

Pupil premium strategy statement



This statement details our school's use of pupil premium for the 2025 to 2026 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	Holy Family Catholic Primary School
Number of pupils in school	215 (Including FS1) 185 (Excluding FS1)
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Bernadette Nesbit (EHT)
Pupil premium lead	Clair McFadden (HOS)
Governor / Trustee lead	Mr Joseph O'Connor

Funding overview

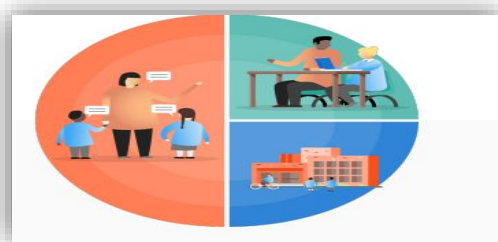
Detail	Amount
Pupil premium funding allocation this academic year	£112,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,110

Part A: Pupil premium strategy plan

Statement of intent

“Learning Together, Playing Together, Praying Together”

Holy Family Catholic Primary School is a smaller than average school which serves the Doncaster community, in an area of significant deprivation. We are a happy and vibrant school with a hard-working, enthusiastic and dedicated staff team. We have an established, experienced and outward thinking senior leadership team with a school ethos which places children at the heart of everything we do.



Our intent is focused on raising the attainment and aspirations of all our pupils, including our most vulnerable. This includes the progress and attainment of our higher achieve disadvantaged learners. It is our intent to use a tiered approach to ensure that all PP children achieve their full potential through quality first teaching, targeted academic support and wider strategies (EEF Guide to Pupil Premium September 2023).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, including our higher achieve pupil premium learners.

Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- *For all disadvantaged pupils in school to make or exceed nationally expected progress rates.*
- *To support our children's health and well-being to enable them to access learning at an appropriate level.*

The approaches we have adopted will complement each other to help children excel. To ensure they are effective we will:

- *Ensure disadvantaged pupils are challenged in the work that they are set.*

- *Act early to intervene at the point need is identified.*
- *Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

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 indicate under developed communication, oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in EYFS/KS1.
2	Low attainment on entry (in all areas) to Early Years Foundation Stage.
3	Limited first hand experiences to support language and knowledge (impacting the wider curriculum).
4	High mobility of PP learners impacts on attainment and progress in maths and writing
5	Significant deprivation limiting range of first hand experiences/appropriate well-being support or limiting access to digital devices to support learning.
6	Analysis of attendance data evidences that the attendance of PP learners is significantly lower than non PP children.

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 amongst 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, pupil voice and ongoing formative assessment.
To ensure all PP children (without complex SEND needs) pass Year 1 Phonics Screening	100% pass rate in phonics for Year 1 PP children. All Year 1 pupils demonstrate significant gains in phonic ability compared to baseline entry.

<p>To improve % ARE and GDS standards in core subjects of reading, writing and maths</p>	<p>The number of children achieving ARE and above in reading increases from 2023 baseline of 59% and gap is narrowed between PP and non-learners.</p> <p>The number of children achieving ARE and above in writing increases from 2023 baseline of 55% and gap is closed between PP and non-learners.</p> <p>The number of children achieving ARE and above in maths increases from 2023 baseline of 63% and gap is closed between PP and non-learners.</p>
<p>To improve % ARE and GDS standards in foundation subjects</p>	<p>All foundation subject assessment data indicates an increase in % of children achieving EXS and above in all subject areas and gap is narrowed between progress of PP and non-pp learners.</p>
<p>To ensure rapid ARE gains across all ELGs in comparison to baseline September 2023.</p>	<p>ARE gains in attainment for all PP children in EYFS means that children will demonstrate accelerated progress towards or meeting ARE by end of year across most ELGS</p>
<p>All PP children to participate in first hand learning experiences including after school provision/enrichment activities and EYFS family learning programmes</p>	<p>All PP children access cultural capital experiences to close gaps and raise aspirations, attainment and enjoyment.</p> <p>Significant increase in participation of after school club's/enrichment activities for PP children across the duration of the school year.</p> <p>Increased uptake for PP children to attend Year 4 and 5 residential.</p> <p>Increased uptake for PP families attending family learning programmes.</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Vulnerable families identified have access to in house emotional and well-being support</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained attendance demonstrated by:</p> <p>Increased attendance from PP children from September baseline of 92.7%</p> <p>Attendance gap closed between PP and non PP children.</p> <p>Engagement of all PP families to work closely with school to improve and sustain good attendance.</p>



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £87,847.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal and external high quality CPD in core and foundation curriculum areas and purchase any required resources.</p> <p>Release time for staff to visit other outstanding schools to share best practise.</p>	<p>There is a strong evidence base that high-quality teaching, developed by CPD is a top priority.</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2, 4
<p>Fund teacher release time to embed key elements of guidance/own areas of curriculum across school.</p>	<p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1 2, 4
<p>Communication and language in the EYFS and embed high quality adult/child interactions in EYFS and across school</p>	<p>EEF Improving Literacy in KS1 Greater Teaching Toolkit Evidence Review (2020)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p>	1, 2, 4
<p>Purchase of RWI phonic resources (including staffing of bespoke</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the</p>	2, 4,

<p>small phonic RWI groups) to secure sustained high quality phonics teaching and learning for all pupils.</p> <p>Release time of Reading Leader and Phonic Leader to provide instant and regular coaching/mentoring/working alongside external colleagues (partial funding)</p>	<p>accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Reading Framework</p>	
<p>Introduction of 'Word Aware' whole school approach (EYFS-Year 6)</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	2, 4
<p>Release time for two members of SLT (partial funding) which enables opportunities for internal skills sharing, coaching/mentoring</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peer's throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p>	2, 4

