

Pupil Premium Strategy Statement 2026-27



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

School overview

Detail	Data
School Name	Holden Clough Primary School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	A.Porter/ Jo Hartley & Jenna Boulton
Pupil premium lead	Adam Porter
Governor / Trustee lead	Ali Basharat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,250

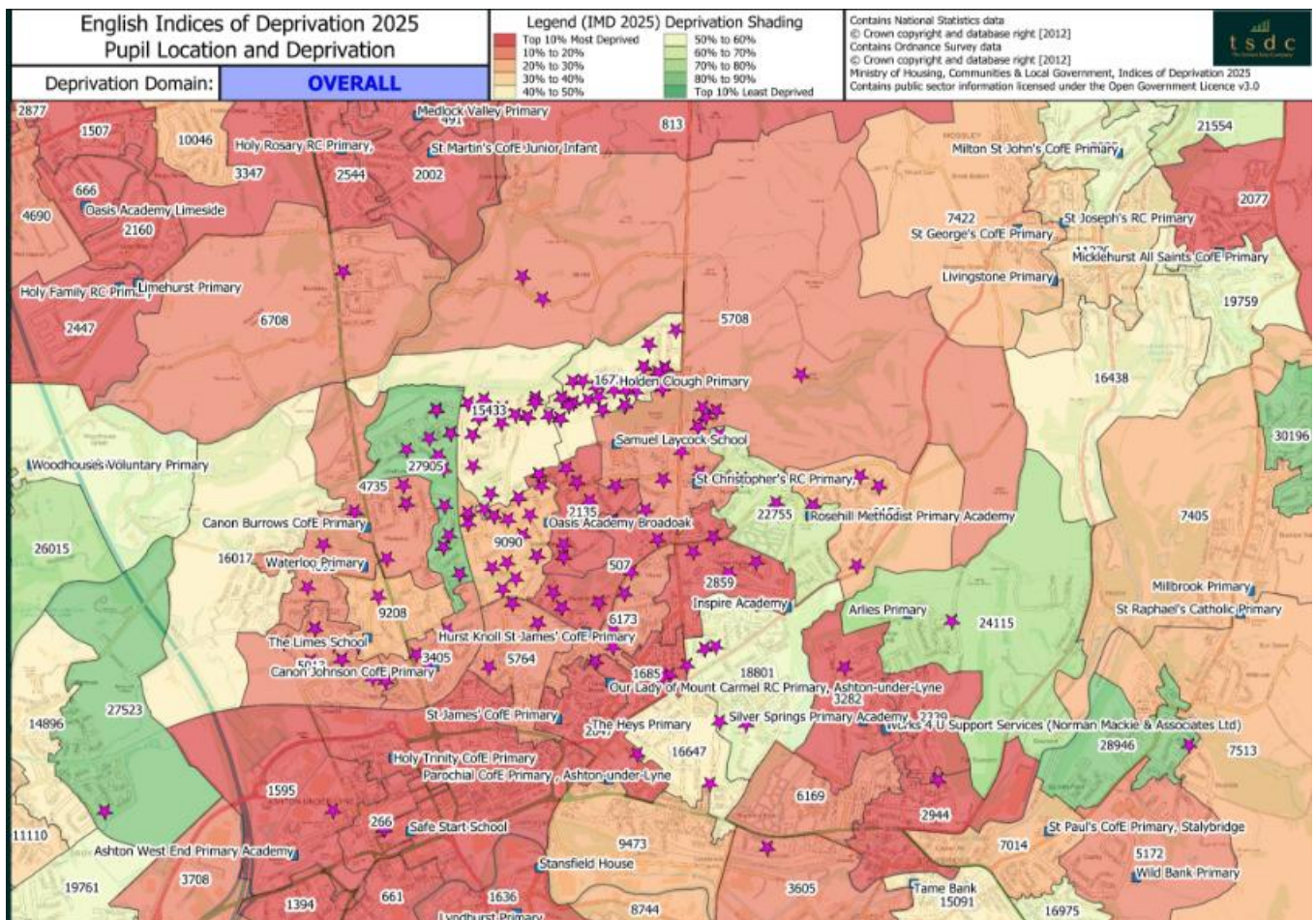
Demography and School Context

Holden Clough Primary School is situated in Ashton-under-Lyne, within Tameside MBC. Historically operating as a two-form entry school with a part-time nursery offering 26 places, the school has recently adjusted its admissions structure in response to changing local demographics.

Following a two-year consultation process with the Local Authority, the school formally reduced its Published Admission Number (PAN) to 30 pupils per year group starting from the 2023–2024 academic year. This decision was based on declining pupil number forecasts provided by the LA Admissions Department. The 2025–2026 academic year marks the third year of operating with a single-form Reception intake of 30 children. Current nursery admissions remain low (16 pupils), and projections for the next two years suggest similar trends.

This strategic reduction ensures that the school can continue to deliver high-quality education while adapting to the evolving needs of the local community.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The stars indicate where the school’s pupils live. Although there are areas relatively near to the school which have lower than average levels of deprivation, some of the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country.



