

Pupil premium strategy statement at Holywell Primary and Nursery School

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	400
Proportion (%) of pupil premium eligible pupils	23.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 (Year 1 of 3-year plan)
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Christian Hamilton Headteacher
Pupil premium lead	Victoria Tuck Assistant Headteacher
Governor lead	Katya Chaplin Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,160
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£136,160

Statement of intent

At Holywell Primary and Nursery School, we employ a tiered approach, prioritising impactful strategies that foster success for all pupils, particularly those who are disadvantaged.

High Quality Teaching and Whole School Strategies

Effective teaching forms the foundation of our vision. We are dedicated to:

- Delivering excellent whole class teaching with appropriate support and challenge, enabling each pupil to achieve their full potential.
- Developing a curriculum where fluency in reading, confidence in writing and a deep understanding to mathematics equip pupils with essential skills for life.
- Ensuring practitioners have high expectations for all pupils, fostering an environment where 'everyone can'.
- Integrating our School Development Plan with the needs of disadvantaged pupils, ensuring targeted and cohesive progress that aligns with their academic and personal goals.

This foundation supports a purposeful, rewarding journey from nursery through to Year 6, ensuring readiness for secondary school and beyond.

Targeted Support and Interventions

Evidence emphasises the benefits of targeted support, so we:

- Reduce barriers to learning with interventions and support to each pupil's needs.
- Assess, plan, implement and review interventions rigorously, leveraging evidence from EEF and other reliable sources to guide our approach.
- Invest in support from wider agencies with expertise, including educational psychology, speech and language and CCN teams to support our pupils' needs.

Wider Strategies to Foster Wellbeing and Aspirations

Alongside academic progress, we address additional factors that contribute to a pupil's success by removing barriers:

- Create opportunities for all pupils to experience enrichment.
- Offer leadership roles, participation in team activities and access to creative arts and real-world experiences, broadening cultural capital and aspirations.
- Promote good attendance and work with families to support this aspect of our children's education.
- Thrive whole school approach to improving the mental health and wellbeing of children and young people.

At Holywell, our aim is to build a nurturing school community where every pupil, especially those from disadvantaged backgrounds, experiences success, grows in confidence and flourishes. Through the targeted use of the Pupil Premium Grant, we rigorously monitor our strategies to ensure impactful, cost-effective progress and empower all pupils to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional barriers hinder access to learning.
2	Oral language skills and vocabulary gaps are evident amongst our pupils, from Reception through to KS2.
3	There is an increased proportion of children requiring support from external agencies, including identifying and supporting special educational needs.
4	Disadvantaged pupils typically face greater challenges in reading, writing and maths, with attainment levels in these core areas below those of their non-disadvantaged peers.
5	Absenteeism amongst disadvantaged pupils is greater than their non-disadvantaged peers. A significant number of disadvantaged pupils are persistently absent.
6	Families are experiencing increased financial challenges.
7	A proportion of our disadvantaged children have limited access to experiences and opportunities to explore their interests and talents.

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
Children will develop a greater understanding of self-regulation. They will gain greater empathy and an understanding of cause and consequence. Several disadvantaged families will join the Family Thrive programme.	Thrive data will indicate successful interventions. The number of children assessed at the Thrive strands below age-appropriate will decrease.
Children will develop a greater vocabulary and be able to express themselves clearly, using appropriate vocabulary, articulation and pronunciation.	This will be demonstrated orally and in writing. Children will be able to identify rhythm and rhyme in language. Children will be able to orally retell a story or event in more detail. Language choices will be appropriate and articulation and pronunciation will be accurate.
An increase in purchased hours of outside agencies will enable us to assess and identify specific learning difficulties.	More children will have access to assessment and identification of needs which will lead to recommendations from specialists, implemented in the classroom.

