

Pupil premium strategy statement – Hollinhey Primary School & Nursery

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	199 (44 Nursery)
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	C. Massey
Pupil premium lead	J. Perry
Governor / Trustee lead	F. Buss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,075 (£31,815 for 21 x PP pupils and £5,260 for 2 x LAC pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£37,075

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We are part of the 'Raising Achievement in Disadvantaged Youngsters (RADY)' strategy which runs as a 'golden thread' through our School Strategic Development Plan.

To achieve this, we remain dedicated to incorporating the latest research from the Education Endowment Foundation and implementing the 3-tiered approach to spending as detailed below.

Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.

- High quality teaching for all
- High quality assessments and a curriculum which responds to the needs of pupils
- Professional development
- Mentoring and coaching
- Resources focused on supporting high quality teaching and learning

Targeted academic support

Evidence indicates that small group and one-to-one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

- High quality one to one and small group intervention led by class teachers
- Immediate phonic intervention led by class teachers
- Planning for pupils with special educational needs and disabilities

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school. Enrichment and support can help disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

- Supporting pupils' social, emotional and behavioural needs
- Supporting high levels of attendance and punctuality
- Communicating with and supporting parents/carers
- Providing opportunities to take part in all wider learning including trips and residential visits.

To ensure these strategies are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

At the core of our approach is a commitment to high quality teaching, strategically tailored to address the specific needs of disadvantaged pupils. This targeted focus not only proves instrumental in narrowing the attainment gap associated with disadvantage but also contributes positively to the academic

growth of our non-disadvantaged pupils. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach is dynamic and responsive, addressing both common challenges and individual need. This is rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped speech and Language on entry and low oracy skills for disadvantaged pupils
2	Assessments, observations, and discussions with pupils show that Early Reading fluency, phonics and reading mileage are weaker for our disadvantaged children.
3	Assessments, observations, and discussions with pupils show that basic skills in writing is lower for disadvantaged pupils including spelling.
4	Assessments, observations, and discussions with pupils show that fluency in arithmetic is lower for disadvantaged pupils including number bond and multiplication facts recall.
5	Our assessments and observations indicate that the mental health and wellbeing of many of our disadvantaged pupils is lower than those of their peers.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils with a number of pupils with PA.
7	Access to the wide range of educational experiences is limited as children may not be able to attend trips and visits that require a parental donation. This has a negative impact on their personal development. In Summer Term 2024 only 20% of PP children assessed school -led After School Clubs.

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's speech and language and oracy skills are in line with age related expectation.	Children engaging fully in teaching and learning. Speech and Language needs are addressed. Children can communicate with peers and adults fluently. Children have well-developed oracy skills which are seen across the curriculum.
Reading is in line with age related expectation.	Children's reading is age appropriate and allows them to access the whole curriculum. Reading mileage for all children is age appropriate. Parental engagement to support reading is increased. Targeted interventions have measurable impact. Strategies to decode texts are secure for all children. Enjoyment of reading is evident from all children.

	Fluency in particular is improved and blending skills more developed.
Writing is in line with age related expectation.	Gaps in skills are identified and addressed. Targeted interventions have measurable impact. Punctuation and spellings are age appropriate. Pupils are able to write for a range of purposes.
Maths is in line with age related expectation.	Gaps in skills are identified and addressed. Targeted interventions have measurable impact. Maths fluency skills are age appropriate. Pupils are able to apply their maths to a range of contexts more confidently
Pupils are able to manage emotions and their wellbeing so that they can access the curriculum fully.	Trauma informed approach continues to be embedded. Early identification and help for children's needs. SEND Pupils identified, targeted and clear actions put in place to support. Targeted interventions have measurable impact. Mental Health Lead maintains effective relationships with key families.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for all pupils demonstrated by: • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 7% lower than their peers.
Pupils have a breadth of experiences that enable them to contextualise their learning.	Taking part in all wider learning opportunities will be demonstrated by: • The school's curriculum offer includes a wide range of experiences which enrich and broaden children's thinking. • All pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • All disadvantaged pupils are accessing a range of school visits including residential visits • Disadvantaged children are well represented in after-school clubs • The majority of disadvantaged children take on responsibility roles to represent our school in year six.

