Pupil Premium Strategy

HOLY CROSS
CATHOLIC
PRIMARY SCHOOL

Living loving learning together.

Holy Cross Catholic Primary School Pupil Premium Strategy

2025-2026

Pupil Premium- £107565

EYFS PP- £824.40

1. Title and Statement of Intent

Statement of Intent

Holy Cross Catholic Primary School (HCPS) is committed to ensuring that every disadvantaged child (pupil) learns, thrives and fully participates in the life of our Catholic school community. The Pupil Premium Strategy below sets out an evidence-informed, school-specific plan to raise the attainment, attendance, language and wellbeing of disadvantaged pupils by addressing the barriers most salient at Holy Cross.

Ultimate objectives for disadvantaged pupils

- Rapidly improve oral language, early reading and fluent decoding so pupils can access the curriculum and make strong progress by the end of each key stage.
- Narrow gaps in reading, writing and mathematics outcomes so disadvantaged pupils reach age-expected standards (and above) and reduce the gap with national disadvantaged outcomes.
- Improve attendance and reduce persistent absence for disadvantaged pupils so they access consistently high-quality teaching.
- Strengthen pupils' social-emotional skills and resilience and support families so pupils are confident, safe and ready to learn.
- Ensure pupils with SEND and EAL access and benefit fully from the curriculum through high-quality teaching and targeted support.

How this strategy works towards those objectives

- Build Tier 1: invest in high-quality teaching, strong curriculum implementation and targeted professional development so classroom practice meets the needs of our diverse intake (high EAL, growing SEND, high deprivation).
- Deliver Tier 2: deploy targeted, evidence-based academic interventions (small-group tuition, targeted oral-language work, 1:1 tutoring and teaching and teaching assistant deployment) aligned tightly to the school curriculum and assessment information.
- Deliver Tier 3: provide wider strategies that address attendance, welfare and social-emotional barriers (attendance casework, family support, breakfast provision, nurture/SEL programmes).
- Use ongoing diagnostic assessment and half-termly impact reviews to allocate support to the pupils who need it most; use cumulative, evidence-based interventions rather than one-off activities.

Key principles

- Evidence-led: chosen approaches are drawn from robust, independent evidence (Education Endowment Foundation, Nuffield Foundation, DfE guidance) and adapted intelligently to our context [see Evidence sources below].
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    - Oral language interventions produce substantial gains in primary settings and are particularly effective for disadvantaged children EEF: Oral language interventions
    - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/concept-cat-2023-24-trial
    - High-quality small-group tuition and well-designed tutoring produce measurable additional progress when aligned to classroom teaching EEF: Small-group tuition and DfE tutoring guidance DfE: Tutoring guidance for education settings.
- Coherence with curriculum: targeted support and interventions are aligned with our sequenced curriculum (reading, writing, mathematics and foundation subjects) so time out of class accelerates, not duplicates, classroom learning.
- Early and sustained: focus on early years and Reception to close early language gaps and prevent long-term disadvantage; interventions continue through KS1 and KS2 with frequent review.
- Inclusivity and safeguarding: all practice supports inclusion (SEND, EAL, pupils in transient/stable-low cohorts) and safeguards pupils' welfare and wellbeing.
- Measurement and transparency: interventions have clear success criteria, measurable outcomes and regular monitoring; governors and the school community will review and publish outcomes in line with DfE expectations and the school's improvement cycle.
- Value and scalability: prioritise approaches with high evidence impact and cost-effectiveness (the EEF/DfE Menu of Approaches guides our tiering and choices
-) DfE/EEF Pupil Premium Menu & Guide and EEF Guide to the Pupil Premium.

Evidence sources (key references used when designing interventions)

- Education Endowment Foundation (EEF) — Oral language interventions; Small-group tuition; Attendance evidence and rapid evidence assessment; Guide to the Pupil Premium (Menu of Approaches). See: EEF – Oral language interventions, EEF – Small-group tuition, EEF – Supporting school attendance & Rapid Evidence Assessment and the Attendance Rapid Evidence Assessment (EEF).
- Department for Education (DfE) — Tutoring guidance and Pupil Premium Menu: DfE Tutoring guidance for education settings (May 2024) and DfE/EEF Pupil Premium evidence brief Pupil Premium Menu & evidence brief.

2. Challenges

Challenge Number	Detail of challenge
1	Weak oral language and vocabulary on entry and across the school (Reception and beyond). Many children (58.24% EAL) enter with underdeveloped oral language and vocabulary gaps which limit reading comprehension, writing and classroom participation.

2	High in-year mobility / low stability leading to widely varying starting points and gaps in curriculum knowledge (EAL, new arrivals, refugees/asylum seekers, homelessness). Many children join and leave during the year, producing discontinuities in learning and social integration.
3	Attendance and persistent absence below national average for disadvantaged pupils (attendance 92.4% on 10/11/2025; historic persistent absence elevated) limiting access to high-quality teaching and interventions.

