



Pupil premia strategy statement



Holybrook Primary School Pupil premia strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2027 academic year**) 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	Holybrook Primary School
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	1 st September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Chris Lloyd Headteacher
Pupil premium lead	Chris Lloyd Headteacher
Governor / Trustee lead	Shona Crichton Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,385
Recovery premium funding allocation this academic year	£0
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	£212,385

Part A: Pupil premia strategy plan

Statement of intent

At Holybrook Primary School we use our Pupil Premium and Recovery grants to ensure that the needs of every individual learner can be met and that any barriers to education or development resulting from socio-economic disadvantage are identified and effectively addressed. In this way, we ensure that any difference in achievement and life chances between those children who are disadvantaged and other learners, is diminished and the doors of opportunity open to all our children.

Overarching Aims for our disadvantaged children:

- To feel a diminish attainment gap between disadvantaged and non-disadvantaged pupils
- Develop high levels of literacy, language and communication skills
- Attend school regularly non - disadvantaged
- Access a broad and balanced curriculum which helps them to secure deep, long-term learning
- Develop high levels of cultural capital
- Be supported and nurtured at home by parents who understand and are confident in addressing their child's needs.
- Demonstrate excellent levels of well-being

Challenges

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

Challenge number	Detail of challenge
1.	Many children entitled to pupil premium children enter school with skills, below what is typical, particularly in Communication, Language and oracy particularly as regards breadth of vocabulary.
2.	Continue to work with children and narrow the gap and match the attainment of peers so that any assessments, observations and discussions of and with pupils which suggest disadvantaged pupils have greater difficulties with reading and phonics than their peers is diminished.
3.	Continue to work with children and narrow the gap and match the attainment of peers so that in Writing where assessment indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

4.	To continue to work with all children ensuring any ongoing assessments which indicate that Maths attainment including verbal reasoning among disadvantaged pupils is below that of non-disadvantaged pupils, although this gap closes by KS2 outcomes.
5.	SEND needs: 42% of pupils in receipt of the Pupil Premium are on the SEND register of which: i. 59% have Social, Emotional, Mental Health difficulties (SEMH) ii. 40% have speech and language difficulties
6.	Range of behavioural and emotional needs: 43% of PP pupils with SEND. Including attachment difficulties, needs support to maintain social relationships and regulating the emotions
7.	Disadvantaged children's attendance and persistent absence rates, over time, are not as high as their non-disadvantaged peers this requires ongoing support to maintain attendance
8.	A significant number of parents/carers have limited life experiences and knowledge and skills as regards how to support pupils' learning at home including a lack of engagement in learning themselves
9.	Specific challenges identified through diagnostic/formative assessment relating to individual subjects re disadvantaged children: <ul style="list-style-type: none"> • Spelling • Presentation and handwriting • Gross motor skills have not had the opportunity to develop • EYFS limited social interaction

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 high levels of literacy, language and communication skills	PP pupils' language/communication deficits are identified early and show improved levels of oracy, increased confidence in communication and use of wider breadth of vocabulary
	Pupils' reading, phonics and writing fluency improves with outcomes in line with non-PP nationally including greater depth.
	Resources (Wellcomm, Clicker7, etc) are well used to support pupil learning progress
	All lessons, learning environments and curriculum have a vocabulary focus

	PP pupils read daily at school and more regularly at home with increased skill and fluency (as evidenced by reading records, assessments) and develop a love of reading.
2. Disadvantaged children attend school regularly	<p>Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally</p> <p>Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school</p> <p>Attendance action plans are in place for all identified pupils</p> <p>Bespoke support is provided for disadvantaged families as required</p>
3. Disadvantaged children access a broad and balanced curriculum	<p>Disadvantaged pupils demonstrate use of a growth mind-set and are effectively engaged and challenged in all lessons</p> <p>Essential/foundation concepts are taught and children work through well sequences with purposeful clearly reviewed curriculum plans and learning sequences</p> <p>Curriculum drivers prepare disadvantaged children for the next stages of their lives ensuring they make the most of educational and employment opportunities</p>
4. Disadvantaged children develop high levels of cultural capital	<p>Disadvantaged pupils' develop are provided with the opportunity through the Holybrook curriculum to be a well rounded global citizen</p> <p>Disadvantaged pupils' have fresh opportunities beyond their local environment and appreciate the world beyond.</p>
5. Disadvantaged children are supported and nurtured at home by parents who understand and are confident in addressing their child's needs.	<p>Parents feel involved in, and actively contribute to, the life of the school</p> <p>Parents are provided with regular and supportive communications to increase further engagement with learning</p> <p>Parents are better equipped to support their children's emotional needs and help them to regulate at home. Leading to less conflict in their home environment.</p> <p>Parents are provided with and sign posted to development and training opportunities which increase their self-esteem and employment opportunities.</p>
6. Disadvantaged children demonstrate excellent levels of well-being	Pupils are supported make good decisions about their own health and wellbeing.

