

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils, and forms part of a 3-year strategy plan 2024 - 2027.

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	The Holy Cross School
Number of pupils in school	771 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Headteacher
Pupil premium lead	Helen Kay, supported by Lisa Peirce and Kristin Santoo
Pupil Premium Link Governor	Marcus Tattersall

Funding overview 2021-2026

Detail	Amount 2022-23	Amount 2023-24	Amount 2024-25	Amount 2025-26
Pupil premium funding allocation this academic year	£122,419	£120,000	£106,096	£114,000
Recovery premium funding allocation this academic year	£17,110	£28,290	£0	£0
Pupil premium funding carried forward from previous years	£0	£0	£0	£0
School-led tutoring	£18,225	£7,200	£0	£0
Total budget for this academic year	£157,754	£155,490	£106,096	£114,000

Finance

The school was allocated £145,723 as a pupil premium grant for the fiscal year 2019/20.

The school was allocated £130,193 as a pupil premium grant for the fiscal year 2020/21.

The school was allocated £125,315 as a pupil premium grant for the fiscal year 2021/22.

The school was allocated £125,379 as a pupil premium grant for the fiscal year 2022/23.

The school was allocated £109,874 as a pupil premium grant for the fiscal year 2023/24.

The school was allocated £106,096 as a pupil premium grant for the fiscal year 2024/25.

Summary

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Teaching Staff	91549	95693	83634	83529	71881	66532
Non – Teaching Staff	35872	36928	33018	30200	30000	30000
Meals Provided Without Charge	2766	2350	3984	5075	6374	6454
Resources & Pupil Support	15536	3514	4678	6575	1619	3110
Total Expenditure	145723	138485	125315	125379	109874	106096

Part A: Pupil premium strategy plan

Statement of intent

The Holy Cross School is deeply committed to closing the gap between disadvantaged students and their peers. At the heart of our strategy is the clear aim of our founders, the Sisters of the Holy Cross, whose Mission is to “joyfully share this life with others, especially those who are in any way disadvantaged.”

At Holy Cross School, we are committed to ensuring that all pupils, regardless of background or circumstance, are able to achieve their full academic and personal potential. Our Pupil Premium strategy is rooted in a belief that disadvantage should never be a barrier to success.

We recognise that pupils eligible for Pupil Premium represent a diverse group with a wide range of needs. Some may face financial hardship, while others may experience challenges linked to family circumstances, SEND, language barriers, or emotional wellbeing. Equally, we understand that not all disadvantaged pupils are identified through funding criteria, and therefore our approach is responsive, inclusive and based on individual need rather than labels alone.

Through a combination of evidence-informed practice (DfE and EEF guidance), strong pastoral care, and high expectations, we strive to ensure every pupil at Holy Cross feels valued, supported, and able to succeed.

We expect our disadvantaged pupils to thrive both academically and personally and we take a carefully individualised approach to ensure this is realised. Our long-term strategy (2024–2027) reflects this commitment. Every lesson, every classroom and every interaction should support disadvantaged pupils to achieve in line with, and increasingly beyond, their peers.

The core purpose of this strategy is to reduce the attainment and progress gap between disadvantaged pupils and their non-disadvantaged peers, both nationally and within the school. While outcomes for our disadvantaged pupils compare favourably with national benchmarks, we remain ambitious in narrowing the in-school gap year on year.

Our approach is rooted in precise, diagnostic assessment rather than assumption. We prioritise early identification of barriers, targeted allocation of resources, and rigorous evaluation of impact. This ensures that support remains responsive, effective and closely aligned to the evolving needs of our pupils as they progress through their education.

Pupil Premium is central to school improvement at Holy Cross. Our strategy reflects both our mission and our commitment to excellence. Through high-quality teaching, targeted support, and rigorous evaluation, we ensure that disadvantaged pupils are not only supported but enabled to achieve strong and increasingly exceptional outcomes.

