



Holy Souls RC Primary School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Holy Souls RC Primary School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	37 pupils = 21%
Academic year/years that our current pupil premium strategy plan covers (3 Year plans are recommended)	2024-2027
Date this statement was published	July 2024 Re-published July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Danielle Ellison
Pupil Premium Lead	Lucy Brown (KS2 Leader) Rebecca Davies (KS1 Leader) Joanne Smyth (SEND)
Governor / Trustee lead	TBC at the Autumn FGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540 allocation April 2025 - March 2026
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£54,540

Part A: Pupil premium strategy plan

Statement of Intent

At Holy Souls we have high expectation and ambition for all our children irrespective of their background or the challenges they face. We provide high quality teaching to enable children to reach their full potential and to achieve the best possible outcomes. However, we recognise that our pupil premium and other vulnerable children may require additional support to enable them to achieve in line with their peers or to make progress from their starting point.

It is our intention to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- To prepare our children for the next stage of their education and the world of work.
- To raise standards in attendance and punctuality.

Achieving our objectives:

In order to achieve our objectives and overcome challenges to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture and counselling to support pupils in their emotional and social development.

At Holy Souls, we will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1 Attainment progress	From our current assessment data, it would indicate that Reading, Writing and Maths for some of our disadvantaged pupils remains below our non-disadvantaged pupils. This is evident in Assessment Points 1 and 2 throughout the academic year of 2025-2026.
2 Mental health and well-being	Addressing mental health and well-being in our school is essential because it supports children's emotional, social, and academic development. Early intervention can prevent difficulties from escalating, improve educational outcomes, and help children build the resilience and coping skills they need throughout life. By creating safe, supportive, and inclusive environments, we can play a vital role in promoting positive mental health and ensuring every child has the opportunity to thrive.
3 Speech and Language	Some of our children, including disadvantaged children, enter EYFS with low levels of oral language skills and have gaps in vocabulary, facing challenges with speech and language development as they move through school. This has an impact in children's ability to read, to perform in the Year 1 Phonics Screening and access all areas of the curriculum.
4 Attendance and Punctuality	Attendance is key to success, therefore attendance will always be a focus for our strategy. Our pupils need to be in school and have the right mindset each day to ensure they are making progress.
5 Limited cultural capital and enrichment experiences	Limited cultural capital and enrichment experiences are significant challenges because they can restrict children's learning, vocabulary and confidence which supports their understanding of the curriculum. We aim to provide rich, varied experiences that broaden pupils' horizons, enhance academic learning, and support their personal, social, and cultural development. By doing so, we can help ensure that every child, regardless of background, has the knowledge, experiences, and confidence needed to succeed in school and beyond.

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
1. Curriculum learning support put in place for our disadvantaged pupils so children improve on their attainment of achieving expected or above outcomes.	The percentage of disadvantaged pupils achieving the expected standard or above in reading, writing and mathematics increases compared with the previous academic year. The attainment gap between disadvantaged pupils and their peers is reduced across all year groups. At least 90% of disadvantaged pupils receiving targeted interventions make expected progress, with an increasing proportion making better than expected progress. High-quality interventions are delivered consistently, with progress reviewed at least termly and provision adapted where necessary. Class teachers demonstrate that adaptive teaching strategies effectively meet the needs of disadvantaged pupils, as evidenced through lesson observations, book scrutiny and pupil progress meetings. Pupil voice demonstrates increased confidence, engagement and independence in learning.
2. To achieve and sustain well-being for all pupils in our school, particularly our disadvantaged pupils.	95% or more of pupils report through pupil voice surveys that they feel safe, happy and supported at school. Behaviour incidents, including emotional regulation incidents, reduce for disadvantaged pupils. All identified pupils requiring social, emotional or mental health (SEMH) support receive timely, appropriate interventions, with progress reviewed termly. Staff confidently identify and respond to pupils' well-being needs, evidenced through referrals, pastoral records and professional development. ESLA trained staff member to aid in nurture groups. Pupils demonstrate increased resilience, confidence and positive relationships. Parents and carers report increased confidence in the school's support for their child's emotional well-being through surveys and meetings.

