

# Holy Family Catholic Primary School

## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	23
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26
Date this statement was published	2025
Date on which it will be reviewed	October 2026
Statement authorised by	E Allonby
Pupil premium lead	E Allonby
Governor / Trustee lead	I Hunter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£59,085

## Part A: Pupil premium strategy plan

### Statement of intent

At Holy Family Catholic Primary, our mission is rooted in Gospel values and the belief that every child is made in the image of God and deserves the opportunity to thrive. Through high-quality teaching, inclusive practice, and a culture of respect, we aim to remove barriers to learning so that all pupils, particularly those who are disadvantaged, achieve academic excellence, develop strong moral character, and contribute positively to our Catholic community.

The ultimate objective for our pupils who are in receipt of Pupil Premium is:

**To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

Within the group of children in receipt of Pupil Premium 21% have identified special educational needs. Staff are ambitious for all our children and our pupil premium children are supported further by 1:1 targeted intervention and small group teaching. This is monitored and adaptations made to best meet the changing needs of the children who come to our school.

At Holy Family, we know and understand that successful learning and achieving a fulfilling life depends on developing the whole child, which essentially will support academic progress and attainment. Every member of the staff team understands the importance of relationships; children loving themselves and each other, and therefore every child's wellbeing is of paramount importance. We take the time to get to know the children in our care and support them and their families in addressing any issues in their Social, Emotional and Mental Health.

To ensure that the attendance of pupils in receipt of Pupil Premium is at least in line with those of peers in school We know that children learn best when they attend school regularly. Currently, the attendance of a small number of our Pupil Premium children is lower than those children who are not in receipt of Pupil Premium. In our strategy, we focus on ensuring that we continue to support these children and their families to address barriers to attending school regularly. This includes support from our school learning mentor and, where appropriate, Blackpool Welfare Services

### Challenges

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

Challenge number	Detail of challenge
1	Language and communication gaps are increasing, limiting vocabulary and oracy ability. At least 13.3% of children entering school on admission under NHS referral for speech and language therapy (SALT), of which 6% are PP and an additional 6% of pupils have been identified as requiring intervention by SALT by EYFS staff.
2	Mathematical fluency and problem-solving confidence are also an area of challenge. 33% of PP children across the school are currently working below expected standard in maths. Our KS2 SATs for 2025 showed our average scaled score for those in receipt of PP as 101.7, which is less than the national average of 105.
3	Variable reading fluency and comprehension, affecting writing outcomes. Whilst we work hard on guided reading for comprehension, we identified that a number of our children were simply not able to complete their tests in the time allowed. Currently 20% of our PP children are not working at expected standard. This was noticeable not only in the PP children but also those who use English as an additional language (EAL).
4	Higher SEND need within cohort (not attaining GLD). 60% of our PP children did not attain GLD.
5	Attendance and engagement issues with some families. Currently persistent absence of PP children is at 23.4%.
6	Limited access to enrichment opportunities beyond those offered at school.

## 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 vocabulary, oracy and reading comprehension for all.	Improved provision for speaking and listening and reading through Communicate intervention, precision teaching and oracy sessions.
Accelerated progress in maths through adoption of maths mastery in both KS1 and 2.	Increased number of children achieving 20+ in MTC check and average scaled score on KS2 arithmetic test.
Greater inclusion for SEND/PP pupils through targeted early intervention and sensory support.	Children to access sensory room and work through zones of regulation to permit children to return to learning faster.
Increased % of pupils achieving RWM at KS2.	Targeted support for those identified at risk of not making expected progress.
Target of $\geq 95\%$ for all pupils' attendance.	Decrease in families falling below 90% absence.
All pupils to have access to cultural and faith-based enrichment opportunities.	Holy Family Curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that

	children enjoy school experiences and are enthused to learn more.
Barriers to success removed through early intervention.	HT/DHT and Learning Mentor to support families and work together to reduce barriers to learning. This can be done via accessing a number of services, such as mental health services.

