



Holy Family Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Holy Family Catholic Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	57.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Davidson Headteacher
Pupil premium lead	Laura Bowes
Governor lead	Dan Paton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,885
Recovery premium funding allocation this academic year	£18,800
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	£197,685

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

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2018/19, 52.6% of all pupils met the expected standard in reading at the end of KS2, compared with 33.3% of disadvantaged pupils.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2018/19, 60.5% of all pupils met the expected standard in maths and the end of KS2, compared with 44.4% of disadvantaged pupils.
4	On entry to Reception class in September 2021 98% of our disadvantaged pupils arrived working below age-related expectations.
5	Our assessments and observations indicate that the education and well-being 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably anxiety, issues around friendships, low self-esteem and confidence as well as bereavement and lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals for support have markedly increased during the pandemic. Currently 27 pupils (19 (70%) of whom are disadvantaged) currently require additional support with social and emotional needs, with 14 (11 of whom are disadvantaged) receiving small group interventions (SAP/ TYG, Restorative practice and Lego therapy) and 13 (8 of whom are disadvantaged) receiving 1:1 support using Drawing and Talking therapy.
7	Our attendance data over the last 3 years indicates that the difference between the attendance for disadvantaged pupils and for non-disadvantaged pupils has been reduced from 1.41% to 0.54%. Our data also shows that the percentage difference between disadvantaged pupils who have been 'persistently absent' compared to their non-disadvantaged peers has been reduced from 4.3% to 0.02%.

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 2024/25 show that at least 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that at least 79% 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 from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice wellbeing survey (taken annually) and teacher observations. • a significant reduction in behavior issues which include: issues around friendships, disrespectful behaviours, poor work ethic. (Behaviour tracking is completed weekly and monitored to address issues). • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils which include clubs offered, school visits, residential.
To maintain attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 97%

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

Budgeted cost: **£66,447**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Time for staff to ensure assessments are interpreted and analysed correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will use Wellcomm assessments to assess all children on entry to EYFS.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 4, 5
<p>Purchase of RWI home readers to reinforce phonics taught during RWI sessions.</p> <p>We will continue to use and analyse half termly RWI assessments to ensure children are making progress and are in the correct RWI groups. This will ensure that RWI interventions are timely and appropriate.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 5
<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. This will include taking part in the North West 3 Maths Hub which will focus on mastery.</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>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3, 5
<p>Continue to provide quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved</p>	6

<p>Continue to use the Restorative Practice (RP) approach.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support

Budgeted cost: **£71,518**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teaching staff will take part in The Vocabulary Project (SIL) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Purchase of quality subject specific non-fiction texts to improve vocabulary skills.</p> <p>Wellcomm interventions will be used following assessments.</p>	<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 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the School Led Programme to provide a blend school-led tutoring for pupils whose education has been most impacted</p>	<p>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:</p>	2, 3, 4, 5

by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies

Budgeted cost: **£57,391**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a Child, Parent and Community Mentor and a School Counsellor.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Continue to employ an attendance officer and EWO to maintain improved levels of attendance and continue to improve punctuality.</p> <p>Continue to provide a free breakfast club for all children.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
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 amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £197,685