

2025-28 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	200
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Julia Murray 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	£66,660
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	£66,660

Part A: Pupil premium strategy plan

Statement of intent

At Holy Family School, our mission—“**Living, Loving, Learning Together with Jesus**”—is the foundation of everything we do. We are committed to ensuring that every child, regardless of background or circumstance, thrives as a confident, resilient, and compassionate individual, equipped for life in the 21st century. Our pupils will not only achieve academically but also develop as kind, collaborative citizens who value others, care for the environment, and take ownership of their learning.

We recognise the unique challenges faced by some of our most vulnerable pupils, including limited access to technology, enrichment opportunities, bereavement, or caring responsibilities. Our strategy is designed to remove barriers and enable all pupils—disadvantaged or not—to reach their full potential.

Relationships are at the heart of our approach. By building strong partnerships with pupils and families, we can identify needs early and respond effectively. Our commitment begins with delivering consistently high-quality teaching for all, with targeted support where it is most needed. This approach has the greatest impact on closing attainment gaps while benefiting every learner.

Our strategy is:

- Evidence-informed and responsive, rooted in diagnostic assessment rather than assumptions.
- Ambitious for all pupils, ensuring disadvantaged learners are challenged and supported.
- Proactive, intervening early when needs arise.
- Whole-school, with every member of staff taking responsibility for outcomes and holding high expectations.
- Impact-driven, with progress evaluated and reviewed annually to ensure continuous improvement.
- Regularly review the progress and performance of all pupils to ensure our approaches are impactful.

Through these principles, we aim to create an inclusive, nurturing environment where every child can flourish academically, socially, and spiritually.

Challenges

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

Challenge number	Detail of challenge
1	Some children eligible for pupil premium do not meet age related expectations in Reading, Writing and Maths.
2	Many children eligible for pupil premium are disadvantaged in life experiences.
3	Many children eligible for pupil premium are affected by social & emotional issues.

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
A higher percentage of pupil premium children will achieve age related expectations in Reading, Writing and Maths.	<ul style="list-style-type: none"> - Implement robust assessment systems to accurately identify gaps in learning for disadvantaged pupils and monitor progress effectively - Introduce and embed Kapow's foundation subject curriculum with a strong focus on supporting disadvantaged pupils - Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.
Ensure pupil premium children have access to a rich curriculum and take up opportunities for further enrichment	<ul style="list-style-type: none"> - Closely monitor pupil premium take-up of clubs and further community enrichment opportunities. - Pupils have access to sports' clubs and music lessons that they would not usually have access to outside of school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Pupils have the pastoral support they need to enable them to achieve their potential and to improve resilience. - Monitored by class teachers and SLT, through monitoring of their behaviour, attendance and social and emotional thinking. - Improved academic performance as a result of family and pupil support.

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: £ 7,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement robust assessment systems to accurately identify gaps in learning for disadvantaged pupils and monitor progress effectively</p>	<p>Research from the Education Endowment Foundation (EEF) and Department for Education (DfE) strongly supports the use of robust assessment systems to close attainment gaps for disadvantaged pupils. The EEF's <i>Assessment and Feedback</i> guidance highlights that diagnostic assessment enables teachers to identify misconceptions and plan targeted interventions, which has a high impact on pupil progress. Feedback informed by accurate assessment is shown to accelerate learning, particularly for vulnerable groups. Ofsted also emphasises that effective assessment is essential for monitoring progress and adapting teaching to meet the needs of Pupil Premium pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>1,3</p>
<p>Introduce and embed Kapow's foundation subject curriculum with a strong focus on supporting disadvantaged pupils</p>	<p>EEF guidance emphasises that developing a broad and balanced, knowledge-rich curriculum is a key lever for improving outcomes for disadvantaged pupils. High-quality teaching and curriculum planning, supported by professional development, have the greatest impact on closing attainment gaps. Embedding structured schemes like Kapow aligns with evidence-informed principles of sequencing, coherence, and subject knowledge development, which help ensure disadvantaged pupils access a well-planned curriculum. The EEF's <i>Guide to the Pupil Premium</i> and Teaching</p>	<p>1,2,3</p>

