

# PUPIL PREMIUM STRATEGY STATEMENT 2025-26

## Holy Name Catholic Primary School

This statement details our school's use of pupil 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	186 (Nursery -Y6) / 170 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	24% (42 Rec – Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 – 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	A. Neenan (HT)
Pupil premium lead	E. Chapman (DHT)
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160 (£1480 per pupil)
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£62,160</b>

Activity in this Academic Year	Budgeted cost:
Teaching (for example, CPD, recruitment and retention)	£6,800
Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	£44,604
Wider strategies (for example, related to attendance, behaviour, wellbeing)	£10,756
<b>Total</b>	<b>£62,160</b>

## Part A: Pupil Premium Strategy Plan

At Holy Name, our aim is to ensure that all disadvantaged pupils, regardless of background or starting point, are supported to **achieve their full potential**.

We are committed to:

- Fostering **high levels of attendance and engagement** in all aspects of school life.
- Providing **inclusive and responsive support** for pupils with SEND and EAL needs.
- Ensuring all pupils make **strong progress** and are ready for the next stage of their education.
- Closing the **attainment gap** in reading, writing, and maths.

Our current strategy is rooted in **evidence-based approaches** and informed by a detailed understanding of the barriers faced by our disadvantaged pupils. We use a **tiered approach** as recommended by the Education Endowment Foundation (EEF):

### Tier 1: High-Quality Teaching

- Training all staff to meet the needs of diverse learners, including SEND and EAL pupils.
- Embedding consistent delivery of phonics and structured schemes for reading, writing, and maths.
- Developing inclusive, engaging, and adaptive teaching practices across the curriculum.

### Tier 2: Targeted Academic Support

- Implementing early assessment to identify gaps and provide interventions.
- Supporting reading fluency, comprehension, writing development, and maths fluency.
- Using structured programmes for catch-up and booster sessions.

### Tier 3: Wider Strategies

- Improving attendance by working closely with families and recognising positive habits.
- Offering enrichment opportunities (clubs, trips, responsibilities) to improve well-being and engagement.
- Providing targeted pastoral support and social-emotional development, including conflict resolution and resilience building.

### Key Principles of Our Strategy Plan

1. **Equity and Inclusion:**  
Every pupil deserves access to a high-quality education. We ensure our most vulnerable learners are prioritised through targeted support and inclusive classroom practices.
2. **Early Identification and Intervention:**  
We act early to assess and respond to learning gaps, especially in the Early Years, where 54% of pupils achieved a Good Level of Development (vs. 68% nationally).
3. **Robust Monitoring and Assessment:**  
We use pupil progress meetings and SEND tracking to monitor attainment and progress rigorously, especially for dual-disadvantaged pupils (SEND + PP or EAL + PP).
4. **Collaborative and Research-Informed Practice:**  
We draw on trusted sources (e.g. EEF, DfE) and involve all stakeholders—teachers, leaders, families, and governors—in refining and delivering our strategy.
5. **Focus on Attendance:**  
Attendance remains a key barrier. In 2023–24, 9.3% of PP pupils were persistent absentees, and 23.3% were at risk. We work closely with families to improve attendance and reward good habits.

### Cultural and Academic Capital:

We enhance learning through wider curriculum experiences, enrichment opportunities, and the promotion of reading for pleasure, supporting pupils' social, emotional, and academic growth.

