

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 (Sept 25)
Proportion (%) of pupil premium eligible pupils	51% (Sept 25)
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)	2023-26
Date this statement was published (revised)	1.9.25
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Munro
Pupil premium lead	Samantha Needle
Governor / Trustee lead	Sarah Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,569
Recovery premium funding allocation this academic year	

Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£140,569

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 life skills such as 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 (Updated Sept 2025)
1	While attainment shows consistent improvement, ongoing work is required to ensure disadvantaged pupils achieve in line with their peers.
2	Several disadvantaged pupils encounter social and emotional challenges that can make self-regulation and consistent engagement in learning more difficult.
3	Attendance is a barrier to learning for some pupil premium pupils – a small number of parents/carers carry low aspirations for their children and are either less motivated or lack the capacity to ensure that their children have their educational entitlement. This impacts on pupils’ ability to be motivated and resilient learners.
4	Our disadvantaged pupils arrive at Nursery & Reception well below the starting points of other children nationally. This has a significant impact on the academic attainment of disadvantaged pupils across the school, particularly in communication, language phonics, reading, writing and maths.

5	Disadvantaged pupils lack the experiences and vocabulary required of the current curriculum as a direct result of low income.
6	Social and emotional experiences in home life impact significantly on family input in the education of a child. This can include the impact of mental health on the pupils and their families, engagement in home learning such as reading each night, learning weekly spellings and completing homework tasks.

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.	<p>Improve outcomes in reading, writing and maths for PP pupils so that they are in line with their peers when they leave school. (SDP achievement)</p>	<ul style="list-style-type: none"> ➤ Appropriate academic support in place via quality first teaching. ➤ Accelerated progress from starting points and gaps diminished between PP and other pupils in reading, writing and maths ➤ Accelerated progress from PP pupils who have received 1:1 tuition & interventions ➤ Online resources (TTRS, Numbots, LBQ) are accessed for home learning & having a positive impact on progress ➤ Regular provision mapping strategically identifies most need for interventions ➤ Little Wandle and guided reading continue to be delivered effectively, impacting on outcomes for PP children ➤ Levels of engagement with homework, reading, spellings impact on progress and outcomes
2.	<p>Pupils' emotional well-being is prioritised alongside their academic achievement. (SDP personal development & behaviour)</p>	<ul style="list-style-type: none"> ➤ Continue to work with external agencies such as Kingfisher specialist school, Educational Psychologist, QEST, SALT, social care to support identified pupils whilst other assessments are waiting to be done (e.g. CAMHS). ➤ Benefit from additional Educational Psychology time ➤ Half termly welfare checks for all vulnerable children and those on the SEN/D register ensure pupils are nurtured, safe and happy ➤ Continue to make referrals to Breaking the Waves, Caritas for school uniform, provide access to breakfast club, after school club, Early Help, Christmas toy sacks and food parcels at significant times in the year. ➤ Continue to support parents to access online systems that can cause barriers to engagement ➤ Strengthened pastoral support with further CPD for mental health first aid training for some staff ➤ Continued low FTE & no permanent exclusions

		<ul style="list-style-type: none"> ➤ Positive progress shown through tracking of SDQ scores.
3.	<p>To close the gap between the percentage of attendance for PP, vulnerable and SEN/D children (SDP attendance)</p>	<ul style="list-style-type: none"> ➤ Attendance & punctuality is monitored regularly and rigorously ➤ Early Help is set up with attendance targets for families ➤ Poor attendance (below 93%) is challenged with communication with phone calls, home visits, a letter & invites to attend panel ➤ Fixed penalty notices are issued as appropriate ➤ Home visits & community police welfare visits undertaken when appropriate ➤ Maintain attendance levels to continue to be in line with national average ➤ Improve persistent absence levels for PP & SEN/D pupils so they are more in line with their peers
4.	<p>Improve outcomes at the end of Early Years so that PP children achieve a good level of development and are ready for the Y1 curriculum alongside their peers.</p> <p>(SDP achievement)</p>	<p>Pupils make good progress within communication, language and literacy and achieve GLD by the end of reception.</p> <ul style="list-style-type: none"> ➤ Appropriate academic support in place via quality first teaching. ➤ Teaching of phonics continue to be delivered effectively, impacting on outcomes for PP children ➤ Accelerated progress from starting points and gaps diminished between PP and other pupils in communication, language and literacy ➤ Over 60% of PP children achieve GLD at the end of Reception

5.	<p>Enhance the curriculum through visits, workshops & experiences each term</p> <p>(SDP personal development & achievement)</p>	<ul style="list-style-type: none"> ➤ Pupils receive valuable real-world experiences that strengthen their vocabulary, background knowledge and help them to remember their learning. These activities also build confidence, social skills and aspiration, helping disadvantaged pupils develop resilience and a stronger sense of possibility. ➤ By removing financial barriers, they ensure equality of opportunity and contribute to closing the attainment gap.
6	<p>Whilst attainment in reading has risen, school needs to continue to close the gap between disadvantaged pupils and their peers.</p> <p>(SDP achievement)</p>	<ul style="list-style-type: none"> ➤ Exploit opportunities that will support, nurture and bring the joy of reading to all pupils but particularly those who do not have capacity to read at home, making use of the varied texts & genres on offer across the year groups ➤ PP pupils report that they enjoy reading and reading more books for pleasure