Using Our Pupil Premium Funding Effectively

This section outlines how Holy Cross School will use Pupil Premium funding in 2025–2026 to address the challenges identified in this strategy. Our approach is aligned with our three-year Pupil Premium Strategy (2024–2027) and the School Development Plan, ensuring consistency and a clear strategic focus.

Guided by our mission to *“joyfully share this life with others, especially those who are disadvantaged,”* we follow an evidence-informed approach, drawing on DfE and EEF guidance. This enables us to deliver a balanced model of high-quality teaching, targeted academic support and wider pastoral provision to meet the complex needs of our disadvantaged pupils.

Many strategies are intentionally sustained, particularly in areas such as attendance, literacy, wellbeing and enrichment. This consistency ensures high-quality provision while allowing staff to refine practice over time.

Pupil Premium funding is used as part of a wider, integrated model alongside core school and SEND funding. This ensures provision is inclusive, responsive, and sustainable, enabling Holy Cross to deliver cohesive academic and pastoral support so that disadvantaged pupils can access education fully and achieve strong outcomes.

The Holy Cross School understands the complexities of closing the achievement gap and the multifaceted impact of economic deprivation on academic outcomes. We acknowledge that students eligible for free school meals typically make less progress than their peers.

Recognising the ongoing challenges faced by children from disadvantaged backgrounds, particularly in light of the current cost of living crisis, we are committed to providing a secure and supportive environment to mitigate these effects. Our strategy includes a sustained response, ensuring that interventions are impactful and responsive to evolving needs.

Our Key Aims

1. High-Quality Teaching for All: We prioritise the development of teaching strategies that support all learners, with an emphasis on closing attainment gaps.
2. Targeted Academic Support: Evidence-based interventions are implemented to address specific barriers to learning for disadvantaged students.
3. Wider Strategies: We address non-academic barriers such as attendance, mental health, and access to enrichment opportunities, ensuring that all students can thrive both academically and personally.

Monitoring and Evaluation

The Holy Cross School is dedicated to rigorous monitoring and evaluation of our pupil premium strategy. This ensures that interventions and funding are consistently directed toward the areas of greatest need and achieve measurable, positive outcomes.

By maintaining this commitment, we aim to uphold our Mission Statement and provide all students with the opportunities they need to succeed, regardless of their background.

Challenges

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

	Detail of challenge
1	Attainment and progress gap between high prior attaining disadvantaged students and their non-disadvantaged peers at KS4
2	The impact of the cost of living crisis on families and access to trips and opportunities
3	Poor mental health of a growing number of students, and high need for therapy.
4	A higher proportion of disadvantaged students with persistent absence (under 90%) in comparison to their non-disadvantaged peers.
5	A growing number of SEND students on roll.

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
Academic Achievement Narrow the attainment and progress gap between high prior attaining disadvantaged students and their non-disadvantaged peers at KS4	KS4 results, post-16 destinations. Evidence of targeted interventions, with regular monitoring showing sustained improvement in performance.
Attendance and Engagement Improved attendance to school and in particular reduce the number of disadvantaged students with persistent absence	Narrow the gap in persistent absence between disadvantaged students and their non-disadvantaged peers.
Wider Learning and Cultural Capital PP students actively engage in extracurricular activities, building cultural capital and leadership skills.	At least 70% of PP students participate in one or more school-organised extracurricular activities. Targeted leadership opportunities are provided, with 40% of positions (e.g.,

	assembly readers, house captains) filled by PP students.
Social, Emotional, and Mental Health (SEMH) Support PP students receive timely and effective SEMH support, reducing emotional barriers to learning.	All staff trained in trauma-informed practices by the end of the academic year, with evidence of implementation in classrooms. Student surveys, safeguarding monitoring, student views, attendance, and progress.
Parental Engagement Enhanced engagement and communication with the parents/carers of PP students to support their academic and personal development.	90% of PP parents attend at least one parents' evening. Follow-up calls ensure contact is made with 100% of PP parents who miss scheduled meetings.
Use of Data Effective use of data to track, evaluate, and adjust interventions for PP students across all year groups.	Analysis of PP student progress post-data drops informs adjustments in interventions within four weeks. Departmental reviews demonstrate a clear link between data analysis and successful interventions for underperforming PP students.
Post-16 Progression and Career Guidance PP students have enhanced access to post-16 opportunities and are fully supported in achieving aspirational destinations.	100% of PP students receive tailored career interviews and guidance by Year 9. Increase in applications from PP students to aspirational institutions, including Oxbridge and competitive apprenticeships.