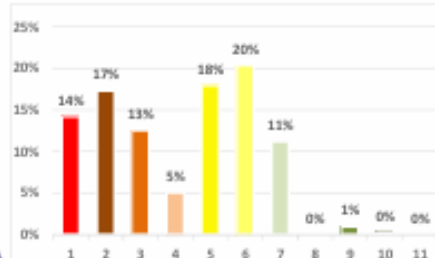
IDACI DEPRIVATION DOMAIN

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3,376	42	14%	1991
2	10% to 20%	3,377 to 6,751	51	17%	5257
3	20% to 30%	6,752 to 10,127	37	13%	8869
4	30% to 40%	10,128 to 13,502	15	5%	12196
5	40% to 50%	13,503 to 16,878	53	18%	14429
6	50% to 60%	16,879 to 20,253	60	20%	18071
7	60% to 70%	20,254 to 23,629	33	11%	22293
8	70% to 80%	23,630 to 27,004	0	0%	
9	80% to 90%	27,005 to 30,380	3	1%	28481
10	10% Least Deprived	30,381 to 33,755	1	0%	30835
UNKNOWN			0	0%	
TOTAL			295	36.8%	12080

Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1,688	17	6%	1098
	6% to 10%	1,689 to 3,376	25	8%	2598
2	10% to 15%	3,377 to 5,063	29	10%	4743
	16% to 20%	5,064 to 6,751	22	7%	5933
3	20% to 25%	6,752 to 8,439	5	2%	7674
	26% to 30%	8,440 to 10,127	32	11%	9056

% IDACI DECILES



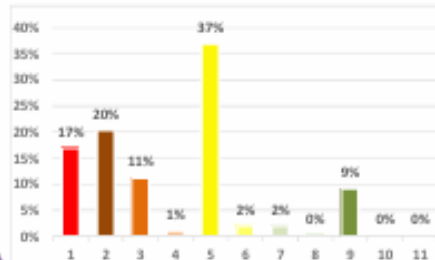
OVERALL DEPRIVATION DOMAIN

Decile	Decile Description	Ranks	Number of Pupils	OVERALL %	Avg. Rank
1	10% Most Deprived	1 to 3,376	50	17%	1543
2	10% to 20%	3,377 to 6,751	60	20%	5348
3	20% to 30%	6,752 to 10,127	33	11%	8888
4	30% to 40%	10,128 to 13,502	3	1%	12256
5	40% to 50%	13,503 to 16,878	109	37%	16118
6	50% to 60%	16,879 to 20,253	6	2%	18801
7	60% to 70%	20,254 to 23,629	6	2%	22498
8	70% to 80%	23,630 to 27,004	1	0%	24115
9	80% to 90%	27,005 to 30,380	27	9%	27915
10	10% Least Deprived	30,381 to 33,755	0	0%	
UNKNOWN			0	0%	
TOTAL			295	36.2%	11900

Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	OVERALL %	Avg. Rank
1	5% Most Deprived	1 to 1,688	23	8%	659
	6% to 10%	1,689 to 3,376	27	9%	2296
2	10% to 15%	3,377 to 5,063	12	4%	4218
	16% to 20%	5,064 to 6,751	46	16%	5583
3	20% to 25%	6,752 to 8,439	9	3%	7740
	26% to 30%	8,440 to 10,127	26	9%	9117

% OVERALL DECILES



Part A: Pupil premium strategy plan

Statement of intent

Our vision

Holden Clough Primary School is **a family of lifelong learners who reach for the stars**. Our values of **Stickability, Together, Achievement and Respect** underpin our commitment to ensuring that every child, including every disadvantaged child, receives the support, challenge and opportunities needed to flourish.

Our Pupil Premium strategy is designed to ensure that disadvantage does not limit children's academic achievement, attendance, wellbeing, participation or future opportunities. We recognise that children eligible for Pupil Premium are not a homogeneous group. Their needs may arise from poverty, weaker early language, English as an additional language, SEND, social and emotional needs, limited access to enrichment, family circumstances or other barriers. We will therefore use a needs-led approach rather than assuming that all disadvantaged children require the same provision.

Ultimate objectives for disadvantaged children

Our ultimate objectives are that disadvantaged children at Holden Clough:

1. **Achieve highly from their individual starting points** and are well prepared for the next stage of education.
2. Develop secure foundations in **communication, reading, writing and mathematics**, beginning in the Early Years Foundation Stage.
3. Achieve outcomes that are at least in line with national outcomes for disadvantaged children and increasingly close the attainment gap with non-disadvantaged children in the school.
4. Have equitable access to a broad, ambitious and culturally rich curriculum, including educational visits, residential experiences, clubs, sport, music, the arts and digital learning.
5. Attend school regularly and punctually, with persistent absence reduced significantly.
6. Develop the language, confidence, self-regulation and resilience needed to participate successfully in learning.
7. Feel safe, included, valued and able to contribute fully to school life.
8. Benefit from strong relationships between school, families, external agencies and the wider community.
9. Develop essential digital literacy skills and the independence needed for future learning and employment.
10. Experience a consistent, high-quality education regardless of class, year group, teacher or personal circumstance.

These objectives are consistent with the school's improvement priorities: improving outcomes for children with SEND, maintaining strong writing outcomes, improving reading and writing provision in the Early Years, strengthening digital literacy and developing leadership capacity.

How the strategy will work towards these objectives

The strategy follows the DfE's **Menu of Approaches** and is organised into three complementary tiers:

1. **High-quality teaching** – improving classroom teaching, assessment, curriculum access and staff expertise for all children, with particular attention to the needs of disadvantaged children.
2. **Targeted academic support** – providing precisely targeted, evidence-informed intervention for children whose needs are not fully addressed through classroom teaching alone.
3. **Wider strategies** – addressing attendance, wellbeing, emotional regulation, family engagement, enrichment and other barriers that affect children's readiness and ability to learn.

The three tiers will not operate as separate programmes. High-quality teaching is the foundation. Targeted support will be closely connected to classroom learning and will be adjusted using assessment information. Wider strategies will remove barriers that prevent children from attending, engaging or benefiting from education.

Key principles

1. High expectations and equity

We will maintain the same high expectations for disadvantaged children as for all other children. Equity does not mean providing every child with identical support; it means providing the additional support required for children to access the same ambitious curriculum and opportunities.

2. Early identification and early action

We will identify need as early as possible, particularly in Reception. Baseline information, language assessments, phonics checks, writing and mathematics assessments, attendance data, pastoral information and parent and child voice will be used to identify barriers quickly.

