



# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Holy Family RC Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	65 28.63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Elizabeth Evans (Headteacher)
Pupil premium lead	Elizabeth Evans (Headteacher)
Governor / Trustee lead	Maureen Conlon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,353
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£134,353



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to ensure that every child has access to a quality education pitched appropriately at their level of need and providing the additional instruction and support required to enable them to achieve. This is regardless of children’s ability, home circumstance or advantage.

It is our ambition to remove any barriers for disadvantaged pupils to achieve across the curriculum. Such barriers may include; poor attendance, family turbulence, restricted access to opportunity, involvement with Children’s Services and other agencies. Through a quality curriculum, consistently high standards in teaching and learning and comprehensive pastoral support, children are set on course to overcome any barriers to their success.

Quality teaching and learning is the overriding driver in all aspects of the school’s work and the entitlement of all children. Where children are at risk of falling behind or are identified as not achieving in aspects of the curriculum, interventions are set in place to bridge the gap in learning. A range of provision is in place including 1:1 support, group interventions and class based support delivered both within curriculum time and beyond. Staff (teaching & support staff) are deployed to ensure that need is met where required. Any interventions or educational provision is reviewed regularly to evaluate impact and changed or amended if this not evident.

Our strategy is in place to support every child’s success, recognising that children’s needs change and we must be ready to respond to meet their needs. Implicit in our strategy is a whole school ambition for every child to achieve and shared by every member of staff. Close monitoring of children’s performance and well-being ensures they are challenged and supported without delay and set on course to achieve excellence.

### Challenges

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

Challenge number	Detail of challenge
1	Good attendance is essential if children are to make the progress needed to achieve and to bridge the gap created by the lost learning of the last 2 academic years. Attendance data indicates that disadvantaged pupils’



	<p>attendance is below that of non-disadvantaged pupils (Overall attendance in 2022-23 was 94.5% compared with PPG pupil attendance at 91.3%. In 2023-24, overall attendance was 94.4% compared with PPG pupil attendance at 92.3%). The data represents all children of statutory school age.</p> <p>The gap between PPG &amp; Non PPG has closed marginally but still exists. Whole school attendance 94.4% compared with 94% nationally and PPG school attendance 94% compared with 93.3% for this group nationally. Persistent absence continues to be an issue with 17% of pupils classed as PA in 2023-24, in This data also includes Reception children (non-statutory school age).</p>
2	<p>Pupil data indicates that children’s attainment has fallen below pre-pandemic levels. End of phase data has not regained pre-pandemic levels with fewer children achieving above ARE in both KS1 &amp; 2 assessments. Children’s learning and progress requires additional teaching, support and intervention to ensure that all children and particularly disadvantaged children are on track to achieve their potential by the end of the phase. Staff are deployed to provide intervention outside of curriculum to identified children focused mainly on reading and maths.</p>
3	<p>Pupil data and teacher assessment shows a drop in attainment for a significant number of pupils. Quality first teaching and targeted classroom support is used to support learning and progress of all children and particularly those who are not working at expected levels. Staff CPD, resources (including staff deployment) and close monitoring of pupil progress is in place to support pupil achievement.</p>
3	<p>Communication and language remains a priority for the majority of children on entry to school, compounded by the school closure period and the months of missed education, interaction and social engagement. On entry assessments and language screening provides evidence of this pattern, which is replicated each year. This is a priority for many children, particularly disadvantaged children.</p>
4	<p>High levels of anxiety, mental health issues and pressures on families are always present but continue to persist. School continues to engage with and support parents and families through use of school-based social worker, Children’s Counsellor, Pastoral Manager (for attendance and wider pastoral support) and Early Help support.</p>



5	School provides equal access to curriculum enrichment opportunities to all children through the subsidy of school trips, visits and residential as available based on each year group's opportunities and curriculum.
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## 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. Improved attendance of disadvantaged pupils and reduction of percentage of children classed as persistent absentees	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1.5%</li> <li>• the percentage of all pupils who are persistently absent being below 8%</li> </ul>
2. Improved attainment in reading for all pupils, particularly disadvantaged children	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
3. Improved attainment in maths for all pupils, particularly disadvantaged children	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
4. Improved language and communication skills as evidenced by Blanks levels and Welcome assessments	Language assessments evidence significantly improved language and communication skills among all pupils, particularly disadvantaged pupils. Evidence is supported by improved engagement in lessons and formative assessments.
5. Access to mental health and well-being support at the point of need for all pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• pupil voice, student and parent surveys and teacher observations</li> <li>• improved attendance and engagement in learning as evidenced in pupil and staff feedback</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
6. Opportunities for experiential learning including visits to school and educational trips	All pupils access stimulating and engaging learning supported by expert visitors to school and educational visits. This is evidence in pupil



to enrich and enhance curriculum learning for all children.

voice and increased engagement in learning. Book scrutinies indicate a high level of engagement, progress and enjoyment in learning.