# Challenges

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

	Detail of Challenge
1	<p><b>Attendance:</b></p> <p>In the <b>2023–24</b> academic year, <b>9.3%</b> of Pupil Premium pupils (4 pupils) were <b>Persistent Absentees</b>, while a further <b>23.3%</b> (10 pupils) had attendance between <b>90–95%</b>, placing them at risk.</p> <p>The <b>overall attendance</b> for Pupil Premium pupils was <b>95%</b>, slightly below that of their non-Pupil Premium peers. As research consistently shows, <b>regular attendance is closely linked to academic success</b>, and even moderate absence can hinder progress and attainment.</p>
2	<p><b>SEND (Special Educational Needs and Disabilities):</b></p> <p>In <b>2023–24</b>, <b>21%</b> of Pupil Premium pupils (9 pupils) had an identified SEND. This figure is projected to rise to <b>26% (11 out of 42)</b> in 2024–25. Robust assessment processes must be embedded and utilised consistently by all stakeholders to ensure that SEND pupils are <b>monitored effectively</b>. Ensuring appropriate <b>differentiation, targeted scaffolding, and supportive learning environments</b> is essential to narrow the attainment gap for this cohort.</p> <p><b>EAL (English as an Additional Language):</b></p> <p>Currently, <b>38%</b> of Pupil Premium pupils are also identified as EAL learners. This dual disadvantage creates an additional barrier to learning, particularly in language acquisition and comprehension. It highlights the need for carefully planned interventions, resourcing, and culturally responsive pedagogy to support their access to the full curriculum.</p>
3	<p><b>READING ATTAINMENT:</b></p> <p><b>2023-24</b> phonics outcomes for Year 1 pupils were <b>7% below the national average</b>, with <b>73%</b> meeting the expected standard compared to <b>80% nationally</b>. Of the 7 pupils who did not meet the standard, 2 were Pupil Premium.</p> <p>In <b>2022–23</b>, <b>57%</b> of pupils in <b>Y2</b> met the expected standard in KS1 Reading Teacher Assessment compared to <b>68% nationally</b>. Of the <b>13</b> pupils who did not meet the standard, <b>5</b> were Pupil Premium pupils (<b>2/7 were SEND</b>).</p> <p>In <b>2022-23</b>, <b>63%</b> of pupils in <b>Y6</b> met the expected standard for reading in KS2 SATS compared to <b>73%</b> of pupils nationally (<b>1/8 were SEND</b>).</p> <p>A contributing factor may be the lack of a consistent, systematic phonics scheme, which has impacted the quality and continuity of phonics instruction across classes. This may have resulted in <b>gaps in early reading skills</b>, affecting fluency and comprehension in later years.</p>
4	<p><b>WRITING ATTAINMENT:</b></p> <p>There is a consistent attainment gap in writing between Pupil Premium and non-Pupil Premium pupils, with an average disparity of <b>22%</b> for pupils in <b>Rec-Y6</b> in <b>2023-24</b>.</p> <p>Assessment data indicates that pupils <b>struggle to retain and apply taught writing skills independently</b>, which is reflected in outcomes below national expectations for both <b>Expected Standard</b> and <b>Greater Depth</b>.</p>

	Detail of Challenge
	There is a need for <b>structured writing opportunities</b> , improved modelling, and reinforcement of grammar, punctuation, and compositional techniques to enhance writing outcomes for disadvantaged pupils.
5	<p><b>MATHS ATTAINMENT:</b></p> <p>Mathematics outcomes show the <b>widest attainment gap</b>, with non-Pupil Premium pupils outperforming their peers by <b>25%</b> for pupils in <b>Rec-Y6</b> in <b>2023-24</b>.</p> <p>Assessment and classroom observations suggest that many pupils lack <b>secure recall of number facts</b>, which limits their ability to apply calculation strategies effectively.</p> <p>Additionally, a lack of confidence in using <b>mental and written methods</b> hinders their ability to engage in reasoning and problem-solving tasks. Targeted interventions and fluency-focused teaching strategies are required to address these foundational gaps.</p>

## 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by <b>2026/27</b> demonstrated by:</p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below <b>10%</b> and the figure among disadvantaged pupils continuing to be no more than <b>2%</b> lower than their peers.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved <u>reading</u> attainment among disadvantaged pupils.	<b>KS2</b> reading outcomes in <b>2026/27</b> show that more than <b>62%</b> of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 58% of disadvantaged pupils met the expected standard.
Improved <u>maths</u> attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in <b>2026/27</b> show that more than <b>70%</b> of disadvantaged pupils met the expected standard.</p> <p>National Pupil Premium Attainment – <b>59% (79% Non-P.P.)</b></p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by <b>2026/27</b> demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in bullying</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted Cost: £6,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in inclusive practice, adaptive teaching & scaffolding e.g. Walkthrus	EEF: High-quality teaching for all	1, 2
Enhanced SPEECH & Language Provision <i>Service Level Agreement</i>	EEF: Oral language interventions +6 months	2, 6

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

**Budgeted Cost: £44,604**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of digital learning platforms to reinforce core skills (SATS Companion, Times Tables Rockstars, Reading Plus, Spelling Shed, Purple Mash)	+£4500 EEF research indicates that digital technology can have a positive impact on pupil outcomes when it supplements, rather than replaces, high-quality teaching. These tools support adaptive practice, immediate feedback, and independent learning – particularly beneficial for disadvantaged pupils who may lack structured support at home. Platforms are used to consolidate learning in maths, reading fluency, spelling, and cross-curricular content.	1, 2, 3, 4, 5, 6
Enhanced SPEECH & Language Provision (staffing)	EEF: Oral language interventions +6 months	2, 6
Targeted phonics & fluency interventions	EEF: Phonics & Reading Comprehension	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus intervention (staffing)	EEF: Phonics & Reading Comprehension	2, 3
Nessy intervention (staffing)	EEF: Phonics & Reading Comprehension	2, 3
Maths intervention: 5 -minute box (staffing)		5
Purchase of curriculum resources to support SEND pupils who are not working within their year groups.		

