



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. .

Pupil Premium is additional funding provided to schools for supporting certain pupils to ensure they benefit from the same opportunities as other children. There are three categories that qualify for Pupil Premium:

Children who are eligible for free school meals (FSM)

Looked after children

Armed forces children.

### School overview

Detail	Data
School name	Holy Family RC Primary School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	71 pupils 32%
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026
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	£84,367.00
Pupil premium funding received per pupil	£1,515.00
<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	£84,367.00



## 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 Age related standards and beyond. Attendance data indicates that disadvantaged pupils' attendance is below that of non-disadvantaged pupils



	(Attendance in 2024-2025 was 94% compared with PPG pupil attendance at 92.7%.
2	Pupil data indicates that children’s attainment in EYFS and KS1 is lower than average. End of phase data has not regained pre-pandemic levels with fewer children achieving above ARE in 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, writing and maths.
3	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.
3	Communication and language remain a priority for the majority of children on entry to school. On entry Welcomm assessments and language screening provides evidence of this pattern, which is replicated each year. This is a priority for many children, particularly disadvantaged children.
4	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, Pastoral Manager (for attendance and wider pastoral support) and Early Help support.
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.

## 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
------------------	------------------



<p>1. Improved attendance of disadvantaged pupils and reduction of percentage of children classed as persistent absentees</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attendance to be in line with national. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1.5%</li> </ul>
<p>2. Improved attainment in reading for all pupils, particularly disadvantaged children</p>	<p>Most pupils and disadvantaged pupils to meet the expected standard in reading.</p> <ul style="list-style-type: none"> <li>- GR groups, comprehension, SARS questions and reading boosters</li> </ul>
<p>3. Improved attainment in maths for all pupils, particularly disadvantaged children</p>	<p>Most pupils and disadvantaged pupils to meet the expected standard in maths.</p> <ul style="list-style-type: none"> <li>- Intervention group, SATs questions, NCETM support, maths boosters</li> </ul>
<p>4. Improved language and communication skills as evidenced by Blanks levels and Welcomm assessments</p>	<p>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.</p>
<p>5. Access to mental health and well-being support at the point of need for all pupils.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <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>
<p>6. Opportunities for experiential learning including visits to school and educational trips to enrich and enhance curriculum learning for all children.</p>	<p>All pupils access stimulating and engaging learning supported by expert visitors to school and educational visits. This is evidence in pupil voice and increased engagement in learning. Book scrutinies indicate a high level of engagement, progress and enjoyment in learning.</p>



## 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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess pupil progress and attainment using NFER assessments (3 x 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 Oracy frameworks 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. Including tailored 1-1 interventions 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	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:	3



reorganisation of resources will be prioritised to support implementation of programme.	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Pastoral support is enhanced through implementation of 'Life to the Full' RSE scheme, Cartias 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="#">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: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm intervention programmes and the Oracy Framework 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="#">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 RWI and reading interventions in KS2.	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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4
NCETM Mastery in Number materials are delivered as additional	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	3



<p>daily intervention programme for EYFS-Y6 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>	
--	--	--

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

Budgeted cost: £30,000

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. Ten: Ten resources, 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="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4, 5</p>

**Total budgeted cost: £84,500**