

Pupil premium strategy statement



We live, love and learn together in the light of God.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	221 Nursery: 25 Reception to Y6 196
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Pauline King Headteacher
Pupil premium lead	Pauline King, (HT) Maria Aldred and Caitriona McHugh (Assistant Headteachers)
Governor	Jo Kennett, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103 565
Recovery premium funding allocation this academic year	£ 11,310
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	£1,269,108

Part A: Pupil premium strategy plan

Statement of intent

At Holy Family our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We adopt fully inclusive practice, which means all children are able to access the curriculum we offer, regardless of their learning requirements. Each day we encourage our children to be the best that they can be, take pride in their learning, and make a real difference.

The curriculum is developed for the needs of our pupils and is ever changing but is built upon the key skills, knowledge and progression, which will support our children for life. To support children to develop love of language, key texts are built into curriculum. We as a school want the best for our pupils and through research and CPD are continually developing our subject knowledge and resources to adapt to new challenges. Our skills and knowledge based curriculum is used to help structure this in each year group and look at progress within each phase.'

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective with **spaced repetition**.
- 2) **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
- 3) **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Core concepts are sequenced so ensure regular repetition within each phase so that children 'know more and remember more.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum (e.g. four clocks principle) and, in other cases, provides retrieval practise for previously learned content.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve as well as their peers, including excellent progress for those who are already high attainers. Our Curriculum plans identify where and how children are going to be targeted so that they catch up on any lost learning and address gaps in learning.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The Educational Endowment Fund research informs much of our teaching and learning practice. Metacognition and Self-regulation features heavily in our T&L policy and planning. We have also used the EEF guidance reports that look at many different areas of school life and this has supported the planning of high quality CPD and development in specific subject areas. As a school with 13% SEND we also ensure that staff have access to high quality CPD on SLCN, ASD and SEMH – Autism Education Trust (ASD), NELI and WELLCOMM (SLCN), Early Excellence (EYFS) School also ensure that it keeps up to date with any DfE guidance such as the The Reading Framework July 2021, Using Pupil Premium: Guidance for School October 2019, updated November 2021.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils 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 all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

At Holy Family we have an in depth understanding of the non-academic challenges that pupils are facing which negatively affect their education and impact their access to teaching,

Challenges

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

Challenge number	Detail of challenge
EYFS	Starting points for our youngest children are significantly below national expectations. Nursery class baseline on entry indicates that approximately 93 %disadvantaged pupils arrive below age-related expectations compared to of other pupils. Prime areas of learning in Nursery, alongside Literacy and Numeracy in Reception, are the main areas that need to be addressed to support learning and enable our youngest learners to develop.
Language Deficit	<p>Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Increasing numbers of EAL/Newly Arrived Pupils (NAPS) are enrolling into the school who are also PP. This is a challenge to staff who are dealing with rapidly changing cohorts with specific language needs. These children have little or no English language.</p> <p>.</p>
Early Reading and Writing	<p>Assessments, observations, and discussions with pupils show disadvantaged pupils have greater difficulties with phonics than their peers – 14% of Year 3 pupils have not passed the phonics screening check. (50% PP)</p> <p>Year 2 data (Dec2021) 92% PP met the standard due to extra support for phonics and interventions.</p> <p>Limited phonic skills negatively impacts their development as readers. On average 70% of PP readers across all year groups are below age related expectations (based on Autumn 2021 teacher assessment data)</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. Autumn 2021 writing data shows that approximately 90 % are below ARE.</p>

Math	Internal and external (where available) assessments indicates that maths attainment among disadvantaged pupils is 15% below that of non-disadvantaged pupils.
Well being	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
Attendance	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
Pupil Numbers	Our mobility data from this term shows 12 pupils leaving our school and 15 pupils starting, often at varying points through the school year and from many different countries. This migration poses a wide number of challenges at every level of class and school management.
Parental support	Parents are often unable to support their children and during lockdown parents found it difficult to meet their children's learning requirements. Since returning it has been challenging to create a supportive culture of learning for parents due to restrictions and COVID numbers.

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
EYFS: Children who enter EYFS (nursery and/or reception) make significant progress across the curriculum.	Nursery: Focus on Prime Areas to improve outcomes for children in Nursery. Assessments, pupil progress meetings and observations demonstrate: → Progress is rapid using the OPEL assessment programme from entry starting points of 7% with on average 50-60% leaving Reception age related.
Language: 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. Proven strategies for support are used to ensure progress in language development → Wellcomm – embedded in EYFS to be developed across the school from Year 1-6 ensuring children who need to be targeted are identified and given support → NELI – embedded programme across Reception → Speech and Language therapist employed to assess, plan and review children with specific SCLN needs → Language for Learning training is undertaken in school to allow all staff to have a greater knowledge of how to → Vocabulary across the school – topic vocabulary identified and used across the school; EYFS key vocab is identified and used in transition to Year 1 for building blocks. Vocabulary ninja is used and regular
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations, My Concern data, and significant increase in participation in enrichment activities.
To achieve and sustain improved attendance for all pupils,	Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils, who are persistently absent, being in line with national.

particularly our disadvantaged pupils.	
To achieve and sustain improved attitudes to home learning for all pupils. Improved access to technology and curricular materials	Parents better informed of how they can support their children. Increased percentage of pupils using online platforms as indicated by Learning Log data collection and dialogue with families. This should indicate a significant increase in the use of online platforms such as Twitter, Teams, Purple Mash, and Times Tables Rock Stars etc. and teacher feedback on pupils' levels of engagement and participation

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: **£ 51,561**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality teaching	Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF)	1,2,3,4,5,6
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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	1,2,3,4,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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:	2,3,5

	Phonics Toolkit Strand Education Endowment Foundation EEF The English Hub	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery and Mastery in Number 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	4
Improve the quality of social and emotional learning through KIVA and RHSE approaches. These will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£ 26,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom Intervention and Targeted Support	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. (EEF)	1,2,3,4,5,6

Supports staff deliver programmes to improve listening, narrative and vocabulary skills. Structured interventions NELI Wellcomm Words Shark	EEF – tool kit - phonics EEF – toolkit – teaching assistant interventions EEF – toolkit – small group interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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	1,2,3
1-1 Maths tutoring	National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring	4
Small group booster 1-2 or 1-4 max Engaging with the for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	School Led Tutoring 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,5

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

Budgeted cost: **£58,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and KS 2 KiVA anti-bullying approaches with the aim of enhancing our school ethos and	Both targeted interventions and universal approaches can have positive overall effects:	5

sustaining our good behaviour across school.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
<p>Pastoral team – leading in different areas of pastoral need across the school</p> <p>→ Pastoral Lead 3 days – SENCO Safeguarding, mentoring and small group support →</p> <p>HT – DSL lead, CMIE and attendance →</p> <p>SENco – SEMH lead, small group support →</p> <p>TA's – mental health support →</p> <p>Additional family support worker SEN</p> <p>Well being Breakfast club</p>	<p>NAPCE – National Association for Pastoral Care in Education https://www.napce.org.uk/</p> <p>Therapeutic approaches to Mental Health → Art Therapy → Rainbows https://rainbowsgb.org/</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	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.	All

Total budgeted cost: £136 211

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Maths 1-1 tutoring	Third Space Learning
Phonics	Sounds Start Phonics
NELI	Nuffield
Words Shark – spelling	Word Shark
Wellcomm EYFS	GL Assessment