

Pupil premium strategy statement – Holywell C of E Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Paul Baddeley
Pupil premium lead	Paul Baddeley
Governor / Trustee lead	Dr Alex Bulat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30 300
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£ 30 300

Part A: Pupil premium strategy plan

Statement of intent

At Holywell CE School, we are committed to ensuring that every child, regardless of their background or circumstances, has the opportunity to achieve their full potential. We recognise the importance of addressing the barriers faced by our disadvantaged pupils and strive to use our Pupil Premium funding effectively to improve their educational outcomes. This Pupil Premium Statement of Intent outlines our approach and objectives for the next 3 academic years, although we will review and amend each year to reflect current circumstances.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance: The attendance of children from vulnerable groups is lower than their peers - over 5% for academic year 24 -25. Whilst most attendance was higher than national for FSM children it was lower. Lower attendance impacts attainment.
2.	Behaviour for Learning: Our vulnerable children, particularly when they first start, often have limited social skills which impacts their ability to learn and function appropriately in the classroom.
3.	Academic Outcomes: SATs scores from KS2 demonstrated that children in receipt of pupil premium performed less well across the board, writing and greater depth were where the most significant gaps occurred. Phonics scores were also lower for this group. Internal data also reflects this gap, where maths is the most pronounced
4.	Social and Emotional Well-being: Children in receipt of pupil premium may experience higher levels of social and emotional challenges compared to their peers. Financial stress, unstable home environments, or exposure to adverse childhood experiences can impact their well-being and ability to fully engage in their learning. These challenges may manifest as behavioural issues, low self-esteem, or difficulties forming positive relationships with peers and teachers.
5.	Limited Access to Enrichment Opportunities: Children in receipt of pupil premium may have limited access to enrichment opportunities, such as educational trips, cultural experiences, or extracurricular activities. These opportunities can provide valuable learning experiences and help broaden their horizons. Without access to such opportunities, children in receipt of pupil premium may miss out on experiences that could enhance their learning and personal development.
6.	Educational Gaps: Children in receipt of pupil premium often start school with wider educational gaps compared to their peers. These gaps may be due to limited access to early years education or less exposure to language-

	rich environments. The initial gaps in foundational skills can create barriers to academic progress and require additional support to catch up with their peers. In addition to the above a significant proportion (around a third) of the children at Holywell who are in receipt of pupil premium joined the school at various points after EYFS
7.	Multiple Factors: A significant proportion of PP pupils also fall into another vulnerable group. 50% have identified SEN and 20% have or are expected to receive an EHCP.

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
Increase the attendance of children who are in receipt of pupil premium.	Attendance of children in receipt of pupil premium to rise above national average.
The % of pupils in receipt of pupil premium working at the expected standard to increase across Reading, Writing and Maths.	Internal data reflects that children in receipt of pupil premium are performing in line with their class mates across all year groups.
Disadvantaged pupils are able to access a wide range of enrichment and extra-curricular opportunities	Data from clubs and extra school provision reflects good take up of places by children in receipt of pupil premium. School actively pursues this with families in receipt of pupil premium. Children in receipt of pupil premium are regularly representing the school at a variety of different events.
Disadvantaged pupils emotional well-being needs are met and they feel 'happy' and 'safe' in school	Pupil and parent voice reflects that children see school as a positive place, and that aspiration is fostered. Behavioural incidents involving children in receipt of pupil premium are reduced.
To offer targeted academic support in class to support QFT. For teaching assistants to be effectively deployed to assist teachers in responding to pupil's 'real time' needs.	As school is in deficit budget and most TA time is dedicated to EHCP support this is challenging. However, timetabling reflects the most efficient use of adult support time in supporting children in receipt of pupil premium who are performing below their peers. In addition to this, other sources of support are directed to aid this process, e.g., volunteer time, student teachers working in classes where there is a higher proportion of children in receipt of pupil premium.

To support children in receipt of pupil premium who are new to the school.	Parent voice of those new to school reflect that they feel quickly welcomed and understand how school can best support their children in partnership with them.
Children who are in receipt of pupil premium and have an EHCP are more effectively enabled to share their progress and celebrate this	More formalised systems are put in place which specifically recognise the smaller step academic progress of identified children and ensure that these can be effectively reported on.