3. Improve language skills including widening vocabulary.	The proportion of pupils achieving age-related expectations in Reading, Writing and Speaking and Listening to increase compared with the previous academic year. Teachers explicitly teach and revisit vocabulary in all curriculum subjects, as evidenced through planning, lesson observations and book scrutiny. Targeted language interventions result in at least 90% of identified pupils making expected or better progress in language development. Disadvantaged children to complete Wellcomm program and assessed regularly at age appropriate for their speaking and listening.
4. To achieve and sustain improved attendance and punctuality for disadvantaged children.	Overall for attendance to improve. Current percentage is 94% - aiming for 96%. The attendance gap between disadvantaged pupils and non-disadvantaged pupils to narrow. All disadvantaged pupils to meet national expectations for attendance/persistent absence.
5. To provide cultural capital and enrichment activities for our disadvantaged children.	100% of disadvantaged pupils access at least two enrichment activities during the academic year. Participation in clubs by disadvantaged pupils to be increased by 25%. All year groups deliver at least one curriculum-linked cultural experience throughout the year. Attendance and attainment gaps for disadvantaged pupils show measurable improvement by the end of the academic year.

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: £8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Continued CPD in RWInc. in order to provide high quality first teaching in phonics with Michelle Owens from RWI. - Continued use of RWInc. in Key Stage 1 which is a DfE validated systematic phonics programme. - Oxford Owl Subscription to provide RWInc. resources.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF DfE Menu of approaches	1 and 3
To continue with the use of the Blackburn with Darwen Communication and Language programme Welcomm for Pre-school and Reception children.	EEF evidences the impact (+7 Months) for providing effective feedback "Pupils require clear and actionable feedback" in order to learn and improve https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3
- To further develop Maths teaching and curriculum planning in line with DfE and EEF guidance. To further develop LCC Red Rose curriculum including CPD for teaching a Maths Mastery approach. - Ongoing Maths CPD for Reception and INSET training for all on adapting the scheme for disadvantaged pupils.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 and 3
Laptop purchase	EEF Digital technology can add approximately four months' additional progress when used effectively alongside high-quality teaching. Research on disadvantaged pupils	

	Devices help reduce inequalities in access to learning and homework. SEND evidence Technology improves accessibility, independence and participation.	
8. A focus on our existing graduated attendance strategy.	DfE improving school attendance guidance and support from the authority.	4
9. CPD for teachers and TA's across school. All staff engage with CPD in quality first teaching to ensure every disadvantaged pupil experiences quality first inclusive learning. 10. French teacher employed for Key Stage 2 to provide quality teaching for all children, including disadvantaged children.	Quality first wave 1 and 2 teaching provides consistency that every child needs to thrive Monitoring to ensure quality first teaching across school Sutton Trust found that 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds over a school year	1,2 and 3

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

Budgeted cost: £37,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and Phonics Support 1. Reading interventions delivered over a half or termly period. 2. Targeted 1:1 reading for bottom 20% of each class.	EEF evidences the impact (+4 months) for group tuition. A smaller group offers "an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum"	1 and 3

3. 1:1 Reading daily organised in class for bottom 20% including PP children. 4. Fast Track Phonics 1:1 tutoring. 5. RWI Assessment Portal. Pupils are assessed half termly in order to track target pupils. 6. Phonics After School Booster Groups by Phonics Leader	Collaborative learning approaches (+5 months) 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 Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong EEF evidence base indicating the positive impact of +5 months Maths mastery (+5 months) (Year 5 have been added this academic year) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Writing Support 1. Targeted in class support for children in English. 2. Teaching Assistants working alongside teachers to supplement the classroom teaching and provide live feedback for improvement. 3. Teaching Assistants supporting disadvantaged children through group work or 1:1 support. 4. Afternoon Intervention Programme supports PP, SEND and Target children in writing interventions for each year group.	EEF evidences the impact (+4 months) of teaching assistants interventions in the classroom supporting and working with the teacher. EEF evidences the impact (+6 Months) for providing effective feedback "Pupils require clear and actionable feedback" in order to learn and improve. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1 and 3

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
1. Implemented WellComm in September baseline July progress assessment	EEF evidences the impact of oral language interventions(+6 Months) "Approaches that focus on speaking, listening and a combination of the two all show positive impact on attainment"	3
Racing to English programme and TalkTastic programme to develop oracy and language skills during intervention time.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 3

