

Pupil Premium Strategy Statement 2025-2026

Holy Family Catholic Primary School, Southport.

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	188
Proportion (%) of pupil premium eligible pupils	2025-2026: 20.7% (39/188)
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)	2023 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	Spring SEND & Safeguarding Committee 2026 Summer SEND & Safeguarding Committee 2026 Autumn SEND & Safeguarding Committee 2026
Statement authorised by	Miss M Hilton (Headteacher) Mrs A Pickup/ Mr J Tyrer/ Miss A Loveless/ Mrs H O'Connor (Governors)
Pupil Premium lead	Miss M Hilton (Headteacher)
Governor	Mr J Tyrer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£11,000.00
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>	£65,540.00

Part A: Pupil Premium Strategy Plan

Statement of intent

At Holy Family Catholic Primary School, our Pupil Premium strategy is focussed on improving outcomes for our most disadvantaged pupils through a three-tiered approach: quality first teaching for all pupils; targeted interventions and wider strategies which consider the whole child and their barriers to learning.

We believe that identifying the most significant barriers to learning help unlock the pathway to successful learning for all pupils. We know that excellent attendance and punctuality is key for all of our pupils to enable them to achieve their full potential. As a whole school we know that attendance is everyone's responsibility and we work relentlessly to combat barriers to good attendance, thus improving the attendance of our disadvantaged pupils. Our PSA works closely with children, their families in constant communication with teachers and TAs in their classes.

We know that parents and carers play a crucial role in the success of pupils, so it is our aim to actively engage and support parents and families to overcome any struggles which may be causing a barrier to their child's learning.

Our Pupil Premium strategy is shared and agreed with all staff and governors, ensuring each member of our team understands their roles and responsibilities when supporting our pupil premium children. Our disadvantaged pupils are prioritised in everything we do at Holy Family and their barriers to learning and individual needs are considered in all professional discussions and decision making.

At Holy Family, we want all pupils to thrive by accessing our challenging, inspiring curriculum including extra-curricular activities experiencing all that life has to offer; our Pupil Premium strategy has been designed with this key aim in mind.

Challenges

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

Challenge number	Detail of challenge
1	The small numbers of children eligible for Pupil Premium often makes it difficult to identify any real trends in attainment / progress. We therefore consider the needs of our children eligible for Pupil Premium on an individual basis.
2	A number of our children who are eligible for Pupil Premium are also part of other vulnerable school groups, e.g. SEND, EAL, SEMH
3	Pupil Premium pupils in KS2 have increasing difficulties with Social and Emotional aspects of their learning, which can impact upon their attitude to learning.
4	Low attendance and persistent absenteeism of some PP/disadvantaged children.
5	Maths support is needed to ensure that key gaps are covered and knowledge is embedded, which will show good progress for all 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
Quality First teaching based on individual needs delivered in all classes.	• Termly Pupil Progress meetings with each class teacher will identify each disadvantaged pupil in each cohort. • Attainment and progress for the previous year for each child is identified and any gaps also for each previous term. • Intervention is implemented and positive impact is shown through Pupil Progress meetings. • Key targets for both individual children and the cohort are monitored as being on track or to be achieved by the end of the academic year.
Improved reading, writing and maths attainment across the Pupil Premium cohort.	• Termly Pupil Progress meetings with each class teacher will identify necessary intervention needed, which will diminish the difference in attainment and progress. • Children have access to high quality maths teaching using the Maths Mastery approach in all classes, which will raise the attainment and progress of children. • Writing CPD for all teachers with Catherine Leyland will raise the standard of planning and therefore quality of pupils' writing across the school and encourage children to write with greater independence. • Discreet SPAG lessons / Spellings lessons to be given high priority each day, helping to narrow the children's misconceptions then threaded into English planning. • Writing moderation with SLP clusters will ensure quality of moderation and identify next steps. • NFER assessments will allow staff to have access to accurate termly formative assessment, resulting in staff identifying gaps in knowledge and teaching to those areas of need. • Class interventions, whether 1-1 or small groups, can work on identified gaps and will allow children to have greater targeted support, helping to address their own areas of concern.
Children are able to recognise a range of emotions and are armed with a range of strategies to deal with different emotions and situations.	• Children will be taught the range of different emotions, what they mean and the strategies we can use to deal with emotions, following the Zones of Regulation. All staff will use these strategies when working with children from Reception to Year 6.

