the full curriculum and school life.
  - Strengthen parental engagement and family support so home and school work as one to sustain pupil progress and wellbeing.
  - Provide targeted academic and pastoral support so pupils with gaps in prior learning or wellbeing needs make rapid and sustained progress.
- How this strategy works towards those objectives
  - We adopt the DfE Menu of Approaches (Tier 1 High-Quality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies) and invest Pupil Premium funding in complementary activities across all three tiers so improvements in teaching, targeted tuition/intervention and family/attendance support reinforce each other.
  - Interventions are selected and prioritised based on diagnostic assessment of pupils’ needs (not assumptions), research evidence of impact and local capacity to implement with fidelity. All interventions are monitored through Pupil Progress Meetings and reported to governors.
- Key principles
  - Evidence-led: we use approaches with the strongest evidence of impact for disadvantaged pupils (principally EEF summaries and guidance).
  - Quality-first teaching first: interventions complement, not replace, consistently excellent classroom teaching.
  - Early, targeted and sustained: act early when need is identified; provide sustained blocks of support; track outcomes.
  - Whole-school responsibility: every teacher and staff member understands their role for disadvantaged pupils’ outcomes.
  - Evaluate and adapt: rigorous monitoring (attendance, progress, small-step assessment, implementation checks) and termly review of impact to reallocate resources where necessary.

## Challenges

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

Challenge number	Detail of challenge
1. Gaps in prior learning	To address gaps in prior learning, which have been identified through assessment, observation, and pupil voice, monitoring of planning and books.
2. Development of oral language skills	<p>To develop oral language skills and vocabulary gaps among disadvantaged pupils which have been identified through assessments, observations and discussions with pupils.</p> <p>Underdeveloped oral language further impacts on Phonics, Reading, including Comprehension skills and the ability to use ambitious vocabulary in their writing.</p> <p>These are evident from Reception through to KS2 and in general, are prevalent in all our disadvantaged pupils.</p>
3. Parental Engagement & Support and Well Being	Our assessments, observations and discussions with pupils and families have identified mental health and wellbeing for pupils and their families.
4. Attendance	Poor attendance continues to be addressed

## 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
<p>To provide targeted support to enable all pupils with Pupil Premium, to reach the expected standard or above, and maintain expected or better progress across Reading, Writing and Maths.</p> <p>(1)</p>	<ul style="list-style-type: none"> <li>• Quality-First Teaching across the school, evident when triangulated with other sources of evidence, including engagement in lessons, monitoring of books/planning and ongoing formative assessment</li> <li>• Positive engagement in additional support groups.</li> <li>• Good parental engagement. – parent survey</li> <li>• Positive pupil voice, evident from meetings</li> <li>• Focus groups</li> <li>• Accurate assessments show improvements in these areas</li> <li>• Close tracking of all PPG pupils – half-termly pupil progress meetings; SEND drop in class observations; termly teacher meetings with SENCO</li> </ul>
<p>To improve oral language skills and vocabulary for pupils with relatively low levels of spoken language skills.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Positive engagement by pupil with Oracy 21 and vocabulary-rich classroom practice embedded across curriculum: structured talk activities, planned tier-2 vocabulary, teacher modelling, paired speaking &amp; discussion routines.</li> <li>• Pupils meeting targets achieved.</li> <li>• To support those children with relatively low spoken language skills using the Neli programme</li> <li>• Phonics fidelity and Early Reading programme refresh (EY/KS1): ensure daily, systematic phonics teaching with Little Wandle programme and training for staff; prompt catch-up sessions for identified pupils.</li> <li>• Referrals to the Speech and Language service where concerns are identified.</li> </ul>

