

Pupil premium strategy statement – Holy Family

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	12.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Zelia Munnik, Headteacher
Pupil premium lead	<i>Marie Humphries</i>
Governor / Trustee lead	<i>Liz Walmsley</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,690
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£34,025

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and wellbeing to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. This will mean using Arbor and Spotlight reports so that you have accurate and specific information about the challenges faced by children in receipt of PPG. Note the references to Reception data.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class between 80 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 30 - 40% of other pupils. This gap narrows but can remain significant to the end of KS2.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class between 80 - 90% of our disadvantaged pupils arrive below age-related expectations compared to 30 - 40% of other pupils. This gap narrows but can remain significant to the end of KS2.</p>
4	<p>Our assessments, observations, and discussions with pupils and families have identified a range of social and emotional challenges for many pupils. These include low self-esteem and difficulties with emotional regulation. Contributing factors include family circumstances such as economic hardship, reduced access to enrichment experiences, and persistent attendance issues. Some pupils also face barriers linked to limited cultural capital and restricted opportunities for positive social interaction beyond school. These challenges disproportionately affect disadvantaged pupils and have a significant impact on their engagement and attainment.</p> <p>Teacher referrals for support remain relatively high. 25 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs, with 6 (3 of whom are disadvantaged) receiving small group interventions.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.</p> <p>Persistent absence of disadvantaged pupils has been between 9 - 12% compared to 3 - 5% of their peers during that period. Our assessments</p>

	and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> • 80% of disadvantaged pupils report feeling safe and supported (pupil voice). • 20% reduction in behaviour incidents. • 100% of identified pupils have early help (or additional) support plans within 4 weeks. • 70% of pupils receiving intervention make expected or better progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 0.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% higher than their peers.
To ensure a strong start to school for disadvantaged EYFS pupils	GLD will show that 90% of disadvantaged pupils have met ARE at the end of EYFS.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support a strong start in EYFS for disadvantaged pupils	EYFS evidence store - EEF evidence specific to EYFS development	1, 2, 3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF EEF report on CPD for teachers	1, 2, 3
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 Teaching and Learning Toolkit EEF EEF report on Dialogic Teaching New report into Metacognition and Self-Regulated Learning, Primary Version	1
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, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF#	2

	EEF evidence on pre-phonics activities and literacy specific to EYFS	
<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 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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF evidence on EYFS mathematics</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches 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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4

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

Budgeted cost: **£10,981**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged</p>	<p>Phonics approaches have a strong evidence base indicating a positive</p>	2

pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>New EEF evidence based guidance on SEND in mainstream schools</p>	
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: £ 12,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</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> <p>EEF supporting attendance toolkit</p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small	All

	amount of funding aside to respond quickly to needs that have not yet been identified.	
Daily fruit as well as milk for PP pupils	All children across the school are given a daily piece of fruit during the year and PP children also receive milk. This has a positive impact on the children's wellbeing and overall health	All

Total budgeted cost: £32,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYs Profile 2024-25

	Lis, Att, U	Speaking	Compre- hension	Word Reading	Writing	Number	Numeri- cal Pat- terns
All (30)	90% (27)	90% (27)	90% (27)	80% (24)	80% (24)	90% (27)	86.7% (26)
PP (3)	66.7% (2)	100% (3)	100% (3)	33.3% (1)	33.3% (1)	66.7% (2)	33.3% (1)
Non-PP (27)	92.6% (25)	88.9% (24)	88.9% (24)	85.2% (23)	85.2% (23)	92.6% (25)	92.6% (25)

PP outcomes are **strong in Speaking and Comprehension** (both 100%), but **weak in early literacy and number sense**.

The EYFS plan to secure a strong start (Welcomm + pre-phonics + early mathematics) is exactly what the data demands. Rapid, high-frequency interventions in *early phonological awareness, oral blending, fine motor/writing readiness, and number sense/patterning* will be prioritised for PP in Reception.

Year 1 Phonics

	Y1 Phonics
All (30)	90% (27)
PP (1)	100% (1)
Non-PP (29)	89.7% (26)

PP performance is high (100%), but the cohort size is very small (n=1), so this should be treated cautiously.

KS1

	Reading	Writing	Maths	RWM
All (30)	80% (24)	76.7% (23)	90% (27)	66.7% (20)
PP (4)	75% (3)	100% (4)	100% (4)	75% (3)
Non-PP (26)	80.8% (21)	73.1% (19)	88.5% (23)	65.4% (17)

PP pupils outperform non-PP in Writing (+26.9%), Maths (+11.5%), and RWM (+9.6%); Reading is slightly lower (-5.8%). (PP n=4; Non-PP n=26).

KS1 PP attainment suggests the phonics and small-group tuition strands are effective. The slight Reading dip warrants targeted comprehension and vocabulary work to sustain the KS2 pipeline.

KS2

	Reading	Writing	Maths	RWM
All (34)	85.3% (29)	94.1% (32)	97.1% (33)	79.4% (27)
PP (5)	60% (3)	100% (5)	100% (5)	60% (3)
Non-PP (29)	89.7% (26)	93.1% (27)	96.6% (28)	82.8% (24)

Reading is the concern: PP at 60% vs Non-PP 89.7% (-29.7%). RWM combined shows the knock-on effect (PP 60% vs Non-PP 82.8%, -22.8%). Writing and Maths for PP are excellent (both 100%). (PP n=5; Non-PP n=29)

The KS2 Reading gap is the single biggest barrier to meeting the 2027/28 outcome (>90% PP at EXS in reading). The strategy's focus on dialogic teaching and diagnostic assessment should be sharpened and paired with structured fluency, comprehension, and vocabulary programmes with fidelity to the SSP

Attendance data 24-25

	Present	Authorised	Unauthorised	PA
All	96.8%	2.7%	0.5%	4.89%
PP	95.42%	3.51%	1.07%	5.56%
Non-PP	96.96%	2.61%	0.43%	4.82%

Overall attendance is strong at 96.8%, but disadvantaged pupils are slightly behind at 95.42% compared to 96.96% for their peers—a gap of 1.54 percentage points. Authorised absence is higher for disadvantaged pupils (3.51% vs 2.61%), and unauthorised absence, though low overall, is more than double for this group (1.07% vs 0.43%), making it a priority for improvement. Persistent absence stands at 4.89% across the school, meeting the target of below 5%, with disadvantaged pupils at 5.56% versus 4.82% for others—a gap of 0.74 points, which is within the success criterion of no more than two points difference.

Against the pupil premium strategy targets, the school is broadly on track: overall unauthorised absence is at the 0.5% threshold, persistent absence is below 5%, and the disadvantaged gap remains within limits. However, reducing unauthorised absence and narrowing the overall attendance gap for disadvantaged pupils should remain a key focus to prevent attendance from becoming a barrier to attainment.

Wellbeing outcomes

Recent parent and pupil surveys show encouraging results:

- 97% of pupils report being happy at school (including 100% of Pupil Premium pupils).
- 98% feel safe (again, 100% of Pupil Premium pupils).
- 95% strongly agree they have opportunities for trips and visits, supported by Pupil Premium funding that removes financial barriers.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
 - Deployment of a Pastoral Support Worker
 - Instructional Coaching to raise standards in Teaching and Learning

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.