

Pupil premium strategy statement Holy Family Catholic Primary, Cronton



School overview

Detail	Data
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Rooney, Headteacher
Pupil premium lead	Stephanie Quigley, Deputy headteacher
Governor / Trustee lead	Jim Wilson, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,484
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 34,484

Part A: Pupil premium strategy plan

Statement of intent

At Holy Family, our mission is for our children to follow in Jesus' footsteps and 'Pray, Play and Learn Together'. As part of this Mission, considering the best interests of all of the children we serve is at the heart of all that we do. In producing this Pupil Premium strategy, we have referred to the EEF's 'Tiered approach to Pupil Premium (2024)'. This approach ensures that additional funding ensures that all children are in receipt of high quality teaching, targeted academic support and it also considers any wider strategies to be implemented.

Our intention at Holy Family is to ensure that all pupils, regardless of their background or the challenges they may encounter, make progress and achieve high standards across all subjects. The central goal of our Pupil Premium strategy is to provide targeted support to help disadvantaged pupils reach their full potential, including those who are already high attainers.

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

High-quality teaching lies at the heart of our strategy, with targeted support in key areas where disadvantaged pupils require the most assistance. This evidence-based approach is designed to close the attainment gap between disadvantaged and non-disadvantaged pupils, while also benefiting the entire school community.

We are committed to supporting the holistic development of all our pupils, with a particular focus on the needs of disadvantaged children.

Our approach is tailored to address both common challenges and the specific needs of individual pupils, guided by thorough diagnostic assessments rather than assumptions about the effects of disadvantage. The strategies we have implemented work together to support pupils in reaching their full potential.

To ensure these strategies are effective, we will:

- Provide challenging tasks for disadvantaged pupils that encourage growth and development.
- Take prompt action to intervene as soon as a need is identified.
- Foster a whole-school approach where every staff member is accountable for the outcomes of disadvantaged pupils and works to raise expectations of what they can achieve.

All staff are engaged in supporting disadvantaged pupils, with high expectations embedded across teaching, pastoral care, and leadership.

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 have shown that an increasing number of children require additional English support (speech & language and writing). Some children have limited life experiences that impacts negatively upon English progression throughout the school.
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 fluent readers.
3	A proportion of our Pupil Premium (PP) pupils require ongoing pastoral care, to support pupils' mental health and well-being.
4	Assessments, observations & discussions show a number of disadvantaged children have specific learning difficulties and are not on target to meet end of year expectations in mathematics.
5	Records show attendance and punctuality is a challenge for a number of children and there is a difference between the attendance of disadvantaged children compared to the attendance of non-disadvantaged children which is a contributing factor to poor academic achievement.

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
To provide a comprehensive and effective programme of intervention in order to ensure children not currently meeting year group expectations are as near as possible to doing so.	Pupils eligible for PP make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.
Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.	Further development of Zones of Regulation within school so that children can continue to be taught the range of different emotions, what they mean and the strategies we can use to deal with emotions, following the Zones of Regulation. All staff will use these strategies when working with children from Nursery to Year 6. Children can have support for dealing with loss, bereavement, and social and emotional needs. Learning Mentor to have a set timetable for targeted intervention groups with children from Y1-Y6, focusing on improving their

	feelings of loss and anxiety, which would be a barrier to their learning. Deputy Headteacher to use assembly time to talk to all children in the school about how important is to discuss our feelings, respect all people and be responsible. This will help to recap over the school values and allow the children to reflect on their attitude to learning. A Nurture base will be created to help children who need additional support for their own social and emotional needs, which will be planned by teachers and delivered in a small group. Children will have access to their own year group curriculum and nurture activities, such as cookery, gardening, and Forest School. School to implement Trauma Informed practice approach across school for all children.
Improved oracy, vocabulary and language skills among disadvantaged pupils which translates into their written work	Improved levels of talk and oracy, including appropriate vocabulary will be evident across a number of monitoring processes. Writing outcomes show that all disadvantaged pupils make progress at least in line with their prior attainment, if not accelerated.
Improved attendance and punctuality for children so they are able take part in the all areas of curriculum, including intervention	The gap between PP and non-PP attendance will continue to diminish. PP Pupils have a positive attitude about school attendance with high profile of attendance by all staff. Learning mentor and SLT will respond appropriately to offer support and address attendance issues that arise. Meetings with parents regarding concerning attendance/ holiday requests
Improved reading attainment among disadvantaged pupils	Reading outcomes show that all disadvantaged pupils make progress at least in line with their prior attainment, if not accelerated.
Improved mathematics attainment among disadvantaged pupils	Maths outcomes show that all disadvantaged pupils make progress at least in line with their prior attainment, if not accelerated.