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health and Well-Being Support 1. School counsellor providing 1:1 support based on individual needs. 2. NHS Mental Health Support Worker 3. 3 qualified Mental Health First Aiders and an ELSA trained member of staff provide 1-1 support where required, including disadvantaged pupils. 4. Mental Health Awareness Week workshops each year organised.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2

5. CPD Training for Staff to support pupils and give strategies for self-regulation.		
Enrichment Activities 1. PPG funds will be used to allow access to trips and residential weeks. 2. Rock Steady band lessons accessed by all children but disadvantaged children funded.	Extend childhood experience of PP children and therefore impact on their learning and well-being. Provide further inspiration for pupils academic achievement and progress	2

Total budgeted cost: £54,540

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Intended Outcome 1: Curriculum learning support put in place for our disadvantaged pupils so children improve on their attainment of achieving expected or above outcomes.

Phonics: 67% of PP children passed the Phonics Screening Check academic year of 2025-2026.

Attainment

	Reading	Writing	Maths
PP	61%	59%	43%
None PP	63%	62%	59%

Progress

	Reading	Writing	Maths
PP	85%	87%	80%
None PP	77%	79%	81%

Attainment for Pupil Premium (PP) pupils remains below that of non-Pupil Premium pupils across Reading, Writing and Maths. However, the attainment gap between PP and non-PP pupils has narrowed across all three subjects.

Pupil Premium pupils have made very strong progress in Reading, Writing and Maths. Progress for PP pupils exceeded that of non-PP pupils in both Reading and Writing, while in Maths PP progress was just 1% lower than that of their non-PP peers. This demonstrates that the targeted interventions, evidence-based programmes and additional 1:1 staffing have had a positive impact on accelerating the progress of Pupil Premium pupils and reducing the attainment gap.

Continue to refine and strengthen targeted support for Pupil Premium pupils by maintaining high-quality interventions and 1:1 provision, while placing an increased focus on raising

attainment in Maths to close the remaining gap. Ensure that interventions are closely monitored and evaluated for impact, with regular pupil progress reviews enabling timely adjustments so that more Pupil Premium pupils achieve age-related expectations and higher standards across Reading, Writing and Maths.

Intended Outcome 2: To achieve and sustain well-being for all pupils in our school, particularly our disadvantaged pupils.

We are committed to supporting children with social and emotional needs. Our school counsellor and NHS Mental Health Support Worker have provided 1:1 and small group sessions to engage our disadvantaged pupils and those requiring additional emotional support. Pupils were given access to a calm, quiet space when needed, a familiar and trusted adult with whom to share and discuss concerns, and resources and equipment tailored to meet their individual needs. In addition, three members of staff are trained in Mental Health First Aid, enabling them to provide timely support and guidance to pupils experiencing emotional or mental health difficulties. One member of staff is ELSA (Emotional Literacy Support Assistant) trained and delivers nurture sessions to support pupils' emotional wellbeing and resilience. To further promote positive mental health across the school community, a Mental Health Awareness Week was organised for all pupils, and staff received INSET training focused on supporting wellbeing and developing effective strategies to meet the social and emotional needs of children.

Intended Outcome 3: Improve language skills including widening vocabulary.

Staff from the Early Years team received training in the WellComm language screening and intervention programme as part of the BWDBC pilot scheme implemented across all PVI settings, pre-schools and primary schools. Outcomes from the beginning of the programme demonstrated a marked increase in the language skills of our disadvantaged children, supporting improved communication and readiness for learning. To further strengthen early literacy and language development, staff undertook Read Write Inc. phonics training and delivered targeted interventions to support pupils requiring additional help. Disadvantaged pupils also benefited from booster programmes, including TalkTastic and Racing to English, which were designed to develop speaking and listening skills, vocabulary acquisition, language comprehension and confidence in communication. In addition, an after-school booster club was delivered by the Phonics Lead, providing targeted support to further accelerate pupils' phonics knowledge, reading fluency and early literacy skills.

Intended Outcome 4: To achieve and sustain improved attendance and punctuality for disadvantaged children.