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: £ 7250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PIXL formative assessment package.</i></p> <p>Uses assessment techniques to identify specific learning gaps and enables teachers to identify specific</p>	<p>1. Targeted Support: Assessment tracking systems allow schools to identify and closely monitor the progress of disadvantaged students. By regularly collecting and analysing data, schools can identify specific areas where students may be struggling and provide targeted support to address their individual needs.</p>	<p>3, 6</p>

<p>therapies which can plug these gaps. Teachers can also be much more specific with parents/carers about what they can do at home.</p>	<p>This personalised approach can help close the attainment gap and improve outcomes for disadvantaged students. (Source: Education Endowment Foundation, 2018)</p> <ol style="list-style-type: none"> 2. Formative Assessment: Assessment tracking systems can facilitate ongoing formative assessment, which involves gathering evidence of student learning and using it to inform instruction. By tracking student progress in real-time, teachers can quickly identify areas where additional support is needed and adjust their teaching strategies accordingly. This timely feedback can lead to improved learning outcomes for disadvantaged students. (Source: Black and Wiliam, 1998) 3. Data-Informed Decision Making: Assessment tracking systems provide schools with valuable data that can inform decision-making processes. By analysing the data, schools can identify patterns, trends, and areas of concern, which can guide resource allocation and intervention strategies. This data-driven approach can help schools effectively allocate pupil premium funds to support the specific needs of disadvantaged students. (Source: Education Endowment Foundation, 2018) 4. Accountability and Transparency: Assessment tracking systems contribute to accountability and transparency in schools. By regularly monitoring and reporting on the progress of disadvantaged students, schools can demonstrate their commitment to closing the achievement gap and provide evidence of the impact of their pupil premium strategies. This transparency can help build trust with stakeholders and ensure that resources are being used effectively. (Source: Education Endowment Foundation, 2018) 	
<p><i>Specialist Music</i> All children have access to specialist voice singer, including choir clubs and</p>	<ol style="list-style-type: none"> 1. Improved Cognitive Skills: 	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>performance opportunities, whole class musical performances are supported in a similar way and all children will learn and perform on a variety of instruments throughout their time at the school.</p>	<p>Research shows that music education can enhance cognitive skills, such as attention, memory, and executive function, which are essential for academic success. This can particularly benefit PP students who may face challenges in these areas. (Hallam, 2015)</p> <p>2. Increased Engagement and Attendance:</p> <p>Music can be a powerful motivator for PP students, increasing their engagement and attendance at school. Participation in music activities can create a sense of belonging and provide a positive outlet for self-expression, leading to improved overall school experiences. (Hallam, 2015)</p> <p>3. Enhanced Social and Emotional Development:</p> <p>Music education fosters social interaction, collaboration, and emotional expression, supporting the development of social and emotional skills in PP students. It can provide a safe and inclusive space for students to build relationships, develop empathy, and manage emotions effectively. (Custodero, 2005)</p> <p>4. Boosted Confidence and Self-esteem:</p> <p>Participating in music activities, such as performing or composing, can enhance PP students' confidence and self-esteem. The sense of achievement gained from mastering an instrument or performing in front of others can positively impact their overall well-being and self-perception. (Hargreaves et al., 2012)</p>	
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	<p>5. Narrowing the Attainment Gap:</p> <p>Studies have shown that music education can contribute to narrowing the attainment gap between PP students and their peers. Engaging in music can improve literacy, numeracy, and overall academic achievement, enabling PP students to reach their full potential. (Hallam, 2015; Schellenberg, 2004)</p> <p>6. Transferable Skills:</p> <p>Music education develops a range of transferable skills, such as creativity, problem-solving, teamwork, and communication, which are highly valued in the workplace. PP students who participate in music activities can develop these skills, increasing their future employability prospects. (Harrison, 2017)</p>	
<p><i>PP+</i></p> <p>A senior leader coordinates the schools provision for any child who is currently in or has been a part of the care system. This includes bespoke funding around identified needs and can include academic tutoring.</p>	<p>1. Coordinated Support: A PP+ coordinator can play a crucial role in coordinating support for disadvantaged pupils in care, ensuring that their specific needs are identified and addressed effectively. Coordinating efforts across different agencies, professionals, and stakeholders involved in the care and education of these pupils can help create a holistic and integrated support system. This coordination can lead to improved outcomes by ensuring that interventions and resources are well-aligned and effectively utilized. (Source: Department for Education, 2018)</p> <p>2. Personalized Approach: A PP+ coordinator can work closely with schools, social workers, and other professionals to develop personalized support plans for disadvantaged pupils in care. By understanding the individual circumstances and needs of each pupil, the coordinator can help tailor interventions, monitor</p>	<p>3,4,6,7</p>

