# Holy Family Catholic Primary School
# Pupil Premium Strategy 2025–26 (EEF-aligned)

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

## 1. School overview

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| School name | Holy Family Catholic Primary School |
| Number of pupils in school (latest IDSR) | 233 (close to average) |
| Proportion (%) of pupil premium eligible pupils (FSM6) | 56.0% (well above average) |
| Academic years covered by this strategy | 2025–2026 (refresh of 3-year plan 2023–26) |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 (termly checkpoints) |
| Leads | Headteacher: Pauline King<br>Deputy Head Caitriona McHugh<br>Governor lead: Jo Kennett |

## 2. Funding overview

Note: 2025–26 allocations to be confirmed at spring census. 2024–25 baseline values shown for continuity (update when confirmed).

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| Pupil Premium funding allocation (2025–26) | £166,650 |
| Recovery Premium allocation (2025–26) baseline) | £6,137 |
| Carried forward from previous years | £0 |
| Total school budget (context from 2025–26 plan) | £1,345,937(trust-pooled context) |

## 3. Context & Strategic priorities

### Context (Summary for Statement of Intent)

At Holy Family, our aim is for all pupils to make strong progress and achieve highly, regardless of background or need. We provide an inclusive, knowledge-rich curriculum focused on English (reading, phonics, writing) and maths, underpinned by cognitive science principles: **spaced repetition**, **interleaving**, and **frequent retrieval** to help pupils "know more and remember more."

We prioritise high-quality teaching and targeted support to close gaps, especially for disadvantaged pupils, while sustaining progress for all. Oracy and vocabulary development are embedded across subjects, supported by Insight tracking for responsive intervention. Our approach draws on EEF research and DfE guidance, complemented by CPD in SEND, language development, and wellbeing.

Through early intervention, enrichment opportunities, and a whole-school commitment to

raising expectations, we aim to remove barriers—academic and non-academic—so every child can thrive.

**IDSR priorities:** Reduce persistent absence by July 2026; increase RWM higher standard to 10%+; close the disadvantaged gap in writing (target 70% ES); sustain progress gains in reading and maths.

**SDP strategic target:** Enhance curriculum design to close knowledge gaps and improve oracy, tracking pupils using assessment to drive responsive teaching and intervention.

**Ofsted (Feb 2025) action:** Strengthen staff training so all staff have the expertise needed to meet the needs of pupils with SEND with increased precision.

## 4. Challenges

| Challenge | Detail of challenge |
|---|---|
| EYFS | Below national starting points; language and prime areas require acceleration. |
| Language/Oracy | Underdeveloped oral language and vocabulary; rising EAL/NAPS (oracy across curriculum required). |
| Early reading & writing | Phonics/early reading barriers for some PP pupils; writing outcomes for disadvantaged require uplift. |
| Maths | Sustain strong progress; increase higher standard in KS2 maths. |
| Wellbeing | SEMH and enrichment barriers impacting engagement for some pupils. |
| Attendance | Persistent absence improved but remains above continue reduction to <10% by July 2026. |
| Mobility (Pupil Numbers) | High mobility presenting curriculum continuity and assessment challenges. |
| Parental support | Parents need guidance to support learning at home. |
| SEND precision | All staff require continued CPD to deliver precise support for pupils with SEND (Ofsted action). |

## 5. Intended outcomes & success criteria (by July 2026)

| Outcome | Success criteria & measures |
|---|---|
| Persistent absence reduced | <10% whole-school persistent absence; termly Insight reports; targeted casework impact. |

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| RWM higher standard increased | ≥10% of pupils achieve KS2 RWM higher standard; stretch tasks visible in books and assessments. |
| Close disadvantaged gap in writing | ≥70% disadvantaged meet expected standard; gap vs national non-disadvantaged narrows to <10pp. |
| Sustain progress in reading & maths | KS2 progress scores remain >0 for reading and maths; middle/low prior attainers show accelerated progress. |
| Curriculum & oracy | Sequenced knowledge progression maps published; oracy benchmarks improve (e.g., Voice 21 ). |
| SEND support precision | All classes implement precise, evidence-based adaptations; CPD coverage tracked; impact seen in progress for pupils with SEND. |