	Class TAs to have a set timetable for targeted intervention groups with identified children from Y1-Y6. They use the socially talented programme to focus on improving their social skills and therefore reducing their anxiety, which would be a barrier to their learning.
All PP children have 100% access to all curriculum opportunities and will be offered financial assistance if needed.	- Pupils will be able to attend breakfast clubs, after school clubs, music lessons, class trips and residential. - PP pupils are targeted to take part in school sports activities.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of our current Maths curriculum, which follows the mastery approach for teaching. School will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD, which includes the 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. The EEF guidance is based on a range of the best available evidence. www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths	1 + 5
Purchase of Educational Psychologist support from Sefton Council.	EP will complete observations of children and meet with parents and staff to offer support. EP reports will also be used in the writing of EHCPs for children who require them. School now has to access a private Education Psychologist as we are no longer funded for any hours from Sefton.	1 + 2
High quality CPD from Catherine Leyland on improving writing skills across the school.	Following on from the initial training, staff will then receive follow up CPD in school with monitoring and book looks further on in the year to evaluate the impact. Improvement in adult and pupil expectations and quality of work produced.	1 + 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	17% (5/29) of the cohort did not pass the phonics screening in 2023. Further support will be put into place as they prepare to redo the Phonics Screening in Y2. <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read - EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3 + 4
KS2 Reading Plus intervention purchased and implemented	This intervention is to help develop reading fluency, comprehension, and vocabulary skills in KS2, especially for the bottom 20%. To begin, all students complete a baseline assessment which assesses their comprehension, vocabulary, and silent reading rate. These are combined to create a composite score of the student's overall reading proficiency. It provides a data-driven starting point for the personalized instruction and practice students need to become independent readers and through completing tailored lessons each week, children will be able to improve these areas. <i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial - EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2. 3 + 4
Additional SEMH interventions to be delivered to identified pupils in KS2	School now employs a TA to deliver SEMH structured social interventions and academic structured support. Socially Talented intervention and Self-Esteem intervention are both delivered twice a week by a teaching assistant in upper KS2. Reading interventions following on from the Reading Plus score, HFW and individual reading in lower KS2. <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning - EEF</i>	2, 3 + 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of promotion of pupil wellbeing and behaviour.	The Zones of Regulation (<i>a Social Emotional Learning Curriculum and Regulation Programme</i>) is used throughout school to: • Develop an increased self-awareness and social and emotional skills • A common language for communication, problem solving, and emotional understanding • More time spent on learning instead of on behaviour management • A healthier, more inclusive school climate <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning - EEF</i> Staff to offer additional support to children with Pupil Premium, through extra interventions during the school day. All teaching staff to support behaviour during lunchtime and to continue to monitor good practice to lunchtime supervisors. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3 + 4
Continuation of promotion of pupil wellbeing and behaviour.	Hub Club will be held 3 x weekly at lunchtime to provide a safe calm place for pupils suffering with friendship struggles or any other SEMH issues that need support. <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning – EEF</i>	1, 2, 3 + 4
Supporting PP children with trips and school residential.	School will provide opportunities for children to attend class trips, experience theatre productions / plays in school and also attend outdoor adventure experiences, in the aid of promoting positive mental health and overall wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3 + 4
To buy into Sefton Council's SLA for	Headteacher and PSA to monitor the attendance of all children, especially those who are PP or vulnerable and offer Early Help support if school attendance falls below 90%. Staff will meet with parents and then refer to	1, 2 + 4

Attendance support.	Sefton Attendance support for further help in addressing attendance issues. HT & PSA have termly visits with Attendance Officer to identify any child/ren falling below threshold and put an action plan into place. Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that: The links between attendance and achievement are strong Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	
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Part B: Review of the previous academic year (24-25)