3. Intended Outcomes

Intended Outcome	Success Criteria
1. Rapid improvement in oral language for early years and key stage pupils (Reception → Y2)	By end of Reception: evidence. All pupils will have made progress from starting points as identified through Wellcomm assessments, support from SALT therapist) EEF – Oral language interventions, https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/concept-cat-2023-24-trial
2. Targeted pupils (disadvantaged / EAL / low prior attainment) make stronger progress in reading, writing and maths	- By end of each year group, the proportion of disadvantaged pupils achieving teacher-assessed age-expected outcomes increases year-on-year and the RWM composite gap with national disadvantaged narrows (target: progress in line with EEF small-group tuition expectations: +3–4 months where sustained small-group tuition is used). EEF – Small-group tuition.
3. Reduce the impact of mobility on progress (new arrivals catch up quickly)	- New pupils (in-year admissions) receive rapid induction (language screening within 2 weeks) and a bespoke learning plan; measurable catch-up targets set and reviewed fortnightly; 75% of targeted new arrivals meet half-term progression targets.
4. Improve attendance and reduce persistent absence	- Whole-school attendance improves from 92.4% towards national average within 12 months and persistent absence among disadvantaged pupils reduces by at least 30% year-on-year for those identified as persistent absentees. Targeted families engaged, with agreed support plans and measured improvement at 6 and 12 weeks following interventions. EEF – Supporting school attendance (REA), EEF – Attendance guidance.
5. Pupil Premium funding is used efficiently and transparently, with clear monitoring and impact reporting	- Half-termly monitoring against success criteria; Governor Pupil Premium lead and SLT review termly; published strategy and evaluated outcomes on school website in line with DfE reporting expectations and EEF guidance. EEF – Guide to the Pupil Premium

4. Activity in This Academic Year

Notes on organisation of activities

- The activities below are grouped in the DfE/EEF three-tier Menu of Approaches: Teaching (Tier 1), Targeted Academic Support (Tier 2) and Wider Strategies (Tier 3).
- Each activity shows supporting, high-quality evidence from EEF/Nuffield/DfE documents (hyperlinked). All interventions will be adapted to the Holy Cross context (high EAL, high deprivation, variable stability) and monitored using school assessment, attendance and pastoral data.

A. Teaching (Tier 1) — developing high-quality classroom teaching, CPD and recruitment/retention

Activity	Evidence that supports this approach (source name → link)	Challenge number(s) addressed
1. Maintain and strengthen our structured synthetic phonics (RWI) fidelity across EYFS–KS1; termly coaching, checks on fidelity; purchase decodable reading matched to RWI progression.	EEF evidence: phonics is an evidenced, high-impact approach for early readers (+4 months average) and effective when implemented with fidelity. See EEF – Phonics / Preparing for Literacy guidance and EEF resources on preparing for literacy.	1
2. Whole-staff CPD programme on purposeful classroom talk, dialogic teaching and oracy routines (model & coaching); embed talk structures in lessons across curriculum.	EEF: Oral language approaches have high impact (+6 months) and are especially effective where integrated with the curriculum. EEF – Oral language interventions and evidence through Wellcom, SALT therapist, Concept Cat	1, 2
3. Subject leader development & curriculum coaching: time for subject leaders to standardise, monitor retrieval practice and deliberate practice, with external consultant support for reading and maths where required.	EEF: High-quality teaching and curriculum planning are the most powerful levers. EEF guidance on curriculum and the DfE/EEF Pupil Premium Menu recommend investment in development and curriculum coherence to support disadvantaged learners DfE/EEF Pupil Premium: Menu & evidence brief.	1, 2
4. Structured CPD and coaching for ECTs and staff new to roles (mentoring, modelling, feedback,	EEF: Effective professional development and mentoring/coaching improves teacher practice and pupil outcomes. EEF – Effective Professional Development guidance and	1, 2

lesson study) to retain teachers and lift classroom practice.	mentoring content (see EEF Guide to the Pupil Premium and Menu).	
5. Targeted deployment of Teaching Assistants (TAs) and support teachers to support in-class scaffolding, pre- and post-teaching and deliberate practice aligned to the curriculum (with TA training and resources).	EEF guidance: well-deployed TAs supporting small-group and one-to-one instruction and pre-/post-teaching can be effective; follow EEF "Making the Best Use of Teaching Assistants". EEF – Making the Best Use of TAs	1, 2, 3

