

Pupil premium strategy statement – Holy Family Catholic 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	430
Proportion (%) of pupil premium eligible pupils	10.7% (46 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026, 2026/2027, 2027/2028
Date this statement was first published	September 2025
Date this statement was last reviewed	
Date on which it will be reviewed	September 2026
Statement authorised by	Sara Benn, Headteacher
Pupil premium lead	C Doyle & M Conlon
Governor / Trustee lead	Howard Seymour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,920
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£71, 920

Part A: Pupil premium strategy plan

Statement of intent

At Holy Family, our aim is that every pupil, regardless of their background or the challenges that they may face, make at least good progress and have access to a full, rounded curriculum offer, that engages them and challenges them to become the best possible version of themselves. We focus our pupil premium strategy on ensuring that our most disadvantaged children have every opportunity to achieve in line with their peers, and that they have the support available to them in the areas in which they need it most.

We believe that high-quality teaching for all pupils has the biggest impact on raising attainment. Children who are disadvantaged have full access to the curriculum and are included in all lessons run by our highly-skilled teaching team. Extra adult support is offered in all classes by trained teaching assistants. Many of our curriculum subjects are taught by specialist teachers, who bring expertise and passion to their subject.

We have a staff member dedicated to the support of our disadvantaged children; she works closely with parents, teachers and pupils to identify need and put appropriate, targeted support in place. Our 'Children's Champion' assesses need on a rolling half-termly basis, ensuring that the support offered is fluid and adaptive. Despite this dedicated role, all staff understand their responsibility for disadvantaged pupils' outcomes and maintain high expectations in regards to what those who are in receipt of the pupil premium grant can achieve.

We also have highly-trained support staff who are able to target children's need both individually or as part as a small group. The needs of children are identified and discussed with all adults involved at termly Pupil Progress Meetings, and appropriate intervention groups are established. These groups are target-focused and children can – and do - move in, out and across these groups fluidly, as and when targets are met.

The relationships we have with our families - particularly with our disadvantaged families - means that we can have open and honest conversations regarding support that is needed and what we can offer. Our staff have a good knowledge of other, external support that is available which supplements what we can offer in school.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are lower for our disadvantaged pupils than for other pupils. This slows reading and writing progress in subsequent years.
2	Some children's needs are complex and varied as they may also be identified as SEND and/or EAL in addition to being eligible for PP. Some children's needs are supported by outside agencies such as Social Care.
3	Barriers experienced by some of our disadvantaged pupils include speech and language difficulties, dyslexia, bereavement and changing family circumstances.
4	High ability pupils who are eligible for PP cannot always access appropriate preparation materials for grammar school 11+ entrance exam.

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
Children's needs are identified early and met well, as tracked by our Children's Champion and class teachers. Children are taught a broad, balanced curriculum by highly-skilled and well-trained adults. Specialist support offered in house where possible, with well-trained familiar adults. Appropriate support sought externally where needs are more complex.	Our disadvantaged children make maximum progress and, by the end of KS2, they achieve in-line with all pupils nationally, for children who do not have specific or global learning difficulties. All children have had access to a full curriculum throughout their time at Holy Family. Disadvantaged children have had their needs identified and met by appropriate supporting teams in school and any outside agencies.
Our disadvantaged children are supported in their mental health, developing emotional literacy and resilience.	Pupils eligible for PP are emotionally resilient, and are ready to face the challenges of secondary school and beyond. They know who their trusted adults are and can access them when necessary.
Increase oral language such that our youngest children learn to speak in full sentences and recall initial sounds.	Young children eligible for PP engage in conversation using full sentences. The focus in EYFS is placed heavily on child:adult interactions, where adults model quality language and conversation structures are explicitly taught. Children eligible for PP are set targets linked to RWI where necessary. Where appropriate children have SALT.