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Evaluation 2023 – 2024	Evaluation 2024-2025
Quality First teaching based on individual needs delivered in all classes.	• Termly Pupil Progress meetings with each class teacher will identify each disadvantaged pupil in each cohort. • Attainment and progress for the previous year for each child is identified and any gaps also for each previous term. • Intervention is implemented and positive impact is shown through Pupil Progress meetings. • Key targets for both individual children and the cohort are monitored as being on track or to be achieved by the end of the academic year.	• More detailed data analysis of data has been introduced, ensuring that test scores are used to inform judgements – not be the definitive mark the child has achieved. • When target setting, the raw and standardised scores are used to help determine where each child is working; then realistic targets can be set.	• A review of assessment boundaries took place early in the year. Assessment boundaries are made up of WTS (1,2 and 3), EXS (1,2 and 3) and GDS (1,2 and 3). This provides teachers with the information to determine those children who are secure and those children who could be supported to move either into EXS or GDS. This information has also provided teachers with more definitive areas for interventions.
Improved reading, writing and maths attainment across the Pupil Premium cohort.	• Termly Pupil Progress meetings with each class teacher will identify necessary intervention needed, which will diminish the difference in attainment and progress. • Children have access to high quality maths teaching using the Maths Mastery approach in all classes, which will raise the attainment and progress of children.	• Each term, assessment data from each cohort is used to inform the Intervention Register, and identify target children. On the Intervention Register, the child's progress is measured each term from their starting point. • All classes using the White Rose Scheme. • Y1 using published books to record their work, with pictorial representations to help them develop their concrete learning. However, there are not enough resources for KS2 to be able to use concrete materials as part of their learning. The NCETM Mastering Number programme is being refreshed and used in KS1, but still needs to be developed further (ongoing).	• Complete review of English (writing and reading) through change of subject leadership. • Continuing from the last academic year, assessment data is used to inform the Intervention Register identifying those children to target. Children's progress continues to be measured each term and interventions are adapted accordingly. • Classes continue to use White Rose scheme for Maths but teachers have received additional CPD and guidance on planning a sequence of lessons based on their current cohort rather than just working through lesson after lesson.

	● Writing CPD for all teachers with Catherine Leyland will raise the standard of planning and therefore quality of pupils' writing across the school and encourage children to write with greater independence. ● Discreet SPAG lessons / Spellings lessons to be given high priority each day, helping to narrow the children's misconceptions then threaded into English planning. ● Writing moderation with SLP clusters will ensure quality of moderation and identify next steps. ● NFER assessments will allow staff to have access to accurate termly formative assessment, resulting in staff identifying gaps in knowledge and teaching to those areas of need. ● Class interventions, whether 1-1 or small groups, can work on identified gaps and will allow children to have greater targeted support, helping to address their own areas of concern.	● CPD for year group teacher, through NW Maths hub 3 took place for certain year groups, but needs to be ongoing for all year groups. ● Maths Reasoning and Problem Solving introduced but needs to be developed. ● Writing CPD took place and has seen an improvement in the quality of pupil's writing across the school and encouraged more independent writing when using the Lancashire Planning Units. Small elements of the planning disciplines have transferred into subsequent units being taught but this is not consistently yet being applied through all year groups. ● Discrete SPAG lessons as Grammar Warm Ups have had an impact, particularly lower down the school as this repeated revisiting of grammar objectives has supported the way in which children learn and remember what they have learned. ● Teachers who attended the writing moderation were pleased to see that our books were in line with others in the SLP. ● NFER Assessments along with Benchmarking provided staff with assessment data to inform planning to address gaps. Reading Plus was effective as a means to address this in Year 5 and 6. For Autumn 2024 assessments staff will be asked to use the data from these assessments to select children that need specific targeting and support in their reading. This will ensure that children both as part of the lower 20% and those that are	● Year 1 continue to use published books to complete their work. Maths Subject Leader (PD) conducted an audit of concrete resources available to classes Year 2-6. ● Maths Subject Leader arranged additional CPD for NCETM Mastering Number programme with a view to rolling this across more year groups in Key Stage 2. ● Through discussion with pupils and staff, a number of barriers in writing were identified. Focus on genres meant that children were less clear on writing focus and the need for a 'Mastery in Grammar' approach was agreed upon. Complete writing units/schemes were looked into to ensure a clear, well sequenced progression of grammar was at the fore. ● Through discussion with pupils and staff it became clear that Grammar Warm Ups were having little impact and required pre-teaching or much more time than a starter would generally have. Grammar Warm Ups will be reviewed once a new provision is established for the next academic year as these could be developed to be used as an intervention. ● At moderation, our books continue to be in line with other schools. Following our writing moderation in Year 6, a decision was made to limit assessments to WTS and EXS until
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		not but need some additional support to reach there ARE or GDS are receiving effective intervention.	Year 6 in line with guidance from Sefton. • NFER assessments continued to be used termly to assess reading along with Benchmarking (WPM). This assessment data has been used to determine those children who require intervention. Use of Benchmarking shows those children who require intervention due to fluency which can be a result of limited opportunities to read at home or independently. Reading Plus continues to be effective in Year 5 and 6 for those who are part of the lower 20% or those who are on the boundaries of EXS of GDS. • Whole school CPD and adoption of Are You Really Reading? Techniques which teachers can develop to support those children as part of an intervention. • More opportunities are being sought for reading such as SLP Book Club.
Children are able to recognise a range of emotions and are armed with a range of strategies to deal with different emotions and situations.	• Children will be taught the range of different emotions, what they mean and the strategies we can use to deal with emotions, following the Zones of Regulation. All staff will use these strategies when working with children from Reception to Year 6. • Class TAs to have a set timetable for targeted intervention groups with identified children from Y1-Y6. They use the socially talented programme to focus	• All staff using zones of regulation as a tool to monitor children's emotions throughout the day. Teachers have adapted their zones of regulation board to suit the needs of the class. Teachers use the zones of regulation at pinch points throughout the day to monitor wellbeing. Children are becoming better at noticing their own feelings and use the board regularly. • Teachers timetable, plan and resource interventions for TA's to carry out. Where out of class interventions are not	• The consistent use of Zones of regulation by all staff has had a positive impact on children's emotional awareness and self-regulation. Teachers have adapted their zones boards to meet the specific needs of their classes, ensuring accessibility and relevance for all pupils. The use of the zones at key "pinch points" throughout the day supports timely emotional check-ins and enables early identification of wellbeing concerns.

