Pupil premium strategy statement – Holy Ghost 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	204
Proportion (%) of pupil premium eligible pupils	9 pupils 4 targeted FSM 5 ever6
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	G Murphy and J Brading

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,600
Pupil premium carried forward from previous years	£0
Total budget for this academic year	£18,600

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium numbers at Holy Ghost are low. However, progress and attainment for PP children are, on the whole, good, although some gaps remain. This does not mean that the school is complacent. The focus continues to be on targeted support, both emotional and academic. We review what works each year and write a one-year plan to allow for adaptations and additions to provision that may become necessary.

At Holy Ghost, we focus on high-quality adaptive teaching to meet the needs of all our children in the best way possible. Teachers receive high-quality CPD from a range of sources so that they can adapt their lessons and resources to meet the needs of the children in their classrooms. ECTs are well supported to help them develop their skills in this area.

Holy Ghost maintains financial probity to help ensure that each class benefits from additional adult support. TAs are used to support teaching and learning and to consolidate children's understanding. Interventions vary over time and according to need. Progress is monitored each half-term, followed by a review of the provision in place. Research and experience show that prompt monitoring and subsequent adjustment of provision are key to ensuring progress.

Our strategy includes not only targeted booster groups and interventions, but also therapeutic and emotional support for children, as well as support for enrichment activities.

Challenges

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

Challenge number	Detail of challenge
1	**Emotional well-being** Assessment's, observations and discussions with pupils and families have identified the impact of social and emotional issues for some pupils, particularly for children from disadvantaged backgrounds. This has a negative impact on general wellbeing, progress, attainment and attendance for some students.
2	**Attendance** Attendance is lower in PPG children and this has a direct impact on their learning
3	**Academic underachievement in writing** Low numbers of PPG children give insignificant data at end of Key Stages. In school assessments and observations identify attainment gaps for PPG pupils.
4	**Limited life experience beyond home and school** This is evident from discussion with students, through observations made by teachers, from students' comments and written work and, feedback from parents. Examples of which are: lack of visits to museums, place/areas of cultural interest, performances and sporting activities. Research suggests this has a negative impact on progress in many areas of the curriculum (EEF, 2021).

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
Improvement in emotional well-being and self-regulation	Reports from Place2Be, Journey of Hope and the SENCO will show a positive impact from therapy, leading to more engagement in class and an academic impact.
Improved attainment – better than expected progress	As a result of targeted interventions, both in class, small groups, one to one and in booster session, PPG will make good progress and the gap will narrow
School to provide opportunities for life experiences which some children might not receive because of socio-economic factors. • Trips • Uniform • School performance costumes and other curriculum resources needed • School Journey	Each year group in the school undertakes at least three education visits per year which are targeted at the needs of the children in the cohort. Although difficult to quantify, this will increase their cultural capital which has been proven to have a positive impact on academic outcomes
Improved Attendance/Punctuality and engagement in school	PPG Children achieve 96% attendance across the year. Children attend school ready to learn and take advantage of opportunities provided in school.

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: *£10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing school based, bespoke CPD for class teachers in effective, high-quality teaching.	Evidence indicates that high-quality teaching is one of the most important factors in improving outcomes for disadvantaged pupils. Sustained, carefully targeted professional	2

	development can strengthen teachers' subject knowledge, pedagogy and classroom practice.	
Recruitment of specialist literacy teacher 0.5 to support teaching of writing and ECTs	Providing 1:1 targeted support for pupils will assist closing gaps and enabling pupils to 'keep up' not 'catch up'.	2
Specific SEND training emotional regulation and coaching.	Pupils who experience difficulties with emotional regulation can find it harder to engage with learning and participate successfully in the classroom. Developing staff understanding of emotional regulation, alongside consistent coaching strategies, can help pupils recognise and manage emotions, improve engagement and become ready to learn.	2
CPD for all staff in effective adaptive provision in writing.	Vulnerable children are at higher risk of falling behind academically due to their specific learning need, other needs or circumstances.	1,2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster tuition in individual/small groups for pupils who are not yet at the Expected Standard in phonics, English and Maths	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.	2
Keep up and Catch Up/ Rapid Phonics groups for Little Wandle	Pupils vulnerable are at risk of falling behind with Phonics due to specific circumstances and lack of resources.	1,2

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place 2 Be & Place 2 Talk & Journey of Hope	EFF Therapeutic Support and behaviour strategies improve children's willingness to learn.	1,2

Free places in breakfast club	This will help with attendance and punctuality as well as providing wider opportunities and enrichment.	1,2 ,4
Calm playground	Providing a calm room for pupils to access calming resources to assist emotional regulation to make them feel safe and supported on the playground.	1
Help towards uniform costs, school trips and after-school clubs enrichment, peripatetic music lessons	Reducing financial barriers enables disadvantaged pupils to participate fully in school life and access the same enrichment opportunities as their peers. Participation in trips, clubs and music can support engagement, confidence, belonging and the development of wider skills and cultural capital.	3

Total budgeted cost: £ 32,708

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous Targets and Success Criteria

1. Academic Attainment of PPG children from 2025-2026

   Year 6 PP pupil SATs results – 2 children
   Reading
   EXP: 100%

   Maths
   WT: 50%
   EXP: 50%

   Writing
   WT: 100%

   Y2 End of Key Stage – 2 children
   Reading
   EXP: 100%

   Maths
   EXP: 100%

   Writing
   WT: 50%
   EXP: 50%

   Y1 PP phonics results – 2 children
   Pass: 100%

   Y4 PP MTC results – 1 child
   23/25 score

2. One external and one internal club for all PP children subsidised by the school.
3. PPG children accessed Place2Be and Journey of Hope programmes.

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
Journey of Hope	Place 2 Be
Breakfast Club	Fruity Club