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: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of DfE validated Systematic Synthetic Phonics programme – Read, Write Inc to secure stronger phonics teaching for all pupils. Introduce Foundation Stage Read Write Inc into Nursery	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: EEF Phonics Toolkit Strand	1 2 3
Engagement in training and support based on developing oracy skills from both the Aspire trust and Oracy Leads within school.	The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their thoughts and communicate effectively	1 2 3
Use of Maths scheme (Oak Academy) to ensure disadvantaged pupils can develop their fluency in maths.	Use manipulatives and representations to develop understanding. EEF Improving Mathematics in EYFS and KS1	4
Improve outcomes for all disadvantaged pupils by implementing the local authority RADY (raising attainment for disadvantaged youngsters) programme.	RADY is a long-term strategy to address a systemic issue of disadvantaged youngsters having lower attainment than their peers. A key focus over the next three years is to improve outcomes for disadvantaged pupils across the school. This includes raising attainment, enhancing participation in lessons, and ensuring proportional representation in extracurricular activities.	1, 2, 3, 4, 5, 6 and 7
Provide RADY training to all staff. EEF research shows that ensuring an effective teacher is in front of every class should be a top priority for pupil premium spending.	Provide RADY training to all staff. EEF research shows that ensuring an effective teacher is in front of every class should be a top priority for pupil premium spending.	1, 2, 3, 4, and 5

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

Budgeted cost: £ 8,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching	Recommendation 5: Use TAs to deliver high quality one-to-one and small group support using structured interventions EEF Making Best Use of Teaching Assistants	2 3 4
WELLCOMM	Speech & Language Screening & Tracking Tool (Nursery to Y6)	1
Reading Plus Digital Programme in Y5 & Y6	In class and at home programme to address weaknesses in reading, vocabulary, fluency and visual skills. EEF guidance 'Reading comprehension—the sum of many parts' Adapted from Hogan, Bridges, Justice, and Cain (2011)	2
Targeted 1:1 interventions with TAs based on individual needs (including SALT)	Speech and language specific teaching assistant to lead early language sessions and school based catch up interventions in Reception and Year 1. Recommendation 5: TAs to deliver high quality one-to-one and small group support using structured interventions Making Best Use of Teaching Assistants EEF One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1 2 3 4
Trust Assistant CEO support during academic year; identifies needs of pupils, monitoring impact of interventions through data and pupil voice		1 2 3 4

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

Budgeted cost: £ 15,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead to monitoring attendance with a specific focus on persistent absences; proactively engaging with parents and carers and external services to support attendance.	EEF - Parental Engagement We define parental engagement as the involvement of parents in supporting their child's academic learning. It includes - - Approaches and programmes which aim to develop parental skills, - General approaches which encourage parents to support their children with e.g. homework/reading, - The involvement of parents in their children's learning activities; and	6

In line with local authority guidance on attendance, senior leaders and the attendance team conduct meetings with parents to support attendance	More intensive programmes for families in crisis.	
Support for funded trips for disadvantaged pupils. Support for funded residential for disadvantaged pupils. Funding for Extra Curriculum activities e.g. singing, Sports Clubs	EEF (+3 Months) – Parental Engagement We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading - the involvement of parents in their children's learning activities; - more intensive programmes for families in crisis.	7
Mental Health Lead to run 1:1 sessions and group sessions (0.3) with identified pupils	Range of strategies, interventions use appropriate to the needs of the individual and/or group inc. Cool Connections, Lego therapy, Anxiety Gremlin, Zones of Regulation amongst other proven activities EEF (+4 months) Social and Emotional Learning	5
Ensure the two ELSA trained TAs have dedicated time to support mental health for the children in addition to their continued training needs	EEF - Improving Social and Emotional Learning Social and emotional skills are best taught explicitly & proactively, outside of crisis; our arrangement is to deliver ELSA, Mindfulness and Forest school in this way. Forest School provides a conducive environment to develop for self regulation and metacognition, in which skills learnt within explicit teaching are developed through scaffolding and modelling so that pupils challenge themselves, persevere and succeed within a context which utilises the skills and knowledge developed within the wider curriculum.	
Forest School Practitioner to conduct session in Reception (weekly) and half-term blocks in Y1 Y2 & Y4		
HLTA to complete PawsBe Mindfulness Training and provide 6 week blocks in Y4 Y5 Y6		

Total budgeted cost: £ 37,075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching Strategies

- All curriculums have a clear progression document (which build on prior learning) and identify the end points required.
- All teachers received training on teaching sequences for writing, reading fluency and small steps in Maths.
- Small steps of progress pedagogy seen in each class
- Staff confidence in delivering RWI across phases has grown and more staff are now trained in the programme
- Staff implemented the metacognitive strategies both within the classroom and knowledge organisers / curriculum maps demonstrate this.
- Staff engaged well with Trust year group moderation and practice was improved as a result