	<p>and Learning Toolkit highlight that curriculum development combined with effective implementation and staff training is strongly associated with improved attainment for socio-economically disadvantaged learners.</p> <p>EEF Pupil Premium Resource Evidence</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Teacher release time to embed Maths Mastery Training</p>	<p>EEF's <i>Improving Mathematics in Key Stages 2 and 3</i> report shows that mastery approaches, combined with high-quality CPD, significantly improve attainment. Embedding DfE and EEF guidance ensures teaching is evidence-informed, and teacher release time for training is linked to improved pupil outcomes, particularly for disadvantaged learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	1,3
<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>	<p>EEF's <i>Social and Emotional Learning</i> guidance report finds that SEL interventions can improve attainment by +4 months, especially for disadvantaged pupils. Embedding strategies like Zones of Regulation into daily routines and training staff ensures consistent support for emotional regulation and readiness to learn.</p> <p>EEF Social and Emotional Learning</p>	1,2,3
<p>Develop oracy skills across the school by integrating green screen technology into teaching and learning.</p>	<p>EEF evidence shows oral language interventions have a high impact (+6 months) on progress for disadvantaged pupils. Structured speaking opportunities and technology-enhanced approaches like green screen projects promote vocabulary development, confidence, and communication skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,3

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

- Budgeted cost: £ 39,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted support for pupils through Learning Support Assistants (LSAs)</p> <p>Deploying LSAs strategically to deliver tailored intervention, training LSAs to use evidence-based strategies</p>	<p>EEF's <i>Teaching Assistant Interventions</i> guidance highlights that targeted, structured support delivered by trained LSAs can accelerate progress (+4 months) when linked to teacher planning and evidence-based strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,3
<p>Speech and language Development (buy in qualified speech and language Therapist, Wellcomm assessment, Talk Boost).</p>	<p>EEF research confirms that early language interventions have one of the highest impacts (+6 months) on pupil progress. Using Wellcomm assessments, Talk Boost, and specialist input ensures disadvantaged pupils receive targeted support to overcome language barriers.</p> <p>https://www.rcslt.org/wp-content/uploads/media/docs/Education_Guide_Final.pdf</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	1, 2, 3
<p>To provide additional learning resources which provide personalised learning and can be accessed at home.</p> <p>E.g.</p> <ul style="list-style-type: none"> ● Nessy ● TTRS ● Literacy Shed (Ed Shed) ● Accelerated 	<p>EEF's <i>Digital Technology</i> and <i>Homework</i> evidence suggests that personalised resources accessible at home can improve attainment when combined with teacher guidance and monitoring. This approach supports continuity of learning and reduces gaps for disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3

Reader	on-evidence/guidance-reports/digital	
To further develop Forest School provision throughout the school to support SEMH.	<p>EEF's <i>Social and Emotional Learning</i> and wider evidence on outdoor learning show that structured activities promoting resilience and wellbeing can improve engagement and reduce behavioural barriers, particularly for disadvantaged pupils.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a dedicated nurture space within the school to support the social, emotional, and mental health (SEMH) needs of pupils including those eligible for PPG.	<p>EEF and Ofsted highlight that targeted SEMH support improves readiness to learn and engagement.</p> <p>Nurture-based interventions create safe spaces for emotional regulation, reducing barriers and improving academic outcomes for vulnerable pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1,2,3
Expand outdoor play and learning opportunities to support physical, social, and emotional development for disadvantaged	<p>EEF's <i>Outdoor Adventure Learning</i> strand notes that while academic impact evidence is limited, outdoor learning can improve self-confidence, resilience, and teamwork—key factors for engagement and wellbeing. These benefits are particularly valuable for disadvantaged pupils who may have fewer enrichment opportunities.</p> <p>Outdoor Adventure Learning</p>	1,2,3

pupils.		
Provide specialist music and PE teaching to enhance cultural capital, engagement, and physical wellbeing for Pupil Premium pupils.	EEF's <i>Arts Participation</i> strand shows a moderate positive impact (+3 months) on academic outcomes and highlights wider benefits such as improved confidence and motivation. Similarly, <i>Physical Activity</i> interventions show small academic gains (+2 months) and strong wellbeing benefits, which support readiness to learn. Arts Participation Physical Activity	1,2,3
Subsidise enrichment clubs and educational visits to ensure disadvantaged pupils access experiences that build social skills, cultural capital, and engagement.	EEF guidance on wider strategies stresses that addressing non-academic barriers (such as limited access to enrichment) is essential for closing gaps. While direct academic impact is limited, participation in structured extracurricular activities can improve attendance, motivation, and wellbeing, which indirectly support attainment. EEF Guide to the Pupil Premium	1,2,3
Contingency fund for acute situations.	EEF's <i>Guide to the Pupil Premium</i> recommends a tiered approach, including wider strategies to remove barriers to learning. Providing flexible support for urgent needs ensures pupils remain engaged and able to access education, which is critical for sustaining progress. EEF Guide to the Pupil Premium	1,2,3

Total budgeted cost: £ 66,660

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 2024/25 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 2024/25 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.

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, transition, the

Zones of Regulation and transition.

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