



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hollyfield Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	31.75
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Andy Holmes - Headteacher
Pupil premium lead	Mr Andy Holmes - Headteacher
Governor / Trustee lead	Mrs Gill Shilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,272
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£207,272

Part A: Pupil premium strategy plan

Statement of intent

At Hollyfield Primary, where our core values of Respect, Kindness, Resilience, Honesty, Gratitude, and Courage shape everything we do, we are dedicated to ensuring that every child matters. Our intention is that all pupils, regardless of their background or the challenges they face, make strong progress and achieve high attainment across all curriculum areas. Our Pupil Premium strategy is focused on supporting disadvantaged pupils, including those who are already high attainers, to reach their full academic and personal potential.

We recognise that many of our disadvantaged children face complex barriers to learning and achievement. Some enter Reception below average in reading, writing, and maths, while others have identified special educational needs affecting their physical or cognitive development. We put in place specific, evidence-informed plans to identify and support these challenges.

Additionally, many children experience social and emotional difficulties, including family breakdown, anxiety, serious illness in the family, or other vulnerabilities. Low self-esteem, separation anxiety, and limited aspirations are also common barriers that impact their motivation and knowledge of future opportunities. We carefully monitor these pupils' well-being and academic progress to ensure they receive the support they need.

Attendance and Welfare

Attendance remains a critical challenge, particularly post-pandemic, with disadvantaged pupils disproportionately affected. At Hollyfield, we employ the services of a dedicated attendance welfare team (CSAWS) to aid in identifying and addressing attendance issues. This proactive approach involves working closely with families to overcome barriers and improve attendance. Attendance data is monitored rigorously, regularly reported to the Senior Leadership Team and reviewed by the Full Governing Board twice each term.

High Quality Teaching and Targeted Support

High-quality teaching is central to our strategy. We prioritise the teaching of English and maths, recognising their foundational importance for accessing the wider curriculum. We use robust diagnostic assessments to identify individual pupil needs and tailor support accordingly.

Our approach includes:

- Structured academic interventions and targeted tutoring to accelerate progress.
- Evidence-based programmes and resources, including systematic synthetic phonics and maths mastery approaches.
- Early intervention, especially in Reception, to prevent attainment gaps from widening, supported by programmes such as WellComm.

Whole School Responsibility and Inclusive Approach

We adopt a whole-school approach where all staff share responsibility for raising the attainment and aspirations of disadvantaged pupils. We set high expectations and challenge these pupils consistently in their learning.

Our strategy also supports vulnerable pupils beyond Pupil Premium eligibility, including those with social workers and young carers, ensuring their social, emotional, and behavioural needs are met alongside their academic development.

Monitoring, Evaluation, and Transparency

We closely track the progress of all pupils, with termly pupil progress meetings identifying disadvantaged pupils and evaluating the impact of interventions. We adapt our provision based on this evidence to maximise effectiveness.

We are committed to transparency in how we use Pupil Premium funding, reporting openly to parents, governors, stakeholders, and Ofsted on its impact.

Commitment to Equity and Inclusion

In managing Pupil Premium funding, we:

- Use the funding solely for its intended purpose.
- Base spending decisions on rigorous research, including Education Endowment Foundation guidance.
- Consult widely with pupils, staff, governors, parents/carers to understand and address barriers.
- Promote Free School Meal uptake sensitively to remove stigma and ensure eligible families access support.
- Recognise that eligibility for FSM does not equate to low ability or potential.

Challenges

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

Challenge	Detail of challenge
1	Poor language and communication skills in EYFS/KS1
2	Continued impact of Covid/lockdown on progress and attainment in core areas: reading/phonics, writing and maths
3	Attendance and punctuality issues
4	Continued impact of Covid/lockdown on pupil well-being, behaviour and learning behaviours in school

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
Improved receptive and expressive language in EYFS/KS1 with improved vocabulary	<ul style="list-style-type: none">• Children speak with confidence and fluency as well as a wider vocabulary.
Accelerated progress in reading/phonics, writing and maths	<ul style="list-style-type: none">• Above National scores in reading, writing and maths in KS1 and KS2 and 100% pass Phonics Screening Checks in Year 1/2.
Improved attendance	<ul style="list-style-type: none">• At least 96% attendance.
Improved learning behaviours and concentration in class and reduced incidents of poor behaviour at break/lunchtimes	<ul style="list-style-type: none">• Lesson observations show all children engaged and actively participating in class.

	Reduced number of red card incidents at break/lunchtimes.
High quality CPD for all staff, ensuring that pupils have access to quality first teaching and additional support by trained adults	<ul style="list-style-type: none"> Support is provided for teachers and teaching assistants who are early in their careers allowing them to develop into outstanding practitioners A clear programme of CPD is provided throughout the year via weekly staff development meetings, professional development days and by external providers based upon latest emerging research and evidence-based practice. All staff have access to appropriate training for their role.
Pupils at Hollyfield to have access to support and resources aimed at having a positive impact upon mental health and well-being	<ul style="list-style-type: none"> Pupils have access to safe space to talk about their feelings and emotional well-being and have a trained member of staff who can respond accordingly and/or signpost families signpost them and their families to the relevant additional support where necessary. SENDCo and outside agencies are involved where needs require additional support and intervention both emotionally and academically.

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: £ 128,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing	<p>Intense individual or small group support which focuses clearly and explicitly on the skill needed to be addressed along with ensuring metacognition strategies are embedded to ensure children know more and remember more, can accelerate progress by +5 months. (EEF Teaching and Learning toolkit).</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Greater feedback from the teacher, more sustained engagement in smaller groups, and work which is more closely matched to</p>	1, 2, 4

	learners' needs explains this impact (EEF Teaching and Learning Toolkit)	
WALKTHRUs subscription: 5 step visual guides and online CPD to improve all aspects of teaching and learning, including behaviour management.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. (EEF Pupil Premium Evidence Brief)	2, 4
Twinkl subscription – teaching and learning resource materials		
Little Wandle	Cognitive science approaches offer principles that hold promise for improving the quality of teaching (EEF Cognitive Science Approaches in the Classroom: A Review of the Evidence)	

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

Budgeted cost: £11,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted speech and language support: Little Voices screen all children on entry and bespoke programmes are put in place for those identified. Little Voices Staff are also trained in the NELI and WellComm programmes.	On entry to Reception, many children have low language and communication skills, particularly as a result of lockdown when families have been unable to access parent/toddler /nursery groups. Research from the EEF states that focusing on early communication and language skills increases progress by +6 months. TAs are given specialist SALT support to carry out these interventions. According to the data released by the DfE in June 2021, speech, language and communication needs are the most common type of primary special educational need in state schools. With this knowledge and data in mind the WellComm Primary toolkit, which can be used by Teaching Assistants and Teachers, is a valuable addition to the screening tools that schools have available (GL Assessment (WellComm)).	1
	EEF Preparing for Literacy: Small-group support is more likely to be effective when children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used;	1, 2, 4

	and the approach is evidence based and has been evaluated elsewhere.	
TT Rockstar Maths	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, <i>and the targeted use of technology</i> (EEF Pupil Premium Evidence Brief)</p> <p>Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning (EEF Digital Technology Guidance Report).</p>	2

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £56,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager	Disadvantaged pupils have access to well-being support instantly impacting positively on mental health.	3, 4
Mental Health First Aider		
COMPASS/ Our Place Mentoring Services	Disadvantaged pupils' self-confidence increased.	
CPOMS	<p>Children who are able to access support regarding their emotional health and wellbeing, will be happier in themselves and therefore happier in their learning.</p> <p>Pupils who have had a positive experience at lunchtime will be in a better place to learn and apply their learning in the afternoon.</p> <p>Social and emotional learning approaches have a positive impact in academic outcomes. Being able to effectively manage emotions will be beneficial to children and young people and Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships (EEF Teaching and Learning Toolkit: Social and Emotional Learning).</p>	
Attendance Officer and CSAWS (Central School & Attendance Welfare Service) support.	<p>Poor attendance (below 96%) means that children are missing key learning as well as social opportunities in school.</p> <p>Even small improvements in attendance result in better engagement and progress (Rapid evidence assessment</p>	3

	<p>on attendance interventions for school aged pupils Protocol for a rapid evidence assessment Principal investigator: Jonathan Kay, Rupal Patel, Hannah Blausten, Harry Madgwick).</p> <p>Regular attendance is linked to improved academic attainment (EEF Working with Parents to Support Children's Learning).</p>	
WALKTHRUs subscription: 5 step visual guides and online CPD to improve all aspects of teaching and learning, including behaviour management.	<p>There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment (EEF Improving Behaviour In School)</p> <p>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying, and aggression, leading to improved classroom climate, attendance, and attainment (EEF Improving Behaviour In School)</p>	4
Insight Pupil Tracker	<p>The Education Endowment Foundation (EEF) emphasises the importance of understanding individual pupils' learning needs through continuous assessment. Their guidance suggests that assessment should be regular and purposeful, involving input from parents, carers, and specialists. This ongoing, holistic understanding enables teachers to make informed decisions about the next steps in teaching each child.</p>	

Total Budgeted Cost: £197,522

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 2024 to 2025 academic year.

EYFS GLD

All pupils: 67% achieved GLD (National: 68%)

Pupil Premium: 47%

Phonics

Year 1:

All pupils: 93% of children passed the PSC (National 80%)

Pupil Premium: 83%

Year 2:

All pupils: 98% of children passed the PSC (National 89%)

Pupil Premium: 95%

End of KS2 (Exp+)

Reading:
All pupils: 77% (National 75%)
Pupil Premium: 69%

Writing:
All pupils: 74% (National 72%)
Pupil Premium: 66%

Maths:
All pupils: 72% (National 74%)
Pupil Premium: 68%

End of KS2 (GD)

Reading:
All pupils: 36% (National 34%)
Pupil Premium: 27%

Writing:
All pupils: 13% (National 13%)
Pupil Premium: 8%

Maths:
All pupils: 31% (National 26%)
Pupil Premium: 21%

Externally provided programmes

Programme	Provider
Power Maths	Pearson
TT Rockstars / Numbots	Maths Circle
Little Wandle Letters and Sounds Revised	Little Wandle
WellComm	GL Assessment
1:1 Mentoring and Skills Groups	Our Place
Behaviour Support	Beacon 365
Attendance Support	CSAWS