B. Targeted Academic Support (Tier 2) — tutoring, small groups, SEND & EAL targeted work

Activity	Evidence that supports this approach (source name → link)	Challenge number(s) addressed
1. Reception targeted oral-language programmes (Wellcom or trained TAs using principles) for identified pupils working below expected language levels; formal screening on entry (LanguageScreen) and 20-week blocks with fidelity checks. Concept Cat to be introduced to support across EYFS	EEF: Small-group tuition produces on average +3–4 months' progress; best when aligned with classroom teaching and frequent sessions. EEF – Small-group tuition and DfE tutoring guidance for implementation DfE – Tutoring guidance.	1
2. Small-group tuition (2–4 pupils) and carefully planned same-day 1:1 same-day intervention linked to classroom hinge-questions; frequency 2–3x/week over 8–12 weeks for targeted groups (Y1–Y6). Tutors (teachers/experienced TAs/support teachers) trained to deliver curriculum-aligned tuition; ensure small sizes and sustained cycles.	EEF: Small-group tuition produces on average +3–4 months' progress; best when aligned with classroom teaching and frequent sessions. EEF – Small-group tuition and DfE tutoring guidance for implementation DfE – Tutoring guidance.	1, 2

3. National Tutoring-style model or school-led tutoring (affordable/school staff tutors) for Y2–Y6 disadvantaged pupils below in reading and maths (targeted diagnostic assessment, small groups of 2–3, 12–24 sessions).	DfE & EEF evidence and implementation guidance stress alignment with classroom curriculum and diagnostic assessment; small group tutoring effective when implemented well. DfE – Tutoring guidance, EEF – Making a difference with effective tutoring.	1, 2
4. Targeted phonics catch-up groups for Year 1 & 2 pupils who did not meet phonics check standard; use RWI short-burst interventions and 1:1 where required.	EEF: Phonics-based instruction is high-impact for early reading. EEF – Phonics.	1
5. Structured EAL programme: early assessment of vocabulary and oral language needs; targeted small-group oral language and pre-teaching of subject vocabulary; EAL lead monitoring.	EEF / DfE guidance: oral language and vocabulary support integrated with curriculum improves reading comprehension for EAL/disadvantaged pupils EEF – Oral language interventions.	1, 2
6. Structured reading comprehension and fluency groups (guided reading + comprehension strategies) with deliberate practice, for targeted KS2 pupils.	EEF reading guidance and Teaching and Learning Toolkit evidence supports focused reading comprehension strategies as effective when aligned to curriculum. EEF – Improving Literacy KS2 & Toolkit reading strands.	1, 2
7. Rapid induction and catch-up package for in-year admissions: immediate language screening, targeted daily catch-up sessions (3–4 weeks) and allocated LSA/support teacher to stabilise learning and reduce initial absence from learning.	Research and EEF highlight importance of early diagnosis and targeted short-term interventions for new arrivals; immediate language support is beneficial for disadvantaged/EAL learners EEF – Oral language interventions.	2

C. Wider Strategies (Tier 3) — attendance, pastoral, family support, extracurricular

Activity	Evidence that supports this approach (source name → link)	Challenge number(s) addressed

1. Whole-school attendance strategy (Attendance Lead + attendance team): use EEF six evidence-informed themes — diagnose needs, build belonging/community, communicate with families (personalised messages/nudge letters), improve universal provision, targeted follow-up and monitor impact. Implement early warning system, 2-week response protocol, home visits where necessary; link with LA / Liverpool support services for homelessness/refugee families.	EEF guidance: "Supporting school attendance" sets out evidence-based themes and highlights promise of personalised parental communication and targeted responsive approaches. EEF – Supporting school attendance & Attendance REA, EEF – Attendance Rapid Evidence Assessment.	3
2. Parental communication programme: personalised attendance letters (nudge letters), SMS/text reminders and translated communications for families (23 languages represented) that report days missed and offer next-steps support and contacts.	EEF evidence suggests personalised parental communications and 'nudge' letters can change parental behaviour and improve attendance (small but consistent effects). EEF – Attendance communications & REA, EEF – Supporting school attendance tools.	3
3. Targeted family engagement & casework: breakfast/food support (where needed), multi-agency family meetings, PEEP and parenting workshops (termly), signposting to Liverpool Adult Support services and refugee/asylum support agencies; use pastoral small-team to case-manage families at risk of persistent absence/housing instability.	Attendance REA: responsive, targeted approaches and parental engagement show promise; DfE emphasises family engagement and multi-agency support for attendance improvement. EEF – Attendance Rapid Evidence Assessment, DfE – Pupil Premium Menu & guidance.	2, 3
4. Breakfast provision (reduce morning barriers, improve arrival punctuality and readiness to learn). Monitor uptake and link to attendance improvements.	EEF and independent evaluations show evidence that breakfast clubs can have positive effects on attendance and readiness to learn in some settings (mixed outcomes but promising for deprived populations). EEF – Magic Breakfast independent evaluation summary & Toolkit on meal provision and EEF – Magic Breakfast evaluation (EEF) (see EEF resources).	3
5. Social, emotional and pastoral support: Zones of Regulation/Emotion Coaching school-wide, targeted small nurture groups, restorative approaches and in-school counselling for pupils with trauma / homelessness / asylum experience; staff training and supervision.	EEF: SEL interventions can improve social outcomes and have a positive (small–moderate) effect on attainment and behaviour when implemented well. Attendance REA highlights teaching of social and emotional skills as one facet that can support attendance in some	1, 2, 3

