

Review of outcomes 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

High-Quality Teaching for All

Quality First Teaching remains the single most important lever in closing gaps and our ongoing professional development ensures that every lesson, every classroom, and every interaction supports our disadvantaged learners to achieve in line with their peers.

Individualised Learning Resources and Technology Access:

Providing every disadvantaged pupil with personal learning devices has effectively bridged the digital divide, enabling continuous and tailored learning experiences both in and out of the classroom. This initiative has ensured that all students can access quality education regardless of their circumstances.

Customised Online Curriculum and Support Tools:

The use of educational platforms such as Kerboodle, Activelearn, GCSEPod, Google Workspace for Education, Gemini and NotebookLM has created inclusive and accessible learning environments for disadvantaged pupils. These tools have supported personalised learning pathways, allowing teachers to offer differentiated and additional resources efficiently and discreetly. This targeted use of technology has been instrumental in fostering academic growth.

Targeted Academic Support:

Smaller class sizes in key subjects, alongside one-to-one support, have provided disadvantaged pupils with more personalised feedback and attention, leading to a number of academic outcomes above the national average.

This is reflected in the GCSE results, where the estimated (using CATS data) English progress score was 0.36 and Maths was 0.51. Attainment scores in English also surpassed national benchmarks, with English A8 at 5.6 (compared to the national average of 4.9 for all students, PP National 3.9) with Maths A8 at 4.9 (national average of 5.8 for all students, PP National 3.4).

Pastoral Support and Wellbeing:

To address the mental health challenges, the school has invested in targeted wellbeing initiatives, including external counselling and early mental health interventions. These efforts have been pivotal in supporting students' emotional and academic progress while also enhancing attendance and parental engagement. Last year, many students accessed counselling, with the most significant benefits observed among younger pupils.

Attendance and Engagement:

A multi-agency approach enabled the school to maintain strong attendance rates and high levels of engagement among disadvantaged pupils compared to the national average.

The attendance for disadvantaged students at Holy Cross last year was 90.8% where the national average for disadvantaged students was 86.2%.

Additionally, disadvantaged students achieved an overall Progress 8 score of 0.28, significantly exceeding the national average of 0.16.

Although students performed better than the national average there is a significant gap in progress and attainment, with disadvantaged students having an estimated progress gap of -0.33 and an attainment gap of -1.1 (based on FFT analysis).

Pupil Premium progress for high prior attainers is -0.73 achieving on average 1 grade below their non Pupil Premium peers. There needs to be a clear focus on higher attainers and this has informed our strategy for 2025-26.

*All attendance, progress and attainment data validated using FFT analysis.