	<p>progress, and provide ongoing support. This personalized approach can help address barriers to learning and improve academic and social-emotional outcomes. (Source: Department for Education, 2018)</p> <p>3. Collaboration and Advocacy: The role of a PP+ coordinator often involves collaborating with different stakeholders, including teachers, social workers, virtual school heads, and foster carers. By advocating for the needs of disadvantaged pupils in care and promoting effective communication and collaboration among these stakeholders, the coordinator can help create a supportive environment that enhances educational opportunities and well-being. (Source: Department for Education, 2018)</p> <p>4. Monitoring and Evaluation: A PP+ coordinator can monitor the progress and outcomes of disadvantaged pupils in care, ensuring that appropriate data is collected and analysed to inform decision-making and interventions. By regularly reviewing data and evaluating the impact of support strategies, the coordinator can identify areas for improvement and make evidence-based adjustments. This monitoring and evaluation process can contribute to continuous improvement and better outcomes for pupils. (Source: Department for Education, 2018)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 11682

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tas</i></p> <p>The school uses available teaching assistant time to prioritise the</p>	<p>1. Delivering Structured Interventions: Research shows that TAs can have a positive impact on student attainment when they deliver high-quality</p>	<p>3,6,7</p>

<p>academic outcomes for children who are in receipt of pupil premium and are performing below their peers. This works hand in hand with therapies identified by the PIXL programme.</p>	<p>one-to-one or small group support using structured interventions. This approach has been found to result in approximately three to four additional months' progress for students. However, it is crucial to ensure that TAs receive appropriate training and support for delivering these interventions effectively. (Source: EEF - Making the Best Use of Teaching Assistants, 2015)</p> <p>2. Complementary Role with Teachers: When using additional TA support, it is important to ensure that TAs are adding value to the work of teachers rather than replacing them. The focus should be on addressing the needs of all students through high-quality classroom teaching, with TAs providing targeted support to specific students as part of a comprehensive instructional approach. This requires effective collaboration and understanding of complementary roles between teachers and TAs. (Source: EEF - Making the Best Use of Teaching Assistants, 2015)</p> <p>3. Evidence-Based Interventions: Schools should adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. This involves using programs or interventions with a secure evidence base, which have been shown to be effective in improving student outcomes. The interventions should have clear objectives, structured resources and lesson plans, regular sessions, and assessments to track progress. (Source: EEF - Making the Best Use of Teaching Assistants, 2015)</p> <p>4. Timely and Intensive Support: Effective interventions provided by TAs often involve brief but intensive sessions that occur regularly (3-5 times per week) over a sustained period (8-20 weeks). Careful timetabling should be in place to ensure consistent delivery of support. This approach ensures that the right support is provided to the right students and helps them make progress. (Source: EEF - Making the Best Use of Teaching Assistants, 2015)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17 835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Emotional Well-Being Support</i></p> <p>The school employs an emotional well being officer who works with children who maybe experiencing different challenges which manifest in barriers to learning.</p> <p>Emotional well being officer also works with families and ensures strong links are in place.</p> <p>Emotional well being lead is also attendance officer and is well placed to support families with this.</p>	<ol style="list-style-type: none"> 1. Improved Mental Health: <ul style="list-style-type: none"> ○ Emotional wellbeing support can help PP students develop resilience, coping skills, and emotional regulation, leading to improved mental health outcomes. This support can help reduce symptoms of anxiety, depression, and stress, enabling students to better engage in their learning. (Public Health England, 2018) 2. Enhanced Academic Attainment: <ul style="list-style-type: none"> ○ Research suggests that emotional wellbeing is closely linked to academic attainment. By addressing emotional barriers, such as low self-esteem or negative emotions, emotional wellbeing support can help PP students to focus, concentrate, and perform better academically. (Public Health England, 2018) 3. Increased Engagement and Attendance: <ul style="list-style-type: none"> ○ Emotional wellbeing support can contribute to increased student engagement and attendance. When PP students feel supported and emotionally secure, they are more likely to attend school regularly, participate actively in learning, and develop positive relationships with peers and teachers. (Public Health England, 2018) 4. Positive School Climate: 	<p>1,2,4,5,6</p>

