

# Pupil premium strategy statement – Holme Hall Primary

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	124
Proportion (%) of pupil premium eligible pupils	44% (5 children)
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 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jackie Littlechilds
Pupil premium lead	Sue de Bres
Governor / Trustee lead	Sam Cowley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,571
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£64,571

# Part A: Pupil premium strategy plan

## Statement of intent

At Holme Hall Primary, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Common barriers to learning for disadvantaged children can be: lack of support at home, poor language and communication skills, lack of confidence, low self-esteem, behaviour that challenges and attendance and punctuality issues. Nationally, pupil premium children account for a disproportionate share of persistent absence. They tend to have a lack of access to enrichment and cultural capital and there is a general lack of ambition and aspiration in the wider community. Further to this, many children are now starting school without the skills needed to access learning; lack of school readiness is a common issue in many schools. Children from low-income families are more likely to be missing basic developmental milestones. By age 5, these children on average are almost 5 months behind their peers in development. This diverse range of barriers to learning requires a wide range of interventions and approaches.

In order to fulfil this requirement, we will ensure that every pupil receives quality first teaching. High-quality teaching, with a focus on areas in which disadvantaged pupils require the most support, is proven to have the greatest impact on closing the disadvantage attainment gap. This approach, alongside extra support both in the classroom and in intervention groups, will ensure that all pupils achieve outcomes which are at least in line with national standards by Year 6.

Research shows that disadvantaged pupils are affected disproportionately by mental health needs and difficulties with emotional regulation. We will aim to close these gaps using the additional funding to target those who need extra support. We will strive to address mental health issues through our extensive pastoral support programme and help children to improve emotional regulation through employing strategies which help them to recognise and manage their feelings.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils

- ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, recognise that not all pupils who receive free school meals will be socially disadvantaged
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Through implementation of these strategies, we intend to :

- narrow the gap between disadvantaged and non-disadvantaged pupils
- address the issue of school readiness
- provide opportunities for nurture and other mental health interventions
- improve vocabulary and communication
- instil aspiration and ambition

## Challenges

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

Challenge number	Detail of challenge
1	School readiness – disadvantaged children often start school without skills necessary for learning
2	Phonics – a higher proportion of disadvantaged pupils fail their phonics check
3	Vocabulary and language – disadvantaged pupils tend to have less exposure to varied vocabulary and can struggle with communication
4	Aspiration and ambition – there is a lack of desire for improvement in many disadvantaged families
5	Emotional needs - there has been a rise in problems in mental health and emotional regulation since the pandemic now exacerbated by the current cost of living crisis
6	Writing outcomes – disadvantaged pupils do not achieve as well in writing
7	Enriching experiences – disadvantaged pupils have fewer rich and varied cultural capital experiences outside of school

8	Attendance – a larger proportion of disadvantaged pupils are long term absent or late
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## 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
Close the gap created by lack of school readiness	<p>Supporting Reception children who are not yet school-ready works best when strategies are practical, nurturing, and consistent, and focus on the <i>whole child</i> rather than academic pressure. Our Early Years approach seeks to meet the needs of our most vulnerable children ensuring that gaps are identified and provision is just right. A focus on social and emotional development and self-management is prioritised in the first instance, with play-based learning taking a central role.</p> <p>Once routines have been established and children are ready to learn the focus is on developing phonics and early maths skills. Pupils will be assessed and areas of need identified through pupil progress meetings, identification of barriers (credible plans) Intervention groups will run to address areas of weakness in Phonics (Little Wandle Catch Up/ Keep Up) and maths intervention groups. Additional support in class programmes such as precision teaching used to close gaps. Credible plans identify gaps and barriers. Walkthrus identify strategies to address barriers</p> <p>Measure: Children’s development is assessed at the beginning and end of reception year by their teacher through baselining and the early years foundation stage profile assessment. To meet a good level of development children must meet 17 development goals - disadvantaged children will match or exceed the progress of non-disadvantaged pupils</p>
Improved aspiration and ambition	Aspiration is one of our school drivers and as such, is taught in all areas of the