Targeted Support

- The staffing was deployed effectively during the year and progress was seen in end of year assessments for the majority of classes
- Year 6 additional support was used for effectively to target specific children in smaller groups in addition to the Maths and English lessons – after and before school
- Study Guides and Workbooks were purchased for all Y6 pupils
- High quality small 1:1 and small group tuition for phonics in EYFS and KS1
- Small group bespoke literacy and maths groups were set up across KS1 and KS2 to support the small step progression of children who required additional support.
- All interventions monitored for impact and changed as appropriate eg IDL to precision teaching

Wider Approaches

- All trips and residential were funded for PP children and consequently all children attended all trips and visits.
- All PP children have the voluntary transport costs paid for and those attending additional swimming were fully funded. PP children made good progress in swimming.
- Forest School half a day weekly. Reception through to Year 3 were able to benefit along with the running of an after school club..
- We were able to deliver nurture Groups – resilience bucket and Cool Connections (one hour weekly). This resulted in some individual children feeling less anxiety and greater resilience or being referred to Mental Health Support Team
- Bespoke provision to support children with SEMH needs had an impact on behaviour and a reduction in disruption to learning.
- Homework club – one hour weekly all children in KS2 have access to this and numbers have grown through the year.
- Mindfulness 6 week programme for Years 4, 5 & 6 resulted in the children having a variety of strategies they could apply.

Pupil Premium Reception				Reading Achieved ELG		Writing Achieved ELG		Maths Achieved ELG				
No of pupils 30 (2 in 1 out)				Number	Percent	Number	Percent	Number	Percent			
National 2024												
Spring 2024/25				1/2	50%	1/2	50%	1/2	50%			
Summer 2024/25				1/2	50%	1/2	50%	1/2	50%			
Pupil Premium	Reading				Writing				Maths			
Year 1	ARE +		GDS		ARE +		GDS		ARE +		GDS	
No of pupils 30 (2 in)	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Autumn 2024/25 (3)	1	33.3%	0	0%	0	0%	0	0%	1	33.3%	0	0%
Spring 2024/25 (3)	1	33.3%	0	0%	0	0%	0	0%	1	33.3%	0	0%
Summer 2024/25 (3)	1	33.3%	0	0%	0	0%	0	0%	1	33.3%	0	0%
Pupil Premium	Reading				Writing				Maths			
Year 2	ARE +		GDS		ARE +		GDS		ARE +		GDS	
No of pupils 28 (1 in 3 out)	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Autumn 2024/25 (3)	2	66.7%	0	0%	2	66.7%	0	0%	2	66.7%	0	0%
Spring 2024/25 (3)	2	66.7%	0	0%	2	66.7%	0	0%	2	66.7%	0	0%
Summer 2024/25 (3)	2	66.7%	0	0%	2	66.7%	0	0%	2	66.7%	0	0%
Pupil Premium	Reading				Writing				Maths			
Year 3	ARE +		GDS		ARE +		GDS		ARE +		GDS	
No of pupils 28	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Autumn 2024/25 (3)	1	33.3%	0	0%	0	0%	0	0%	1	33.3%	0	0%
Spring 2024/25 (3)	1	33.3%	0	0%	0	0%	0	0%	1	33.3%	0	0%
Summer 2024/25 (3)	1	33.3%	0	0%	0	0%	0	0%	1	33.3%	0	0%
Pupil Premium	Reading				Writing				Maths			
Year 4	ARE +		GDS		ARE +		GDS		ARE +		GDS	

No of pupils 34 (1 in)	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Autumn 2024/25 (9)	7	77.8%	1	11.1%	5	55.6%	0	0%	6	66.7%	0	0%
Spring 2024/25 (9)	7	77.8%	1	11.1%	5	55.6%	0	0%	6	66.7%	0	0%
Summer 2024/25 (9)	7	77.8%	1	11.1%	5	55.6%	0	0%	7	77.8%	1	11.1%
Pupil Premium	Reading				Writing				Maths			
Year 5	ARE +		GDS		ARE +		GDS		ARE +		GDS	
No of pupils 22 (2 in 2 out)	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Autumn 2024/25 (3)	1	33.3%	0	0%	1	33.3%	0	0%	0	0%	0	0%
Spring 2024/25 (4)	2	50%	0	0%	2	50%	0	0%	1	25%	0	0%
Summer 2024/25 (4)	2	50%	0	0%	2	50%	0	0%	3	75%	0	0%
Pupil Premium	Reading				Writing				Maths			
Year 6	ARE +		GDS		ARE +		GDS		ARE +		GDS	
No of pupils 23	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Autumn 2024/25 (4)	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Spring 2024/25 (4)	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%
Summer 2024/25 (4)	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%

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
TT Rockstars	
Spelling Shed	Ed Shed
IDL	