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

Budgeted cost: £78,925.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language interventions (TA capacity to deliver bespoke programmes)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2,4
<p>EYFS/KS1 Family Learning focusing on phonics and early maths</p>		1, 2 ,4
<p>Pre-school and during school 'Fast-track' additional phonics sessions targeted at EYFS/KS1 and KS2 disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,4

English leader and phonics leader to provide weekly coaching for staff at all levels. Regular external CPD led by RWI consultant across duration of year for all staff		
Targeted and instant feedback to PP learners as part of QFT, with a particular focus on KS1 reading and writing	EEF Effective use of PP Funding EEF Using Teaching Assistants Effectively.	2,4
'Same Day' interventions to address instantly address misconceptions/reinforce key learning to enable access to QFT following day. Maths meetings to also be used to address any misconceptions.	The EEF guidance is based on a range of the best available evidence: educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	4,
Protected PP Intervention time each week for all teachers to plan and deliver a bespoke PP intervention for a small group of children within own class.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4,

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

Budgeted cost: £25,336.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional experiences are provided to broaden first-hand language and knowledge. Funding contribution given for all PP disadvantaged children, including: Year 4, 5 and 5 residential/overnight stays and all offers by class teachers/subject leaders.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Additional visits to improve first hand experiences including visit to pantomime, seaside, farm, art gallery/sculpture park etc.		1, 2, 3, 5
After school club offer for PP children to widen access and cultural capital	EEF Tiered Approach to School Planning	3, 5
Breakfast club offer for all PP children	See above	3, 5

Release time for Rainbow trained staff to support emotional wellbeing of all pupils		5
In school counsellor (half a day per week) to work 1:1 with identified children in school safe and familiar space.	educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	5
Targeted support available for all identified disadvantaged vulnerable children through internal and external provision through in house Parent Support/ Safe guarding manager (Partial funded)		5
Weekly 'Stay and Play Sessions' for all preschool/vulnerable families in own school and local community. Run by school Parent Support manager and local family hub.		1,2, 5
Employment of Parent Support/Safe-guarding work closely alongside vulnerable families on a daily basis and be available to provide instant and rapid support/advice/guidance.		5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Continued use of Safe-Guarding manager/Head of School/Attendance Officer to work with vulnerable families to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. gov.uk/government/publications/school-attendance	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £112,110.00



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.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

End of Key Stage Data Comparing School PP with LA and National Data

	National PP	Doncaster PP	Holy Family PP	Non-Pupil Premium	2022/2023 Gap (PP/NPP)
GLD	52	54	80	73	+7
Phonics Yr 1	69	84	90	92	-2
Phonics Yr 2	53	58	100	100	0
KS1 Reading	54	52	43	91	-48
KS1 Writing	45	42	29	82	-53
KS1 Maths	56	56	57	91	-34
KS2 Reading	60	56	67	86	-19
KS2 writing	58	53	78	75	+3
KS2 Maths	59	58	67	100	-33
KS2 SPAG	59	55	78	88	-10
Year 4 MTC	18.4	19.0	19.0	21.8	-2.8

Below details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year:

End of Key Stage Data Comparing School PP with LA and National Data

	National PP	Doncaster PP	Holy Family PP	Non-Pupil Premium	2023-2024 Gap (PP/NPP)
GLD	52%	55%	88%	63%	+25
Phonics Yr 1	69%	70%	93%	100%	-7
Year 4 MTC	18.0	20.7	20.0	22.3	-2.3
KS2 Reading	63%	59%	69%	82%	-13
KS2 Writing	59%	58%	69%	73%	-4
KS2 Maths	59%	60%	62%	91%	-29
KS2 SPAG	70%	68%	77%	82%	-5

The two-year trend notes a very positive picture with % of Holy Family Pupil premium learners achieving the

ARE in most areas, increasing when comparing data July 2023 and July 2024.

Attendance of Pupil Premium Learners

There has also been a significant impact on attendance of PP learners during 2023-2024

Academic Year	Pupil Premium Children	Non Pupil Premium	Gap between PP/NPP
2023-2024	93.5%	95.2%	-1.7
2022-2023	85.3%	89.5%	-4.2

PP attendance has considerably improved when comparing the two-year trend and has risen by +8.2.

The gap between PP and non-PP children has also reduced to -1.7 from -4.2.

Below details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year:

End of Key Stage Data Comparing School PP with LA and National Data

	National PP	Doncaster PP	Holy Family PP	Non-Pupil Premium
GLD	51%	54%	33%	83%
Phonics Yr 1	67%	69%	100%	91%
Year 4 MTC	19.4	20.7	21.2	23.5
KS2 Reading	63%	61%	60%	82%
KS2 Writing	59%	59%	50%	82%
KS2 Maths	61%	63%	20%	82%
KS2 SPAG	60%	55%	60%	82%

PP Phonics data has increased to 100%. This is a continued rise in data when looking at a three year trend moving from 90%, 93% to 100% of PP pupils achieving the expected standard.

Year 4 MTC results also indicate a similar picture. There has been a continual rise and impact when looking at the three year trend with the average score increasing from 19.0, 20.0 and then 21.2.

GLD and KS2 writing, maths and SPAG data have had a dip in % of PP pupils achieving EXS (cohort specific) but these are now priority intents for 2025-2026. See school development plan and amended pupil premium strategy (as above)

Attendance of Pupil Premium Learners

There has also been a significant impact on attendance of PP learners during 2024-2025

Academic Year	Pupil Premium Children	Non Pupil Premium
2024-2025	92.5%	95.2%
2023-2024	93.5%	95.2%
2022-2023	85.3%	89.5%

PP attendance has continued to improve when comparing a three -year trend and has risen by +5.7