



PUPIL PREMIUM STRATEGY STATEMENT

2025 - 2026

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September 2025



PUPIL PREMIUM STRATEGY STATEMENT

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September 2024

Pupil premium strategy statement This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
The Holy Family Catholic School	
Number of pupils in school (yrs7-11)	645
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	S Mather
Pupil premium lead	S Mark
Governor / Trustee lead	R Pritchard

Funding overview 2025 -2026

Detail	Amount
Pupil premium funding allocation this academic year	£312,595
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£312,595

Part A: Pupil Premium Strategy Plan Statement of intent

We have two objectives for our disadvantaged pupils:

- that they achieve equal to or better than national averages in their examinations
- that they attend school equal to or better than national averages

To achieve these two overarching aims we are focused on inspiring a love of learning and appreciation of academia that supports lifelong, adaptable, agile, and inquiring minds, ensuring informed and critical participation in life. We aim to prepare every disadvantaged child for a future filled with hope, choices, and possibility so they can take their place in the world as an active citizen. Finally, by ensuring our classrooms are inclusive, safe, welcoming, and supportive we will ensure disadvantaged children can participate in positive partnership with one another and their teachers.

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

Our current pupil premium strategy is focused on improving the quality of teaching and learning for our disadvantaged students and their attendance

- ***What are the key principles of your strategy plan?***

Our key principle is one of sustainability and an improvement embedded in secure research with high positive impact for our disadvantaged students and their lives

Challenges

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

Challenge	Detail of challenge
1) Improving outcomes	Improving classroom practice and ensuring the implementation of our lesson proforma Ensure students have support to improve reading in class and through regular 1 to 1 intervention Strengthening and moving outcomes to align with national comparators for all students to include SEND, disadvantaged and other groups identified at whole school and subject level through strong middle and senior leadership
2) Improving attendance	Improve whole school attendance with a particular focus on Persistent Absence Ensure that all students understand and follow the expected code of conduct, and that all staff apply the school's behaviour policy consistently Ensure that students are protected from bullying by developing a secure understanding among staff of where and why bullying takes place, and acting swiftly to support students who have concerns Develop positive parental and community links Restore and strengthen the school profile in the local community

Intended outcomes This explains the outcomes we are aiming for by the end of our current strategy plan for year 1, and how we will measure whether they have been achieved. This is evidenced in our sip.

Intended outcome1 Improved outcomes Strengthening and moving outcomes to align with national comparators for all students (to include SEND, disadvantaged and other groups at whole school and subject level)	Success criteria
Improving classroom practice and ensuring the implementation of our lesson proforma	<ul style="list-style-type: none"> • Results for students improve • Classrooms are warm, safe, and inclusive • The learning is purposeful and well sequenced • Teachers give feedback that improves learning • Subject leaders and faculty leaders can confidently discuss both their intent and curriculum • Students are both challenged and engaged in their learning. • Students are acknowledged and noticed every lesson • Students can articulate their learning • Students understand our ambition for them • Teachers are ambitious for our students • PP attendance improves • RED chat is introduced and embedded • Re introduce Art, Music and Drama at KS3 for 1hr a week
Ensure PAZ assessments are rigorous and acted upon	<ul style="list-style-type: none"> • Assessment is accurate and timely enabling subject leaders to deliver intervention • The quality of summative assessment improves and is quality assured and standardised • Consistency and coherency in assessment across and within faculties around the values of our curriculum statement of intent • Coherent and consistent meaningful summative assessment in school that is used to move learners on • Students are supported to meet the challenge of the most difficult learning and this can be evidenced in PAZ analysis • Celebrate achievement gatherings take place

Consolidation of QA of teacher practice	<ul style="list-style-type: none"> QA of T&L is further consolidated Systematic processes and opportunities for practice corrections are built into CPD Leadership of learning strengthens at all levels Open transparent environment created for improvement Honest data can be used for real improvement and honest leadership actions The coaching model supports staff to improve
To ensure that reading allows students to access the full curriculum with a rigorous and sequential mapping of the reading curriculum offer. At all stages reading attainment is assessed and gaps addressed	<ul style="list-style-type: none"> Curricular reading across the school has been identified, mapped, and taught Catch Up Literacy training and NGRT training are accessed to test diagnostic need for reading in Years 7-10 twice a year and provide a robust intervention for students Intervention for students to catch up on reading is in place
Secure a Reading Culture	<ul style="list-style-type: none"> Reading enrichment programme to be set up and running opportunities created for all students to be offered reading related activities – author visits, debate clubs, World Book Day events Plan for funding for a School Library agreed at all levels