The school will give particular priority to early language and communication. The EEF identifies communication and language as a high-impact area in the Early Years, with evidence supporting high-quality adult-child interaction, shared reading, storytelling, vocabulary teaching and professional development for staff. [EEF: Research Agenda – Early Language](#)

3. Evidence-informed decision-making

The school will select approaches using the best available evidence, professional expertise and knowledge of our children and community. We will avoid introducing provision simply because it is popular or readily available. Interventions will have a clear purpose, identified participants, defined success criteria and a planned review point.

4. Quality first

Disadvantaged children will receive consistently strong classroom teaching. Teachers will use explicit instruction, modelling, questioning, vocabulary development, scaffolding, formative assessment, feedback and adaptive teaching to reduce barriers to learning.

The EEF identifies high-quality teaching as the most important foundation for improving outcomes for disadvantaged children. [EEF: Targeted Academic Support](#)

5. Targeted support without lowered expectations

Small-group and individual support will be used where assessment identifies a specific gap. Interventions will be linked to classroom teaching, delivered by trained staff and monitored for impact. Teaching assistants will supplement, rather than replace, the role of the teacher.

6. A whole-school responsibility

The strategy will be understood and implemented by all staff. Class teachers remain responsible for the progress of disadvantaged children in their classes. Subject leaders, the SENCo, pastoral staff, the attendance team, the Early Years team and senior leaders will contribute to its implementation.

7. Inclusion and belonging

The strategy will be implemented in line with the school's commitment to inclusion. It will complement provision for children with SEND, children who speak English as an additional language, children known to social care and children experiencing other barriers. Pupil Premium funding will not be used as a substitute for the school's legal duties regarding SEND or safeguarding.

This is particularly important in the context of Holden Clough's diverse school population, including a substantial proportion of children of Pakistani heritage. Provision will be culturally responsive, respectful and accessible to children and families.

8. Attendance as an equity issue

Whole-school attendance is strong at 96.4%, but disadvantaged children's attendance is lower at 95.24%, and persistent absence is higher at 12.2% compared with 8.2% across the school. We will respond to individual causes of absence through early identification, positive communication, family partnership and tailored support.

The EEF identifies some promise in personalised parental engagement and responsive interventions that address the individual reasons for absence, while also noting that the overall attendance evidence base is less secure than evidence in areas such as literacy and teaching. [EEF: Evidence Brief on Improving Attendance](#)

9. Enrichment is part of achievement

Educational visits, clubs, sport, music, outdoor learning, residential experiences, cultural experiences and digital learning will be regarded as important elements of personal development and access to the curriculum. Participation will be monitored so that

disadvantaged children are not unintentionally excluded because of cost, confidence, transport or family circumstances.

10. Review, evaluation and accountability

The Pupil Premium Lead and senior leaders will review implementation termly. The governing body will receive regular reports on:

- attendance and persistent absence;
- progress and attainment by year group and subject;
- Early Years language and GLD outcomes;
- participation in interventions and enrichment;
- wellbeing and pastoral indicators;
- the quality and consistency of classroom provision;
- the impact and value for money of funded activity.

The strategy will be adjusted where evidence shows that an approach is not having the intended impact.

Challenges

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

Challenge number	Detail of challenge
1	Early language and communication development. Many disadvantaged children enter Reception with weaker vocabulary, oral language, listening and communication skills. Some children also speak English as an additional language, creating an additional barrier to accessing learning and demonstrating understanding in English. Early language weaknesses affect school readiness, reading, writing, social interaction and self-regulation.
2	Wider vulnerability and access to enrichment. Some disadvantaged children experience challenges linked to wellbeing, emotional regulation, confidence, limited out-of-school experiences and reduced cultural capital. These factors can affect readiness to learn, participation, resilience and children's sense of belonging.
3	Attendance and persistent absence. Although whole-school attendance is strong at 96.4% and above the national average, disadvantaged children's attendance is lower at 95.24%. Persistent absence is 12.2% for disadvantaged children compared with 8.2% across the school. Disadvantaged children therefore lose more learning time and may experience disrupted curriculum sequencing and weaker relationships with school.
4	Within-school attainment gaps. Disadvantaged children perform better than disadvantaged children nationally across many statutory measures, but a gap

	remains between disadvantaged and non-disadvantaged children within Holden Clough. For example, the Year 4 multiplication tables check average is 21.7 for disadvantaged children compared with 22.9 for non-disadvantaged children. The school must maintain its high standards while ensuring that disadvantaged children make accelerated progress where gaps exist.
5	Early Years attainment and GLD. The proportion of disadvantaged children achieving a Good Level of Development is 60%, compared with 79% for non-disadvantaged children: a 19 percentage-point gap. The gap has increased in Reception compared with the previous year. Equity of Early Years outcomes is therefore a principal school priority.

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
1. Disadvantaged children develop stronger oral language, vocabulary, listening and communication skills.	Reception disadvantaged children make strong progress from baseline in communication and language. The gap between disadvantaged and non-disadvantaged children narrows. Children identified as needing additional support receive timely intervention, with progress reviewed at least termly. Children use a widening range of vocabulary and increasingly complete age-appropriate listening, speaking and interaction tasks independently.
2. The proportion of disadvantaged children achieving GLD increases.	The proportion of disadvantaged children achieving GLD increases from 60% towards the school target of at least 75%. The within-school GLD gap reduces from 19 percentage points. Disadvantaged children make strong progress in communication and language, literacy, mathematics and PSSED.
3. Disadvantaged children achieve well across the curriculum.	Progress meetings show that disadvantaged children are meeting their individual targets or making accelerated progress towards them. Gaps in reading, writing and mathematics close over time. KS2 writing outcomes remain above national outcomes, while outcomes in other year groups remain