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

**Budgeted Cost: £10,756**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer Support (SLA)	EEF: Parental Engagement +4 months	1
Attendance monitoring by school (staffing x 10 meetings)	EEF: Parental Engagement +4 months	1
Pastoral & wellbeing provision: Our Place Mentoring SLA	EEF: Behaviour Interventions + resources	1, 6
Pastoral & wellbeing provision e.g. social groups (staffing)	EEF: Behaviour Interventions + resources	1, 6
Subsidised trips, after school clubs, music lessons, milk	EEF: Arts participation +3 months	All



## Part B: Review of the Previous Academic Year (2024-25)

### Outcomes for Disadvantaged Pupils

In the academic year **2024-25**, the performance of disadvantaged pupils at Holy Name Catholic Primary School was assessed using a combination of national assessments (including SATs and phonics screening), internal summative data, formative teacher assessments, and wider school monitoring (including attendance and wellbeing tracking).

#### Attendance and Engagement 2024-25

Attendance remains a barrier for some disadvantaged pupils:

- School attendance for pupil premium pupils: **94.5%** (well above **23-24** pupil premium national figure: **88.9%**).
- **19% (9/47)** Pupil Premium pupils were **Persistent Absentees** (attendance below 90%) compared to national figure of **23-24 35.7%**.

Work continues to engage families through early intervention, pastoral outreach, and a rewards-based approach to attendance.

#### Academic Outcomes 2024-25

Disadvantaged pupils (pupil premium pupils) continue to face notable attainment gaps compared to their peers, particularly in writing and mathematics.

##### KS2 Reading 2024-25:

At KS2, **58% of school premium pupils (17/29)** met the expected standard in reading, compared to national figures of **63%** for **pupil premium** and **81%** of **non-disadvantaged pupils**. Internal data shows improvements in reading fluency and comprehension, supported by reading interventions and access to digital platforms (e.g. Reading Plus).

##### KS2 Writing 2024-25:

Writing remains a priority area. Formative assessment identified difficulties in transcription skills, sentence structure, and writing stamina. The absence of a consistent whole-school writing scheme may have contributed to this underperformance, which is continuing to be addressed with the support of an English consultant.

##### KS2 Mathematics 2024-25:

In KS2 maths, **65%** of **school pupil premium pupils** achieved the expected standard, compared to national figures of **61%** for **pupil premium** and **80%** for **non-disadvantaged pupils**.

Internal assessments have highlighted gaps in number fluency and reasoning skills. Targeted interventions, such as Times Tables Rockstars and small-group support, have led to some progress, but these approaches need to be further embedded.

##### Y1 Phonics 2024-25:

**78% of Year 1 pupils** met the expected standard in the phonics screening, compared to the national average of **80%**.

Of the 6 pupils who did not meet the standard **two** were pupil premium with SEND.

The Little Wandle phonics programme was introduced in school in the spring term and the teaching of phonics is now more consistent.

### Wellbeing and Wider Outcomes

Qualitative data from pupil voice, staff observations, and parental engagement indicates that wellbeing support continues to be vital:

- Pupil Premium children with **SEND or EAL** (dual-disadvantaged) require more sustained support.
- Pastoral initiatives (e.g. nurture groups, conflict resolution work) have had a positive impact on emotional regulation and social relationships, but uptake in extra-curricular opportunities among disadvantaged pupils remains lower than peers.

### Summary

While some progress was made in reading, significant attainment gaps persist in writing and maths.

Attendance and wider wellbeing remain key influencing factors on academic outcomes.

The school is responding with a revised strategy for **2025-26**, focusing on consistent curriculum implementation (particularly in writing), early identification of need, and enhanced academic and pastoral support for dual-disadvantaged pupils.

It is important to note that this cohort's education was affected by earlier pandemic-related disruptions, particularly during their formative KS1 years, which may have contributed to some of the ongoing challenges.

## Externally provided programmes

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

Programme	Provider
Little Wandle Phonics	Collins
Plazoom	Plazoom
Reading Plus	Reading Solutions