Improve attainment in maths and English among disadvantaged pupils so that their performance aligns with or exceeds that of their non-disadvantaged peers.	Disadvantaged pupils demonstrate measurable improvements in maths, reading and writing, with increased scores in standardised or teacher assessments that narrow the gap with their non-disadvantaged peers.
Reduce absenteeism among disadvantaged pupils so that their attendance rates are comparable to those of their non-disadvantaged peers.	A significant reduction in the number of persistently absent pupils and improved attendance rates that align with or exceed those of non-disadvantaged peers.
Children can access all opportunities for example, attend educational visits and residential, participate in extra-tuition and meet uniform requirements. Individual or family needs can be funded to reduce hardship.	Children will be less affected by financial constraints. All disadvantaged will be able to access extra-curricular activities and educational visits.
Learners will be engaged and motivated by experiences and opportunities. They will be given opportunities to recognise and develop their talents and interests. This will have a positive impact upon self-image and learning attitudes.	Pupils will experience opportunities beyond the national Curriculum.

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

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver maths lessons using the structured Maths No Problem programme. <i>£7,000</i>	Ofsted has emphasised the positive impact of structured maths lessons, to improve pupil engagement and attainment, especially among disadvantaged students in it's Ofsted Mathematical Success report.	4
Update RWI training for practitioners delivering the programme. <i>£1,200</i>	EEF RWI Project conducted trials that showed disadvantaged pupils who received the RWI intervention were reported to make three additional months' progress.	4

Develop CUSP reading curriculum. <i>£1,000</i>	A curriculum themed around a high-quality literacy spine, with a focus on vocabulary to develop comprehension. Links with CUSP writing curriculum (EEF Reading Comprehension Strategies).	4
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Targeted academic support

Budgeted cost: £87,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Post and pre-teaching before and after lessons, led by LSAs in afternoon sessions and tutorial time. <i>£60,000</i>	Gaps will be identified immediately and quality targeted teaching provided, ensuring children make accelerated progress on up to 6 months (EEF Feedback Toolkit).	4
Contribute to weekly visits from NHS Speech and Language specialist. <i>£12,500</i>	Supported by the SEND Code of Practice April 2020 .	2, 3
Complex Communication Needs Team and Educational Psychologist support. <i>£14,190</i>	Supported by the SEND Code of Practice April 2020 .	3
Dyslexia Gold subscription. <i>£620</i>	Targeted reading interventions can improve reading skills by an average of 12 months in a term, while spelling proficiency can increase by approximately 10.5 months in the same timeframe (Dyslexia Gold).	4

Wider strategies

Budgeted cost: £39,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive team contribution. <i>£15,200</i>	Social and Emotional Learning interventions can lead to an average improvement of +4 months in academic progress.	1

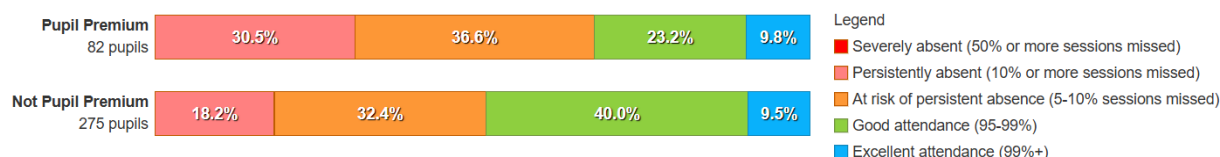
Attendance administrator salary, mornings only. <i>£14,000</i>	Improving attendance can lead to an increase in academic performance, particularly for disadvantaged pupils (EEF Supporting Attendance).	5
Investment in enrichment activities, both whole school and on a 1:1 basis. <i>£6,000</i>	Recognising the benefits of arts participation, which the Education Endowment Foundation links to a potential three-month gain in academic progress.	7
Support fund. <i>£4,450</i>	As recommended by the Department for Education in Supporting the attainment of disadvantaged pupils (DFE, 2015)	6