<p>To have good relationships with all parents/carers, whose children are eligible for Pupil Premium.</p> <p>(3)</p>	<ul style="list-style-type: none"> <li>• Families are aware of their children’s targets/ progress and are helped to gain the skills required to meet these targets, where appropriate- Provision Map and Arbor supports this</li> <li>• Strengthen parental engagement: regular, tailored school → home communications (texts, calls, letters) with clear learning-at-home tips; parent briefings on reading, phonics and how to support learning; targeted family support/referral where needed.</li> <li>• Pupil voice, parent surveys, teacher observations, parent consultations, school reports</li> <li>• Meeting notes following review meetings with parents/carers.</li> <li>• CPOMs where parents/carers have been signposted.</li> </ul>
<p>To show that PPG attendance is in line with other significant groups within the school</p> <p>(4)</p>	<ul style="list-style-type: none"> <li>• Studybugs, captures absences more effectively by allowing parents to register pupil absence</li> <li>• Improvement in attendance seen after school intervention and support with rapid response</li> <li>• Working towards attendance being in line with non-disadvantaged peers. School liaison with families not meeting threshold.</li> </ul>
<p>To show that PPG pupils access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits.</p> <p>(5)</p>	<ul style="list-style-type: none"> <li>• Working towards attendance being in line with non-disadvantaged peers. School liaison with families not meeting threshold.</li> <li>• PPG children attend all school and residential trips.</li> <li>• Parents are aware that financial consideration given, where required.</li> <li>• Nearly-new uniform support</li> <li>• Subsidised activities e.g. Music and Sports Clubs</li> <li>• Hoddesdon and Broxbourne Services: support with electricity and food vouchers, and Christmas gifts</li> <li>• Church support</li> <li>• Supermarket vouchers</li> </ul>

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-First Teaching	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">EEF school-improvement-planning.</a></p>	(1)
Parental Engagement / Support	<p>Parents who attend parent workshops find them beneficial enabling them to support children at home. Parents working in sync with school staff to mirror teaching/support allows for progress. Parents working in partnership with school and signing Home School Agreement, seeing good progress in Reading.</p> <p>Class weekly signposts on website to support learning at home engagement</p> <p><a href="#">EEF Education Evidence/Teaching &amp; Learning toolkit</a></p>	(3)
Provision of effective CPD to all staff	<p>Maths Mastery Literacy- focus on Spelling.</p> <p>This includes CPD through the Hertfordshire Literacy and Maths Advisor; within staff meetings; INSET training days by core subject leaders.</p> <p>Phonics – training for all staff by English Advisor. Early reading CPD for staff. CPD for Middle Leaders by Schools Effectiveness Advisor;</p> <p><a href="#">(EEF guidance reports Effective Professional Development')</a></p>	(1)

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

Budgeted cost: £6, 695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Within class, small group and 1:1 support ion delivered in KS1 and KS2 to fill gaps in learning that have been identified.</p>	<ul style="list-style-type: none"> <li>• Evidence shows that intervention as well as quality-first teaching targeted at specific needs and knowledge gaps can be effective in supporting low-attaining pupils or those falling behind, both 1:1 and in small groups:</li> <li>• A rigorous and consistent approach to phonics has been shown to have a positive impact on pupils, particularly those from disadvantaged backgrounds. The Little Wandle Phonics programme in place supports this,</li> <li>• Reading scheme aligned to phonics</li> <li>• Catch-up and keep up</li> <li>• Pre teach and Post teach</li> <li>• Interventions.</li> <li>• Additional work provided for parents to work with children on their targets at home (pre-teaching)</li> <li>• Half termly discussions with parents to share targets and progress if necessary</li> </ul>	<p>(1), (3).</p>
<p>Within class, small group and 1:1 support to improve listening, narrative and vocabulary skills, for pupils with relatively low spoken language skills, using Neli and targeted speech and language intervention</p>	<ul style="list-style-type: none"> <li>• Oral language interventions have a positive impact on pupil’s language skills. Focus on speaking and listening show positive impacts on attainment (NHS SALT programme)</li> <li>• Intervention folders show targets and how children are progressing.</li> <li>• Monitoring of Neli and targeted language programme to support progress, to show where targets have been met, and where appropriate new targets have been set.</li> <li>• Academy-wide Oracy programme, Voice 21, to promote and develop good speaking and listening skills.</li> </ul>	<p>(2)</p>

