

# Pupil Premium Strategy Statement

## Holy Family RC Primary School



This statement details our school's use of pupil premium (and recovery 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	211
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-26
Date this statement was published (revised)	1.9.24
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Munro
Pupil premium lead	Alison Tunncliffe
Governor / Trustee lead	Sarah Munro

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,362
Recovery premium funding allocation this academic year	

Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£167,540</b>

# Part A: Pupil premium strategy plan

## Statement of intent

**The Pupil Premium is additional funding allocated to publicly funded schools to address the inequalities between children from low income families who are eligible for free school meals (FSM) and those who are not. It is also allocated to Looked After Children (LAC). The primary aim is to raise the attainment of disadvantaged pupils and close the gap between them and their peers.**

The Government believes schools are best placed to decide how best to assess what additional provision is required for the individual pupils within their responsibility. The school, therefore, is given the autonomy to decide how to allocate this funding.

At Holy Family, our Catholic ethos is centred around our Mission Statement “We live learn and love in His way.” We are committed to serving our community to provide the best possible education for our children and families. The Pupil Premium is used for the benefit of our most vulnerable and disadvantaged pupils. We recognise that not all pupils eligible for free school meals will be socially disadvantaged. Conversely, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. It is always our intention to allocate funding to any pupil or groups of pupils that we identify as being socially disadvantaged.

At Holy Family we want all children to have a love of learning and be ready for the next stage of their educational journey. We want to raise attainment, close the gap and ensure that no door is closed to our pupils.

- Our plan is focused on improving quality first teaching, targeted interventions to fill gaps in learning and accelerate progress and wider strategies such as, improving attendance, emotional literacy support, experiences to enhance learning and learning to play a musical instrument.

## Challenges

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

Challenge number	Detail of challenge
1	Whilst attainment has risen, the % of pupils at ARE is still below national average.
2	Social and emotional needs, which can result in poor behaviour
3	Attendance
4	Poor language on entry into school
5	Pupils have limited experience outside their immediate environment

## 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
1.	Raise attainment for disadvantaged pupils.	Attainment will be in line with national average and the disadvantaged gap will have decreased.
2.	Continue to improve behaviour, by developing the pupils self-awareness and social and emotional skills.	Reduction in FTE and reflect and repairs. Pupil well-being scores increased. The % of pupils reporting good behaviour in school increases further.
3.	Improve attendance for disadvantaged pupils and reduce the number of PA pupils.	Attendance of disadvantaged pupils will be in line with national. PA pupils will be well below national
4.	Improve pupils language skills especially in EYFS.	Pupils make good progress within language and communication and achieve GLD by the end of reception.
5.	Increase pupils experiences through a broad and balanced curriculum.	Pupils receive a high quality curriculum which is planned to build up knowledge and skills year on year, ensuring the pupils are secondary school ready. Pupils can speak confidently about their learning. Pupils experience 1 visit, trip or experience each term linked to their topic.
6.	Improve pupils reading experience.	Pupils reading more and can speak about books they have read. Reading results, including phonics, have increased and are above the average.

## 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: £ 54,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that the new curriculum is implemented effectively to have the maximum impact for our pupils.	EEF Implementing change guidance. EEF Guide to Pupil Premium and the tiered approach -teaching is top priority including CPD. Rosenshine Principles Developing Oracy and Metacognitive Talk. SEND – Five a Day (SEN in Mainstream Schools)	1, 2, 5, 6, 4
To ensure all staff receive high quality CPD to improve teaching and learning.	EEF Guide to Pupil Premium and the tiered approach -teaching is top priority including CPD. Rosenshine Principles Developing Oracy and Metacognitive Talk. SEND – Five a Day (SEN in Mainstream Schools)	1 & 5
To work with GM Maths Hub to develop and further embed mastery across all year groups.	Research from GM Maths Hub – developing a mastery approach.	1
Develop subject leadership skills to ensure high standards and expectations across all subjects.	Effective Professional Development EEF Subscriptions to Subject Associations – further research.	1, 2, 5, 6, 4
Ensure that the teaching of Phonics and Early Reading is effective.	EEF Guide to Pupil Premium and the tiered approach -teaching is top priority including CPD. Phonics EEF	1, 5 & 6

Allocation of funds for resources to support teaching and learning.	<p>'Keep up not catch-up' research - schools network.</p> <p>White Rose</p> <p>TTRS</p> <p>Subject Associations</p> <p>Primary History</p> <p>Purple Mash</p> <p>Number Sense</p> <p>Charanga</p> <p>Learning By Questions</p> <p>Active Art</p> <p>My Happy Mind</p>	1 & 5
Develop a whole school approach to supporting the emotional health and wellbeing of our pupils.	TISUK (Trauma Informed School)	2, 3

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

Budgeted cost: £ £56,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To accelerate progress in Reading and Maths for disadvantaged pupils across all year groups.</p> <p>Targeted interventions using keep up strategy (post teaching) where gaps in learning have been identified this will be addressed through pre teaching.</p> <p>Phonic Interventions for those pupils with gaps in learning. Little Wandle</p>	<p>EEF Toolkit shows 6 months can be added using reading comprehension strategies.</p> <p>Small group tuition can add 4 months.</p> <p>Teaching assistant interventions can add 4 months.</p> <p>Phonics interventions can add 5 months.</p>	1, 4 and 5

Booster groups for target year groups. Main Focus Maths. WellComm interventions in EYFS		
To accelerate progress in Mathematics for disadvantaged pupils across all year groups. Mental Maths Interventions for target pupils. Effective use of pre assessments to inform planning and targeted interventions. Introduction of Learning By Questions Maths Focus KS2	Feedback can add 6 months. Small group tuition can add 4 months. Teaching assistant interventions can add 4 months.	1
Additional support for children with social, emotional and mental health needs through ELSA, Trauma Informed interventions/support, Messy Play and Forest School.	EEF Guidance report – Improving Behaviour in Schools and Improving Social and Emotional Learning in Primary Schools. Research from Trauma Informed Schools UK.	1, 2, 3 & 4.

