

Pupil premium strategy statement



We live, love and learn together in the light of God.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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
Number of pupils in school	230 Nursery: 22 Reception to Y6 208
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Pauline King Headteacher
Pupil premium lead	Pauline King, (HT) Louise Evans and Caitriona McHugh (Assistant Headteachers)
Governor	Jo Kennett, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 136160
Recovery premium funding allocation this academic year	£ 6137
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,555,977

Part A: Pupil premium strategy plan

Statement of intent

At Holy Family our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We adopt fully inclusive practice, which means all children are able to access the curriculum we offer, regardless of their learning requirements. Each day we encourage our children to be the best that they can be, take pride in their learning, and make a real difference.

The curriculum is developed for the needs of our pupils and is ever changing but is built upon the key skills, knowledge and progression, which will support our children for life. This is predominantly in areas of English (reading, phonics & writing) and maths. To support children to develop love of language, key texts are built into curriculum. We as a school want the best for our pupils and through research and CPD are continually developing our subject knowledge and resources to adapt to new challenges. Our skills and knowledge based curriculum is used to help structure this in each year group and look at progress within each phase.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective with **spaced repetition**.
- 2) **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
- 3) **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Core concepts are sequenced so ensure regular repetition within each phase so that children 'know more and remember more.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve as well as their peers, including excellent progress for those who are already high attainers. Some of our disadvantaged pupils would like further help in how to develop their personal ambitions so a large part of our drive in school is to address this by providing them with opportunities which reflects this. Our pastoral care provision helps

children in school to manage and organise their feelings and emotions which, for some children is vital to their success in accessing their full educational entitlement.

Our Curriculum plans identify where and how children are going to be targeted so that they catch up on any lost learning and address gaps in learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The Educational Endowment Fund research informs much of our teaching and learning practice. Metacognition and Self-regulation features heavily in our T&L policy and planning. We have also used the EEF guidance reports that look at many different areas of school life and this has supported the planning of high quality CPD and development in specific subject areas. As a school with 18% SEND we also ensure that staff have access to high quality CPD on SLCN, ASD and SEMH – Autism Education Trust (AET), NELI and WELLCOMM (SLCN), Early Excellence (EYFS) School also ensure that it keeps up to date with any DfE guidance such as the The Reading Framework July 2023, Using Pupil Premium: Guidance for School October 2019, updated February 2024.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- To ensure that all pupils receive the help they need to be successful learners who reach their potential, both academically and personally through nurture support and enhancing well-being provision for the children.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide targeted support to those children who need it through their time in school in maths and English.

- provide opportunities for all pupils to deepen their knowledge and understanding by enabling a range of enrichment activities to take place that will stretch their thinking and expand their goal

At Holy Family we have an in depth understanding of the non-academic challenges that pupils are facing which negatively affect their education and impact their access to teaching,

Challenges

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

Challenge number	Detail of challenge
1. (EYFS)	Starting points for our youngest children are significantly below national expectations. Nursery class baseline on entry indicates that a high proportion of disadvantaged pupils arrive below age-related expectations compared to of other pupils. Prime areas of learning in Nursery, alongside Literacy and Numeracy in Reception, are the main areas that need to be addressed to support learning and enable our youngest learners to develop.
2. (Language Deficit)	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery (Wellcomm) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Increasing numbers of EAL/Newly Arrived Pupils (NAPS) are enrolling into the school who are also PP. This is a challenge to staff who are dealing with rapidly changing cohorts with specific language needs. These children have little or no English language.</p>
3. (Early Reading and Writing)	Assessments, observations, and discussions with pupils show disadvantaged pupils have greater difficulties with phonics than their peers. Despite this with planned interventions–

	<p>Year 1 data (June 2024) 88.5% PP met the standard due to extra support for phonics and interventions. (2/12 children did not meet the standard and are receiving phonic and reading support)</p> <p>Limited phonic skills negatively impacts their development as readers. PP readers are beginning to close the attainment gap however this still remains a challenge.(based on Summer 2024 teacher assessment data)</p> <p>Our assessments and observations overtime indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies and in house research.</p>
4. (Math)	Internal and external (where available) assessments indicates that maths attainment among disadvantaged pupils is 15% below that of non-disadvantaged pupils.
5.(Well being)	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6.(Attendance)	<p>Our attendance data below average for some of our disadvantaged families.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7. (Pupil Numbers)	Our mobility data from this academic year shows 23 pupils leaving our school and 31pupils starting, often at varying points through the school year and from many different countries. This migration poses a wide number of challenges at every level of class and school management.
8. (Parental support)	Parents are often unable to support their children with additional learning support. They require a lot of support to understand how they can help their child.

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>EYFS: Children who enter EYFS (nursery and/or reception) make significant progress across the curriculum.</p>	<p>Nursery: Focus on Prime Areas to improve outcomes for children in Nursery. Assessments, pupil progress meetings and observations demonstrate: Progress is rapid using the OPEL assessment programme(for Nursery) from entry starting points of typically 2to 3 children working at age related expectations on entry with on average 62% leaving Reception age related.</p>
<p>Language: Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Proven strategies for support are used to ensure progress in language development → Wellcomm – embedded in EYFS . NELI – embedded programme across Reception → Speech and Language therapist employed to assess, plan and review children with specific SCLN needs → Language for Learning training is undertaken in school to allow all staff to have a greater knowledge of how to → Vocabulary across the school – topic vocabulary identified and used across the school; EYFS key vocab is identified and used in transition to Year 1 for building blocks. Vocabulary ninja is used and regular</p>
<p>Improved reading and writing attainment among disadvantaged pupils.</p>	<p>KS2 reading and writing outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national.</p>