## 6. Activities and rationale (EEF tiered approach)

### 6a. Teaching (90,707)

| Activity | EEF/DfE evidence base | Challenges addressed |
|---|---|---|
| Curriculum mapping & spaced retrieval; embed oracy across subjects; explicit vocabulary instruction | EEF: Oral language interventions; Feedback; Metacognition & self-regulation; DfE Reading Framework | Language/Oracy; Writing; Early reading; Mobility |
| Phonics fidelity to DfE-validated SSP; ongoing coaching | EEF: Phonics; DfE SSP validation list | Early reading & writing |
| Maths Teaching for Mastery; use Maths Hub resources | EEF Improving Mathematics KS2-3; DfE Maths guidance KS1/2 | Maths |
| High-quality assessment & feedback; Insight tracking to inform responsive planning | EEF: Standardised tests; Feedback; Diagnostic teaching | All |

### 6b. Targeted academic support (48,929)

| Intervention | Evidence base | Target group |
|---|---|---|
| NELI/Wellcomm; Speech & Language Therapist blocks; Language for Learning routines | EEF: Oral language interventions | EYFS/KS1 disadvantaged and EAL/NAPS |
| Structured writing interventions; guided writing conferences; feedback cycles | EEF: Feedback; Writing guidance; Metacognition | KS2 disadvantaged |
| Tutoring (1:1 and small group) in maths/reading; School-Led Tutoring | EEF: One-to-one tuition; Small group tuition | Low/middle prior attainers; disadvantaged |

## 6c. Wider strategies (84,357)

| Strategy | Evidence base | Impact focus |
|---|---|---|
| Attendance strategy: case management, attendance mentor, walking bus, parental engagement | DfE framework for securing full attendance; EEF Behaviour interventions | Reduce persistent absence |
| Pastoral & SEMH provision: KIVa/RHSE; nurture groups; Breakfast Club; Family Support Worker/ Pastoral Office staff/SENDco | EEF Social & Emotional Learning | Wellbeing and engagement |
| Governor oversight & challenge (see section 8) | DfE governance handbook; Ofsted expectations | Accountability & resource allocation |

## 7. Implementation plan (milestones)

- Autumn 2025: Baselines in Insight; CPD launch on oracy & writing; attendance case list agreed.
- Spring 2026: Mid-year evaluation; tutoring blocks completed; governor SEND visit and report; attendance PA <13%.
- Summer 2026: KS2 outcomes; RWM HS ≥10%; disadvantaged writing ≥70%; attendance PA <10%; publish impact report.

## 8. Monitoring & governance

**Governors will:**

• Monitor attendance termly and challenge persistent absence.

• Review progress data for disadvantaged pupils each term (Insight dashboards and assessment reports).

• Support leadership in implementing writing improvement strategies (CPD/resources).

• Ensure resources for targeted interventions in Maths and Reading are allocated.

• Schedule a governor visit focused on SEND provision and impact (report findings to the board).

## 9. Original proforma linkage (2024–25)

This strategy retains the Department for Education proforma structure used in the 2024–25 statement (overview, funding, challenges, intended outcomes, activities, review). Baseline funding and programme names (e.g., NELI, Wellcomm, Third Space Learning) are carried forward; update provider details as procurement is confirmed for 2025–26.

## 10. Data baselines (IDSR & Ofsted)

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| Attendance (2024/25) | Overall 94.6% (close to average); Persistent absence 15.6% (close to average, significant decrease from 26.3% in 2023/24) |
| FSM6 attendance (2024/25) | 93.8% (close to average); FSM6 PA 17.8% (below national) |

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| KS2 attainment (2025 latest) | RWM ES 65% (close to average); RWM HS 3% (below national); Reading ES 87%; Maths ES 84% |
| Progress (multi-year 2022–23) | Reading +3.9; Writing +1.4; Maths +3.6 (all above national) |
| Disadvantaged gaps (2023/24) | RWM ES 50% vs national non-disadvantaged 67% (-17pp); Writing ES 63% vs 78% (-15pp); Maths ES 69% vs 79% (-11pp) |
| Ofsted (Feb 2025) | Overall graded judgements: Good in all areas; action to strengthen staff expertise for SEND; strong reading culture; language & communication at heart of curriculum. |