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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment training – use of retrieval and low stakes quizzes to identify gaps in learning.	One to one and small group tuition EEF. Evidence of impact of high quality 1:1 and small group tuition as a catch up strategy.	1,2,3,4

Small group and 1:1 support used to ensure pupils identified are supported to close gaps in learning.	https://educationendowmentfoundation.org.uk/news/eef-blog-why-bother-with-retrieval	
CPD on direct instruction across the school curriculum to ensure pupils gain a clear understanding across all subjects. We will purchase resources to enhance the delivery of curriculum subjects.	The EEF's menu of approaches lists the development of high-quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of the pupils. Explicit instruction is a high impact teaching strategy for all pupils; teaching skills and concepts in small steps. https://educationendowmentfoundation.org.uk/news/eef-blog-what-exactly-is-explicit-instruction	1,2,3,4
Implementation of Ready Steady Write English scheme, with Professional Development for staff	The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing £3000 includes scheme, resources and training	1,2,3,4
Use of standardised scores to identify gaps in learning and ensure accelerated progress. Small group and 1:1 support used to ensure pupils identified are supported to close gaps in learning.	One to one and small group tuition EEF. Evidence of impact of high quality 1:1 and small group tuition as a catch up strategy.	1,2,3,4
Provide continued training, support and resources from Little Wandle to support the teaching of phonics and early reading.	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: https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics (£1600 based on £200 per day for supply cover – 8 days for teachers to be covered/trained)	1,2,3,4
Staff CPD on 'Are You Really Reading?' to support the effective teaching of reading comprehension	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	1,2,3,4

from Reception to Year 6.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (£1600 based on £200 per day for supply cover – 8 days for teachers to be covered/trained)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions have been shown to be effective especially when delivered as regular sessions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Based on total of 15 hours TA 2 per week £10,971	1,2,3,4
Teaching assistant deployment and interventions	Strategic deployment of teaching assistants is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistants Based on total of 15 hours TA 2 per week £10,971	1,2,3,4
Speaking and listening interventions, particularly in EYFS	Recommendation Number 1 from the EEF's report improving Literacy in KS1 is 'Develop pupils' speaking and listening skills and wider understanding of language'. Language provides the foundation of thinking and learning and should be prioritised. https://d2tic4wvo1iusb.cloudfront.net/production/eefguidance-reports/literacy-ks1/Literacy_KS1_Guidance_Report_2020.pdf?v=1727626351	1,2,3,4

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor support for disadvantaged pupils. Quiet lunchtimes, drop ins and 1:1 sessions</p>	<p>Interventions used to support pupils whose attendance falls below 97% Improved attendance will improve progress of targeted pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>£734 based on one hour per day</p>	5
<p>Subsidised access to clubs, trips and music lessons for disadvantaged children. Access to a range of extra-curricular clubs and activities. Data to be collected and analysed to track attendance of PP pupils.</p>	<p>EEF Evidence that access to extracurricular activities improves attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>£352 based on one hour per term for analysis</p>	3,5
<p>Training for TAs to support high quality provision within the classroom</p>	<p>Well-implemented CPD for TAs leads to better support for pupils. TAs equipped with evidence-based strategies can provide targeted interventions, personalised support and effective classroom support. This, in turn, improves pupil engagement, learning experiences, and overall achievement.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p> <p>Based on 30 mins CPD per fortnight for each TA £2912</p>	1,2,3,4
<p>Forest School trained TA to lead sessions for EYFS and Year 1</p>	<p>Forest school sessions for children to benefit from learning outdoors to help them regulate their behaviour and emotions.</p>	3,5

children on a weekly basis.		
Attendance Support:	<ul style="list-style-type: none"> • First day response including home visits • Bespoke support for individual children and families e.g. school nurse or individual action plans. (Knowsley Attendance Team support) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment Based on weekly 15-minute attendance meeting with attendance team (£2000 approx)	3,5
Learning Mentor to provide emotional support to pupils/increased family communication for those identified with emotional needs/attendance concerns	The DfE guidance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence	3,5

Total budgeted cost: £ 34500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reading:

The initiatives introduced in reading, 1:1 daily reading for KS1 and a focus on comprehension strategies within a small group work, was having a positive effect on all children including pupil premium children.

Social & Emotional Wellbeing:

The annual residential visits to Robinwood in Years 5 and 6 and to Delamere in Year 4 has enabled children to develop their independence and self-confidence.

Maths:

Analysis of maths intervention, that was delivered to small groups of children, including disadvantaged children, had showed that children made progress. Children were base-lined at the start of intervention and on completion of intervention.

KS2 SATs Results:

In 2024, Due to low numbers, results given as a % for Y6 children who were pupil premium. 50% of the Pupils who were PP were also SEND.

40% PP children achieved EXS in Reading SATs 2024

20% PP children achieved EXS in Writing SATs 2024

40% PP children achieved EXS in SPAG SATs 2024

60% PP children achieved EXS in Maths SATs 2024

100% of Year 1 and Year 2 children entitled to PP passed the **phonics screening test**.

Attendance for disadvantaged pupils continues to be a challenge for certain families with PA being higher for PP than none PP.

Intervention and support continue to be targeted to improve the attendance rates and this remains a priority.