

Pupil premium strategy statement – Holy Cross Whitwick

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	142 (excluding pre-school)
Proportion (%) of pupil premium eligible pupils	15%
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)	2022-25 Current update Oct 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2025
Statement authorised by	
Pupil premium lead	Catherine Murphy
Governor / Trustee lead	Gavin Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP £24,393 PP Plus £8,400*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,793

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that disadvantaged pupils make at least the same progress as non-disadvantaged pupils and that they attain the same expected standards. Our strategy aims to eliminate, or at the very least diminish, the barriers to achievement that some children experience in their lives. Our school improvement plans always include consideration for disadvantaged and vulnerable, including those pupils with Special Needs or Disabilities (SEND).

We know that there sometimes disadvantaged pupils also have SEND and we work hard to identify, and then adapt, our provision for individual pupils according to their needs. We work with a range of external agencies including mental health support, education psychology, admissions & inclusion and autism outreach.

Our ethos and our mission is one of inclusion and that means we can provide some financial support so that children can take part in wider opportunities offered by the school and in the community. This includes some support for visits, visitors and residential trips.

We know that many disadvantaged pupils sometimes have to cope with difficult life circumstances. Our school community supports by giving individual help when needed through our Emotional Literacy Support Assistant (ELSA). The equalities, anti-bullying and behaviour policies which underpin the ethos of the school and are part of our Catholic values. The personal development curriculum is important to teach pupils how to self-regulate, understand the world around them and develop into rounded, compassionate young people. We aim to equip all pupils with the confidence, and knowledge to make good and positive choices as they grow up. This includes navigating the modern world, including the online world.

Our strategy is primarily focussed on Quality First Teaching for all pupils. Our curriculum is carefully planned so that learning builds on existing learning year on year taking into account the challenge of mixed year groups. Our leaders monitor this very carefully.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have on average lower attainment. 50% of Disadvantaged pupils also have additional Needs
2	Lower levels of spoken language (vocabulary and grammar)
3	Emotional Challenges: the school has a larger than average proportion of Looked After Pupils
4	Lack of cultural capital and experiences of the wider world

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
All children to make expected progress	All children to have made the expected progress from their starting point (EYFS, KS1) Where pupils have fallen behind, they will need to make more than expected progress ie from Working towards in KS1 to Expected at KS.
Children to have effective phonic knowledge to allow them to become successful and confident readers	Measured by: <ul style="list-style-type: none"> Phonics screening tests in Y1 or later in Y2 Expected standard at KS1 tests and Teacher Assessment of their reading Reading the appropriate level for their age Good reading habits are established along with a knowledge of books and authors
Children supported emotionally in school through ELSA programme so that they can access learning successfully.	Children have additional support to help them cope with any day to day challenges and/or support with ongoing or historical challenges.
Children to have a wide experience of cultural and sporting opportunities	All children have the opportunity to take part in sporting and cultural events without barriers, including financial.

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: £6,098

Activity	Evidence that supports this approach (Using Education Endowment Foundation months progress measure)	Challenge number(s) addressed
Teaching Assistants to support pupils with their learning	Small group tuition (EEF+4) to deliver pre-teaching or embedding of learning TA interventions +4	1,2,3
Additional phonics teaching for those making insufficient progress	EEF +5 Additional phonics with phase-targeted teaching in addition to the daily whole class phonics lesson	1,2,3

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

Budgeted cost: £6,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA across KS2 to deliver targeted interventions across KS2.	Small group tuition (EEF+4) to deliver pre-teaching or embedding of learning TA interventions +4	1,2,3

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

Budgeted cost: £12,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural, sporting and arts-based events to be financially supported through PP funding. Breakfast club After school club Swimming residential	The school exists in a deprived area where there are low levels of aspiration and participation in further education	4

ELSA to support behaviour, attendance and well-being	Building strong relationships with families and supporting good attendance. Helping children to overcome barriers to learning	1,2,3
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Total budgeted cost: £24,393

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the low numbers of eligible pupils, they would be identifiable in data tables and charts.

The ELSA has provided support for disadvantaged pupils including transition support for secondary 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
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

*Pupil Premium Plus funding is used according to the identified individual needs of eligible pupils