

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	405
Proportion (%) of pupil premium eligible pupils	23.5%
Academic years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Victoria Tuck Head of School
Pupil premium lead	Senior Leadership Team
Governor lead	Anna Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,870
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£146,870

Part A: Pupil premium strategy plan

Statement of intent

At Holywell Primary and Nursery School, we employ a tiered approach in line with the Education Endowment Foundation (EEF) guidance, prioritising strategies that have the greatest impact on pupil outcomes. Our intention is that all pupils, irrespective of their background or the challenges they face, are known, happy and learning, in line with our school vision. High-quality teaching sits at the heart of our strategy, with a strong focus on the core subjects of reading, writing and mathematics, which our data shows are the areas where disadvantaged pupils require the most support.

High Quality Teaching and Whole School Strategies

High quality teaching is the most important lever for improving outcomes for disadvantaged pupils and forms the foundation of our approach. We are committed to:

- Delivering excellent whole-class teaching with appropriate support and challenge, enabling all pupils to achieve their full potential.
- Developing a carefully sequenced curriculum where fluency in reading, confidence in writing and a deep understanding of mathematics equip pupils with the essential knowledge and skills they need for future success.
- Maintaining high expectations for all pupils, fostering an inclusive learning culture where all children believe they can succeed and barriers linked to disadvantage are not allowed to limit aspiration.
- Aligning our School Development Plan closely with the needs of disadvantaged pupils so that whole-school priorities drive sustained improvements in both academic outcomes and personal development.

This whole school focus ensures a coherent and progressive learning journey from nursery through to Year 6, supporting pupils to be well prepared for secondary education and life beyond primary school.

Targeted Support and Interventions

In line with EEF guidance and Ofsted expectations, targeted support is used to complement, not replace, high-quality teaching. We:

- Identify and reduce barriers to learning through targeted interventions that are responsive to individual pupils' needs.
- Rigorously assess, plan, implement and review interventions to ensure they are timely, effective and evidence-informed, using data and professional judgement to evaluate impact.
- Invest in specialist support from external agencies, including educational psychology, speech and language therapy and the Complex Communication Needs (CCN) team, to provide expert assessment and guidance where pupils require additional support.

This ensures that disadvantaged pupils receive the right support at the right time, enabling them to access the curriculum and make sustained progress.

Wider Strategies to Foster Wellbeing and Aspirations

Recognising that attainment is closely linked to wellbeing, engagement and attendance, we implement wider strategies to remove non-academic barriers to success. We:

- Create inclusive enrichment opportunities so that all pupils can participate fully in school life and broaden their experiences beyond the classroom.

- Promote good attendance as a key driver of achievement, working proactively with families to support regular school attendance and engagement.
- Embed a Thrive approach to support pupils' mental health and wellbeing, ensuring children feel safe, supported and ready to learn.
- These strategies contribute to a positive school culture where pupils feel valued, supported and motivated to achieve.

At Holywell, our aim is to build a nurturing, inclusive school community where every pupil, particularly those from disadvantaged backgrounds, experiences success, develops confidence and flourishes. Through the targeted and strategic use of the Pupil Premium Grant and in line with EEF guidance and the Ofsted inspection framework, we rigorously monitor and evaluate impact to ensure our approaches are effective, sustainable and deliver meaningful improvements in outcomes for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Higher rates of absenteeism among disadvantaged pupils, including persistent absence, combined with social and emotional barriers, limit consistent engagement with learning.
2	Disadvantaged pupils require targeted support to improve attainment and progress in maths.
3	Disadvantaged pupils require targeted support to improve attainment and progress in reading.
4	Disadvantaged pupils require targeted support to improve attainment and progress in writing.
5	Disadvantaged pupils require targeted support to improve attainment and progress in phonics.
6	Gaps in oral language skills and vocabulary, particularly in Early Years and Key Stage 1, affect communication and early literacy development.
7	Increasing numbers of pupils require intervention from external agencies, including identification and provision for special educational needs.