## 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: £ 16,079.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching	Teachers CPD, coaching and mentoring as required. Offer Quality First Teaching, including reflective adaptive teaching approaches. Need to pinpoint gaps from assessments. Need to plan specifically for individuals and groups and offer booster groups if necessary.	1,2,3,4
Additional teaching time		1,2,3,4
Continued employment of the Oracy Framework across all subjects.	EEF Oral Language Interventions	1
Communicate Speech and Language	EEF Oral Language Interventions	1
SENDCO release time and advisory teacher. Early identification of potential barriers to learning.	EEF Five-a-day for pupils with SEND	1,2,4
CPD in adaptive teaching strategies	EEF Five-a-day for pupils with SEND	1,2,3,4
Maths mastery approach extended into Years 4 and 5, supported by Maths Hub partnership. Release time for training.	EEF Mastery Learning	2

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

Budgeted cost: £ 28,867

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group tuition in reading fluency, writing and maths for identified pupils.	EEF small group reading intervention	1,3
Early Years speech and language programmes through Communicate and sensory interventions.	DFE Strong foundations in the first years of school.	1
Additional Educational Psychology time bought in where possible.	EEF Five-a-day for pupils with SEND	All areas
Teaching assistant deployment focused on structured intervention.	EEF Making best use of teaching assistants	All areas

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

Budgeted cost: £ 19,999.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil premium reviews using assessment data, pupil voice, and work scrutiny.	Early identification of additional support leading to better outcomes.	1,2,3,4
Employment of Learning Mentor and attendance officer.	EEF Social and emotional learning.	5,6
SLA with Pupil Welfare Services	EEF attendance toolkit	5
Oversight from the BEBCMAT Director of Education.		All areas
Impact measured against baseline attainment, progress, and attendance.	Early identification of additional support leading to better outcomes.	1,2,3,4
Evaluation decoupled from accountability; focus on pupil outcomes.		1,2,3,4

**Total budgeted cost: £ 64,946.40**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

By the end of last year, 42 of our school's 211 pupils were Pupil Premium, this was 19.9% of our cohort. This is 13.1% lower than the national average of 33.0%.

Our school's disadvantaged cohort of 38 enrolments (statutory school age) have an overall absence of 6.3%. This is 2.1% higher than the national non-disadvantaged cohort at 4.2%.

Our school's gap to non-disadvantaged pupils nationally has decreased by 2.0% from +4.1% in 2023/24, to +2.1% in 2024/25.

Our Disadvantaged cohort's Overall Absence has decreased by 2.2% from 8.5% in 2023/24, to 6.3% in 2024/25.

23.7% of our school's Disadvantaged cohort are persistently absent, 9 pupils out of 38. Our school's gap to non-disadvantaged pupils nationally has decreased by 10.8% from +24.2% in 2023/24, to +13.4% in 2024/25.

Our disadvantaged cohort's persistent absence has decreased by 12.0% from 35.7% in 2023/24, to 23.7% in 2024/25.

In EYFS, from a cohort of 30 pupils, 80% achieve a good level of development (GLD) 50% of those identified as PP (4 children) achieved GLD.

All children in Y1 passed the phonics screen.

In KS2 73.3% of pupils achieved the expected standard in Reading, Writing and Maths. (RWM)

In reading 80% of those in receipt of PP (10 pupils) achieved EXS (including 1 pupil that was disapplied)

In writing 80% of those in receipt of PP (10 pupils) achieved EXS (including 1 pupil that was disapplied)

In maths 60% of those in receipt of PP (10 pupils) achieved EXS (including 1 pupil that was disapplied)

All children were able to access all trips throughout the 24-25 school year, including heavy subsidies/free places for those in receipt of PP.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Time Table Rockstars	TTRS
Ed Shed spelling	Oxford owl
Grammarsaurus	Grammarsaurus
Dyslexia intervention	Nessy Learning
Time for Phonics	My Maths
Letterjoin	Green and Tempest ltd
Seesaw	Tapestry