

2024-25 Pupil premium strategy statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Family Catholic Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ann Kelliher Headteacher
Pupil premium lead	Emily Hale Inclusion Manager
Governor / Trustee lead	Jasmine Everett Lead governor for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72520
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	£72520

Part A: Pupil premium strategy plan

Statement of intent

At HFS our Mission Statement of ‘Living, Loving, Learning Together with Jesus’ underpins our whole school community.

We want all our children, irrespective of their background or challenges, to thrive in the 21st century as educated and well-adjusted individuals, who also understand and care for the environment.

We want them to be kind and value others, confident, resilient, collaborative, and always to be developing their own capacity for self-directed learning and thought. We are aware of the challenges faced by our vulnerable pupils, such as limited access to technology or enrichment opportunities, bereavement or if they are young carers.

The outcomes in this statement are intended to support all pupils achieve their full potential, regardless of whether they are disadvantaged or not.

Relationships are at the heart of our approach, developing and maintaining strong relationships with both our pupils and their families, so we can best identify, understand and support their needs. Our approach begins with ensuring all pupils receive high quality teaching, 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.

Our strategy is responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions.

The approaches we have adopted are proven to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged
- 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 have high expectations of them
- evaluate and review our progress towards achieving our outcomes annually.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Our assessments and observations indicate that the progress (and attainment) of many of our disadvantaged pupils is lower than that of other pupils. These findings are supported by national studies.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect our disadvantaged pupils and impact their progress and attainment. Several additional disadvantaged children have also needed referrals to outside agencies such as yoyo for more specialist intervention.

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 will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved progress and attainment in reading, writing and maths for disadvantaged pupils.	By 2026, 80% of disadvantaged pupils will meet the expected standard for reading, writing and maths by the end of KS2. All disadvantaged pupils will pass the phonic screening by the end of Year 2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice • Student and parent surveys • Teacher observations

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: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Subject leads and those with responsibility (Inclusion Team) to enhance the curriculum offer	<p>All children, including those who are disadvantaged benefit from Quality First Teaching.</p> <p>A high-quality ambitious curriculum offer.</p>	1,2,3
SENCO to attend training, then disseminate information to other staff to develop spelling across the school by introducing Cued spelling as recommended by the Education Psychologist	<p>Research based on the effectiveness of Cued Spelling and its impact.</p> <p>https://discovery.dundee.ac.uk/files/57103769/Cued_Spelling_Oxley.doc</p> <p>https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/Cued-Spelling-6th-Ed.pdf</p>	
Improve the quality of social and emotional (SEL) learning and self-regulation across the school. The Zones of Regulation will be embedded into routine educational practices and supported by professional development and training for staff.	<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>EEF Social and Emotional Learning</p>	1,2,3

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

- Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to buy in additional speech and language support from a qualified speech and language therapist.	<p>We have found that often children are discharged by NHS services when they go into KS2, as they mainly do early intervention work. We have also found that the NHS services tend to focus on expressive speech and language almost exclusively whilst a number of pupils have more receptive language needs. To meet these needs, we employ our own therapist who does 3 annual visits to and works closely with our speech and language communications assistant.</p> <p>https://www.rcslt.org/wp-content/uploads/media/docs/Education_Guide_Final.pdf</p>	1, 2
To provide small group teacher led tuition to pupils, targeted to raise attainment	<p>We employ experienced teachers to provide targeted support to groups of pupils across KS2 to raise the standard of English and Maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
To provide a dedicated inclusion team, who can deliver 1:1 and small group support for pupils with speech and language programmes, EAL and pastoral support.	<p>In order to deliver tailored support to children with speech and language programmes, EAL or SEMH needs we employ a dedicated team who have additional training and PPA time to deliver interventions. Our evidence for the effectiveness of this is that 100% of our pupils from our in-house and Provide speech and language caseload met their targets at the next review by a therapist. Our in-house EAL support (based on Essex EAL champion training) has meant that our EAL pupils make accelerated progress from their starting points, historically a 100% of our EAL children have reached the expected standard at the end of KS2.</p> <p>With a growing need for mental health support in school we are always looking to adapt and improve our pastoral offer.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2 and 3
To provide additional learning resources which provide personalised learning and can be accessed at home.	<p>These resources support teachers in providing personalised learning for all children in the class / group as well as at home.</p> <ul style="list-style-type: none"> ● Nessy ● TTRS ● Literacy Shed (Ed Shed) ● Accelerated Reader <p>This also encourages parental engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2

	dence/teaching-learning-toolkit/parental-engagement	
To further develop Forest School provision throughout the school to support SEMH.	Forest school is an ethos that promotes self-esteem, creativity, confidence and independence. It builds on the needs and development of the child. It enables supported risk-taking, child-centred learning, exploration and play. We aim to give each child in the school regular Forest school sessions. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,2,3

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

Budgeted cost: £3,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer parent workshops to help children engage better with their child's learning and access appropriate services.	We often find that our parents are unsure how best to support their children at home, not just academically either, so we survey parents annually and try to tailor our offer to meet their requirements. EEF parental engagement.	1,2 and 3
Contingency fund for acute situations.	We will always ensure that disadvantage is not a barrier to children engaging with school trips, extracurricular opportunities, requiring emergency transport to and from school etc. That we have some money available to meet the needs of disadvantaged pupils.	1,2,3

Total budgeted cost: £ 72520

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.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. The attainment of disadvantaged pupils at a class level varied throughout the school due to the impact of factors such as SEND and statistically small numbers of pupils in some classes.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was generally below that of their non-disadvantaged peers. Our analysis suggests that the attainment gap is not isolated to one subject, with writing showing the biggest differences, although this does vary between year groups.

Of our disadvantaged pupils, 100% passed the Year 1 phonics screening check, and 66% (2 out of 3 pupils) of those who retook the screening in Year 2 passed.

Our Forest School Lead worked with colleagues, supporting them in undertaking outdoor learning. Each class had Forest School sessions, which were very well received and the positive impact on the social emotional and mental health of the children was evident.

We have continued to buy in the services of a qualified speech and language therapist and children on caseload continue to meet their targets. This is supported by our in house speech and language lead.

We were able to employ experienced teachers to provide targeted support to pupils across KS2. Tutoring was focused on reading, writing and maths. The impact could be seen in the progress and attainment of the specific children.

Our specialist Inclusion Team continues to provide targeted support to meet speech and language, EAL and pastoral needs across the school.

A range of parent workshops were offered including phonics, maths home games, transition, fussy eaters and the Zones of Regulation.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Essential Letters and Sounds (ELS)	ELS
Nessy	Nessy
Accelerated Reading	Renaissance
Times Tables Rock Stars	TTRS
Literacy Shed	Ed Shed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a