	<p>curriculum. We focus on aspiration when planning topics through investigating related careers and inviting guests into school. Learning includes cultural capital, giving pupils a wider knowledge of the world around them.</p> <p>Measure: Pupils can talk confidently about opportunities available to them Pupils can talk confidently about the values and drivers of the school.</p>
Improved knowledge of phonics	<p>Phonics teaching will continue in KS2 Following assessments, phonics interventions groups run in LKS2 Precision teaching of unknown phonemes Using phonics mats in lessons. Reading books matched to gaps.</p> <p>Measure: A higher % will pass their phonics check. Regular assessments in Little Wandle to identify gaps.</p>
Improvement in vocabulary and language	<p>At-risk pupils will be identified at an early stage and interventions put in place: Book Group, Talk 4 Writing, ECAT Speech and Language therapy. In class: Knowledge Organisers, low stakes quizzes, vocabulary included on topic displays, vocabulary pyramid, Language Link for EAL children. Peer mentoring, Mini Leaders programme, oracy opportunities identified on medium term topic plans, for example, children present their learning to others.</p> <p>Measure: Pupils will use a wide vocabulary when talking and writing and be able to communicate successfully. Higher percentage of children on track with CLL in EYFS Reduction in SALT referrals</p>
Catch up programme	<p>Children who are falling behind their peers will be identified and clear processes put in place to ensure that all children are given the support needed to make at least expected progress.</p> <p>The school will use HelloData to identify which children are at risk of or have fallen behind, strategies will then be discussed in pupil progress meetings,</p> <p>Teachers will create 'credible plans' which identify gaps, address barriers and plan interventions such as: targeted TLA</p>

	<p>intervention groups, TLA support in the classroom, pastoral support.</p> <p>Measures: Outcomes will reflect an increased % of pupils reaching at least EXS, termly data collection and analysis</p>
Improvement in mental health and emotional regulation	<p>To offer a wide range of pastoral provision focusing on pupils' self-esteem, social and emotional skills and self-regulation strategies for behaviour management. Provision includes: Nurture Group, Social stories, Lego therapy, Positive Play, TA interventions, Seesaw, Star Learners Code, ELSA, Family Support Worker sessions, Peer mentoring programme, regular pastoral 'catch-up' meetings with Head, Family Support worker, Nurture/ELSA TA and safeguarding lead.</p> <p>Measure: Impact of pastoral interventions is evaluated termly through completion of an ELSA assessment and discussion with the teacher and provision is adjusted as appropriate. Case studies/SWOT analysis of pupil premium children who are falling behind. Pupil voice identifies mental health issues in school</p>
Increase in numbers of children at age expected or greater depth in writing	<p>'Credible Plans' and pupil progress meetings will be used to identify children who are under-attaining. Children who are falling behind their peers will be identified, barriers addressed and clear processes put in place to ensure that all children are given the support needed to make at least expected progress. This will include: TLA support in class, small group support in writing lessons</p> <p>Measures: Outcomes will reflect an increased % of pupils reaching at least EXS. Termly data collection and analysis</p>
Provide rich and varied experiences both in and out of school	<p>Provide a variety of after-school clubs, subsidised if necessary. Visits related to topics organised and visitors to school encouraged. Topic planning will incorporate experiences linked to school drivers and values.</p> <p>Measure: Pupils will experience a range of extra-curricular activities and trips. Visitors to school will be from a variety of backgrounds to promote diversity.</p>

To improve attendance and punctuality	<p>The Trust attendance strategy encourages good attendance and has a clear process when attendance drops below 96%. Weekly monitoring and termly audits ensure that any patterns or concerns are identified at the earliest opportunity.</p> <p>Good attendance is encouraged through rewards eg extra playtime for the class with the best attendance and support is offered to families at risk of PA. FSW will support families with persistent absences and support is also available through ISAT.</p> <p>Office staff will contact families to ascertain reasons for absences. FSW/HT to collect children if necessary.</p>
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## 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: £16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – employment of a TLA to allow Maths to be taught in single year groups	<p>Smaller, single-aged groups of children accessing age appropriate objectives allows teachers to identify gaps and support children, particularly those who have fallen behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=Reducing%20class%20size%20is%20an,pupils%20per%20teacher%20becomes%20smaller.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=Reducing%20class%20size%20is%20an,pupils%20per%20teacher%20becomes%20smaller.</a></p>	1,3
CPD - Mastery Maths course for Y3 teachers	<p>A mastery curriculum is supported by extensive international evidence and endorsed by the Department for Education (DfE), OFSTED and National Centre for Excellence in the Teaching of Mathematics (NCETM).</p>	2,3,6

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning#:~:text=Mastery%20learning%20works%20through%20designing,on%20to%20the%20next%20task.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning#:~:text=Mastery%20learning%20works%20through%20designing,on%20to%20the%20next%20task.</a> shows a score of +5 for mastery approach	
CPD – Phonics training and support for TLAs	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils, which then impacts on their achievement in writing. Teachers and TLAs will engage in continuous professional development through regular training. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> shows a score of +5 for phonics interventions	1,2,3,6
Gains in teaching and learning through whole school CPD linked to Walkthru's: teachers and TLAs	WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps. Teachers will implement Walkthru strategies which are then discussed and evaluated during staff meetings. <a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a> explains the evidence behind the Walkthrus teaching techniques	1,3,4,6,7
Enhanced transition for reception	EEF highlights that transition can be particularly challenging for: disadvantaged children, children with SEND and summer-born children. Effective transition includes: Extra visits or staggered starts where needed, early identification of support and close work with families  Parental engagement is key. The EEF finds that supporting parents to understand routines, expectations, and learning helps children settle, simple strategies (meetings, guidance, conversations) can have a positive impact, parents are partners in transition, not just recipients of information.	1,5