Activity in this academic year (2025-2026)

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: £1,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching</i>	Quality First Teaching has been the most significant driver in improving outcomes for disadvantaged pupils. Consistently high expectations, clear lesson structure and adaptive teaching strategies ensure that all pupils, including those eligible for Pupil Premium, can access the curriculum effectively.	1, 5

	<p>CPD led by the SENDCo and English Subject Lead continues to help build strong foundations of disciplinary literacy in particular.</p> <p>Teachers use assessment information to identify gaps early and respond with targeted support within the classroom, reducing the need for reliance on intervention alone. The effective use of modelling, feedback and retrieval practice has strengthened pupils' understanding and confidence across subjects. As a result, disadvantaged pupils have been able to make strong progress, with outcomes remaining above national averages. This approach ensures that support is not separate, but embedded within everyday teaching, enabling Pupil Premium pupils to learn alongside their peers and achieve increasingly strong outcomes.</p>	
<i>CPD: using devices and digital tools for personalised in-class learning and to support pupils with additional needs</i>	<p>Technology can enable teachers to adapt practice effectively, for example increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase the retention of key ideas and knowledge. Technology also enables personalisation of the curriculum and offers opportunities for independent learning and development, Lexia is an example of this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1
<i>High quality online training resources</i>	Bluesky, National College, TES training resources offer high quality professional development for staff which can be personalised, targeted, and is constantly updated in line with	1, 3, 5

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

Budgeted cost: £49,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 11 targeted interventions in all subject areas</i>	Research evidence suggests that small group tuition which is targeted at pupils' specific needs is effective and has an average impact of four months' additional progress over the course of a year.	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<i>Smaller KS3 class sizes in English and Maths</i>	<p>Research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupils. It provides more opportunities for feedback and high-quality interaction between the teacher and pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2, 3, 5
<i>Adapted Curriculum</i>	<p>The GCSE cohort (2024–2026) has benefited from an adapted curriculum ('alternative pathway') designed to better meet the needs of pupils, particularly those who are disadvantaged. This includes a reduced academic load for some students, allowing additional time for the development of study skills, independent learning and targeted academic support. Alongside this, greater emphasis has been placed on wider community involvement and personal development opportunities, helping pupils to build confidence, resilience and a stronger sense of belonging. This balanced approach ensures that pupils are better prepared not only for their examinations but also for their next steps beyond school.</p>	1, 2, 3, 4, 5
<i>One to one support and tuition</i>	<p>One to one tuition offers greater levels of feedback and intervention compared to whole class teaching. This can support pupils overcome barriers to learning and enable pupils to make effective progress by providing intensive, targeted academic support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 3, 5
<i>PP data lead to monitor data at all key stages in order to diagnose challenges and target intervention/support</i>	<p>Monitoring data provides an understanding of any challenges disadvantaged pupils are facing. An analysis of attendance, teacher feedback, behaviour, wellbeing and access to technology provides opportunity to identify challenges and target support.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 4

