The Holy Family Catholic Primary School – Pupil premium strategy statement

This statement details our school's use of pupil for the 2026-27 academic year; 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	The Holy Family Catholic Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	2026 – 2027 2027 - 2028 2028 - 2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Megan Underhill (Headteacher)
Pupil premium lead	Megan Underhill (Headteacher)
Governor / Trustee lead	Patrick Harrison (L A C Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 177, 095

Part A: Pupil premium strategy plan

Statement of intent

"Love Jesus, Love Learning, Love each other."

As a Catholic school, we recognise that every child and every member of our school community is unique and precious to God. We aim to create an ambitious and supportive atmosphere where everyone can flourish. Our mission statement and Gospel values: Love, Humility, Respect, Forgiveness, Peace and Honesty & Justice drive and inform every decision we make. The focus of our pupil premium strategy is to support disadvantaged pupils to maximise their attainment and make good progress in all areas of the curriculum.

In our setting, the broad and balanced curriculum at Holy Family Catholic Primary School has been specifically designed with the intent of developing and enhancing the cultural literacy of all our learners so that they are prepared for the rest of their academic career and beyond. As Sir Michael Barber stated: "Cultural literacy is important and if you don't know the key facts for the society in which you live, you're permanently disadvantaged for life." Our learning is knowledge and skills based; building progressively as the children move through our school, form EYFS to Year 6, giving all pupils the best possible learning opportunities.

High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap. Using rigorous assessment, we plan focused and timely interventions. From the moment pupils start in our school, we immerse them in language, giving them every opportunity to develop their vocabulary and oracy skills.

Quality pastoral care is also vital in closing the attainment gap at Holy Family. All staff know our families and pupils well. This enables us to provide a holistic approach based on need. This also includes making sure that every pupil in school has access to a free and nutritious breakfast.

Challenges

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

Challenge number	Detail of challenge
1	Triangulation of evidence and discussions with pupils and their families indicate under developed oral language skills and vocabulary gaps among

	many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils in comparison to their peers.
2	Our disadvantaged pupils generally have greater difficulties with phonics in comparison to their peers. This negatively impacts their development as readers and their ability to access the wider curriculum
3	Triangulated evidence from monitoring activity demonstrates that disadvantaged learners do not attain as highly or make as much progress as their peers in Reading, Writing and Maths.
4	Our attendance data, both current and historical, indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Disadvantaged pupils also have higher levels of persistent absenteeism.
5	The level of parental engagement is lower for our disadvantaged learners compared to their peers which negatively impacts on their attainment and progress.

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 is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment for disadvantaged pupils	Phonics outcomes above national
Improved RWM attainment for disadvantaged at the end of KS1 and KS2	The gap between disadvantaged pupils and their peers diminishes. The % of disadvantaged pupils at 'EXS & GDS' increases.
To achieve and sustain improved attendance for disadvantaged pupils.	• The attendance of disadvantaged pupils increases • Persistent absence rates for disadvantaged pupils decreases.
The parents/carers of disadvantaged pupils are more engaged with the school.	Improved parental engagement as demonstrated by: • improved attendance & punctuality • partnership approach to behaviour management resulting in less behaviour incidents

	• greater support with homework and reading at home resulting in improved pupil outcomes

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: £ 71,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruiting and retaining high quality teaching staff	Evidence shows that quality-first teaching has a big impact on pupil outcomes for all pupils, but particularly the disadvantaged. https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf	1 - 5
Maximising opportunities for dialogic activities. Supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time as well as continuing to fund an SEN TA to deliver interventions.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1

Purchase of SSP professional support, support materials and decodable books to secure stronger phonics teaching for all pupils. Employ a F/T Phonics mentor.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund release time for teachers to enable them to access Maths hub resources and CPD (including Teaching for Mastery training)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Provide CPD to support implementation for all curriculum areas.	Providing teachers with a right to high-quality training and development would boost pupil attainment. https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/	3
Curriculum enhancement	Subsidise enrichment opportunities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

Targeted academic support (for example, tutoring, 1:1 support, structured interventions) Budgeted cost: £42,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund Accelerated Reader and ongoing purchase of relevant resources to guide, engage, motivate and	Evidence shows that it is important to identify the appropriate level of text difficulty, supporting pupils' desire to engage with the text. https://www.lextutor.ca/cover/papers/ The Reading Framework – 2021	2, 3

assess pupils as they read	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Employ an Phonics Mentor to support the delivery of phonics and to deliver reading interventions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: *£62,667*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a FLO, with particular responsibility for attendance. Embed principles of good practice as set out in the DfE's 'Improving School Attendance'. Continue to develop and implement bespoke attendance strategies (See Attendance Strategy doc.)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Targeted approaches which encourage parents to support their children including: Phonics workshops Lesson drop-ins 'Stay and Play' Mid-year progress report Award ceremonies and whole school events Coffee mornings PFA involvement Counselling	Maximising parental engagement has been proven to have a positive impact on pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5

Employ Pupil well-being mentor/counsellor to provide more intensive pupil support and to access programmes for families in crisis, helping to reduce barriers to learning.	Research has found that preventative and early intervention activities will help to enable all children to have full access to educational opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4 and 5
Subsidise trips, clubs, breakfast and after school provision. Extra fruit, as a healthy snack, available throughout the day.	Research has shown that children who skip breakfast perform less well academically, socially and emotionally. https://healthyeating.sfgate.com/benefits-eating-breakfast-students-7697.html Research has shown the wider benefits from regular physical activity in terms of physical development, health and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3 and 4

Total budgeted cost: £ 177,450

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 2025 to 2026 academic year.

Intended outcome	Success criteria	(PP) Outcomes Summer 2026
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	75% PP GLD (All 72%) 75% of EYFS pupils reached ELG for SPL & C&L (5% increase on prev. yr)
Improved phonics attainment for disadvantaged pupils	Phonics outcomes in line with national	Y1 - 87% passed PSC (non-PP 86%) Outcomes higher than national
Improved RWM attainment for disadvantaged at the end of KS1 and KS2	The gap between disadvantaged pupils and their peers is diminishing. The % of disadvantaged pupils at 'EXS' is increasing and is closer to the national average year on year.	Yr2 - R – 57% / W – 57% / M - 57% / Comb. – 57% (PP in line with non-PP) Yr6 - R – 82% / W – 82% / M - 82% / Comb. – 82% Outcomes higher than national and in line with non-PP
To achieve and sustain improved attendance for disadvantaged pupils.	• The overall attendance rate for the school to be in line with national figures • The attendance gap between disadvantaged and non-disadvantaged pupils narrows	**Sept' 25 – July 26** Whole school 91.49% (Increase from prev.yr) PP – 88.55% Whole school PA 21.16% PP PA 29.7% (down 15% points from last year) Gap narrowing year on year

The parents/carers of disadvantaged pupils are more engaged with the school.	Improved parental engagement as demonstrated by: • improved attendance & punctuality • partnership approach to behaviour management resulting in fewer behaviour incidents • greater support with homework and reading at home resulting in improved pupil outcomes	• Attendance see above • Behaviour for learning good across the school, • Well-being mentor/counsellor working with key families • PP outcomes improving and in line with non-DA peers i.e. phonics results and end of KS2 achievement