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
To improve attendance, engagement and emotional wellbeing for disadvantaged pupils.	<p>Disadvantaged pupils are accurately identified through attendance and pastoral data and receive timely, targeted support. This leads to:</p> <ul style="list-style-type: none"> • The overall attendance gap between Disadvantaged and Non-disadvantaged pupils is reduced from 3.1% in July 2025 to below 1.5% by July 2026. • The persistent absence gap between Disadvantaged and Non-disadvantaged pupils is reduced from 11.2% in July 2025 to below 5.6% by July 2026. •
To ensure attainment in mathematics for disadvantaged pupils remains above the national average for disadvantaged pupils and that the gap to all pupils combined continues to diminish.	<ul style="list-style-type: none"> • Maintain disadvantaged pupils' maths attainment above the national average for disadvantaged pupils (School: 71%, National: 61%, 2025). • Reduce the attainment gap in mathematics between disadvantaged pupils and all pupils from 12% in 2025 (School disadvantaged: 71%, School all pupils: 83%) by July 2026.
To ensure attainment in reading for disadvantaged pupils remains above the national average for disadvantaged pupils and that the gap to all pupils combined continues to diminish.	<ul style="list-style-type: none"> • Maintain disadvantaged pupils' reading attainment above the national average for disadvantaged pupils (School: 65%, National: 63%, 2025). • Reduce the attainment gap in reading between disadvantaged pupils and all pupils from 12% in 2025 (School disadvantaged: 65%, School all pupils: 77%) by July 2026.
To ensure attainment in writing for disadvantaged pupils remains above the national average for disadvantaged pupils and that the gap to all pupils combined continues to diminish.	<ul style="list-style-type: none"> • Maintain disadvantaged pupils' writing attainment above the national average for disadvantaged pupils (School: 71%, National: 59%, 2025). • Reduce the attainment gap in writing between disadvantaged pupils and all pupils from 14% in 2025 (School disadvantaged: 71%, School all pupils: 85%) by July 2026.
To improve phonics outcomes for disadvantaged pupils and diminish the difference to non-disadvantaged pupils.	<ul style="list-style-type: none"> • Improve disadvantaged pupils' phonics attainment from 44% in 2025. • Reduce the phonics attainment gap between disadvantaged pupils and all pupils from 32% in 2025 (School disadvantaged: 44%, School all pupils: 76%) by July 2026.
To improve oral language development and vocabulary acquisition for disadvantaged pupils.	<ul style="list-style-type: none"> • To reduce the gap in EYFS language acquisition.
To ensure timely identification and effective support for disadvantaged pupils with additional needs.	<ul style="list-style-type: none"> • Disadvantaged pupils requiring support from external agencies, including speech and language therapy and educational psychology, are identified early and

	<p>receive timely assessment and intervention by July 2026.</p> <ul style="list-style-type: none"> • Positive feedback from external professionals and families regarding the effectiveness of support provided.
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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

Budgeted cost: £44,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver maths lessons using the structured Maths No Problem programme.	Our approach ensures a mastery approach where pupils consolidate key concepts before progressing. Ofsted highlights the positive impact of structured maths lessons on pupil engagement and attainment, particularly for disadvantaged pupils (<i>Ofsted Mathematical Success Report</i>). EEF evidence shows mastery approaches, combined with diagnostic assessment and high-quality feedback, have moderate to high impact on progress. Lessons are sequenced carefully, provide challenge for all and allow targeted support for pupils needing additional help.	2
RWI training and coaching for practitioners delivering the programme.	Reading is taught systematically and consistently across the school. EEF evidence (RWI Project) shows disadvantaged pupils receiving structured phonics teaching make an average of three additional months' progress. Training ensures practitioners deliver RWI with fidelity and adapt teaching to meet pupils' needs.	3, 5
Professional development, coaching, mentoring and peer observations	EEF and Ofsted evidence highlights that high-quality teaching is the single most important factor in improving outcomes	2-6