Intended outcome 2 Improved attendance for disadvantaged students	Success criteria
Improved attendance overall figures – to be in line with national average or better Reduced PA figures – to be inline with national average or better	Regular analysis is completed rebarriers to attendance Standing item for SLT meeting and PL meeting led by Senior attendance champion Rewards for good/improved attendance and punctuality Increase staffing capacity Pastoral administrative support appointment
Improvement in punctuality to school and to lessons for all students	Rewards and recognitions related specifically to attendance and punctuality increase

An attendance and punctuality strategy for disadvantaged students	Strategy is developed and shared with students, parents, and staff. Information is translated from English where needed to ensure accessibility to all. Strategy is implemented
Develop targeted support for students and families to develop better understanding that good attendance maximises progress and prospects	Attendance outreach worker appointed Regular communication with students and parents re the benefits of regular school attendance. Information is translated from English where needed to ensure accessibility to all.

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: £157,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monday TISO Assistant SENCO: 0.4 members of staff due to significant numbers of EHCP/PP students and the requirement for targeted Annual Reviews	Collaborative Learning EEF on collaborative learning, embedding formative assessment, assessment, and feedback. Adaptive teaching: Ambition Adaptive Teaching Train the Trainers program to be completed by AHT SEN and PPG	1
Leadership support (SAT/JPI)	EEF on education leadership NCSL The Wallace Foundation	1
Assessment / benchmarking tracking packages	EEF on collaborative learning, embedding formative assessment, assessment, and feedback. SISRA OBSERVE – Software to track and monitor effective use of Teaching and Learning Strategies	1
Learning resources	EEF on collaborative learning, embedding formative assessment, assessment, and feedback	1

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

Budgeted cost: £157000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 HLTA's to support reading and mentoring and PP coordinator	2 members of staff for core and to lead on the reading programme EEF small group tuition and individual tuition	1
In house reading programme and creating of library, form time reading programme, YARC, NGRT	EEF Reading Strategies	1
KS4 intervention programme in KS4	EEF	1
KS3 intervention programme	EEF	1

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

Budgeted cost: £ 59000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time within Year Leaders allocation to complete statutory CLA provision.	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Additional Year Leader to create capacity within the Year Leader team to manage wellbeing strategies and CLA.	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Contribution to pastoral admin	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Attendance outreach	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2

Attendance support	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Intervention	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement RISE – Secondary mentoring program for individual targeted wellbeing support HORIZON – Time limited, targeted, alternative learning pathway to reengage students.	2

Total budgeted cost: £ [326, 000]

	Teaching	Targeted Academic Support	Wider Strategies	
Staffing		110000	59000	169000
Training	50000			50000
Learning	30000			30000
Assessment software	17000			17000
Ad Astra yr10 yr11		45000		45000
Equipment	8000			8000
Uniform			2000	2000
Travel			5000	5000
	105000	155000	66000	326000



PUPIL PREMIUM STRATEGY STATEMENT

2024 - 2025 PAGES **12-23**

September 2024

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It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
The Holy Family Catholic School	
Number of pupils in school (yrs7-11)	678
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	September 2024
Date on which it will be reviewed	December 2024 July 2024
Statement authorised by	S Mather
Pupil premium lead	S Layas
Governor / Trustee lead	R Pritchard

Funding overview 2024 -2025

Detail	Amount
Pupil premium funding allocation this academic year	£293,825
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£293,825