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

Budgeted cost: £63,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 devices for all</i></p> <p><i>(school provides PP students with Ready to Learn Scheme, this does not come from the PP funding)</i></p>	<p>Technology can be used as a motivational tool and connects students to teachers. Devices can also increase the quality and quantity of practice pupils undertake both inside and outside of the classroom. It provides the opportunity for improved assessment and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1, 2, 5
<p><i>Mental health tracking and support. KS with the mental health first aid team to provide intervention.</i></p> <p><i>School wide attachment aware and trauma informed training.</i></p>	<p>Lockdowns have had a significant impact on the mental health of many children, this in turn has impacted attendance and progress.</p> <p>https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/</p>	3, 4, 5
<p><i>SE provides attendance monitoring, reporting and targeting across the school.</i></p>	<p>Attendance monitoring and identifying persistent absence is an important diagnostic tool that helps identify challenges.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Following good practice set out by the DfE https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1, 3, 4
<p><i>Music tuition provides opportunities for enrichment activities and increased cultural capital.</i></p>	<p>Offering enrichment activities provides equality and increased cultural capital enabling increased social mobility.</p> <p>https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf</p>	2, 3
<p><i>Additional targeted welfare support (meals, uniform, trips and general support)</i></p>	<p>General support provided so students can focus on learning. Providing meals without charge to students with lower socio-economic status can reduce health inequalities. Providing financial support for trips creates equity, equality and increases cultural capital. General financial support including help with uniform can help with school attendance.</p>	2

<p><i>Small group study skills workshops for Year 11 students</i></p>	<p>Workshop focused on meta-cognition and self-regulation approaches is high (+7 months additional progress)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 3, 5</p>
<p><i>1:1 mentoring for year 11 PP students</i></p>	<p>The impact of mentoring is likely to have a positive impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,3</p>
<p><i>Teaching Assistant Interventions</i></p>	<p>A programme of targeted small group interventions every morning, including ELSA, social skills, touch typing, reading is offered to students on the SEND register.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 5</p>
<p><i>Careers interviews</i></p>	<p>All disadvantaged students will receive a personalised careers interview with a trained careers advisor by Year 9 with a focus on creating aspiration. Further interviews to increase applications from disadvantaged students to aspirational institutions, including Oxbridge and competitive apprenticeships.</p> <p>https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers</p>	<p>1, 2</p>
<p><i>Beyond the Curriculum</i></p>	<p>We continue to embed whole-school initiatives that broaden the horizons of our Pupil Premium cohort to strengthen engagement and belonging. For example, the 'Big Sister, Little Sister' programme pairs Year 7 students with a Sixth Form mentor. Participation in wider curricular and extracurricular experiences, supports confidence, resilience and the social capital that can too easily become a hidden barrier to success.</p> <p>The successful Duke of Edinburgh Award Programme, the wide variety of clubs, trips and other activities as well as tutor group representatives ensure students feel part of the Holy Cross School Community. These are both within and across year groups.</p>	<p>1, 2</p>

Total budgeted cost: £114,000

Part B: Review of outcomes in the previous academic year

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.

Externally provided programmes

The vast majority of our additional interventions are provided by Holy Cross teaching staff. However, we also make use of external provision where deemed necessary.

Programme	Provider
Alternative Provision	Anstee Bridge, Boost
Music lessons	Kingston Music Service
Attendance/ Inclusion Support	Education Inclusion Support Service
Mental health/ Wellbeing support	Grow Therapeutic Coaching; Walk and Talk Counselling

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted well being initiatives e.g. Grow therapy and socially thinking offer
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance and well-being. Improved attainment.

Pupil Premium Strategy 2024–2025 Review

At Holy Cross School, the success of disadvantaged pupils remains central to our mission to *“joyfully share this life with others, especially those who are in any way disadvantaged.”* Over the past year, our work has been characterised by consistency, high-quality provision and a clear focus on impact. Rather than introducing short-term initiatives, we have strengthened approaches that have already proven effective, ensuring a stable, reliable strong foundation of support while remaining responsive to emerging needs.

Our approach continues to align with national guidance from the Department for Education (DfE) and the Education Endowment Foundation (EEF), using a balanced ‘menu of support’ that combines high-quality teaching, targeted intervention and wider pastoral strategies. This layered model enables us to respond effectively to the complex and overlapping needs of our disadvantaged pupils.

Academic outcomes at Holy Cross remain a clear strength. In 2025, overall Attainment 8 reached 59.2, placing the school significantly above national averages, with 90% of pupils achieving grade 4+ in English and Maths and 74% achieving grade 5+.

