

Pupil premium strategy statement

Holy Family Catholic Primary, Cronton



School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	23 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 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Rooney, Headteacher
Pupil premium lead	Helen Rooney, Headteacher
Governor / Trustee lead	Jim Wilson, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,150.
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>	£ 43,150.

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																				
	Holy Family has a small cohort of Pupil Premium children and therefore the funding allocation provides a very small budget. Pupil Premium children are spread thinly across a range of different ages.																				
1	Communication, Language and Literacy 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	Phonics 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	Bridging the gap Through analysing school data, we have noted that there are significant gaps between the disadvantaged pupils and their peers in attainment and/or progress in Mathematics and English. These can be cohort specific but generally there is a gap between our disadvantaged pupils and their peers. Percentages based on Autumn 2025 Teacher Assessments: <table><tr><td></td><td>ALL</td><td>Non PP</td><td>PP</td><td>Difference</td></tr><tr><td>Reading</td><td>65%</td><td>69%</td><td>32%</td><td>37%</td></tr><tr><td>Writing</td><td>58%</td><td>62%</td><td>32%</td><td>30%</td></tr><tr><td>Maths</td><td>68%</td><td>64%</td><td>32%</td><td>32%</td></tr></table>		ALL	Non PP	PP	Difference	Reading	65%	69%	32%	37%	Writing	58%	62%	32%	30%	Maths	68%	64%	32%	32%
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4	Attendance 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. Some of our disadvantaged pupils are considered as persistent absentees and have issues that prevent them coming to school. In Autumn 2025, 6 pupils out of 23 disadvantaged pupils are considered to be persistent absentees.																				
5	Mental Health and Wellbeing Some pupils may need additional support for social and emotional development. Pastoral care and nurturing environments help build resilience and readiness to learn																				

	Additional support is needed for some pupils to develop confidence and social skills. Targeted pastoral support and group activities foster teamwork and positive relationships.
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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
Language and Communication Improved oracy, vocabulary, and language skills among disadvantaged pupils, enabling them to express their ideas more effectively in both spoken language and written work. This is particularly important as a proportion of pupils enter the EYFS with low Communication, Language and Literacy skills, which can otherwise result in attainment below national expectations in later years.	Improved levels of talk and oracy, including the use of appropriate vocabulary, are evident across a range of monitoring processes. Writing outcomes demonstrate that all disadvantaged pupils make progress at least in line with their prior attainment, with many making accelerated progress. WellComm assessments and observations show significantly improved oral language skills among disadvantaged pupils, which is further supported through triangulation with lesson engagement, book scrutiny, and ongoing formative assessment.
Phonics 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.	Little Wandle assessments show an increased number of disadvantaged pupils achieving the expected standard in the Year 1 Phonics check.
Bridging the Gap To provide a comprehensive and effective programme of intervention in order to ensure children not currently meeting year group expectations in reading, writing and maths 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 in reading, writing and maths.
Attendance Pupils demonstrate improved attendance and punctuality, enabling them to fully access all areas of the curriculum, including targeted interventions.	Sustained high attendance is achieved for Pupil Premium pupils, evidenced by a reduction in overall absence and persistent absenteeism compared to the previous year, alongside a continued narrowing of the attendance gap between Pupil Premium and non-Pupil Premium pupils, supported by a whole-school focus on positive attendance, proactive involvement from staff, timely intervention from the learning mentor and SLT, and effective engagement with parents where attendance concerns or holiday requests arise.
Mental health and Wellbeing Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to	A consistent, whole-school approach to emotional regulation and wellbeing is strengthened through the continued development of the Zones of Regulation and a trauma-informed practice, ensuring pupils from Nursery to Year 6 are explicitly taught to understand