Part A: Pupil Premium Strategy Plan Statement of intent

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Ensure PAZ assessments are rigorous and acted upon	<ul style="list-style-type: none"> • Assessment is accurate and timely enabling subject leaders to deliver intervention • The quality of summative assessment improves and is quality assured and standardised • Consistency and coherency in assessment across and within faculties around the values of our curriculum statement of intent • Coherent and consistent meaningful summative assessment in school that is used to move learners on • Students are supported to meet the challenge of the most difficult learning and this can be evidenced in PAZ analysis • Celebrate achievement gatherings take place

Consolidation of QA of teacher practice	<ul style="list-style-type: none"> QA of T&L is further consolidated Systematic processes and opportunities for practice corrections are built into CPD Leadership of learning strengthens at all levels Open transparent environment created for improvement Honest data can be used for real improvement and honest leadership actions The coaching model supports staff to improve
To ensure that reading allows students to access the full curriculum with a rigorous and sequential mapping of the reading curriculum offer. At all stages reading attainment is assessed and gaps addressed	<ul style="list-style-type: none"> Curricular reading across the school has been identified, mapped, and taught Catch Up Literacy training and NGRT training accessed to test diagnostic need for reading in Years 7-9 three times a year and provide a robust intervention for students Intervention for students to catch up on reading is in place
Secure a Reading Culture	<ul style="list-style-type: none"> Reading enrichment programme to be set up and running opportunities created for all students to be offered reading related activities – author visits, debate clubs, World Book Day events Plan for funding for a School Library agreed at all levels
Bespoke intervention in core subjects	<ul style="list-style-type: none"> Commence core gift sessions in November 2024 for Maths and English Science intervention in place for core PP students Enriching the curriculum for

Intended outcome 2 Improved attendance for disadvantaged students	Success criteria
<p>Improved attendance overall figures – to be in line with national average or better</p> <p>Reduced PA figures – to be inline with national average or better</p>	<p>Regular analysis is completed rebarriers to attendance</p> <p>Standing item for SLT meeting and PL meeting led by Senior attendance champion</p> <p>Rewards for good/improved attendance and punctuality</p> <p>Increase staffing capacity</p> <p>Pastoral administrative support appointment</p>
<p>Improvement in punctuality to school and to lessons for all students</p>	<p>Rewards and recognitions related specifically to attendance and punctuality increase</p>
<p>An attendance and punctuality strategy for disadvantaged students</p>	<p>Strategy is developed and shared with students, parents, and staff.</p> <p>Information is translated from English where needed to ensure accessibility to all.</p> <p>Strategy is implemented</p>
<p>Develop targeted support for students and families to develop better understanding that good attendance maximises progress and prospects</p>	<p>Attendance outreach worker appointed</p> <p>Regular communication with students and parents re the benefits of regular school attendance.</p> <p>Information is translated from English where needed to ensure accessibility to all.</p>

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: £157,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monday TISO	Collaborative Learning EEF on collaborative learning, embedding formative assessment, assessment, and feedback.	1
Leadership support (SAT/JPI)	EEF on education leadership NCSL The Wallace Foundation	1
Assessment / benchmarking tracking packages	EEF on collaborative learning, embedding formative assessment, assessment, and feedback.	1
Learning resources	EEF on collaborative learning, embedding formative assessment, assessment, and feedback	1

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

Budgeted cost: £110000

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 HLTA's for Maths, English and Science and PP coordinator	3 members of staff for core and to lead on the reading programme EEF small group tuition and individual tuition	1
In house reading programme and creating of library, form time reading programme, YARC, NRG	EEF Reading Strategies	1
KS4 intervention programme in KS4	EEF	1
KS3 intervention programme	EEF	1

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

Budgeted cost: £ 49000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLA leads	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Contribution to pastoral admin	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Attendance outreach	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
Attendance support	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2

Intervention	EEF attendance guidance and protocols/ IEF preventing drop out in secondary schools/ National Strategy the link between attendance and achievement	2
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Total budgeted cost: £ [316, 000]

	Teaching	Targeted Academic Support	Wider Strategies	
Staffing		110000	49000	159000
Training	50000			50000
Learning	30000			30000
Assessment software	17000			17000
Ad Astra yr10 yr11		45000		45000
Equipment	8000			8000
Uniform			2000	2000
Travel			5000	5000
	105000	155000	66000	316000