Disadvantaged pupils continue to perform strongly, with Attainment 8 at 50.7 and English and Maths 4+ at 73%, both above national figures for this group. Notably, the progress gap between disadvantaged pupils and national non-disadvantaged pupils has closed significantly, moving from -1.8 in 2023 to a positive gap of +0.4 in 2025, representing a major institutional success.

However, while Progress 8 remains above national at 0.28, there has been a gradual decline over time, highlighting the need for continued focus on sustaining value-added progress, particularly for high prior attaining pupils.

Attendance continues to be a significant strength. Whole-school attendance has risen to 94.3%, remaining consistently above national averages, while disadvantaged attendance at 90.5% also exceeds national figures for this group. Persistent absence across the school is low at 15.9%, well below national benchmarks, reflecting the effectiveness of our pastoral systems. However, the persistent absence rate for disadvantaged pupils (41.1%) has become a key area for improvement, as this now sits closer to national averages and presents a barrier to further gains in attainment.

Pastoral care remains a defining strength of Holy Cross. Early intervention, strong communication with families and targeted support have enabled pupils to overcome barriers related to anxiety, emotional wellbeing and external circumstances. This is reflected in both attendance outcomes and the consistently low levels of suspension and exclusion, which remain significantly below national figures. The school’s inclusive

environment is further evidenced by a high stability rate of 92.12%, indicating that pupils remain engaged and supported throughout their time at school.

Our wellbeing provision has continued to develop, with increased access to mental health support and early intervention strategies. These have been particularly impactful for disadvantaged pupils, who are more likely to experience overlapping challenges. Similarly, the strong performance of SEND pupils, particularly in attendance (92.5%, above national), demonstrates the effectiveness of targeted and specialist support, offering potential models of practice that can be applied more widely.

Enrichment and cultural capital remain central to our provision. Financial support ensures that disadvantaged pupils can access trips, extracurricular activities, and wider opportunities, strengthening their sense of belonging and aspiration. Careers education continues to be a strength, with pupils receiving personalised guidance that supports informed and ambitious post-16 pathways.

Overall, the data confirms that Holy Cross continues to deliver strong outcomes for disadvantaged pupils, particularly in comparison to national benchmarks. However, key priorities remain clear. The persistent absence of disadvantaged pupils, the need to sustain strong progress outcomes, and the continued focus on high prior attainers will shape our work moving forward.

Looking ahead to 2025–2026, we will continue to prioritise disciplinary literacy, oracy, attendance, wellbeing and curriculum access, using a combination of high-quality teaching, targeted intervention, and strong pastoral care. Guided by our Catholic ethos and commitment to dignity, community, and service, we remain focused on ensuring that every pupil is supported to flourish academically, socially and emotionally.

Outcomes 2025 – Value added 2024/25

	Holy Cross Overall	National	Holy Cross Disadvantaged
Progress 8	N/A	N/A	N/A
Attainment 8	59	45	50
% with Level 5 and above in English and Maths	74%	44%	59%

% with Level 4 and
above in English
and Maths

90%

64%

73%

Conclusion

Holy Cross School is committed to ensuring that every pupil, regardless of disadvantage, is supported to thrive academically, socially and emotionally. We are committed to the progress, wellbeing and long-term success of every pupil, guided by our mission to *“joyfully share this life with others, especially those who are disadvantaged.”* High expectations, excellent teaching and strong pastoral care underpin this commitment.

At Holy Cross School, our Catholic ethos shapes every aspect of our work, guiding our understanding of dignity, community, and service. We are committed to supporting pupils not only academically, but also in their personal, emotional and spiritual development. Catholic Social Teaching underpins this approach, affirming that every pupil is unique, valued, and deserving of compassion, opportunity, and respect. Principles such as the common good, solidarity, and a preferential option for the most vulnerable are central to our Pupil Premium provision.

Our Pupil Premium strategy reflects our core values of inclusion, aspiration and care. By combining high-quality teaching, targeted support, and strong pastoral provision, we aim to ensure that all pupils feel a strong sense of **belonging**, develop confidence in their abilities and leave school fully prepared for the next stage of their lives.