During the 2025-2026 academic year, targeted attendance and punctuality strategies had a positive impact on disadvantaged pupils. A combination of robust attendance monitoring, early identification of concerns, regular communication with families, pastoral support, attendance meetings, and appropriate external agency involvement helped to improve engagement and reduce barriers to regular school attendance.

Attendance for disadvantaged pupils reached 94%, demonstrating sustained improvement and ensuring pupils accessed more learning time and benefited from greater continuity in their education. Improved punctuality also resulted in pupils being ready to learn at the start of the school day, reducing lost learning time and supporting positive routines.

Although the school has not yet achieved its aspirational attendance target of 96%, the gap has narrowed for many pupils, and persistent absence has reduced for targeted individuals. These improvements have contributed to better engagement, increased participation in learning, and stronger relationships between school and families.

Evaluation of this strategy indicates that personalised support, early intervention, and close partnership working with parents have been the most effective approaches. However, a small number of disadvantaged pupils continue to face complex barriers to attendance, including medical, social and family circumstances, which continue to affect overall attendance figures.

In 2026-2027, the school will continue to strengthen its attendance strategy by maintaining rigorous monitoring, implementing earlier interventions, further developing parental engagement, and working collaboratively with external agencies where appropriate. The school remains committed to achieving its target of 96% attendance for disadvantaged pupils, recognising that consistently high attendance is fundamental to improving educational outcomes and reducing disadvantage.

Intended Outcome 5: To provide cultural capital and enrichment activities for our disadvantaged children.

During the 2025-2026 academic year, disadvantaged pupils benefited from a wide range of enrichment and cultural capital opportunities funded through the Pupil Premium. Financial barriers were removed to enable pupils to participate in educational visits,

residential experiences, sporting events, music, creative arts and extra-curricular activities, ensuring that pupils had equitable access to experiences that enhanced both their personal development and curriculum learning.

Pupil Premium Grant (PPG) funding was used to support the Year 6 outdoor residential visit, ensuring that disadvantaged pupils were able to participate fully in this important experience alongside their peers. The residential provided opportunities to develop resilience, independence, teamwork and self-confidence, while strengthening relationships and creating lasting memories that contributed positively to pupils' personal development and readiness for secondary school.

In addition, PPG funding provided fully funded places in the Rocksteady Music School programme for disadvantaged pupils. This enabled pupils to learn a musical instrument, perform as part of a band and showcase their achievements through live performances. Participation in the programme developed pupils' confidence, creativity, communication skills and self-esteem, while encouraging teamwork and perseverance.

To further remove financial barriers, all after-school clubs continued to be offered free of charge. This ensured that cost was not a barrier to participation and enabled disadvantaged pupils to access a broad range of sporting, creative and curriculum enrichment opportunities alongside their peers.

All year groups participated in at least one curriculum-linked cultural experience, including educational visits, workshops, performances and visitors to school. These experiences enriched classroom learning, broadened pupils' understanding of the wider world, developed vocabulary and cultural awareness, and supported pupils to make meaningful links between their learning and real-life experiences.

While the school does not currently have a robust system for measuring the number of enrichment activities accessed by individual disadvantaged pupils or changes in club participation rates, the breadth of provision and the removal of financial barriers have ensured that disadvantaged pupils have had increased opportunities to develop their cultural capital, aspirations and personal skills.

Having reviewed the strategy, we are confident that the challenges intended outcomes and activities with minor amendments are still appropriate for the 26-27 academic year.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI programme/ Ruth Miskin	Ruth Miskin
Oxford Owl	Oxford University Press
British Picture vocabulary scale	GL assessments
Red Rose Mastery	Lancashire Maths
Accelerated Reader	Renaissance Learning INC
Ted talk	Blackburn with Darwen
Talktastic	Blackburn with Darwen
NFER	National foundation for educational research
Nuffield Language Programme	Nuffield
NESSY reading and spelling	NESSY
Talkabout Social Skills	Routledge
Wellcomm	
Ready, Steady Write	Literacy Counts
Step Outside Mark	
Active Learning	
French	
Fast Track Phonics	
Race to English	
Rock Steady	Rock Steady
Outdoor Residential Programme	Robin Wood Outdoor Centre