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

Budgeted cost: £12,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra TLA hours – to support	Evidence suggests that TAs can have a positive impact on academic achievement, ensuring that specific children can access the learning through support and scaffolding.	1, 2, 3, 4, 6

children in class who are underachieving	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> shows a score of +4 for small group tuition	
Extra TLA hours to run targeted intervention groups for children who are underachieving.	<p>The evidence shows that teaching assistants can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils. Staff will reflect on the purpose of interventions and engage with the evidence base before deploying teaching assistants to deliver structured interventions. We will monitor progress to be sure the benefit of the intervention outweighs time away from the classroom.</p> <p>Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> shows a score of +4 for TA interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> shows a score of +5 for collaborative learning</p>	1, 2, 3, 4, 6

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School visits – cost of trips subsidised  After school clubs providing a range	<p>Curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities. (Ofsted, 'The curriculum in successful primary schools' 553. 2002.)</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> shows a score of +4 for participation</p>	4,5,7

of arts/ sports		
Nurture group/ positive play ELSA/ Lego Therapy/ pastoral drop in sessions	<p>These interventions are designed to address the social and emotional needs that can hamper pupils' learning. Nurture groups are supported and recommended by organisations, such as Ofsted, Estyn and HMIE.</p> <p><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></p> <p>shows a score of +4 for social and emotional learning</p>	5,7
Family Support worker – one day per week	<p>FSW supports families in crisis to ensure that attainment is not hampered by external factors. FSW will focus on families with persistent absences and continual lateness.</p> <p><a href="https://assets.publishing.service.gov.uk/media/66ce094e8e33f28aae7e1f6d/Keeping_children_safe_in_education_2024_part_one.pdf">https://assets.publishing.service.gov.uk/media/66ce094e8e33f28aae7e1f6d/Keeping_children_safe_in_education_2024_part_one.pdf</a></p> <p>explains the importance of 'early help'.</p>	4,5
PINS training	<p>Training of SENDCo and headteacher: identifying neurodiversity, diagnosis, support and strategies to help neurodivergent children to access learning in the classroom. To be disseminated to all staff.</p> <p><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></p> <p>shows a score of +4 for social and emotional learning</p>	5

**Total budgeted cost: £64, 751**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2024/5 suggest that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Our assessment of the reasons for these outcomes points to the legacy of Covid-19. The pandemic disrupted learning in all subject areas to varying degrees and the effects are still being seen as children move up through school. This is now being exacerbated by the cost of living crisis and the lack of school readiness of children entering reception. As evidenced in schools across the country, the gaps are most evident in our disadvantaged pupils. This gap is now closing due to targeted interventions and quality first teaching, but the effects of lockdown are still evident.

Target: Improve writing across the school, increasing the number of PP pupils working at ARE and GD - not achieved

Target - To raise the attainment of PP children in all areas so that the gap begins to close by addressing their mental wellbeing and self-esteem – We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. The gap is closing but this support is still needed.

Target - To ensure that teachers are able to focus their teaching appropriately, through ongoing CPD, and TAs are able to target PP children who are underachieving - data and assessment, pupil progress meetings and 'credible plans' identified children at risk and TLAs worked with these children either in the classroom or in intervention groups, progress was shown but this problem is ongoing.

Target – To raise aspirations and encourage ambition of PP children – visitors to school have included the police (careers in the police force, mini police programme), Lud Ramsey (African Caribbean Chesterfield Association), Kathak dancers from India. Children have experienced a number of trips related to topics taught. Topic planning has included learning and tasks which encourage aspiration. Children need these experiences to be ongoing as lack of aspiration is a problem in the wider community.

Target - Increase language acquisition and vocabulary across the school.. Medium term plans have an oracy focus but our recent Ofsted inspection identified language as an area for development

Target - Quality first teaching for all children – teachers have ongoing CPD to ensure teaching is of the highest quality, along with recent development of a knowledge rich curriculum. Use of Walkthrus enables teachers to reflect on their teaching methods and try new strategies. This target is ongoing.

Target - Improve mental wellbeing and raise self-esteem - pupil behaviour, wellbeing and mental health were significantly impacted during the pandemic and this is now being exacerbated by the cost of living crisis. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and families, and targeted interventions. This is monitored through ELSA evaluations and pupil voice. There is still significant need in this area.

### 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

### Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

**Further information (optional)**

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