## 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: £34,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess pupil progress and attainment using NTS assessments (4 assessment points throughout year)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2, 3, 4
Build on 'communication friendly' environment already established by Wellcomm intervention programmes and Voice 21 to support communication development.	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4
Continue to deliver daily focused RML phonics programme to support teaching of reading. This is supplemented by daily Guided Reading, home school reading and Reading for Pleasure programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4
Involvement with Maths Hub and NCETM Mastery in Number supports and enhances daily maths lesson and supports direct intervention for children not at ARE.  Teacher CPD, staff development and purchase and reorganisation of resources will be	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3



prioritised to support implementation of programme.		
Pastoral support is enhanced through implementation of P4C, 'Life to the Full' RSE scheme and outdoor learning, which is a key priority for our school. Investment in resources and staff training has been committed to ensure its impact and effectiveness.	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.eef.org.uk/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 4, 5, 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm intervention programmes and <b>Voice 21</b> is used to target children whose language and communication skills fall behind their chronological age. SaLT and school staff deliver these programmes.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.eef.org.uk/Oral%20language%20interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 4, 5
Additional daily phonic sessions are set in place for children not making required progress or falling behind ARE. These are delivered by school staff and are supplemented by targeted reading support through Fresh Start (Y5&6) and Small Steps (RWINc for children working behind ARE)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.eef.org.uk/Phonics%20Toolkit%20Strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4
NCETM Mastery in Number materials are delivered as additional daily intervention	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	3



<p>programme for KS2 pupils who are not at ARE. Staff training and purchase of resources are a school commitment.</p>	<p>Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>This is also supported by further EEF evidence:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using DfE’s <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a> statutory guidance continue to target and challenge poor attendance.</p> <p>This will involve training as required and release time for staff to continue to implement procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Various behaviour programmes are in place to support pupil well-being and positive emotional health. Place2Be counsellor, Caritas children’s counsellor, school based Social Worker and Pastoral Lead help to deliver a suite of support and interventions for children identified as in need of help.</p>	<p>Targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4, 5</p>

**Total budgeted cost: £114,800**



## 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 2024to 2025 academic year.

Reading for Pleasure has run successfully once again this year. Regular events are timetables ti support reading engagements and reading corners continue to be focus areas across school. School acquired the Reading Bus in addition to the on-going RfP events already established. Attainment in Reading has seen an improvement, evidencing the impact of the initiative alongside focus on Guided Reading, phonics and interventions.

However, a gap exists between PPG and all children, particularly in end of Key Stage assessments. In 2024-25, the ‘faster reading’ programme was launched in addition to the wider teaching reading strategy, an evidenced based approach to class reading which leads to significant gains in reading age for children reading below their chronological age.

Group	Assessment	All Pupils Outcome	PPG Outcome	National
Year 1	Phonics	80%	68%	80%
Year 2	KS1 Reading (ARE)	70%	50%	N/a
Year 6	KS2 Reading (ARE)	87%	87%	75%

Attainment in Writing is the lowest of the 3 areas (RWM) however has improved from last year. The lower attainment persists in end of KS assessments and internal data. Aside from the established approach of using quality texts and cross curricular writing opportunities to support the teaching of writing, the writing journey has now been reviewed by staff to ensure a consistent method built on key skills and prior learning. The S planning model is being embedded and the academic year 2024-25 will see the first full year this is in place. This is the next step in a wider curriculum review already underway.

Year Group	Assessment	All Pupils Outcome	PPG Outcome	National
Year 2	KS1 Writing (ARE)	63%	50%	N/a
Year 6	KS2 Writing (ARE)	80%	81%	72%

Year group	All pupils	PP outcome	National
Reception Communication and language	73.6%	73%	67% (23-24)

Children in Foundation Stage have made good progress in the field of communication & language as a direct result of the language rich, child-led approach to learning.

The focus on language screening and deployment of Blanks Level Questioning has assisted children’s language development. Established screening (WellComm Language Assessments & Blanks screening) have helped identify children with language specific issues and directed staff to diagnostic intervention programmes to support progress. The Voice 21 resources available this year will enable further school wide communication and oracy development.

All staff have received RWInc training and we have been partnered with a RWInc trainer to support ongoing training. Staff have received additional training and 1-1 tutoring training to ensure the best teaching and outcomes for all pupils. Regular update and coaching days have been scheduled.



The focus on disadvantaged children will continue with a drive to enhance opportunities to enrich the reading curriculum and quality teaching of reading.

The focus on improving the percentage of children achieving above expected in all subjects will remain in place in 2024-25 for those with the potential to achieve GD. Again, the overriding priority is for the majority of children to be working securely at age related expectations. This will be tackled through cross-curricular writing opportunities, direct teaching supported by quality texts and support from English consultant in addressing gaps in children’s writing skills.

Regular cross phase planning to continue throughout the year to check on the development of knowledge and skills to create a spiral curriculum, building on prior learning.  
Learning outdoors will continue to be built upon following the Learning Outside the Classroom Gold Award. The outdoor classroom and revised pond area have now been built to ensure our outdoor curriculum is being embedded. This works alongside the ECO agenda and Green school initiative.

Pastoral Team works successfully with Pastoral Lead in coordinating pupil and parent need and FSW, counsellor and early help support.  
3 DSLs are in place to ensure that safeguarding needs are thoroughly met and shared supervision checks on efficient management of each case.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*