	at least in line with or above national outcomes.
4. Disadvantaged children receive consistently high-quality teaching.	Pupil progress information, book scrutiny, lesson visits and pupil voice demonstrate that disadvantaged children access the full curriculum. Teachers consistently use explicit instruction, modelling, vocabulary development, scaffolding, formative assessment and adaptive teaching.
5. Disadvantaged children's attendance improves and persistent absence reduces.	Disadvantaged attendance increases from 95.24% towards at least 96% and the gap with whole-school attendance narrows. Persistent absence for disadvantaged children reduces from 12.2% towards the whole-school figure of 8.2%. Individual attendance plans are in place promptly for children at risk of persistent absence.
6. Disadvantaged children are emotionally secure, resilient and ready to learn.	Children identified as needing support have access to timely pastoral or social and emotional support. Pupil voice indicates that disadvantaged children feel safe, included and supported. Behaviour, self-regulation and engagement indicators improve for identified children.

Activity in this academic year (2026/27)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (Tier 1: High-Quality Teaching, assessment, CPD, recruitment & retention)

Budgeted cost: £48,250

Notes on Evidence and source links: each activity below references high-quality evidence (EEF guidance and specific EEF programme evaluations). Links are named as the source text and are clickable.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget ed Cost
Whole-school professional development on early language, vocabulary and high-quality adult–child interaction. Staff will use consistent approaches to model language, extend children’s responses, teach vocabulary explicitly, promote sustained shared thinking and develop talk across the curriculum. Reception and Key Stage 1 staff will receive additional coaching.	The EEF states that language is the foundation of thinking and learning and recommends high-quality interactions, shared reading, storytelling, vocabulary teaching and singing and rhymes in the Early Years. EEF: Preparing for Literacy The EEF’s early language evidence identifies a persistent disadvantage gap and highlights the importance of professional development and language-rich everyday practice. EEF: Research Agenda – Early Language	1, 5	£5,500
Strengthen Early Years provision through a language-rich curriculum. Every area of provision will include planned vocabulary, interactive reading, storytelling, role play, songs, rhymes, discussion and opportunities for children to speak in sustained interactions. Key vocabulary will	The EEF’s Early Years evidence reports that communication and language approaches have a very high average impact and that provision is strongest when it combines vocabulary, language, talk and social communication approaches. EEF: Research Agenda – Early Language	1, 5	£7,000

be identified and revisited.			
Improve formative assessment and pupil progress systems. Teachers will use baseline information, ongoing assessment, phonics data, reading fluency, writing moderation, mathematics checks and language assessments to identify precise gaps. Pupil progress meetings will set specific targets for disadvantaged children, including those with SEND and EAL.	The EEF emphasises that assessment should identify what pupils know and do not know so that teaching and support can be targeted effectively. Targeted support is most effective when based on assessment and reviewed continually. EEF: Targeted Academic Support	1, 4, 5	£3,000
Consistent evidence-informed teaching in reading, writing and mathematics. Teachers will prioritise explicit instruction, modelling, guided practice, vocabulary, retrieval, questioning, worked examples, feedback, fluency and opportunities for independent application.	The EEF identifies good teaching as the foundation of progress for disadvantaged children and stresses that targeted support should complement, not compensate for, weak classroom teaching. EEF: Targeted Academic Support	1, 4, 5	£4,500

Writing provision will include more opportunities for children to write at greater depth, responding to the latest inspection finding.			
Improved adaptive teaching and access for children with SEND, EAL and other barriers. Staff will use visual prompts, accessible resources, pre-teaching, dual coding where appropriate, structured talk, reduced cognitive load, manipulatives, assistive technology and carefully planned scaffolds. Scaffolds will be removed gradually as independence develops.	The EEF advises that pupils with SEND benefit from familiar high-quality teaching approaches such as explicit instruction and scaffolding. Teaching assistants should supplement teacher instruction and avoid creating unnecessary separation from peers and teachers. EEF: Targeted Academic Support	1, 4, 5	£4,000
Reading and vocabulary across the curriculum. Teachers will explicitly teach subject-specific vocabulary, provide rich and diverse texts, use repeated reading and discussion, and ensure disadvantaged children have access to high-quality books at	The EEF's early literacy guidance recommends shared reading, storytelling, vocabulary development and rich language interactions. Interactive reading supports vocabulary, listening, comprehension and oral language. EEF: Preparing for Literacy	1, 2, 4, 5	£4,500

school and at home. Texts will reflect Holden Clough's diverse community and include a wide range of cultures, faiths and experiences.			
Develop digital literacy through the curriculum. Teachers will explicitly teach safe and purposeful use of devices, keyboard and file skills, online research, evaluating information, creating digital content and online communication. The school will identify disadvantaged children who lack access to suitable devices or connectivity at home.	High-quality teaching and access to appropriate technology are included within the DfE Menu of Approaches. Digital skills will be taught as knowledge and practice rather than assumed as pre-existing experience.	2, 4	£1,500
Professional development, coaching and middle-leader development. Subject leaders, including those in subject-specific roles, will receive protected time to monitor provision, analyse disadvantaged children's participation and outcomes, support	The EEF's evidence on closing attainment gaps highlights professional development, effective implementation and shared practice as important conditions for improving outcomes. EEF: Closing the Attainment Gap – Key Lessons	1, 4, 5	£5,250

colleagues and evaluate curriculum impact.			
Recruitment, retention and deployment of skilled staff. Pupil Premium resources will contribute, where appropriate, to retaining experienced staff, maintaining strong Early Years and intervention expertise, and ensuring that teaching assistants receive appropriate training and deployment guidance.	The DfE Menu of Approaches includes supporting recruitment and retention as part of high-quality teaching. Evidence also indicates that trained and well-supported teaching assistants can have positive impact when used in structured ways. EEF: Targeted Academic Support	1, 4, 5	£13,000

