



Pupil premium strategy statement – The Holy Family Catholic Primary School



This statement details our school's use of pupil premium (and recovery 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	207 (163 Y1-Y6)
Proportion (%) of pupil premium eligible pupils	35 children (Y1-Y6) 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Katie Linnane
Pupil premium lead	Angela Micklethwaite
Governor / Trustee lead	Sarah Cafferty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54540
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£4497
Total budget for this academic year <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>	£59037

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Part A: Pupil premium strategy plan

Statement of intent

At The Holy Family Catholic Primary School we are committed to living out the Gospel values and serving the most vulnerable in our community. We are dedicated to creating a learning environment where every child, particularly those who are underserved, can experience success and fulfilment. We aim to live out our school mission 'As a family we live, love, learn and celebrate with Jesus.' Through the thoughtful and effective use of Pupil Premium funding, we will continue to strive for excellence, ensuring that all our pupils are equipped to lead meaningful and purposeful lives. We will do this by ensuring that:

- All children deserve equal access to high-quality education. We are committed to providing targeted support for our underserved learners, ensuring that they have the resources and opportunities they need to thrive.
- Our strategy encompasses not only academic achievement but also the spiritual, emotional, and social development of each pupil.
- We maintain high expectations for all our pupils, with a particular focus on vulnerable and underserved learners. We are committed to removing barriers to learning so that they can achieve excellence.
- We acknowledge the vital role that parents and the wider community play in a child's education. Our strategy includes efforts to strengthen partnerships with families, empowering them to support their children's learning journey.
- All pupils eligible for Pupil Premium funding are fully included in all enrichment and extracurricular opportunities. By removing financial barriers to participation, we aim to ensure that every child can discover their strengths, pursue their interests and develop the cultural capital that equips them for future learning and life.

Challenges

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

Challenge number	Detail of challenge
1	Our current internal data and assessments show a significant difference between the attainment levels of underserved learners and all other pupils in reading, writing and maths.

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2	Low and inconsistent engagement from families of underserved learners in school events, communication and learning partnerships.
3	Conversations with pupils, highlights the need to develop the enrichment experiences we offer and children's aspirations and motivational levels
4	Observations indicate underdeveloped oral language skills and vocabulary gaps among many underserved learners
5	29% (10 children/35) of our underserved learners also have special educational needs, with 50% (5 out of the 10) of this number having an educational health care plan. The challenge is to continue to ensure their educational and emotional needs are met to the highest of standards to enable them to thrive within a mainstream setting.
6	Emotional wellbeing: through internal referrals and questionnaires, the continued need to offer social and emotional support for our underserved learners is evident- and this can also play a role in them falling behind their peers academically

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
To ensure that the percentage of underserved pupils reaching the expected standard or above in reading, writing and maths is in line with Hertfordshire by the end of KS2.	<ul style="list-style-type: none">• KS2 outcomes in 24/25 show an increased number of underserved learners reaching the expected standard.• Barriers are removed so all pupils eligible for PP grant reach GLD in EYFS and score 32+ in phonic screening check in Yr1• Outcomes for PP pupils in RWM at the end of KS2 are inline with Hertfordshire 3 year average.
Strong and personalised relationships are built with families in receipt of PP, and these families are actively engaged in school life	<ul style="list-style-type: none">• Parent voice shows they feel supported, valued and listened to• There are effective opportunities to capture and explore the level of

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	<p>parental confidence about the school's provision and practice</p> <ul style="list-style-type: none">• Parents are engaging in their child's education
To improve the access to a variety of enrichment activities within the school curriculum, including after school activities	<ul style="list-style-type: none">• A range of after school enrichment activities are embedded within school life and activities carefully planned throughout the year to
Improved access to high quality oracy education for underserved learners	<ul style="list-style-type: none">• Assessments and observations indicate significantly improved oral language among disadvantaged pupils• Underserved learners have the confidence to contribute in class, knowing that all voices are valued and heard
Children who have special educational needs and who are also in receipt of the PP grant, have the same opportunities as their peers to make progress through excellent teaching to ensure they are entitled to provision that supports achievement at and enjoyment of school.	<ul style="list-style-type: none">• Provision management systemically and consistently demonstrates the impact of provision on outcomes and progress.• Developing a holistic understanding of the needs of the pupils and strategies to support those needs through purposeful engagement with parents and families

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: £ 7951

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Becoming a Voice 21 school	https://voice21.org/impact-report-2022-2023/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,4
Participation in HFL Maths Mastery Project to improve the quality of maths teaching across the school	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1
Developing metacognitive classrooms	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,4,5,6

