

Pupil premium strategy statement – Holbrook CE Primary School: 2025-2028

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	136
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	13%
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ingrid Taylor
Pupil premium lead	Ingrid Taylor
Governor / Trustee lead	Sue Staton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,270
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£27,270

Part A: Pupil premium strategy plan

Statement of intent

At Holbrook, our pupil premium strategy is underpinned by the evidence-based approach of the Education Endowment Foundation and is designed to reduce barriers to learning so that all pupils can achieve their full potential. We recognise that many of our disadvantaged pupils require additional support with vocabulary development, social and emotional wellbeing, and access to inclusive classroom practice, including a proportion of pupils who also have SEND.

Our strategy therefore focuses on delivering high-quality teaching that is adaptive, inclusive and responsive to individual need. We place a strong emphasis on developing pupils' language and communication skills in order to improve confidence, comprehension and access to the wider curriculum. Alongside this, we prioritise pastoral care and targeted support to strengthen emotional wellbeing, resilience and readiness to learn.

Through a combination of high-quality teaching, targeted academic interventions and wider strategies, we aim to ensure that disadvantaged pupils are fully included in all aspects of school life and are supported to develop positive attitudes to learning, high aspirations and strong self-belief. We are committed to equipping all pupils with the knowledge, skills and personal qualities needed to succeed in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Children have lower levels of Literacy achievement compared to peers for reading and writing and our data and evidence suggests that areas to focus on are vocabulary acquisition for reading and writing, and sentence construction and spelling for writing.
2	There is a significant overlap with children with SEND and children in receipt of pupil premium. These children need careful adaptations to learning and effective home/school support in order to access learning effectively
3	Some children have social and emotional barriers to learning and require support to manage emotions, develop resilience or process trauma. This can present as lower attendance than peers, or lower attainment in reading, writing and maths, or occasionally being at a higher risk of exclusion.
4	Children in receipt of pupil premium will often not have access to wider enrichment opportunities outside school, or sometimes find it harder to access enrichment opportunities provided by the school. Pupil voice evidence shows that some disadvantaged children at Holbrook have less awareness about career sectors or career paths including university.

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
<p>Disadvantaged pupils will make accelerated progress in reading and writing through improved vocabulary knowledge, sentence construction and spelling accuracy.</p>	<ul style="list-style-type: none"> - The % of disadvantaged pupils meeting age-related expectations in reading and writing increases year on year, with the gap to non-disadvantaged peers reducing across all year groups - In standardised reading assessments, disadvantaged pupils show an average progress score which is at least in line with their peers - Writing moderation shows all disadvantaged pupils ,unless there is a complex SEND need, are consistently using age-appropriate sentence structures (- Spelling assessment data shows a year on year increase in the number of pupils working at or beyond age-related expectations. - Vocabulary use improves, evidenced through book scrutiny showing pupils correctly using tier 2 vocabulary
<p>Disadvantaged pupils with SEND will access the curriculum effectively through high-quality adaptive teaching and consistent home-school partnership.</p>	<ul style="list-style-type: none"> - lessons observed show evidence of effective adaptive teaching strategies (e.g. scaffolding, modelling, pre-teaching, reduced cognitive load). - Disadvantaged SEND pupils make at least expected or better progress from individual starting points (e.g. EHCP targets / small-step progress measures). - Learning walks and book scrutiny show appropriate scaffolding or differentiated outcomes for identified pupils. -Targeted TA intervention effectively supports progress and builds independence
<p>Disadvantaged pupils will demonstrate improved emotional regulation, resilience and readiness to learn, leading to improved attendance, behaviour and outcomes.</p>	<ul style="list-style-type: none"> -academic performance show disadvantaged children making progress at least in line with their peers - lesson observations show disadvantaged children demonstrating effective learning behaviours and resilience, with minimal instances of low level disruption -Where children show patterns of lower attendance, this improves so that children are in line with their peers -where children are classed as persistent absentee, this improves over time so that their attendance remains consistently over 90%
<p>Disadvantaged pupils will access a broad and enriched curriculum offer that raises aspirations and improves awareness of future education and career pathways.</p>	<ul style="list-style-type: none"> -A higher proportion of disadvantaged children access leadership opportunities than their peers - All disadvantaged children attend multiple enrichment club/competition activities through the school year and this is at least in line with peers -The curriculum gives all children exposure to career paths/sectors and pupil voice shows disadvantaged children have a range of aspirations which reflect this exposure