	contexts. EEF – Social and Emotional Learning guidance and EEF – Attendance REA.	
6. Curriculum enrichment & cultural capital: subsidised trips, music/arts participation and after-school clubs (priority PP places), linked to reading and vocabulary themes and community partnerships (local libraries, galleries, theatre).	EEF: extracurricular/arts participation supports engagement; must be linked to learning and inclusion to have best effect. EEF – Extracurricular/arts participation & Pupil Premium guidance.	2, 3
7. Temporary emergency support fund for families (food, uniform, travel, equipment) to reduce barriers linked to instability/homelessness/refugee cases; linked to social care/LA referrals.	EEF/DfE: Wider strategies that reduce material barriers and improve family stability contribute to attendance and pupil readiness to learn (contextual evidence and Attendance REA). EEF – Attendance REA.	2, 3

Monitoring, evaluation and governance

- Monitoring cycle: half-termly evaluation of interventions against success criteria (section 3) by the Senior Leadership Team (Headteacher, Deputy/Assistant Head with Pupil Premium lead and SENDCo), plus termly reporting to governors (Pupil Premium governor).
- Data used: LanguageScreen / Wellcom diagnostics, phonics check, termly internal reading/writing/maths assessments, retrieval quizzes and assessment questions, attendance registers, pastoral records and behaviour incidents.
- Impact review: For each targeted cohort (Oral language, Tutoring, Attendance cases) the school will record baseline, interim and endpoint measures; effectiveness threshold established before scaling; interventions stopped or adapted where no measurable impact after agreed cycle.
- Reporting: publish strategy, planned spend and annual impact report on school website per DfE expectations and EEF guidance. EEF – Guide to the Pupil Premium

Resourcing and staffing (summary)

- Continue funding of three support teachers (Y1/2, Y3/4, Y5/6) and three ECTs' support as described in school context; allocate Pupil Premium to:
    - Reception targeted language provision (training + resources).
    - Tutoring/small-group tuition (training, timetabling, tutor release pay).
    - Attendance team (Attendance Lead time + family liaison budget).
    - CPD budget for staff coaching and subject leader release.

5. Annual Review and Success Measures (how we will know it worked)
    - Impact measures (examples): Reception language outcomes, Year 1 phonics pass rate, KS2 RWM expected standard for disadvantaged, attendance % and

persistent absence reduction, exclusions/suspensions rates, EAL progress steps and internal reading age progress.
    - Minimum expected gains over the year (examples; school to set exact numeric targets using current data): Reception language cohort mean score improved by defined standardised amount; phonics Year 1 increase to nearer national averages; KS2 disadvantaged RWM increase and gap reduction (benchmarked to local and national disadvantaged figures).
    - Review dates: Half-termly reviews (impact & fidelity), termly governor review, annual Pupil Premium strategy update published.

Framework note (OFSTED)

- This strategy aligns with the OFSTED inspection framework focus areas (Safeguarding, Inclusion, Curriculum & Teaching, Achievement, Attendance & Behaviour, Personal Development & Well-being, Early Years, Post-16 Provision, Leadership & Governance). The plan prioritises safeguarding and inclusion and uses evidence-based curriculum design and attendance strategies that OFSTED expects to be clearly linked to outcomes.

Key evidence references (hyperlinked)

- Education Endowment Foundation — Oral language interventions (Toolkits & guidance): EEF – Oral language interventions
- Nuffield Foundation — Nuffield Early Language Intervention (NELI) impact summary: Nuffield – NELI impact
- Education Endowment Foundation — Small-group tuition & Teaching and Learning Toolkit: EEF – Small-group tuition
- Department for Education — Tutoring guidance for education settings (May 2024): DfE – Tutoring guidance
- Education Endowment Foundation — Supporting school attendance and Rapid Evidence Assessment: EEF – Supporting school attendance, EEF – Attendance Rapid Evidence Assessment (PDF)
- DfE / EEF Pupil Premium Menu of Approaches & evidence brief: Pupil Premium resource – evidence brief (DfE/EEF)
- EEF — Guide to the Pupil Premium (Menu & planning): EEF – Guide to the Pupil Premium (2022)

(End of strategy document)