Total budgeted cost: £136,160

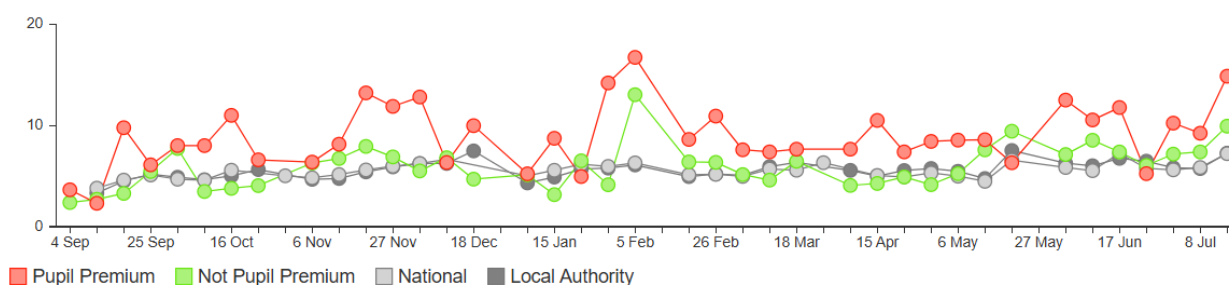
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We recognise that there is an attendance gap between our pupils eligible for Pupil Premium funding and those who are not (91% compared to 94%). This gap affects their academic attainment and progress and it encompasses many of our most vulnerable children and families. In particular, a significant number of our pupil premium children are persistently absent as identified in the chart below:



This line graph shows weekly absences, identifying that absence amongst pupil premium pupils is higher than not pupil premium pupils on the majority of occasions:



Our analysis of end-of-year statutory assessments shows that disadvantaged pupils continue to underachieve compared to their non-disadvantaged peers. These assessments highlight that additional support is essential to close this gap and foster positive academic outcomes. The table below compares pupil premium and not pupil premium pupils, with the colours relating to the size of the gap between the groups.

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Reading	All Pupils	67%	58%	88%	84%	76%	64%	80%	85%	<div>Above</div> <div>0-10%</div> <div>11-20%</div> <div>21+%</div>
	Pupil Premium	50%	50%	75%	75%	56%	45%	82%	82%	
	Not Pupil Premium	75%	59%	90%	88%	80%	74%	79%	86%	
Writing	All Pupils	50%	45%	80%	76%	71%	61%	78%	77%	
	Pupil Premium	0%	0%	63%	58%	56%	45%	73%	59%	
	Not Pupil Premium	75%	52%	83%	82%	74%	69%	79%	86%	
Maths	All Pupils	67%	61%	90%	71%	78%	76%	78%	74%	
	Pupil Premium	50%	25%	75%	50%	56%	55%	73%	59%	
	Not Pupil Premium	75%	67%	93%	79%	82%	87%	79%	81%	

Our analysis of the reasons behind these outcomes points to the need for consistent, quality first teaching strategies and targeted interventions that address the unique challenges our disadvantaged pupils face. Last academic year, we prioritised using Pupil Premium funding to provide well-being support for all pupils, alongside targeted academic interventions where required. This approach forms the foundation of our current plan, where we aim to strengthen these efforts through targeted activities that support both academic and personal growth for our disadvantaged pupils.

The allocation of Pupil Premium funds has enabled us to access assessments and observations from the SEND Educational Psychologist, the Complex Communication Needs (CCN) Team, and the Speech and Language Team. These services provide diagnoses and specific recommendations to ensure the needs of SEND children are met. These recommendations are then reflected in daily classroom practice and appropriate interventions. With an increasing proportion of our pupils identified as SEND, this funding is crucial for accessing external professionals and we will continue this allocation.

Thrive is an essential part of our school. We continue to see a rapid increase in childhood anxiety and safeguarding cases and the Thrive Team plays a significant role in reducing anxiety, accessing external help, and supporting families. Given the rising number of mental health and wellbeing cases impacting our pupils directly, this allocation of Pupil Premium funds will continue next academic year.

The support fund has been allocated for various needs, including subsidised and fully funded places on educational visits and the Year 6 residential, bespoke counselling, play therapy, emergency food parcels, uniforms and holiday camps. With an ongoing financial crisis, we will continue to allocate a portion of the Pupil Premium Grant to address these needs.

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
CUSP Curriculum	Unity Schools Partnership