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff on cognitive load theory and principles of Instruction to support children to learn and remember more.</p> <p>Reviewing the curriculum so that information can be chunked more effectively to</p>	<p>Education Endowment Foundation – <i>Cognitive Science Approaches in the Classroom</i> (EEF Guidance Report, 2021); learning is more effective when teaching reduces unnecessary load on working memory and supports pupils to build schema in long-term memory. This will ensure disadvantaged pupils - who are more likely to have weaker prior knowledge - can focus on the core learning. Also effective for SEND children - “The most important factor in improving outcomes for pupils with SEND is high-quality teaching in the classroom.” (EEF 2020 SEND Review)</p>	<p>1</p>
<p>CPD for staff on sentence construction progression, including developing shared models and explanations across the year groups</p>	<p>EEF (2021) <i>Cognitive Science Approaches in the Classroom</i>; EEF (2021) <i>Improving Literacy in Key Stage 1 / Key Stage 2 Literacy Guidance</i>; In the 2021 updated KS2 literacy guidance report, the EEF explicitly recommends: “Develop pupils’ transcription and sentence construction skills through extensive practice.”</p>	<p>1</p>
<p>CPD for staff on vocabulary teaching including the different tiers, how vocabulary is acquired and good practice for supporting children to retain and use vocabulary</p>	<p>EEF <i>Improving Literacy in Key Stage 1 / Key Stage 2 Literacy Guidance</i>; The EEF identifies explicit vocabulary instruction as essential for improving reading comprehension and writing. Beck et al.’s research establishes the importance of teaching “Tier 2” vocabulary (high-utility academic words) explicitly, with repetition and contextual use. Quigley highlights that vocabulary disadvantage is one of the strongest predictors of attainment gaps.</p>	<p>1</p>

<p>CPD for staff to ensure oracy is well-developed in every subject so that children are able to apply their understanding of sentence construction and vocabulary orally.</p>	<p>EEF (2022) <i>Improving Literacy in Key Stage 2</i>; EEF Oral Language Interventions guidance; The EEF reports consistently show that oral language interventions have a positive impact on attainment, particularly for disadvantaged pupils. Structured talk and dialogic teaching improve vocabulary, reasoning, and comprehension. Mercer’s research demonstrates that exploratory talk improves cognitive development and learning outcomes.</p>	<p>1</p>
<p>CPD for staff on functions of behaviour, trauma training</p>	<p>Education Endowment Foundation – <i>Improving Behaviour in Schools</i> (2019) ; EEF Teaching and Learning Toolkit – <i>Behaviour Interventions</i>; Evidence suggests that behaviour interventions are most effective when staff are well-trained, apply consistent responses, and understand the underlying causes of behaviour, including unmet social, emotional and learning needs. This is particularly important for disadvantaged pupils, who are more likely to experience SEMH needs, SEND overlap, and higher rates of exclusion.</p>	<p>3</p>
<p>CPD for staff in SEND adaptations, developing knowledge of adaptations which are effective in different subjects</p> <p>CPD for staff and teaching assistants around effective use of TAs</p>	<p>Education Endowment Foundation (2020) <i>Special Educational Needs in Mainstream Schools Guidance Report</i> EEF (2021); <i>Cognitive Science Approaches in the Classroom</i> EEF (2018, updated); <i>Metacognition and Self-Regulated Learning Guidance Report</i>; consistent inclusive teaching reduces reliance on external intervention and improves access to whole-class teaching</p> <p>EEF (2025) <i>Deployment of Teaching Assistants</i> – TAs should support children through scaffolding and to develop independence</p>	<p>2</p>

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

Budgeted cost: £20050

Activity	Evidence that supports this approach	Challenge number(s) addressed
teaching assistant: <ul style="list-style-type: none"> - targeted spelling program which identifies gaps in spelling knowledge and provides regular supported teaching and practice - targeted scaffolding and support for children with PP/SEND 	Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant Intervention; EEF Improving Literacy; EEF literacy guidance highlights that spelling improves when pupils receive explicit instruction, regular practice, and feedback, rather than incidental exposure; Disadvantaged pupils are more likely to have gaps in phonics, orthographic knowledge and vocabulary, so diagnostic, repeated spelling instruction helps close foundational literacy gaps that limit writing fluency.	1, 2
Small group tutoring sessions in reading and maths for children in years 5 and 6 which provide intensive support	EEF Teaching & Learning Toolkit – <i>Small Group Tuition</i> ; EEF (2021) <i>Improving Literacy in KS2</i> ; EEF <i>Mathematics Guidance Reports (KS2)</i> ; Disadvantaged pupils often require accelerated catch-up in upper KS2 . Small group tuition increases feedback, interaction, and opportunity for deliberate practice, which is essential for closing attainment gaps before transition to secondary school.	1

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
tracking disadvantaged children's access to clubs and competitions, ensuring	Education Endowment Foundation – Wider Strategies in the Pupil Premium Guide (Tiered Model); EEF Teaching & Learning Toolkit – Sports Participation / Extracurricular Activities (linked to	3, 4

that all children have regular access	social and emotional development and engagement); DfE (2021) Pupil Premium Guidance; Research shows that extracurricular participation is associated with: improved engagement and school belonging, better attendance and behaviour, increased motivation and self-esteem	
Providing access to a range of enrichment opportunities either free of charge or through facilitating access	EEF (2019) Wider Strategies in the Pupil Premium Guide; EEF Teaching & Learning Toolkit – Arts Participation and Outdoor Adventure Learning; National Foundation for Educational Research (NFER) – Pupil Premium and Access to Enrichment; EEF research shows that arts participation and outdoor enrichment have moderate positive impacts (typically +2 to +3 months progress), particularly when sustained and inclusive. Ofsted and research literature emphasise that cultural capital enrichment improves curriculum access, comprehension, and engagement, particularly for disadvantaged pupils.	4
Including enrichment opportunities through the curriculum, paid for or subsidised, such as working with an artist, or visiting a university Provide lunchtime nurture club run by staff members to support access		4
Embedding a careers' curriculum which exposes children to different sectors and which challenges stereotypes	Education Endowment Foundation – Careers Education and Guidance (linked evidence within Wider Strategies guidance); Gatsby Charitable Foundation (2014, updated) – Gatsby Benchmarks for Good Career Guidance; The Gatsby Benchmarks (DfE-endorsed national framework) provide strong evidence that high-quality careers education improves aspirations, motivation, and post-16 pathways; Disadvantaged pupils are more likely to have narrower awareness of career pathways and lower aspiration due to reduced exposure to professional roles. A structured careers curriculum helps close this gap and challenges stereotypes about future pathways.	3, 4
Accessed to structured nurture activities to support well-being, resilience, confidence and attention	Education Endowment Foundation – Social and Emotional Learning (SEL) Toolkit - The EEF's evidence on Social and Emotional Learning shows that approaches which explicitly develop emotional regulation, social interaction, confidence and self-management can lead to approximately +3 to +4 months additional progress	3

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Disadvantaged)	National (All Pupils)	National (Disadvantaged)	National (Non-Disadvantaged)
EYFSP Good Level of Development	78.9	0	83.3	67.7% (2024)	<i>Not Published</i>	<i>Not Published</i>
KS1 Phonics Screening Check	78.9	100	77.8	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	20.7	12.25	22.81	20.6 (2024)	18.9 (2024)	21.3 (2024)
Year 4 MTC Scored 25 Marks	45	25	50	34% (2024)	25% (2024)	37% (2024)
KS2 SATS Combined RWM Measure EXS	90.5	100	89.5	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	100	100	100	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	90.5	100	89.5	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	100	100	100	74% (2025)	61% (2025)	80% (2025)

Overall Outcomes

Good progress Average progress Minimal progress

As children move through school, the gap between disadvantaged children and their peers lessens and, increasingly, by Year 6 children in receipt of pupil premium funding are out-performing their peers. However, there is a significant cross-over between disadvantaged children and those with more complex SEND needs – 16% of disadvantaged pupils have high level funded EHCPs, with a further 10% having significant SEND needs. This has a particular effect on outcomes in Year 4, where there is a higher number of children with SEND/EHCPs. These children show good progress according to their starting points.

Teaching

Good progress Average progress Minimal progress

We have focussed on targeted CPD around questioning and oracy to make an impact on disadvantaged children's abilities to access lessons, make good progress and

deepen thinking. OFSTED April 2025 noted outstanding behaviour and attitudes, with questioning effectively challenging children's thinking. 'Say it better' strategies challenge children to articulate their thinking and ideas clearly, resulting in rapid progress for disadvantaged children. For SEND children, teachers use a range of adaptations and this is an area we will continue to focus on to ensure high expectations for those with SEND, so that our disadvantaged/SEND children will continue to close the gap as they move towards Year 6.

Targeted academic support

Good progress Average progress Minimal progress

Tutoring in maths and reading focussed on disadvantaged children resulted in children in Years 5 and 6 making accelerated progress in these areas. The average point score in Y6 in both reading and maths for disadvantaged children was higher than their peers showing targeted academic support has worked effectively.

Wider strategies

Good progress Average progress Minimal progress

A determined focus on the opportunities provided for disadvantaged children saw 100% either attending a sports tournament, or taking up leadership activities within school. All Y6 children attended a university taster day. All disadvantaged children, including those with complex SEND took up multiple enrichment activities, including instrument lessons paid for by school.

While attendance for disadvantaged pupils remains slightly below peers (95.26% for disadvantaged 24/25, compared to 97.08% non-disadvantaged), across three years this has been an increasing figure, from 91.62% in 2022/3, so strategies to support attendance are increasingly effective.

Externally provided programmes

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

Programme	Provider
Little Wandle Phonics	Little Wandle
White Rose Maths	White Rose