	<ul style="list-style-type: none"> ○ Emotional wellbeing support can contribute to creating a positive school climate that promotes inclusivity, respect, and positive relationships. PP students who feel valued and supported in their emotional wellbeing are more likely to feel a sense of belonging and connectedness to their school community. (Public Health England, 2018) <p>5. Long-term Wellbeing Outcomes:</p> <ul style="list-style-type: none"> ○ Emotional wellbeing support can have long-term benefits for PP students beyond their school years. It equips them with essential skills and strategies to navigate challenges, manage stress, and maintain positive mental health throughout their lives. (Public Health England, 2018) <p>6. Closing the Attainment Gap:</p> <ul style="list-style-type: none"> ○ Addressing emotional wellbeing as part of a comprehensive support strategy can contribute to closing the attainment gap between PP students and their peers. By providing targeted emotional support, schools can help PP students overcome emotional barriers that may hinder their academic progress. (Education Endowment Foundation, 2019) 	
<p><i>Trips and Residential Supplements</i></p> <p>The school will support children who are in receipt of pupil premium or those school identifies as experiencing financial hardship in some way to access all trips and residential as needed.</p>	<p>1. Broadening Horizons:</p> <ul style="list-style-type: none"> ○ Trips and residential provide PP students with opportunities to experience new environments, cultures, and activities that they may not have access to otherwise. This exposure can broaden their horizons, expand their knowledge, and foster a sense of curiosity and aspiration. (Countryside Classroom, 2019) 	<p>4,5</p>

	<p>2. Improved Social Skills and Relationships:</p> <ul style="list-style-type: none"> ○ Participating in trips and residentials allows PP students to interact with their peers and members of the wider community in different contexts. This can help develop their social skills, teamwork abilities, and communication, as well as build positive relationships with classmates and teachers. (Learning Away, 2015) <p>3. Increased Engagement and Motivation:</p> <ul style="list-style-type: none"> ○ Trips and residentials can significantly increase PP students' engagement and motivation in their learning. The hands-on and experiential nature of these activities often sparks curiosity, enhances interest, and provides a real-world context for academic subjects. This can lead to improved attendance, participation, and academic achievement. (Learning Away, 2015) <p>4. Enhanced Personal Development:</p> <ul style="list-style-type: none"> ○ Trips and residentials offer opportunities for PP students to develop personal skills such as independence, resilience, problem-solving, and decision-making. They can face new challenges, adapt to unfamiliar situations, and gain confidence in their abilities, all of which are crucial for their personal growth and future success. (Countryside Classroom, 2019) <p>5. Closing the Experience Gap:</p> <ul style="list-style-type: none"> ○ Many PP students may have limited access to cultural, historical, or natural experiences outside of their immediate surroundings. Trips and residentials can help bridge this experience gap, ensuring that all students have equitable access to a range of edu- 	
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	<p>cational and enriching experiences. This can contribute to reducing inequalities and improving social mobility. (Learning Away, 2015)</p> <ul style="list-style-type: none"> ○ Positive Impact on Attainment: ○ Research suggests that well-designed trips and residentials can have a positive impact on academic attainment, particularly for PP students. They can enhance subject knowledge, critical thinking skills, and academic motivation, leading to improved educational outcomes. (Learning Away, 2015; Allen, 2010) 	
<p><i>Breakfast and After School Club Places</i> <i>Extra-curricular club places.</i></p> <p>School will support parents/carers to attend BASC where this is identified as being something which will help the family with attendance, emotional regulation etc.</p> <p>Children in receipt of pupil premium targeted for places at extra curricular clubs, including funding where needed.</p>	<ol style="list-style-type: none"> 1. Improved Attendance: Breakfast clubs have been found to improve attendance rates among disadvantaged students. By providing a nutritious meal before school, students are more likely to attend regularly, which can have a positive impact on their overall academic performance. (Source: National Institute for Health and Care Excellence, 2014) 2. Enhanced Concentration and Focus: Research suggests that eating a healthy breakfast can improve cognitive function, attention, and concentration. By offering breakfast to disadvantaged students, schools can support their ability to engage in learning activities throughout the day. (Source: Hoyland et al., 2009) 3. Positive Social and Emotional Development: Breakfast clubs can create a supportive and inclusive environment where students can interact with their peers and build positive relationships with adults. This can contribute to their social and emotional development, leading to improved well-being and behaviour. (Source: Public Health England, 2013) 	<p>1,2,4,5</p>