Targeted Academic Support (Tier 2: tutoring, small groups, TA deployment)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Targeted Reception language intervention. Children identified through baseline language assessment, observation and teacher assessment will receive structured small-group and, where necessary,	The EEF's evaluation of Nuffield Early Language Intervention found positive effects on oral language and early literacy. The programme uses trained staff to deliver structured individual and small-group sessions. EEF: Research Agenda – Early Language	1, 5	£6,500

individual language support. Sessions will focus on listening, vocabulary, narrative, expressive language, turn-taking and confidence in speaking.			
Daily language opportunities for identified children. Children with weaker language will receive additional shared book reading, planned conversation, vocabulary rehearsal, storytelling, role play and supported peer interaction within the school day.	The EEF recommends a continuum of response: high-quality everyday practice for all children, monitoring over time and more intensive targeted support for children with greater need. EEF: It's Called the Foundation Stage for a Reason	1, 5	£4,500
Targeted phonics and early reading intervention. Children who fall behind in phonics or reading fluency will receive frequent, short sessions linked directly to classroom teaching. Progress will be assessed regularly and children will return to the class programme as soon as secure.	Targeted academic support is most effective when linked to classroom teaching, based on assessment and delivered by trained staff. EEF: Targeted Academic Support	1, 4, 5	£5,500
Structured writing intervention. Children with identified gaps in	Targeted support should address specific identified needs and be closely connected to classroom teaching. The approach also supports the school priority of sustaining strong writing	1, 4, 5	£3,500

transcription, sentence construction, vocabulary, grammar, spelling, handwriting or composition will receive small-group support. Sessions will use current class texts and writing purposes so that learning transfers back to the classroom.	outcomes while increasing opportunities for greater depth. EEF: Targeted Academic Support		
Targeted mathematics and fluency intervention. Children will receive support with number facts, place value, calculation strategies, mathematical vocabulary, reasoning and multiplication facts. Year 4 support will respond to the identified multiplication tables difference between disadvantaged and non-disadvantaged children.	Small-group tuition is most likely to be effective when targeted at specific needs using assessment information and when connected with classroom learning. EEF: Targeted Academic Support	4, 5	£3,500
One-to-one and small-group tuition. Additional tuition will be provided for children whose gaps are substantial or who have not responded sufficiently to	The EEF states that one-to-one and small-group tuition can be powerful when carefully targeted, linked to classroom teaching, delivered by experienced and trained staff, and continually monitored. EEF: Targeted Academic Support	1, 4, 5	£4,500

classroom teaching and shorter interventions. Provision will be time-limited, diagnostic and reviewed after an agreed cycle.			
Teaching assistant deployment framework. Teaching assistants will deliver structured interventions only where assessment identifies a need. They will receive training, lesson materials and feedback from teachers. Classroom deployment will prioritise support that enables children to participate independently rather than creating dependency.	The EEF advises that teaching assistants should supplement high-quality teaching, be fully prepared for their role and avoid unintended consequences such as prolonged separation from peers and teachers. EEF: Targeted Academic Support	1, 4, 5	£10,000

Wider Strategies (Tier 3: attendance, behaviour, wellbeing, enrichment, parental engagement)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
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Individualised attendance monitoring and support. Attendance data will be reviewed weekly by pupil group, year group and individual child. Children approaching persistent absence thresholds will be identified promptly. A named adult will work with the child and family to understand the cause of absence and agree a proportionate plan.	The EEF identifies responsive and targeted attendance approaches as promising, particularly where schools understand the individual reasons for absence and tailor support accordingly. EEF: Evidence Brief on Improving Attendance	3	£2,000
Positive, personalised communication with families. The school will use welcoming communication, attendance updates, celebration of improvement, telephone contact, meetings and appropriately timed messages. Communication will avoid stigma and will be adapted for families' language, culture and circumstances.	EEF evidence identifies parental engagement and personalised communication as promising approaches. EEF-funded research also found that carefully framed messages about attendance can lead to small improvements, particularly for disadvantaged children. EEF: Research Agenda – Attendance and Exclusions	3	£750
Attendance panels and multi-agency support. Where absence is linked to anxiety, health, family circumstances, housing, transport, safeguarding or SEND, the school will coordinate	The EEF recommends individualised, responsive approaches rather than relying on a single universal intervention. EEF: Evidence Brief on Improving Attendance	2, 3	£1,250

support with the attendance service, family support, health professionals and other relevant agencies.			
Belonging, nurture and emotional regulation support. The nurture room, including the established opportunity to access it with the school tortoise at the start of the day and lunchtime, will support children who need help with transitions, emotional regulation or busy times. Children will be taught language and strategies for recognising feelings, calming themselves, resolving conflict and seeking help.	The EEF reports that social and emotional learning approaches have a positive average impact on academic outcomes and can improve self-management, relationships and attitudes to learning. Impact is more likely when approaches are embedded in routine practice and supported through staff development. EEF: Social and Emotional Learning	2, 3, 4	£2,500
Targeted pastoral mentoring and key-adult support. Identified disadvantaged children will have a trusted adult who checks in regularly, supports goal-setting, helps children articulate barriers and promotes participation. This will be integrated with class teaching and reviewed for impact.	Evidence on mentoring and attendance is mixed, so provision will be individualised, carefully monitored and used alongside stronger evidence-informed approaches such as family engagement and high-quality teaching. Social and emotional approaches can support self-regulation and engagement. EEF: Social and Emotional Learning	2, 3, 4	£1,500
Access to enrichment and	The EEF recognises that disadvantaged children are less	2, 3, 4	