	Pupils are able to recognise personal issues in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources
	The curriculum promotes pupils' self-control, ability to self-regulate, and strategies for doing so
	Pupils are emotionally ready to access their learning
	In-school and community negative attitudes/stigma attached to mental health and wellbeing issues reduce
	Parents have access to a range of resources to support their child's well-being.
	The number of children requiring pastoral support reduces

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 36,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ two p/t Speech and Language Therapists (£9,600.00per year) to target disadvantaged pupils with communication and language deficits, working with these children fortnightly in order to improve language development, communication and oracy and provide support and training to staff.	Education Endowment Foundation – Oral Language Interventions - + 5/6 months All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).	1,2,3,4,5,6, 9
Further develop and embed Talking School strategies at each key stage	Education Endowment Foundation – Staff Development and Deployment – +1months <i>It is widely accepted that CPD can play a crucial role in teacher development and that it can lead to improvements in teacher practice. Recent reviews have also suggested that CPD can have a significant effect on pupils' learning outcomes,</i>	1,2,3,4,5,6, 9

	<i>and may well be a particularly cost-effective route in comparison to other interventions. Aside from pupil outcomes, high-quality CPD may also positively impact teacher-level outcomes, such as retention, confidence and knowledge.</i>	
Provide high quality ‘teaching vocabulary’ training for all new staff, retraining current staff	Education Endowment Foundation – Oral language interventions +5 /6 months <i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.</i>	1,2,3,4,5,6,9
Vocabulary training for all staff targeted at enabling vulnerable /disadvantaged groups to access higher tiers of language	Education Endowment Foundation – Oral language interventions +5 /6 months <i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.</i>	1,2,3,4,5,6,9
Work with the English Hub continuing to improve phonics delivery	Education Endowment Foundation – Phonics + 4 months <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</i>	1,2,3,4,5,6,9
Provide staff training via the English Hub and school leaders on the teaching of early reading on recommended teaching sequence to ensure that targeted disadvantaged children are taught reading, daily.	Education Policy Institute <i>Providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcomm has shown.</i>	1,2,3,4,5,6,9

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

Budgeted cost: £ 102,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using structured small group interventions, to support pupils who have fallen behind furthest to make accelerated progress towards their individual targets	Education Endowment Foundation – Small group tuition– +3months <i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). ‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.’</i>	1,2,3,4,5,6,9
Fresh Start intervention in UKS2 for vulnerable/disadvantaged to fill gaps in phonics and catch up	Education Endowment Foundation Fresh Start (FS) – +3months progress in Reading.	1,2,3,4,5,6,9
Targeted phonics in small groups in KS1	Education Endowment Foundation – Small group tuition– +3months <i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). ‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.’</i>	1,2,3,4,5,6,9
1 to 1 reading for our vulnerable/disadvantaged pupils to take place daily with skilled adults	Education Endowment Foundation –One to one tuition. – +5months <i>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</i>	1,2,3,4,5,6,9
Deploy Learning Mentor to deliver precision teaching for phonics and high frequency words to KS2 target group (disadvantaged).	Education Endowment Foundation –One to one tuition. – +5months <i>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</i>	1,2,3,4,5,6,9
Deploy 2 skilled Teaching Assistants to run phonics	Education Endowment Foundation summary of recommendations (Improving Literacy in Key Stage 1).– +5months	1,2,3,4,5,6,9

interventions for PP pupils in Reception.	<i>'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.'</i>	
Provide designated, highly qualified and skilled KS2 teachers (including highly skilled, Deputy Head Teacher) to teach English and Maths daily to identified vulnerable groups (mainly PP pupils) in, Year 6.	Education Endowment Foundation – Small group tuition – +3months <i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</i> <i>'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.'</i>	1,2,3,4,5,6,9
WELLCOMM Primary purchased and training delivered in order to identify children throughout school (including new starters) who have language deficit	Education Endowment Foundation – Early Language Development: – +5months <i>Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds.</i> <i>Oral Language Interventions of this nature have been identified to have potential gains in progress of +5months by the EEF.</i>	1,2,3,4,5,6,9