<p><i>Wellies in the Woods</i> EYFS lead and emotional well being officer to identify and invite vulnerable families to take part in half termly school led outdoor learning and engagement opportunities.</p>	<ul style="list-style-type: none"> • Attendance School-based learning in the natural environment can improve attendance rates. • Examples of impact on specific outcomes: Social and behavioural There is some evidence of an association with positive social competencies such as self-esteem, self-confidence and trusting relationships, and children attending a special needs school reported a positive impact on behaviour sustained over two months. • Achievement School students engaged in learning in natural environments had higher achievement (in comparison to their peers or projected attainment) in reading, mathematics, science and social studies; enhanced progress in physical education and drama, and a greater motivation for studying science; and high levels of nature connectedness in 10-11 year olds was associated with higher grades in English [1-10]. • Motivation/engagement with learning Regular learning outside the classroom is linked to greater intrinsic motivation. [7] Social capital Among both adults and children, learning in natural environments has been associated with building social capital, fostering pride, belonging, and community involvement • Affective and cognitive growth A systematic review found that environmental education in early years was associated with affective and cognitive growth. Other studies report a range of positive outcomes including advanced motor skills, higher rates of physical activity, positive play behaviours, a range of observed developmental outcomes and states of good 	<p>1,2,4,5</p>
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	<p>mental health and social-emotional development.</p> <ul style="list-style-type: none">• Pro-environmental behaviours A substantial number of studies point to the role of nature connectedness in the development of pro-environmental behaviours. One environmental education study reported that 69% of the variance seen in the improvement in environmental behaviour was explained by connectedness to nature and only 2% was explained by environmental knowledge.	
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Total budgeted cost: £ 36 767

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review has demonstrated that attendance has become an increasingly significant barrier for children at Holywell who are in receipt of Pupil Premium. Children who had significant levels of absence were amongst these. School worked hard to engage these pupils through attendance meetings, home visits, Emotionally Based School Avoidance Advisor assistance, flexible timetables etc but this did not have the desired outcome. It's important to note that there is an overlap between this and children who arrived at Holywell having previously been educated elsewhere. This was particularly the case in Y6 where 3 children in receipt of PP were classed as persistently absent. All had arrived within the last 18 months after experiencing various school moves and some home education. The attendance for children in receipt of PP in Y6 was 69%, far lower than national average of 92% and far lower than in any other year group in school.

Academic achievement for this group was also very low and below national averages. Indeed one of the children could not be assessed as he was absent for the entire assessment process.

Interventions were put in place but these did not have enough impact in enough time. School must immediately target late joiners who are in receipt of pupil premium with bespoke support and interventions.

Elsewhere phonics outcomes for children in receipt of pupil premium were also lower than national average and these children need extra intervention to achieve this in Y2.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider