

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

## School Overview

Detail	Data
School name	Hollinswood Primary School & Nursery
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	95
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	19/12/2025
Date on which it will be reviewed	19/12/2026
Statement authorised by	Governing Body
Pupil Premium Lead	Rebecca Thomas
Governor	Katrina Baker

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,470.00 - Ever6 PPG £350.00 - Service Child £7,890.00 - Former LAC £3,574.59 - LAC £1,200.35 - EYPP £161,484.94
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£161,484.94

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### At Hollinswood Primary School we:

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
4. Focus on outcomes for individual pupils rather than on providing strategies.
5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.
7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

### Barriers to learning for PPG pupils:

#### **In-school barriers (issues to be addressed in school, such as poor oral language skills, vocabulary etc.)**

- Poor oral language skills and limited vocabulary on entry to school.
- Coupled vulnerability with SEND, behaviour and mental health needs is an issue for several of our PP eligible pupils.
- English as an additional language presents an additional barrier to engagement with school and parents being able to provide support for learning at home.

#### **External barriers (issues which also require action outside school, such as low attendance rates)**

- Ensuring that our Disadvantaged pupils frequently attend school is also an aspect that may prove to be an external barrier

## Challenges

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

Challenge number	Detail of challenge
1	<p>Coupled vulnerability is a primary challenge. Current data demonstrates that 24% of disadvantaged children are SEND; 21% of disadvantaged children are EAL and 4% of disadvantaged children are SEND and EAL.</p> <p>Analysis has indicated an increase in complex SEND needs in EYFS and KS1. A high proportion of PPG children in KS1 are also SEND. In Year 1 23.50% of PPG children are also SEND; in Year 2 42.86% of PPG children are also SEND.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, together with underdeveloped PSED skills. This is particularly evident in Early Years and Year 1 and more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments and observations in EYFS, Year 1 and Year 2 suggest disadvantaged pupils generally have difficulties in phonics, particularly with their ability to blend and segment, which negatively impacts on their development as readers and writers.</p>
3	<p>Internal and external assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Key Stage 1 and 2 in Maths.</p> <p>On entry to Reception, 78% of our disadvantaged pupils arrive below age-related expectations compared to 65% of other pupils. This gap does close, however still remains significant to the end of KS1.</p>
4	<p>Our observations and discussions with pupils have identified social and emotional issues for many pupils, noticeably around their resilience, emotional well-being, and interactions with other children.</p> <p>Inclusion referrals for support for social and emotional needs indicate that a high percentage of children requiring SEMH support are PPG.</p> <p>Participation in clubs (during and after school) is monitored and PPG children are targeted with a view to broadening resilience, lived experience and cultural capital. The percentage of participation remains low and a current challenge.</p>
5	<p>Attendance analysis indicates that persistent absence is higher for disadvantaged pupils</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing data for disadvantaged pupils in EYFS and KS1.	Phonic outcomes in 2024 show that there is an increase in the % of disadvantaged pupils meeting the expected standard in phonics. Reading and writing outcomes in 2024 show that % of pupils achieving expected standard is in line with their peers.
Improved attainment for disadvantaged pupils in KS1 and KS2 Maths.	Outcomes in 2024 show an increase of the % of disadvantaged pupils achieving expected standard. Pupils will achieve in line with their peers.
To achieve and sustain improved well-being for all our pupils in school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/ 26 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• A reduction in behaviour logs.</li> <li>• A significant increase in participation in enrichment activities.</li> <li>• Positive behaviour choices from pupils receiving ELSA interventions.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 demonstrated by: <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of pupils who are persistently absent is reduced for all pupils, particularly disadvantaged pupils.</li> </ul>

## 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: £79,780.98**

Activity	Evidence that supports this approach	Challenge
<p>Embedding dialogic vocabulary based activities across the school curriculum within EYFS and Year 1 such as:</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book discussion.</li> <li>explicitly extending pupils' spoken vocabulary through teaching vocabulary linked to a class text.</li> <li>the use of structured questioning to develop reading comprehension; and</li> <li>the use of purposeful, curriculum-focused, dialogue and interaction.</li> <li>Identifying key curriculum vocabulary at the planning stage and share with all practitioners</li> <li>Practitioners to model the use of vocabulary in the correct context throughout the curriculum.</li> </ul> <p>Develop and embed adaptive High Quality First Teaching in the classroom.</p> <ul style="list-style-type: none"> <li>SENCo to lead CPD around adaptive teaching strategies.</li> <li>Share good practice evident across the school to support in improving the impact of Outreach support across the whole school.</li> </ul> <p>Adopt an Oracy Framework which aligns with the English Curriculum.</p> <ul style="list-style-type: none"> <li><b>Planning</b> Write MTPs and progression grids for oracy.</li> <li><b>Training</b> Provide training for staff through a staff meeting.</li> <li><b>Monitoring</b> Regular drop ins by Teaching and Learning Lead and SLT.</li> <li><b>Attend offered LA CPD around ELSEC project.</b> EYFS staff to attend Talk boost training. Identify pupils to benefit from the intervention.</li> </ul>	<p>The security of the evidence around oral language interventions is rated as high and has high impact on reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>There is strong evidence that teaching responsively is likely to increase pupil success.</p> <p><a href="#">Understanding Adaptive Teaching v11</a></p> <p>Evidence indicates that a structured approach to Oracy has a high impact on pupil outcomes; acceleration by 6 months.</p> <p><a href="#">Oral language interventions   EEF</a></p>	1

Develop working partnership with staff involved in the ELSEC programme.		
<p><b>To develop the use of the Systemic synthetic Phonics system.</b></p> <ul style="list-style-type: none"> <li><b>Grouping children and adults</b></li> </ul> <p>Reading Lead to analyse phonics data and regroup adults and staff accordingly.</p> <p><b>Phonics coaching support for new staff</b></p>	<p>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:</p> <p><a href="#">Phonics</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>	2
<ul style="list-style-type: none"> <li>White Rose Maths used in KS1 and KS2.</li> <li>CPD given to all staff delivering the approach.</li> <li>Purchase high quality resources to support maths teaching.</li> <li>Maths lead to complete SATs question level analysis and analysis of the Year 4 Multiplication check.</li> <li>Ensure daily maths fluency (arithmetic) sessions are happening. Maths lead to drop into fluency lessons, look at fluency books.</li> <li>Maths lead to investigate Fluency Bee for year groups 1-4.</li> </ul> <p>Maths lead to liaise with EYFS lead to ensure progression from nursery to receptions is clear.</p> <ul style="list-style-type: none"> <li>Maths lead to update progression grids using White Rose blocks.</li> <li>Maths lead to support and offer CPD to EYFS teachers.</li> <li>Staff to receive training and CPD from the Maths Hub regarding the development and implementation of Mastery Maths.</li> </ul>	<p>‘Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).’ (EEF)</p>	3



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

Budgeted cost: £22,037.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily small group interventions for pupils in Years R and 1 using visual images and sequencing to support Social emotional and communication development.	'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' (EEF)	1
Targeted intervention to develop speech and language.  Identify pupils to benefit from the Talkboost intervention. Develop working partnership with staff involved in the ELSEC programme.	'On average, pupils who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All pupils appear to benefit from such approaches, but some studies show slightly larger effects for pupils from disadvantaged backgrounds.' (EEF) <a href="#">Communication and language approaches   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1
Small group and 1:1 phonics intervention delivered daily to pupils in Reception and KS1.  <b>Use assessments skilfully to plan and implement interventions</b> – phonics, Literacy Pathways, Salford assessments.  Roll out Grammarsuarus reading assessment.  Ensure consistency in timetabling of story time  Drop ins to story time  Parental involvement	'Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions.' (EEF)	2
Maths lead to revisit with staff fluency checkpoints. Check pupils needing intervention	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: <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a>	3

during pupil progress meetings.  Staff to receive training from the Maths' Hub in Mastery approaches	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	
Daily class-based interventions to enhance quality first teaching opportunities for targeted pupil premium children.	Disadvantaged learners do not present with the same circumstances as non-disadvantaged learners therefore equality in the classroom does not allow disadvantaged learners to catch up with their peers. Developing equity by providing high standards, great teaching and individual support allows all pupils to achieve age related expectations. (RADY – Raising attainment of disadvantaged youngsters).	1,2,3,4,5

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

**Budgeted cost: £65,748.54**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> <li>Review SEND provision for pupils</li> <li>Monitor, review and update provision for SEND pupils regularly.</li> <li>Parent support – workshops, SEND review meetings</li> <li>Develop inclusion support for PPG pupils with SEMH needs including Young Carers.</li> </ul> <p>SJ</p>	<p>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)</p>	4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5



<p><b>Identify patterns.</b></p> <p>Conduct analysis of current punctuality data to identify patterns and hotspots for late arrivals.</p> <p><b>Communicate to parents.</b></p> <p>Regular communication with parents eg a newsletter.</p> <p><b>Incentive schemes</b></p> <p>Introduce incentive schemes to reward punctual behaviour among students.</p> <p><b>Monitor</b></p> <p>Monitor and review the progress monthly to assess the effectiveness of implemented strategies and make adjustments as necessary.</p> <p><b>Support</b></p> <p>Implement targeted interventions for repeat offenders, including meetings with parents, ELSA support, Early Help and personalised support plans.</p>		
<p>Development of an implementation of music and gardening extra-curricular activity with a focus on improving pupils' well-being.</p> <p>Engaging with Healthy Food Initiative.</p> <p>Develop OPAL play programme opportunities</p> <p>Clear plan of how to use play progression grid to support planning of play opportunities.</p> <p>Play progression document is used when planning to ensure environment is inclusive, broad and balanced.</p> <p><b>Enhance the environment</b></p> <p>Low-arousal spaces.</p>	<p>Extra curricular approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Research shows that play contributes to children's physical and emotional health, well-being, approach to learning and enjoyment of school.</p> <p><a href="#">OPAL-Booklet-Outdoor-Play-2021-2.pdf</a></p>	<p>4</p>

Use resources to support with routines.  Boards with enquiry question displayed.		
Support is provided for at risk families by the Inclusion Team.	'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.' (EEF)	1,2,3,4,5
Educational Psychologist provides quality support and guidance to school staff regarding mental health and behaviour concerns.	'For pupils with more challenging behaviour, the approach should be tailored to individual needs.' (EEF)  Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Engagement with Arthog Outreach to plan and deliver an enrichment activity programme with a focus on developing pupils' well-being and resilience.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4

**Total budgeted cost: £167,566.52**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrated that the primary challenge faced by disadvantaged children in school at present is one of coupled vulnerability. 24% of disadvantaged children are SEND; 21% of disadvantaged children are EAL and 4% of disadvantaged children are SEND and EAL.

The data demonstrates that the achievement of disadvantaged children with coupled vulnerability is lower than their non-disadvantaged peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged children in EYFS are arriving with lower achievement in communication and language and personal, social and emotional development. The data throughout the school suggests that lower scores in these areas of development are impacting achievement in SEMH and literacy skills as children progress through KS1 and KS2.

Analysis of targeted interventions demonstrates that children in EYFS and KS1 made good progress with communication and interaction in 2024 -2025.

Targeted intervention in Upper KS2, including broadening participation in clubs and events designed to develop Cultural Capital and resilience was successful in developing SEMH achievement, however, building confidence in Lower KS2 and KS1 is a challenge for the future.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The challenges for the forthcoming academic year have been adjusted in line with our findings.



## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Embedding a whole school adaptive teaching approach, where mastery approaches support the learning of all pupils in the classroom.
- Applying the RADY (Raising Attainment of Disadvantaged young people) methodology.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.