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

Budgeted cost: £ 72,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop zones of regulation approaches across the school.	Education Endowment Foundation – Metacognition and self-regulation – +7months <i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i> <i>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	5,6,7,9
Continue to identify pupils who would benefit	Education Endowment Foundation –	5,6,7,9

from weekly mentoring through school referral and assessment processes	Behaviour Intervention - +3 months <i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	
Weekly mentoring sessions with Learning Mentors	Education Endowment Foundation – Mentoring - 0 months <i>Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour</i>	5,6,7,9
Further develop the pastoral support section of the website to include resource and resources for support	Education Endowment Foundation – Self-regulation – +7months <i>Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	5,6,7,8,9
Extend the Chatter Box system for pupils to self-refer when they are feeling emotionally vulnerable	Education Endowment Foundation – Mentoring - 0 months Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.	5,6,7,9
Resources about wellbeing including Zones of Regulation shared with staff and parents	Education Endowment Foundation – Metacognition and self-regulation – +7months <i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	5,6,7,8,9
Extend the range of 'pop-up' parental engagement/after-school activities.	Sutton Trust – Parental Engagement Network - PEN <i>The analyses showed a significant effect of the intervention on the children's Home Learning Environment scores, suggesting that the PEN programme positively influenced parental support for home learning.</i> Almost all the staff (94%) said they had gained confidence and skills in working with parents through the training and implementing the project	5,6,7,8,9
Further develop Stay and Play sessions for parents of pupils in Foundation	Education Endowment Foundation – Parental Engagement - +3months	7,8,9

Stage - targeting disadvantaged.	<i>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</i>	
Work with the Lollipop Scheme to develop a Baby and Toddler group, weekly, targeting disadvantaged families	Education Endowment Foundation – Parental Engagement - +3months <i>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</i>	7,8,9
Introduce NEESIE classes for mothers of disadvantaged pupils	Education Endowment Foundation – Parental Engagement - +3months <i>Running parent workshops (about £80 per session) and improving communications between parents and school (Texting Parents costs about £6 per year per pupil) are relatively cheap, while intensive family support programmes with specially trained staff are more costly.</i>	7,8,9
Continue to reward and celebrate with parents and children - attendance Rewards to include Most Improved, punctuality awards which will be targeted mainly at disadvantaged families	The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i> <i>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</i>	5,6,7,8,9
Parental workshops run to promote attendance as school starts	Education Endowment Foundation – Parental Engagement - +3months <i>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.</i>	7,8,9
Attendance action plans are in place for all identified pupils	The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i> <i>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more</i>	7,8

	<i>likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</i>	
	Total budgeted cost: £ 212,385	

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 pupils in the 2024 to 2025 academic year.

Updated June 2025

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils within school.

Phonics		2025
	School	76.9%
	National	80.8%
Disadvantaged	School	77.8%
	National	67%
Non-disadvantaged	School	75%
	National	84%

Attainment of disadvantaged pupils in reading, writing and maths is above the national for disadvantaged pupils and broadly in line with non-disadvantaged pupils nationally. However, there is a gap between the attainment of disadvantaged and non-disadvantaged pupils within school.

KS2	2025	Reading	Writing	Maths
Expected Standard	School	75.8%	72.7%	69.7%
	National	75%	72%	74%
Disadvantaged	School	61.9%	61.9%	61.9%
	National	63%	59%	61%
Non-disadvantaged	School	100%	91.7%	83.3%
	National	81%	78%	81%

Disadvantaged pupils achieving the higher standard is significantly higher than disadvantaged pupils nationally in reading, writing and math. Disadvantaged pupils achieving the higher standard is above their non-disadvantaged peers nationally in writing and a narrower gap in reading and maths. However, a gap still remains between the percentage of disadvantaged pupils achieving the higher standard in reading, writing and maths compared to their non-disadvantaged peers within school.

KS2	2025	Reading	Writing	Maths
Greater Depth	School	27%	18.2%	9%
	National	33%	13%	26%
Disadvantaged	School	33%	14.3%	14%
	National	21%	7%	15%
Non-disadvantaged	School	16.6%	25%	0%
	National	23%	16%	32%

Disadvantaged pupils passing phonic screening check is significantly above disadvantaged peers nationally and non-disadvantaged peers nationally. A greater percentage of disadvantaged pupils passed their phonics screening check compared to their non-disadvantaged peers within school.

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
Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds
Maths Mastery	White Rose Maths Hub