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

Budgeted cost: £ 36334

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Non class based HLTA and therapist to provide additional academic and nurture support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention	4,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 Teaching and Learning Toolkit EEF	1
Speech and language therapist to intervene early to support oral language skills/train TAs to implement speech programmes	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,4,6
Activities and resources to meet the needs of underserved learners who also have a special	https://educationendowmentfoundation.org.uk/news/eeef-blog-five-a-day-to-improve-send-outcomes	5

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

Budgeted cost: £ 11861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities within and after the school day Access to music lessons led by specialist piano teacher OPAL (Outdoor Play and Learning) implemented across the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,3,6
Offer of breakfast club – new government initiative	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	2,6
Family Support Workers	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	2,6
School uniform-provi	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	2,6

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sions to be made to cover the costs of uniform		
Funding trips	https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap	2,3,6
Funding for afternoon nursery places and wrap around care	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit	2,4,6

Total budgeted cost: £56146

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Intended Outcome 1: Improving Oral Outcomes</p> <p>Summary reports from SALT. Children continue to be discharged as a result of targeted specialist report alongside consistent intervention run alongside therapy sessions led by TAs (trained by SALT)</p>
<p style="text-align: center;">November-December 2024</p> <p>Sessions Completed: 6 Assessments: 10 Reports Provided: 4 Programmes Created or Updated: 6 Discharged: 3</p>
<p style="text-align: center;">January -April 2025</p> <p>Sessions Completed: 12 Assessments: 10 Reports Provided: 3 Programmes Created or Updated: 8 Staff Liaison contacts: 19</p>

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Discharged: 2

April- July 2025

Sessions Completed: 12
Assessments/Reviews: 9
Reports Provided: 1
Programmes Created or Updated: 6
Staff Liaison contacts: 21
Parent Phone Consultation contacts: 8
Discharged: 1

- Summer 2025 88% of Reception pupils reached the expected standard in Communication and Language at the end of early years (100% of girls, 70% of boys, 100% EAL) PP 50% (1/2)
- 88% of all Reception pupils reached GDL (100% of girls, 70% of boys, 100% EAL) PP 50% (1/2)
- 97% past the Year 1 Phonic Screening check (100% pupil premium, 100% EAL)
- External adviser visits highlighted the high standard of oracy when conducting PP pupil voice.
- Further classroom observations highlighted well integrated PP pupils within the classroom contributing positively to learning, a 'Pupil Premium First' approach.
- Inclusive of PP pupils in leadership roles across the school enabling PP pupils to speak publicly to visitors, pupils and staff across the school. E.g. PP pupils make up one third of the school chaplaincy team.

Intended Outcome 2: To ensure that the percentage of underserved pupils reaching the expected standard or above in reading, writing and maths is in line with Hertfordshire by the end of KS2.

Pupil premium: Expected standard or above in RWM

	School	Hertfordshire
2023	42%	36%
2024	50%	41%



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2025	22%	39%
3 Year Average	38%	38%

- 100% of PP children scored 20+ in the Multiplication Timestable check. 42.8% of PP children scored 25 (full marks)

Intended outcome 3: Disadvantaged pupils have access to wider opportunities in line with their peers

Meetings have taken place with families eligible for PP funding to find out key areas of need. New technology issues have been addressed and the need for children to access a quiet space to complete homework through setting up a homework club. In addition to weekly clubs run by external providers, a wide range of free extra curricular activities continue to run very successfully. Example clubs include: table tennis, card games, gardening, film club, construction club, netball, maths reasoning and athletics. We are continuing to promote these opportunities to ensure maximum uptake. Catering for siblings across key stages on the same days to avoid multiple school pick ups is being reviewed. Currently, 9% of PP children are enjoying 1:1 piano lessons and a heavily subsidised weekly music club is running weekly to provide additional enrichment opportunities at a reduced cost to families.

Term	Percentage of PP children attending free inhouse clubs
Spring 2 23/24	17%
Summer 1 23/24	27%
Summer 2 23/24	17%
Autumn 24/25	15%
Spring 1 24/25	13%
Spring 2 24/25	18%
Summer 1 24//25	12% PP, 15% SEN
Summer 2 24/25	8% PP, 8% SEN

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Autumn 25/26	11% PP, 9% SEN
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Externally provided programmes

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

Programme	Provider
Phonics	Little Wandle
Times Table Rockstars	Times Table Rockstars
Purple Mash	Purple Mash
Number Stacks	Number Stacks
Boom Readers	Boom Readers
Dyslexia Gold	Dyslexia Gold