cultural experiences. Pupil Premium funding will support access to trips, residential visits, music, sport, arts, outdoor learning, clubs, visitors, competitions and culturally enriching activities. Participation will be monitored by disadvantage group and barriers such as cost, equipment, transport or confidence will be addressed.	likely to participate in enrichment activities and has identified positive potential from structured opportunities outside the classroom, including sport, arts, visits and community activities. EEF: Children's University Enrichment Trial		£20,000
Breakfast and food support where needed. The school will ensure that children who would benefit from breakfast provision can start the day ready to learn. Families will be supported to access FSM and other appropriate food support.	The evidence on breakfast provision and attendance is mixed, but meal provision may support children's experience of school and readiness to learn. It will therefore be used as part of a wider package rather than as a standalone attendance solution. EEF: Attendance and Persistent Absence Evidence	2, 3	£1,500
Support with uniform, equipment, devices and participation costs. The school will provide or subsidise essential uniform, school equipment, technology, internet access where required, trips, clubs and other costs that could prevent participation.	Removing practical barriers is included within wider strategies in the DfE Menu of Approaches. Access to resources enables children to participate fully in high-quality teaching and enrichment.	2, 3, 4	£500

Support will be discreet and offered without stigma.			
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Total budgeted cost: £ 116,250

Implementation, Monitoring and Evaluation

Leadership and accountability

The Principal and Pupil Premium Lead will coordinate the strategy. Responsibility will be distributed across:

- class teachers, who remain accountable for the progress and provision of disadvantaged children in their classes;
- the Early Years leader, who will lead work on language, GLD and school readiness;
- the SENCo, who will coordinate support for disadvantaged children with SEND;
- the attendance lead, who will monitor attendance and persistent absence;
- subject leaders, who will monitor curriculum access and outcomes;
- pastoral and nurture staff, who will lead wellbeing and emotional regulation support;
- the digital leader, who will monitor digital literacy and access;
- governors, who will scrutinise implementation, impact and value for money.

Monitoring cycle

Weekly

- attendance and persistent absence checks;
- first-day response to absence;
- identification of children requiring follow-up;
- monitoring of intervention attendance;
- pastoral and safeguarding information sharing where appropriate.

Half-termly

- review of intervention participation and progress;
- review of disadvantaged children's books, work and curriculum access;
- analysis of reading, writing, phonics and mathematics assessment;
- pupil voice and staff feedback;
- review of enrichment and club participation;
- checks on children receiving pastoral or nurture support.

Termly

- pupil progress meetings with specific disadvantaged-child analysis;
- review of attendance, attainment and progress by year group;
- evaluation of implementation fidelity;
- review of children with SEND and EAL who are also disadvantaged;

- report to senior leaders and governors;
- adaptation or discontinuation of approaches where impact is insufficient.

Annually

- publication of the required Pupil Premium strategy statement;
- evaluation of outcomes against success criteria;
- review of financial effectiveness and sustainability;
- consultation with staff, families and children;
- revision of the following year's strategy.

Evaluation approach

For each activity, the school will identify:

1. the barrier being addressed;
2. the intended change;
3. the children who will receive support;
4. the member of staff responsible;
5. the evidence-informed rationale;
6. the implementation milestones;
7. the measures that will indicate success;
8. the review date;
9. the decision to continue, adapt or stop the activity.

Evaluation will consider both quantitative and qualitative evidence. This will include assessment data, attendance, intervention outcomes, participation rates, work scrutiny, observations, surveys, pupil voice and family feedback.

The school will recognise that positive outcomes may not always be immediately visible in statutory data. Improved language, confidence, attendance, belonging and self-regulation are important intermediate outcomes that support longer-term academic achievement. However, all provision will ultimately be evaluated by whether it improves disadvantaged children's opportunities, experiences, progress and outcomes.

Overall Evaluation Statement

Holden Clough Primary School is in a strong position: disadvantaged children outperform disadvantaged children nationally across many statutory measures, attendance is above the national average overall, and inspection evidence confirms that disadvantaged children generally achieve as well as disadvantaged peers nationally. The central challenge is now to secure greater **equity within the school**, particularly in the Early Years, while preserving the school's high standards for all children.

The strategy therefore prioritises:

- early language and communication;
- high-quality teaching;
- GLD and school readiness;
- precise academic intervention;
- attendance and persistent absence;
- emotional wellbeing and belonging;
- enrichment and cultural capital;

- digital literacy;
- effective collaboration with families;
- rigorous monitoring of the gap between disadvantaged and non-disadvantaged children.

Through consistent implementation of the three-tier DfE Menu of Approaches, Holden Clough will continue to ensure that every disadvantaged child is known well, supported effectively and enabled to **reach for the stars**.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupil outcomes in the 2025 to 2026 academic year.

Intended Outcome	Actual Outcome
The attainment gap between pupil premium and non pupil premium children is narrowed	The attainment gap between pupil premium and non-pupil premium pupils was narrowed in some key areas, although further work remains in Early Years. • In the Year 1 Phonics Screening Check, disadvantaged pupils outperformed their non-disadvantaged peers, achieving 87.5% compared to 77.3%, meaning the attainment gap was effectively closed and reversed. • In the Year 4 Multiplication Tables Check, disadvantaged pupils performed strongly, with 47.8% achieving full marks compared to 44.4% of non-disadvantaged pupils. The average score gap was small, with disadvantaged pupils achieving 21.7 compared to 22.9 for their peers. • In Early Years, disadvantaged pupils achieved a Good Level of Development of 60%, compared to 79% for non-disadvantaged pupils. Whilst disadvantaged children performed significantly above national disadvantaged averages, an internal attainment gap of 19 percentage points remains and continues to be a priority for improvement.
Provide meaningful support for emotional health and well-being of children and families	Pupil Premium funding provided meaningful support for the emotional health and wellbeing of disadvantaged pupils through investment in wellbeing provision, My Happy Mind, Team Teach, attendance leadership, enrichment activities, educational visits, residential experiences and extra-curricular opportunities. These initiatives helped improve engagement with school and access to learning for disadvantaged pupils. • Pupil Premium attendance was 95.24%, demonstrating strong