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations, My Concern data, and significant increase in participation in enrichment activities.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils, who are persistently absent, being in line with national.</p>
<p>To achieve and sustain improved attitudes to home learning for all pupils. Improved access to technology and curricular materials</p>	<p>Parents better informed of how they can support their children. Increased percentage of pupils using online platforms as indicated by Learning Log data collection and dialogue with families. This should indicate a significant increase in the use of online platforms such as Twitter, Teams, Purple Mash, Reading Plus and Times Tables Rock Stars etc. and teacher feedback on pupils' levels of engagement and participation</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: £ 81,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality teaching	Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF)	1,2,3,4,5,6
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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:	2,3,5

	Phonics Toolkit Strand Education Endowment Foundation EEF The English Hub	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery and Mastery in Number training).</p>	<p>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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Improve the quality of social and emotional learning through KIVa and RHSE approaches. These will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £56, 489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom Intervention and Targeted Support	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. (EEF)	1,2,3,4,5,6

Supports staff deliver programmes to improve listening, narrative and vocabulary skills. Structured interventions NELI Wellcomm Words Shark Speech and Language	EEF – tool kit - phonics EEF – toolkit – teaching assistant interventions EEF – toolkit – small group interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
1-1 Maths tutoring	National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring	4
Small group booster 1-2 or 1-4 max Engaging with the for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	School Led Tutoring Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,5

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

Budgeted cost: £91,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on TIASS Relational behaviour management and Wellbeing approaches with the aim of enhancing our school ethos	Both targeted interventions and universal approaches can have positive overall effects:	5

and sustaining our good behaviour across school.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
<p>Pastoral team – leading in different areas of pastoral need across the school</p> <p>– Pastoral Lead 3 days – SENCO</p> <p>Safeguarding, mentoring and small group support –</p> <p>HT – DSL lead, CMIE and attendance –</p> <p>SENco – SEMH lead, small group support –</p> <p>TA’s – mental health support –</p> <p>Additional family support worker SEN</p> <p>Well being Breakfast club</p>	<p>NAPCE – National Association for Pastoral Care in Education</p> <p>https://www.napce.org.uk/</p> <p>Therapeutic approaches to Mental Health – Art Therapy – Rainbows</p> <p>https://rainbowsgb.org/</p>	
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers 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>	6
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £228,933

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 2023 to 2024 academic year.

For the 2023-2024 academic year, Holy Family School had a total of **Pupil Premium (PP)** children on roll, representing **46.5%** of our entire pupil intake. This figure exceeds the national average.

Early Years Foundation Stage (EYFS)

Among a cohort of **9 Pupil Premium children**, **66.7%** achieved a **Good Level of Development (GLD)**, in comparison to **62%** of the whole Reception cohort. Notably, these children entered Holy Family significantly below expected developmental levels but demonstrated remarkable progress throughout the academic year.

Phonics

Within the same cohort of **9 Pupil Premium children**, **88.9%** reached the required standard in the phonics screening check. This achievement is comparable to the whole cohort, which recorded an **88.5%** pass rate. Furthermore, this represents an increase of over **10%** in the proportion of Pupil Premium children achieving GLD compared to the previous year. The percentage of children achieving GLD is now in line with that of their non-Pupil Premium peers.

Key Stage 2 (KS2) Performance Analysis

In the 2022-2023 academic year, out of a cohort of **16 Pupil Premium (PP)** children, **56.2%** achieved the expected standard in Reading. This is in comparison to **70%** of the whole class and **86%** of non-Pupil Premium children. Additionally, **2 PP children** attained the **Greater Depth (GD)** standard in Reading.

In Writing, **62.5%** of Pupil Premium children reached the expected standard, whereas **73%** of the whole class and **86%** of non-Pupil Premium children achieved this benchmark. Of the PP children, **1** attained the **GD** standard, compared to **2** non-Pupil Premium children.

For Mathematics, **68.8%** of Pupil Premium children met the expected standard, compared to **80%** of the whole class and **92%** of non-Pupil Premium children. Furthermore, **18.8%** of PP children achieved the **GD** standard, while **30%** of the entire cohort and **43%** of non-Pupil Premium children reached this level.

Given these results, it is evident that careful monitoring and targeted intervention strategies are essential to improve reading outcomes for our Pupil Premium children.

In Reading, Writing, and Maths, **50%** of Pupil Premium children achieved the expected standard, compared to **63%** of the whole class and **78%** of non-Pupil Premium children. **There needs to be focus on vocabulary development:** Integrate explicit vocabulary instruction across all subjects to enhance reading comprehension and writing

skills, particularly for EAL pupils (National Literacy Trust, 2024) **Regular assessment and monitoring:** Implement formative assessments to track pupil progress and adjust teaching strategies accordingly, ensuring that all pupils are making the expected gains (EEF, 2024).

Attendance

Attendance analysis for this group indicates a steady improvement, attributed to the implementation of targeted interventions and early support measures. Since September 2022, the attendance rate for pupils eligible for the Pupil Premium has increased from 89% to 91.8% demonstrating progress over the past academic year.

Externally provided programmes

Programme	Provider
Maths 1-1 tutoring	Third Space Learning
Phonics	Sounds Start Phonics
NELI	Nuffield
Words Shark – spelling	Word Shark
Wellcomm EYFS	GL Assessment