improve self-esteem or attitudes to school and learning.	emotions and apply appropriate coping strategies. Pupils receive targeted support for loss, bereavement, anxiety, and wider social and emotional needs through structured learning mentor interventions, nurturing provision, and small-group support, while assemblies reinforce school values, emotional literacy, and positive attitudes to learning. Impact is measured through qualitative evidence from pupil voice, parent questionnaires, and teacher observations, demonstrating improved wellbeing and readiness to learn.
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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: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use WellComm assessments to plan and deliver interventions based on the pupil's starting points when they enter EYFS. (Additional TAs in EYFS to support early intervention)	WellComm and Baseline assessments show that a percentage of pupils entering Nursery and Reception are working below national expectations. EEF toolkit EYFS interventions have on average 5 months additional pupil progress	1
Use Insight Assessment tracking and teacher formative assessment, including retrieval practice and low-stakes quizzes, to identify gaps in learning, providing same-day catch-up through targeted small-group and one-to-one support to ensure pupils	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. https://educationendowmentfoundation.org.uk/news/eef-blog-why-bother-with-retrieval	1,2,3,4

close these gaps effectively.		
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
Embedding Ready Steady Write English scheme, with Professional Development for all 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. Enhancements for writing moderation	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 supplementary 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 Literacy Counts new reading scheme, to support the effective teaching of reading comprehension from Reception to Year 6.	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. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit	1,2,3,4

Quality First Teaching approaches designed to engage, motivate and support PP pupils (e.g., seating plans, targeted questioning, and relationship-focused practice).	High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils (EEF, 2021). Evidence shows that strategies such as scaffolding, structured questioning, and strong teacher–pupil relationships significantly enhance progress and resilience. Ongoing CPD underpins this work, equipping staff to deliver evidence-informed practice that directly addresses challenges by improving engagement, behaviour for learning, and attainment. Regular learning walks using a standardised checklist aligned with EEF and the Great Teaching Toolkit. Focus areas: modelling, scaffolding, vocabulary instruction, and quality of feedback. Book looks each half term for PP pupils, analysing progress and curriculum access. CPD for teachers and TAs to support consistent implementation.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Establish small group maths, phonics, reading and spelling intervention for disadvantaged pupils falling behind age-related expectations	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.	2/3
Deliver pre-teach and precision teach sessions to develop pupils’ understanding	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	6

ding and use of subject- or topic-specific vocabulary, ensuring they are confident and able to apply this knowledge in lessons.		
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	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	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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor support for disadvantaged pupils. Quiet lunchtimes, drops ins and 1:1 sessions	<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.</p> <p>Access to a range of extra-curricular clubs and activities.</p> <p>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> <p>The latest DfE guidance recognises the significant benefits of school trips on pupils' educational development, health and wellbeing.</p>	3,5
Training for TAs to support high quality provision within the classroom	<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
Forest School trained TA to lead sessions for EYFS and KS1 children on a weekly basis.	<p>Forest school sessions for children to benefit from learning outdoors to help them regulate their behaviour and emotions.</p>	3,5
Attendance Support: Inclusive Attendance Quality Mark	<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) <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	3,5

	Based on weekly 15-minute attendance meeting with attendance team, cover for staff to attend Inclusive Attendance Training and peer support visits to other schools (£2500 approx)	
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
Provide subsidised/free Breakfast Club places to support pupils in meeting attendance expectations	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost approximately £ 43150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

Attainment of Pupil Premium children improved during the 2024–2025 academic year, with targeted initiatives and interventions positively impacting their progress and outcomes across the school. While data is presented as percentages, the small cohort size means that results are highly specific to individual pupils.

25% of PP pupils achieved GLD

50% of PP pupils in Y1 achieved Phonics Screening check

100% of PP pupils in Y2

achieved Phonics Screening check

KS2 SATs Results:

100% PP children achieved EXS in Reading

40% PP children achieved EXS in Writing

40% PP children achieved EXS in Maths

80% PP children achieved EXS in GPS

Termly pupil progress meetings are held and a focus group will be identified for additional support and tracking. In the following termly meeting their progress is reviewed and monitored.

Social & Emotional Wellbeing:

A full programme of educational trips linked to the curriculum has been provided and all pupils have been able to access the trips by costs be subsidised by the pupil premium funding. The annual residential visits to Robinwood in Years 5, Anglesey in Year 6 and to Delamere in Year 4 has enabled children to develop their independence and self-confidence.

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.