	<p>for disadvantaged pupils. We improve this through:</p> <ul style="list-style-type: none"> • Coaching • Weekly teaching and learning drop ins • Opportunities for peer observation • CPD aligned to school priorities • ECT induction and mentoring by senior leaders 	
Release time for subject leaders and curriculum development	<p>Effective curriculum leadership underpins ensures high-quality materials, coherent sequencing, and consistent implementation across classes. EEF guidance emphasises that developing teacher knowledge and curriculum expertise supports sustained pupil progress. Release time allows subject leaders to:</p> <ul style="list-style-type: none"> • Develop high-quality curriculum resources • Monitor curriculum implementation • Mentor colleagues and support staff CPD • Evaluate impact of interventions 	2-6

Targeted academic support

Budgeted cost: £57,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily small-group intervention to targeted Year 6 pupils	EEF guidance highlights that structured small-group tuition can have a moderate to high impact when carefully targeted and delivered by trained staff. Short, frequent sessions focused on identified gaps support accelerated progress, particularly when aligned closely with classroom teaching.	2, 3, 4
Daily targeted phonics interventions for identified pupils	EEF research identifies phonics as a high-impact approach for early reading, particularly for disadvantaged pupils. Regular, systematic phonics interventions delivered in small groups are effective in	3, 5

	improving decoding, fluency and early reading outcomes.	
Oral language intervention (WellComm) and Local Authority speech and language programmes for identified pupils.	The EEF identifies oral language interventions as having a high impact, particularly in EYFS and KS1, with an average of +6 months' progress. Structured programmes such as WellComm support vocabulary development, listening skills and expressive language, which underpin early literacy and learning.	6, 7
Contribution to weekly visits from NHS Speech and Language Therapy Service	Supported by the SEND Code of Practice (April 2020), which emphasises early identification, specialist assessment and targeted intervention to support pupils with speech, language and communication needs. Regular input from qualified therapists ensures accurate assessment, tailored provision and effective progress monitoring.	6, 7
Complex Communication Needs (CCN) Team and Educational Psychologist support	The SEND Code of Practice (April 2020) highlights the importance of multi-agency working to remove barriers to learning and support pupils with complex needs. Specialist advice informs high-quality classroom practice and targeted interventions, improving access to learning and outcomes for disadvantaged pupils with SEND.	7
Targeted interventions for pupils with dyslexic traits delivered by trained teaching assistants using Dyslexia Gold	EEF evidence supports targeted reading interventions delivered by trained staff to accelerate progress. Research linked to Dyslexia Gold indicates that structured interventions can improve reading skills by up to 12 months in a term and spelling by approximately 10.5 months when implemented consistently.	3, 4, 7

Wider strategies

Budgeted cost: £44,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support	We embed attendance as central to engagement and learning. Evidence	1, 8

	<p>shows improving attendance directly improves academic outcomes, particularly for disadvantaged pupils (EEF Supporting Attendance). Actions include:</p> <ul style="list-style-type: none"> • Attendance administrator monitoring data, implementing follow-up, and supporting policy implementation • Home visits by Pastoral Lead to target pupils at risk) • Multi-faceted approach: senior oversight, strong administration, reward systems and collaboration with families to remove barriers 	
Thrive and Nurture interventions	<p>We integrate social and emotional learning (SEL) to support disadvantaged pupils' readiness to learn. EEF evidence shows SEL interventions improve academic outcomes by an average of +4 months. Thrive/Nurture supports include:</p> <ul style="list-style-type: none"> • 1:1 and small group sessions • Entry-to-school support for anxious pupils • Intensive support from Pastoral Lead 	1, 8
Investment in enrichment activities	<p>Arts and cultural participation is linked by EEF to gains in academic progress (+3 months) and contributes to confidence, aspiration, and personal development. The Holywell Way ensures disadvantaged pupils access high-quality enrichment, and real-world experiences, building cultural capital.</p>	1, 6
Support fund	<p>The DfE recommends using Pupil Premium to remove barriers to learning (DfE, 2015). Provides targeted support including subsidised trips, counselling, play therapy, uniforms and holiday clubs.</p>	1, 7

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a school, we continue to recognise that our disadvantaged pupils face a range of barriers which affect attendance, wellbeing and academic outcomes.