Activity in this academic year 2025-26

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: £ **54,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all staff receive high quality CPD to improve teaching and learning	EEF Guide to the Pupil Premium; Rosenshine; EEF Metacognition; Oracy Cambridge; DfE SEN in Mainstream	1, 2, 4
Subject leadership development and release time	EEF Effective Professional Development; EEF School Leadership	1, 4
Trauma Informed Practice training	EEF Improving Behaviour; Trauma Informed Schools UK	2
Ensure teaching of phonics and early reading is effective	EEF Phonics; EEF Pupil Premium Guide; DfE Reading Framework	1, 4, 6
CPD to embed teaching of communication skills in EYFS	EEF Early Years Toolkit; DfE EYFS research	2, 4
Allocation of funds for resources	EEF Keep Up not Catch Up; EEF Digital Technology; Ofsted 2019	1, 2, 4, 5

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

Budgeted cost: **£55,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions	EEF Phonics + 5m	1, 4, 6
Booster groups (Maths focus)	EEF Small Group Tuition +4m	1
WellComm interventions	WellComm studies; EEF Early Years C&L +6m	2, 4
SEMH support (ELSA, Trauma Informed, Lego, Forest School)	EEF SEL +4m; EEF Behaviour; Forest School research	2
Drawing Club and OLP groups	EEF Early Years Toolkit C&L +6m	2, 4

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

Budgeted cost: **£55,968**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a team to improve attendance of pupils, especially persistent and serve absentees. Improve incentives for good attendance. Improve guidance for parents.	EEF Parental Engagement +4m; DfE Attendance guidance 2022	1, 2, 3
To plan carefully and match Trips, visitors and music enrichment to enrich the school curriculum.	Ofsted cultural capital; EEF Vocabulary; Durham word gap research	1, 4, 5

Improve home–school reading (Reading Café)	EEF Parental Engagement +4m; DfE Reading Framework	1, 4, 6
Breakfast/after school support (optional)	EEF Extending School Time +3m; EEF Behaviour	1, 2, 3
Extra-curricular club subsidies (optional)	Ofsted cultural capital; EEF Arts Participation +3m	1, 2, 5

Total budgeted cost: £165,968

Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils.

Intended outcome	Success criteria	IMPACT
Raise attainment for disadvantaged pupils.	Attainment will be in line with national average and disadvantaged gap will have decreased.	<p><u>GLD:</u> 63% of the Reception cohort achieved GLD outcomes with 50% of pupil premium (PP) pupils achieving the expected standard at the end of Reception. National average for GLD was 68%. However, local average was 63.5% so outcomes are in line locally. Baseline assessments are evidence that the majority of pupils do not arrive 'school ready' and have significant poor development in communication, language and literacy (CLL). School leaders are satisfied that PP pupils make very good progress from their starting points.</p> <p><u>Next steps:</u> Leaders are committed to providing disadvantaged pupils with the best start to their education. Continued focus on communication, language & literacy, early numeracy and SEND support will be key to securing consistently strong outcomes for disadvantaged pupils.</p> <p><u>Phonics:</u> Phonics outcomes show strong progress, with 90% of disadvantaged pupils achieving the expected standard, exceeding national expectations and demonstrating the positive impact of targeted support and high-quality phonics teaching.</p>

		<p><u>Next steps:</u> Continue to embed high-quality phonics teaching across EYFS and KS1 to sustain strong outcomes for disadvantaged pupils</p> <p><u>KS1:</u> KS1 outcomes show a continued improving trend across all core subjects, reflecting the positive impact of high-quality teaching and targeted support. Performance in reading and maths is particularly strong, with 76% of pupils achieving the expected standard in reading and 84% in maths. Disadvantaged pupils performed well in both areas, with 62% achieving the expected standard in reading and 77% in maths, indicating that focused interventions and early identification strategies are helping to narrow attainment gaps. Writing outcomes also continue to improve, supported by consistent teaching approaches and increased opportunities for extended writing across the curriculum.</p> <p><u>Next steps:</u> Build on strong progress in reading and maths by focusing targeted interventions on writing to further close the gap between disadvantaged and non-disadvantaged pupils. Use pupil progress meetings to identify barriers and adapt support to individual needs. Increase access to reading and writing enrichment opportunities for disadvantaged pupils to build confidence, stamina, and engagement.</p> <p><u>KS2:</u> outcomes show that the majority of pupils achieved the expected standard in reading, writing, and maths, reflecting the school's continued focus on high-quality teaching and targeted intervention. Attainment was strongest in maths (77% EXS) and writing (74% EXS), with a growing proportion of pupils achieving greater depth in reading (19%). Pupil Premium outcomes demonstrate that targeted support is having a positive impact, particularly in maths and writing, where disadvantaged pupils are increasingly closing the gap with their peers. The data also indicates that pupils are developing secure foundations in core skills, preparing them well for the next stage of their education.</p> <p><u>Next steps:</u> Strengthen targeted intervention and in-class support to raise the proportion of disadvantaged pupils achieving the expected standard, particularly in reading.</p>
Continue to improve behaviour, by developing the pupils' self awareness and social &	Reduction in FTE & reflect & repairs. Pupil well-being scores increased. The % of	Leaders are satisfied that there is now a well-established culture of respect, safety, and high expectations throughout school. Pupils behave well in lessons and around the school, showing courtesy and kindness to peers and adults. The school's behaviour code, "be ready, be respectful, be safe"—is consistently understood