	on improving their social skills and therefore reducing their anxiety, which would be a barrier to their learning.	possible, teachers will use TA's to support small groups. Socially talented groups are carried out for identified children.	As a result, children are, with increasing competency, able to recognise, label, and communicate their emotions independently. Interacting with the Zones of regulation board has become a habit for many. To strengthen this further, staff could support pupils develop consistency in language and responses. • Teachers are effectively timetabling, planning, and resourcing targeted interventions for Teaching Assistants to deliver, which ensures support is purposeful and well-structured. Where interventions are not possible, TAs are deployed flexibly to support small groups within the classroom, maintaining inclusion while addressing individual needs. The implementation of socially talented groups for identified children is a strength, as it provides targeted opportunities to develop social skills and confidence. • Forest School has made a huge impact on children understanding and regulating emotions. From pupil surveys, we can see children's wellbeing is improved through time outdoors. Children of all ages are able to navigate different scenarios and handle their emotions with increasing confidence. • My Happy Mind has improved the knowledge of pupils on mental health and wellbeing. From whole school assemblies and pupil surveys,
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			it is clear that children have a good scientific knowledge of how our brain works and how we can support it through our diet, sleep and various stress reducing techniques. Our bronze award last year shows that staff see the value in the resource and are using it regularly to support wellbeing.
All PP children have 100% access to all curriculum opportunities and will be offered financial assistance if needed.	• Pupils will be able to attend breakfast clubs, after school clubs, music lessons, class trips and residentials. • PP pupils are targeted to take part in school sports activities.	• We are supporting 8 PP pupils for the residential to Conway <u>Funding provided for:</u> • Wrap around care • Music lessons • Topping up class trips • Teaching assistants to support children during and after school • All PP pupils take part in sporting activities and competitions	• We are supported 8 PP pupils for the residential to Robinwood • Wrap around care subsidised • Music lessons • All class trip shortfalls paid from Pupil Premium • Teaching assistants to support children during and after school • Forest School subsidised