Over the past academic year, work to support pupils' emotional regulation, empathy and understanding of cause and consequence has had a positive, though not yet fully consistent, impact. Thrive assessment data shows a reduction in the number of disadvantaged pupils assessed below age-related expectations across the Thrive strands, indicating that targeted in-school interventions have been effective in improving pupils' self-regulation and emotional development. However, the intended engagement of disadvantaged families with the Family Thrive programme did not take place as anticipated due to limited parental uptake. This has highlighted the need to review how family-focused provision is promoted and supported to maximise impact beyond the classroom.

There has been a continued focus on strengthening communication and language development, particularly in the Early Years. The introduction of the Concept Cat approach in the Nursery has led to improvements in pupils' vocabulary, articulation and pronunciation, with progress evident in both oral language and early writing. While pupils have made gains in expressive language, further work is required to develop rhythm, rhyme and more detailed oral retelling in order to fully secure the intended outcomes and support later literacy development.

Pupil Premium funding has been used effectively to increase access to external professional support, enabling earlier identification of need and more precise intervention. Additional purchased hours from the Educational Psychologist, alongside support from the Complex Communication Needs Team and the Speech and Language Therapy Service, have resulted in clearer diagnoses and actionable recommendations that are embedded into classroom practice and targeted interventions. With an increasing proportion of disadvantaged pupils identified as having SEND, this investment has been essential in improving access to learning and supporting pupils' individual needs.

Despite these strengths, academic outcomes for disadvantaged pupils remain inconsistent. End-of-year statutory assessment data shows that disadvantaged pupils continue to underachieve overall compared to their non-disadvantaged peers, particularly in English and mathematics. While some Pupil Premium pupils made strong or above-expected progress through targeted approaches such as the Focus Pupil strategy, a higher proportion made below-expected progress when compared with non-Pupil Premium pupils. This indicates that, although targeted support has been effective for some individuals, consistently strong outcomes at cohort level have not yet been secured. Further improvement is dependent on consistently high-quality first teaching, supported by well-targeted interventions that directly address identified barriers to learning.

Attendance continues to be a key factor influencing outcomes. Over the last academic year, there has been a significant reduction in the proportion of persistently absent disadvantaged pupils, falling from 36.6% to 23.3%. Overall attendance for Pupil Premium pupils has improved

to 92%, compared to 95.3% for non-Pupil Premium pupils, resulting in a reduced but still present gap of 3.3%. While this represents a positive trend for both groups, the remaining disparity continues to impact academic progress and remains a priority for further improvement.

The school has continued to use Pupil Premium funding to remove practical barriers to learning and participation. Disadvantaged pupils have been supported to access educational visits and the Year 6 residential, additional tuition where needs were identified, uniform provision, emergency food parcels, bespoke counselling and play therapy and holiday camps. In the context of the ongoing cost of living crisis, this support has been vital in ensuring that disadvantaged pupils are able to engage fully in all aspects of school life.

Overall, the review of the previous academic year shows that while there have been clear successes in improving wellbeing, access to specialist support and attendance, outcomes for disadvantaged pupils remain uneven, particularly in academic attainment. Where strategies have been well targeted and consistently implemented, impact has been strongest. In response, the school has developed a revised three year Pupil Premium strategy with clearer success criteria and more robust evaluation processes, ensuring that funding is increasingly well targeted and that outcomes for disadvantaged pupils continue to improve over time.

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