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review our aims and current approaches with regard to parental engagement.	<ul style="list-style-type: none"> <li>• Our parents play a crucial role in supporting their child's learning; levels of parental engagement are consistently associated with better academic outcomes.</li> <li>• Evidence; Parent Forums, weekly Newsletter, review meetings, proactive meetings led by teachers if concerns</li> <li>• Home-school learning parent partnership (half-termly)</li> </ul>	3
To work with parents to improve attendance	<ul style="list-style-type: none"> <li>• Follow the Attendance Policy procedures</li> <li>• Studybugs digital system for parents to report absence</li> <li>• Achieve sustained improved attendance by disadvantaged pupils, closing the gap between this group and non-disadvantaged peers.</li> <li>• Meetings with the Headteacher</li> </ul>	(4)
To maintain a Contingency Fund for providing financial support for disadvantaged pupils and other acute issues that may arise.	<ul style="list-style-type: none"> <li>• Wellbeing of disadvantaged pupils has supported through equitable access to opportunities, resources etc. as their peers.</li> <li>• Experience demonstrates the need for a portion of unallocated funds to enable the school to respond quickly to unforeseen needs for additional support.</li> </ul>	(3)
Provides music tuition and extracurricular clubs	<ul style="list-style-type: none"> <li>• Rocksteady weekly, music tuition</li> <li>• Extracurricular clubs like Computer Club</li> </ul>	(3)
Nearly new uniform shop for families (of PPG and other vulnerable children) to significantly reduce costs.	<ul style="list-style-type: none"> <li>• Regularly available throughout the year</li> </ul>	(3)

School lunches	Free school meals: assisting parents to know whether they are entitled to claim free school meals and to provide guidance completing forms.	(3)
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**Total budgeted cost: £18,180**

## Part B: Review of outcomes in previous academic year

**Pupil premium strategy outcomes** – this details the impact that our pupil premium activity had on pupils in the 2024-25 academic year

We have looked at the Pupil Premium across the school and used personal strengths and areas for development to plan new objectives to ensure that there are no disadvantages between them and their peers.

### **Whole-school strategies:**

- Lesson observations identified quality-first teaching and provision for targeted group
- Lesson observations identified effective use of TA support
- Hoddesdon Library involvement- to encourage enjoyment of reading
- Embedded reading assessment in place- clear identification to allow for quicker progression and more precise steps for pupils
- Phonics scheme- Little Wandle - embedding and consolidation of knowledge
- Parent information workshops- phonics, maths, writing, comprehension, reading
- Spiritual, Moral Social and Cultural curriculum to cover calendar of events through special weekly assemblies
- Racial Justice, Equality and Diversity CPD training for teachers to support cultural links are planned for and all children see themselves represented (also evident in class Curriculum Overviews)
- Targeted speech and language interventions using Neli and NHS targeted language therapy
- Targeted support for emotional regulation and anxiety- supported by HABS team 1:1, small group and class sessions to support social relationships, Y7 transition, anxiety
- Nurture group
- Additional Protective behaviours training sessions led by Hoddesdon and Broxbourne Services (HABS) to support emotional regulation
- Support from Rivers/ Middleton Outreach to advise on strategies in class to enhance learning
- Development of independent learning strategies and growth mindset

### **DATA**

#### **July SATS for Y6**

**July End of Foundation Stage Teacher Assessments-** reflected that pupil premium pupil met the Early Learning Goals

**July End of KS1 Teacher Assessments-** All made good progress from their starting points - reflected that most were working within age related expectations in Science and some working at or towards Age Related Expectations in reading, writing and Maths. 93% passed the phonics check in Year 1.

**Increased engagement with learning** – evident from discussions with pupil and pupil interactions during feedback and marking

**Increased self-esteem and ability to work as part of a team** – evident from conversations with pupils and pupil survey