High ability pupils are well prepared for grammar school entrance exams.	Higher ability disadvantaged children have had access to the appropriate preparation for 11+ admissions exam.
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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: £24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children receive teaching that is good or better. Collegiate working, high quality CPD, sharing of best practice and promoting reflective practitioners. School-wide CPD focuses on evidence based teaching strategies. (Tom Sherrington's WalkThrus). Teachers focus on agreed strategies during lessons, which focus on behaviour and relationships, explaining and modelling and questioning and feedback. Teachers are coached through learning process by DHT. Reading fluency and comprehension is a whole-school focus. Teachers are well-trained in the teaching of reading and use a variety of strategies to ensure the progress of all children. Numerous interventions are in place across all phases; these groups are fluid and responsive to the needs of the children. Teachers use data provided from GL to identify children falling behind and ensure they are targeted for the appropriate intervention. We have a rigorous phonics scheme in which we are heavily invested. Children move through the stages quickly, and adults take numerous 1:1 coaching sessions with children not achieving in line with expectations. We hold workshops for parents to help engage them in supporting their children appropriately.	EEF: 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-	1, 2, 3

	<u>learning-toolkit/parental-engagement</u>	
During Advent 1, CC (Children's Champion) identifies potential barriers to learning and devises an individual plan, alongside class teacher. Appropriate interventions /support put in place using teachers/TAs to facilitate. Class teacher is responsive to the changing needs of the children and adapts support as necessary. CC also targets specific children who fall into other groups – SEND and EAL to ensure her time is directed where it is needed most. Children's Champion is responsible for providing individualised support and identifying barriers. Where appropriate, CC talks with parents to discuss progress and any arising issues. Disadvantaged children are an identified group at Pupil Progress Meetings and discussed regularly with phase leaders. CC attends Pupil Progress Meetings to represent this group.	Children eligible for PP benefit from someone being responsible for their progress, well-being, self-esteem and knowing them, what they need and providing it. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u>	1, 2, 3
In-house ELSA (Emotional Literacy Support Assistant) trained TA works with individual pupils and groups of pupils to support social and emotional needs. Referrals to the Mental Health Support Team when needs are more complex.	<u>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</u>	1, 2, 3

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

Budgeted cost: £23,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with SaLT needs identified early on through rigorous screening programme. Elklan- trained specialist SEND TAs lead interventions with groups of children throughout school. Special targeted groups for our youngest children, aiming to close the gap between disadvantaged and others. Interventions focus on: listening, attention, collaborative play and fine-motor skills.	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</u>	1, 2, 3

Where appropriate, PPG children targeted for 1:1 after-school tuition by familiar adult.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Each year, 2 x disadvantaged children attend Bradley Tuition classes – small group tuition with focus on preparing for the 11+ grammar school entrance exam.		4
Atom Learning is provided for all KS2 eligible for PPG. This structured programme offers guided support in English, Maths and Science, as well as the verbal reasoning and non-verbal reasoning practice needed for 11+ exams.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 4

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

Budgeted cost: £24,020

Activity	Evidence that supports this approach	Challenge number(s)
In-house ELSA trained TA works with individual pupils and groups of pupils to support social and emotional needs. Referrals to MHST when needs are more complex.	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 3
All staff involved in Emotion Coaching Training in order to use this evidence-based approach to dealing with behaviour in the moment.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer employed to track and improve attendance, and support families with persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3
Families who are in receipt of the Pupil Premium Grant can be supported with the cost of school trips (including the Y6 residential) to ensure that they are able to access the opportunities that enable their wider development and well-being.	EEF: There is a wider evidence base indicating that outdoor learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	3

Total budgeted cost: £71, 920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We use data for our disadvantaged children with caution due to small numbers when compared to both national and local cohorts. Nevertheless, our data suggests that disadvantaged children are well-served at Holy Family:

At the end of their time with us in the academic year 2024/2025, eight out of nine of our children in receipt of the Pupil Premium Grant achieved at least in line with the national standard in reading and maths in their Key Stage 2 SATs, with two out of nine reaching greater depth. Whilst progress measures weren't calculated in 2024, internal data showed that all children made at least expected progress, with four out of nine of the children making better than expected progress against Key Stage 1 outcomes. Teacher assessments, using GL standardised tests, alongside book looks and professional judgment, showed a similar picture across other school years, with the vast majority of disadvantaged pupils making at least expected progress in all core subjects.

Disadvantaged children accessing our SaLT intervention programmes made good progress, and targets on their plans were met and/or adapted to enable further progress.

The Year 6 child in receipt of the Pupil Premium Grant who received 11+ tuition transitioned to grammar school in September 2025. Our ten year programme of providing 11+ tuition to our most able Y4 and Y5 pupils has resulted in seven out of ten earning a place at grammar schools, with our first candidate starting her degree course at Oxford University this September.