emotional skills.	pupils reporting good behaviour in school increases further.	<p>and applied. Staff model positive behaviour and respond effectively to any incidents, including low-level disruption. The nurture provision supports pupils with emotional regulation needs, contributing to a calm and inclusive environment. There are elements of strong practice evident in the consistency of routines, staff-pupil relationships, and the proactive support for vulnerable pupils.</p> <p>Next steps: Extend social and emotional learning programmes to additional year groups, with a particular focus on disadvantaged pupils and those identified as requiring additional emotional support.</p>
Improve attendance for disadvantaged pupils & reduce the number of PA pupils.	Attendance of disadvantaged pupils will be in line with national. PA pupils will be well below national	<p>Attendance has been sustained at 94% for the last 2 years and the school is closing the gap to be more in line with the national average for persistent absences (at the end of 2025, 3% above).</p> <p><u>Next steps:</u> Improving attendance for our disadvantaged pupils continues to be a challenge, reflecting the context of our school cohort. School leaders and governors will continue to prioritise this in their spending strategy.</p>
Improve pupils' language skills especially in EYFS	Pupils make good progress within language and communication and achieve GLD by the end of Reception	<p>There has been a positive impact on the development of pupils' language and communication skills across the EYFS. 81% of pupils achieved the expected standard in Communication, Language and Literacy, reflecting the effectiveness of targeted early language interventions, quality interactions, and a language-rich environment. Overall, 63% of children achieved a Good Level of Development (GLD), with 50% of disadvantaged pupils reaching this benchmark. Although the attainment gap remains, disadvantaged pupils made strong progress from their starting points, demonstrating that early identification and focused support are improving outcomes. The implementation of strategies such as daily talk opportunities, high-quality story time, and targeted speech and language interventions have significantly strengthened pupils' vocabulary, confidence, and expressive language.</p> <p><u>Next steps:</u> Expand opportunities for parental engagement in Communication, Language and Literacy</p>
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	Over the academic year, our commitment to enriching the curriculum through regular visits and trips has yielded significant benefits:

	<p>school ready. Pupils can speak confidently about their learning. Pupils experience 1 visit, trip or experience each term linked to their topic.</p>	<p>Increased engagement: Pupils demonstrated heightened interest and enthusiasm in subjects following related trips.</p> <p>Enhanced Understanding: Real-world experiences facilitated deeper comprehension of complex topics.</p> <p>Improved Wellbeing: Outdoor and social activities contributed to better mental and physical health among students.</p> <p>Broadened Perspectives: Exposure to diverse cultures and environments fostered greater empathy and global awareness.</p> <p><u>Next steps:</u> Leaders aim to continue this approach, ensuring that each trip is thoughtfully planned to maximise educational value and inclusivity.</p>
<p>Improve pupils' reading experience</p>	<p>Pupils reading more and can speak about books they have read. Reading results, including phonics, have increased and are above average.</p>	<p>There has been a significant improvement in pupils' reading outcomes and overall engagement with reading across the school. Phonics results were strong, with 75% of Year 1 pupils achieving the expected standard and an exceptional 90% of disadvantaged pupils meeting the benchmark. At KS1, 76% of pupils achieved the expected standard in reading (62% disadvantaged), and at KS2, 63% reached the expected standard (36% disadvantaged), with 19% achieving greater depth. These outcomes represent an improving trend and demonstrate the positive impact of the school's focus on developing a love of reading, increasing daily reading opportunities, and embedding high-quality phonics teaching. Pupil voice indicates that more pupils can confidently discuss books they have read and show enthusiasm for reading for pleasure. The consistency of reading practice, investment in diverse and engaging texts, and targeted support for disadvantaged readers have contributed to these improvements.</p> <p>Next steps: Expand the range of books available to ensure diversity and relevance to all pupils, particularly those from disadvantaged backgrounds. Strengthen targeted reading interventions and ensure disadvantaged pupils have daily opportunities to read with an adult.</p>

Further information (optional)

- School runs a Breakfast Club from 8.00am – 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 runs 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.