	engagement with school and regular access to learning. • Attendance outcomes for disadvantaged pupils remained close to whole-school attendance levels, indicating that barriers affecting attendance and engagement were being effectively addressed. • Attendance-related disadvantage gaps continued to narrow, suggesting that pastoral support, family engagement and wellbeing provision were having a positive impact on disadvantaged pupils. • The school's wider investment in wellbeing support and enrichment opportunities contributed to improved engagement, inclusion and participation for disadvantaged pupils. • Overall, disadvantaged pupils achieved outcomes above national disadvantaged averages across all statutory measures reviewed, indicating that they were well supported both academically and pastorally.
Disadvantaged pupils with SEND make sustained progress through targeted academic and pastoral support, ensuring their needs are met and the attainment gap is narrowed.	• Disadvantaged pupils with SEND made strong progress across the year, with progress measures improving in reading (1.1 to 3.1), writing (0.8 to 2.4) and maths (1.0 to 2.4). • Reading attainment improved, with the proportion working at or above age-related expectations increasing from 25% to 41%. • Maths attainment improved, with the proportion working at or above age-related expectations increasing from 30% to 41%. • The proportion of pupils working below age-related expectations reduced in reading (65% to 59%) and maths (70% to 59%). • Writing progress strengthened over the year, although attainment remained relatively static, with 70% of pupils still working below age-related expectations in Summer.

	• End of KS2 outcomes for disadvantaged pupils with SEND were broadly in line with national averages for the measure, with 25% achieving the expected standard in reading, writing and maths combined, compared to a TSDC average of 26%. • Individual subject outcomes at KS2 were strongest in maths, where 75% achieved the expected standard, and reading, where 50% achieved the expected standard. • Given the small cohort size (4 pupils), outcomes should be viewed with caution; however, they demonstrate that targeted support enabled some pupils with complex needs to achieve age-related expectations by the end of Key Stage 2. • Overall, the strategy has been successful in securing accelerated progress for disadvantaged pupils with SEND and has contributed to narrowing attainment gaps in reading and maths, although writing remains an area requiring further improvement.
Disadvantaged pupils feel included, confident, and proud through equitable access to enrichment opportunities that broaden their experiences and support personal development.	Disadvantaged pupils were able to access a wide range of enrichment opportunities, helping them to feel included, develop confidence and broaden their life experiences. • All 84 Pupil Premium pupils accessed every educational visit and enrichment opportunity offered to their year group throughout the academic year. • This included participation in the Year 5 and Year 6 residential visits, ensuring that disadvantaged pupils were able to benefit fully from experiences that develop independence, resilience, teamwork and self-confidence. • In addition, 32 of the school's 84 Pupil Premium pupils attended at least one extra-curricular club during the year, providing further opportunities to develop interests, talents and social skills beyond the classroom. • The school's investment in educational visits, residential experiences, extra-curricular clubs and wider enrichment opportunities helped ensure that

	disadvantaged pupils were able to participate fully in the wider life of the school. • Attendance for Pupil Premium pupils remained strong at 95.24%, demonstrating sustained engagement with school and ensuring disadvantaged pupils were able to access enrichment opportunities alongside their peers. • Disadvantaged pupils achieved outcomes above national disadvantaged averages across all statutory measures reviewed, indicating that pupils were not only accessing enrichment opportunities but were also engaging successfully with learning and school life.
Disadvantaged pupils with phonics gaps make accelerated progress through targeted interventions, enabling them to become confident, fluent readers and writers.	Targeted phonics interventions were highly effective in accelerating the progress of disadvantaged pupils and helping them develop secure early reading skills. • 87.5% of disadvantaged pupils achieved the expected standard in the Year 1 Phonics Screening Check. • This outcome was 20.5 percentage points above the national disadvantaged figure of 67%. • Disadvantaged pupils also outperformed their non-disadvantaged peers within school, with 87.5% achieving the expected standard compared to 77.3%. • Funding for First Class Phonics, targeted teaching assistant support, speech and language interventions, Nessy, IDL and wider oracy development contributed to these strong outcomes. • The exceptional phonics outcomes indicate that disadvantaged pupils developed the phonological knowledge and early reading skills required to access the wider curriculum successfully.
Disadvantaged pupils in Reception make rapid progress in language and communication, enabling them to access the curriculum confidently, interact effectively with peers and	Targeted support for disadvantaged pupils in Reception contributed to strong outcomes in communication, language and early literacy, helping pupils access learning successfully

adults, and build strong foundations for reading and writing.	and build secure foundations for future reading and writing. • In 2026, 60% of disadvantaged pupils achieved a Good Level of Development (GLD), compared with 51% nationally for disadvantaged pupils, demonstrating that disadvantaged children at Holden Clough outperformed their peers nationally. • Outcomes in communication and language across the cohort remained strong, with 97% of children achieving the expected standard in Speaking, supporting pupils' ability to communicate effectively, participate in learning and develop confidence when interacting with adults and peers. • Disadvantaged pupils achieved higher outcomes than national disadvantaged pupils over a three-year period, with a three-year GLD average of 61.5% compared with 51% nationally for disadvantaged pupils. • The school's investment in speech and language interventions, Welcomm, Tales Toolkit, oracy development and early literacy support contributed to disadvantaged pupils achieving outcomes above national disadvantaged averages. • Literacy outcomes across Reception continued to improve, with whole-cohort attainment in Word Reading increasing to 79% and Writing increasing to 76% in 2026, providing strong foundations for future reading and writing success.
Disadvantaged pupils have equitable access to digital resources and confidently use technology to support independent learning, complete homework, and develop essential digital literacy skills.	Disadvantaged pupils had equitable access to digital resources and developed strong digital literacy skills, enabling them to use technology confidently to support their learning. • Computing outcomes for Pupil Premium pupils were strong across the school. By the summer term, 100% of Pupil Premium pupils in Year 3 were achieving the expected standard or above in Computing, whilst outcomes in Years 5 and 6 were 93% at the expected standard or above.