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

Budgeted cost: £ 55,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to monitor daily attendance of disadvantaged pupils, providing early intervention and support for families.	EEF Toolkit Parental engagement can add upto 4 months	3

To offer a wide range of trips and visitors to enhance the curriculum offer, including additional music provision.	Research into the impact of vocabulary on outcomes for children. Ofsted research 2019 places emphasis on improving cultural capital particularly for disadvantaged pupils.	1, 4 & 5
Forest School Training	Research from Trauma Informed Schools UK on the impact of nature on wellbeing and emotional health.	2 & 5

**Total budgeted cost: £167,540**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Impact Statement for 2023-24

#### 1. Raise attainment for disadvantaged pupils.

##### Early Years Foundation Stage (EYFS)

Good Level of Development (GLD)

Pupils reaching expected development in 12 early learning goals

	All pupils	Disadvantaged
<b>No. of children</b>	25	8
<b>GLD %</b>	68	50

##### Phonics

Pupils are counted as achieving the standard in Y1 and by the end of Y2

	All pupils	Disadvantaged
<b>Phonics Yr1 %</b>	86	83
<b>No. of children</b>	22	12
<b>Phonics Yr 2 resit %</b>	56	80
<b>No. of children</b>	9	5

### Key Stage 2



Note: Writing is teacher assessed only. In reading, GPS and Maths EXS+ = scaled score of 100+;  
 GDS = 110+  
 RWM = Reading, writing and maths combined. GPS = Grammar, punctuation and spelling.

	All pupils	Disadvantaged
<b>No. of children</b>	29	14
<b>Reading EXS+</b>	69	57
<b>Reading GDS</b>	17	14
<b>Writing EXS+</b>	59	50
<b>Writing GDS</b>	0	0
<b>GPS EXS+</b>	66	50
<b>GPS GDS</b>	14	7
<b>Maths EXS+</b>	62	64
<b>Maths GDS</b>	14	14
<b>RWM EXS+</b>	48	43
<b>RWM GDS</b>	0	0

Further data will be added from the validated data published in December.

**2. Continue to improve behaviour, by developing the pupils’ self-awareness and social and emotional skills.**

To date there have been no FTE since September 2022. All staff have received training on the Trauma Informed Approach. As a result, relationships across the school have strengthened further and the number of Reflect and Repairs has reduced significantly.

The Emotional Health and Wellbeing Group have established a thorough referral system which ensures that children receive the right support at the right time.

School has also introduced My Happy Mind to teach the children the neuroscience behind emotions and to develop strategies to promote positive mental health.

**3. Improve attendance for disadvantaged pupils and reduce the number of PA pupils.**

Year	Attendance All	Attendance Disadvantaged	PA All	PA Disadvantaged
<b>2023</b>	93.82%	91.12%	15.38%	12.67%
<b>2024</b>	94.85%	93.46%	15.59%	24%

Attendance has improved by 1 % in 2023-24 which is positive.

National data for the year 2022-23 shows that PA rates in primary schools were 16.2% The data for 2023-24 is yet to be published. While school’s PA rate is slightly below the national average from 2022-23 the PA rate for disadvantaged pupils is too high and not acceptable. School has recently purchased Study Bugs to support the administration team with analysis to allow more time to engage with parents and carers.

**4. Improve pupils’ language skills especially in EYFS.**

68% of reception children achieved GLD in 2024 which is slightly above the national average for 2023 which was 67.2%.

The breakdown for Communication and Language is as follows:

	<b>2024 School Results</b>	<b>2023 National Average</b>
<b>Listening, attention and understanding</b>	84%	82.2%
<b>Speaking</b>	80%	82.8%

Pupils have made good progress from their starting point.

**5. Increase pupils’ experiences through a broad and balanced curriculum.**

In 2023-2024 school implemented a new curriculum which has been carefully planned and sequenced to meet the needs of our pupils. Monitoring shows that pupils have learnt and understood what they have been taught and are thoroughly enjoying the curriculum.

**6. Improve pupils reading experience.**

In 2023-2024 school have focused on the implementation of the new phonic scheme, Little Wandle. This has had a positive impact on outcomes.

Pupils are counted as achieving the standard in Y1 and by the end of Y2

	<b>All pupils</b>	<b>Disadvantaged</b>
<b>Phonics Yr1 %</b>	86	83
<b>No. of children</b>	22	12
<b>Phonics Yr 2 resit %</b>	56	80
<b>No. of children</b>	9	5

The Year 1 Phonics results is above the national average for 2023 which was 79%.

## Further information (optional)

- School runs a Breakfast Club from 8.15am – 8.50am where the children can access toast, cereal and a drink alongside a variety of activities. Parents are invited to send their child for the cost of £1. This cost may be funded by school where families are struggling or to improve attendance and punctuality. School will also provide food for those children arriving at school without having eaten.
- School has recently started an after school club to support working parents, especially those on low income who may not qualify for pupil premium funding. The club runs from 3.30pm -5.30pm. This is significantly cheaper than other local providers in the area.
- School provides a book bag for all children starting at the school and a school jumper for our nursery children.
- School offers free used uniform to support parents with uniform costs.
- Donations to school from our Helping Hand Appeal are used for a hardship emergency fund for families.