	• The vast majority of disadvantaged pupils were able to use technology effectively and demonstrate the key computing skills expected for their age, indicating that barriers relating to access to digital learning had been successfully reduced. • Strong computing outcomes were mirrored by high levels of attainment in statutory performance measures. Disadvantaged pupils achieved outcomes above national disadvantaged averages in every statutory measure reviewed, including: ◦ Good Level of Development: 60% compared with 51% nationally (+9 percentage points). ◦ Year 1 Phonics: 87.5% compared with 67% nationally (+20.5 percentage points). ◦ Year 4 Multiplication Tables Check average score: 21.7 compared with 19.1 nationally (+2.6 marks). ◦ Year 4 Multiplication Tables Check full marks: 47.8% compared with 27.0% nationally (+20.8 percentage points). • Attendance for Pupil Premium pupils remained strong at 95.24%, ensuring pupils were able to access both classroom teaching and technology-rich learning opportunities consistently. • The combination of strong computing outcomes and high performance across statutory measures suggests that disadvantaged pupils were able to access learning, practise skills independently and engage successfully with the wider curriculum.
Disadvantaged pupils will develop stronger compositional skills, enabling them to write with improved cohesion, clarity, and vocabulary, resulting in more structured and purposeful written work.	• Pupil Premium writing outcomes at EYFS have remained below those of non-Pupil Premium pupils, with 60% achieving the Writing Early Learning Goal in 2026 compared to 79% of non-Pupil Premium pupils. • Across the three-year period, 62% of Pupil Premium pupils achieved the Writing Early Learning Goal compared to 75% of non-Pupil Premium pupils,

	indicating that gaps remain at the end of EYFS. • Whole-school writing outcomes for Pupil Premium pupils improved during the year, with the proportion achieving age-related expectations increasing from 22% in Autumn to 56% in Summer. • The proportion of Pupil Premium pupils working below age-related expectations in writing reduced from 37% in Autumn to 30% in Summer. • Writing progress accelerated significantly across the year, increasing from 0.9 in Autumn to 3.0 in Summer, demonstrating that Pupil Premium pupils made strong gains from their starting points. • End of KS2 writing outcomes were particularly strong, with 76% of Pupil Premium pupils achieving the expected standard in writing, outperforming the national Pupil Premium figure of 59% and the national all-pupil figure of 72%. • The 2026 KS2 writing outcome also represents an improvement on the school's three-year average for Pupil Premium pupils (73%). • Overall, the strategy has been successful in accelerating writing progress and securing strong end-of-key-stage outcomes for Pupil Premium pupils. Although gaps remain in EYFS and some pupils continue to work below age-related expectations, the evidence demonstrates improved writing attainment and strong progress across the school.
Pupil Premium pupils with EAL will develop stronger vocabulary, comprehension, and confidence in English, enabling better access to the curriculum and progress towards age-related expectations	• EAL pupils made strong progress across the year, with progress measures improving significantly in reading (1.3 to 3.3), writing (1.0 to 3.4) and maths (1.2 to 3.2). • Reading attainment improved, with the proportion working at or above age-related expectations increasing from 50% to 71%. • Writing attainment improved substantially, with the proportion working at or above age-related

	expectations increasing from 22% to 74%. • Maths attainment remained strong, with 79% of pupils achieving age-related expectations by Summer. • The proportion of pupils working below age-related expectations reduced in reading (22% to 15%), writing (33% to 26%) and maths (28% to 21%). • Evidence suggests that pupils developed stronger vocabulary, comprehension and confidence in English, enabling improved access to learning and accelerated progress across the curriculum. • The strongest gains were seen in writing, indicating that improvements in English language acquisition translated into improved ability to communicate and demonstrate learning. • In EYFS, the sole EAL pupil who was also eligible for Pupil Premium did not achieve a Good Level of Development, highlighting that some pupils who enter school with multiple barriers may require longer to reach age-related expectations. • Overall, the strategy has been successful, with EAL pupils making accelerated progress and achieving improved attainment across all core subjects. Whilst the EYFS EAL/Pupil Premium pupil did not achieve GLD, the wider EAL cohort outcomes demonstrate strong progress towards age-related expectations and improved access to the curriculum.
The attendance gap between Pupil Premium pupils and their peers will narrow, ensuring more consistent access to learning and improved academic progress.	Pupil Premium attendance was 95.24%, only 1.16 percentage points below whole-school attendance of 96.4%, demonstrating that attendance rates for disadvantaged pupils remained strong. • The school reported that attendance-related disadvantage gaps were continuing to narrow, reflecting the positive impact of attendance leadership, family support and wider pastoral provision. • Persistent absence for Pupil Premium pupils was 12.2%, while overall school

	persistent absence remained significantly below comparable schools, supporting improved engagement and access to learning. • Strong attendance among disadvantaged pupils contributed to outcomes that were above national disadvantaged averages in all statutory measures reviewed, including Good Level of Development, Year 1 Phonics and the Year 4 Multiplication Tables Check. • Investment in attendance leadership, wellbeing provision, family engagement and wider enrichment opportunities helped ensure that disadvantaged pupils attended school regularly and accessed high-quality teaching and support.
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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
X Tables Rockstars	TT Rockstars
Data analysis / demographic analysis / Assessment /	Anthony Conlin - The School data Company
Family and Nurture support	Relational Inclusion Champion (RIC)
EduKey	Provision Map Writer