

# Pupil premium strategy statement – Holbrook Primary School

This statement details our school’s use of pupil premium (and recovery 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	132	
Proportion (%) of pupil premium eligible pupils	12% (14% Sept 24)	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025	
Date this statement was published	November 2023	
Date on which it will be reviewed	November 2023	<b>REVIEWED NOV 2023</b>
Date on which it will be reviewed	November 2024	<b>REVIEWED 19.09.24</b>
Date on which it will be reviewed	November 2025	<b>REVIEWED 26.11.25</b>
Statement authorised by	Full governing body	
Pupil premium lead	Ingrid Taylor	
Governor / Trustee lead	John Maxwell-Jones	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28411
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£28,411</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is that all children, regardless of background, make good progress across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In order to make decisions about how to use pupil premium to improve disadvantaged pupils' attainment, we follow the principles set out by the EEF (Education Endowment Foundation). This recommends firstly analysing the needs of all pupils in school. An analysis of children who attract pupil premium money shows there are broadly three needs. The first is academic underachievement. Not all children with pupil premium underachieve, around 18% achieve in some or all key areas.

However, there are also other pockets of underachievement through school which are not related to disadvantage. This is a result of children's progress slowing during successive lockdowns. This means that our strategy first and foremost focusses on quality teaching for all children. The EEF state that 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending' in their Pupil Premium Guidance Report. Money is allocated to develop effective teaching in the key areas of reading, writing and maths. We also address this wider need through targeted academic support. Using the catch up premium money, Holbrook is using a school led tutoring approach to support identified disadvantaged and non-disadvantaged children. **(Discontinued 2024/25)**

A second challenge for our disadvantaged pupils is that a proportion have significant SEND needs. 25% of our children with pupil premium are on the SEND register **(2024/25- 33%)**. 12% of the pupil premium children have an ECHP **(2024/25 – 11%, with 16% with either high level EHCP or high level IP funding)**, so some of our SEND pupil premium children have complex learning needs. Beyond our disadvantaged children, the SEND register includes other children with complex needs – the overall school population includes 5% of children with high level ECHPs or IP funding **(4% 2024/25)**. Therefore some of our pupil premium money is allocated to developing good quality SEND provision across school.

A final area of need identified within our pupil premium children is emotional and social development. Again, the pandemic has mean that this is a wider issue across school. Holbrook is committed to ensuring that children have the opportunity to 'experience life in all its fullness' (John 10:10). Providing children with the emotional tools to access learning and self-regulate is important to help children achieve their academic potential, but is also key to helping wider development, to help children prepare for the next stage of their education and eventually to become adults who are resilient and who can achieve in life. As part of this, the opportunity for children to access rich cultural experiences is important and we make provision for all children

for this, but provide financial support for children with pupil premium *funding to ensure they can access culturally rich experiences in line with their peers.*

## Challenges

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

Challenge number	Detail of challenge
1	Lower achievement in line with peers – particularly in reading and maths <b>2024 – Achievement in reading is strengthening with 76% (excluding most complex SEND) achieving at/above expectations</b>
2	A range of SEND needs which require skilled teaching and support to ensure good progress
3	Children’s ability to self-regulate, to identify and deal with emotions and to be resilient can stand in the way of their readiness to learn. Children can lack rich cultural experiences to help them find their passions and talents.

## 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
The percentage of pupil premium children achieving EXS+ and GDS outcomes in reading, writing and maths is in line with their peers, excepting in the case of complex SEND needs and meets top 20% estimates in FFT	100% of pupil premium children without complex SEND needs achieve results in line with their peers. Children with PP make at least expected progress in-year 100% of pupil premium children achieve the in-year targets set for them. For SEND children this will be measured against IEP targets, targets set by speech and language teachers or by specialist visiting staff, and in school tracking using Cromford Grids.
Lessons for children with SEND are inclusive and allow children to make good progress	For children with SEND, school can demonstrate that children are meeting targets set for them through IEPs or through outside agencies, or through their in-school assessment tracking.

	Observations show a commitment to quality first teaching in all lessons
Children are able to identify and name emotions, ask for help when they are worried and demonstrate good self-esteem when it comes to learning.	The Boxall Profile is used to assess emotional need in key children. Key staff have attended training on emotional literacy or trauma-aware teaching and this is evident in classroom approaches. Behaviour policy is reviewed to focus on development of learning routines and positive framing
<b>Added 2024:</b> Children in receipt of pupil premium access enrichment and cultural enhancement, including the Holbrook Top Ten, to support aspiration	Children in receipt of pupil premium have a range of aspirational experiences so that pupil voice shows ambition for future careers

## 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: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further training for all staff (new staff and refreshers) in phonics to support children in KS2 particularly who still need phonics teaching	EEF: Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	1
Further Investment in 'rapid catch up' phonics scheme for KS2 children – resources, staff training, extra TA time to deliver, assess, track	EEF guidance document for 'Improving Literacy' collates best practice in the teaching of reading and emphasises these approaches.  EEF: While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. If an older reader is struggling with	1
Access to Little Wandle Phonics scheme – assessment		1

tracker, planning, keep up resources	decoding, phonics approaches will still be appropriate.	
Opportunity for teachers to observe each other teach reading/phonics		1
Improve engagement of pupils in reading for pleasure through books available in classrooms and in the library	EEF 'Improving Literacy' – 'progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.'	1
Training for staff in high quality teaching to ensure rapid progress for children	Using research from 'Great Teaching Toolkit' and Rosenshine's principles. EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'	1
Training for staff in quality first teaching for SEND; further CPD for key staff to develop approaches to a range of SEND needs and best use of TAs in the classroom	EEF guidance report advises 'ensure all pupils can access the best possible teaching' for SEND pupils EEF report 'Making Best Use of Teaching Assistants'	1, 2

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue and extend nurture provision for small groups and 1:1	EEF shows meta-cognition and self-regulation are good drivers for progress. Social and emotional learning also shows a moderate impact, though there is less of a body of evidence for this.	2, 3
Extending hours of existing TAs to support Literacy and Numeracy interventions through school	DFE National Tutoring program document: 'We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition,	1
		1

	pupils who receive small group tuition may make, on average, 4 months additional progress'	
Before school interventions targeted for Y6 PP children		1
<b>SEND appropriate online resources to support progress and access to the curriculum – eg Nessie, touch typing</b>		1

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

Budgeted cost: £3911

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff in meta-cognition strategies and the working memory model	EEF shows meta-cognition and self-regulation are good drivers for progress. Social and emotional learning also shows a moderate impact, though there is less of a body of evidence for this.  DfE Research report 'The Impact of Pupil Behaviour and Well-Being on Educational Outcomes' – 'Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years'	3
a focus on reading for pleasure strategies which gives children a richer access to books at home as well as school	An OECD study in 2002 reported that reading enjoyment has more importance on children's educational success than the social or economic background of their family.  There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).	

<p>PP children to access a range of enriching activities including a performance, good quality books, specialist teaching (e.g. music) and outdoor adventurous activities, including access to clubs, as well as aspiration building careers experiences</p>	<p>Supporting the aims of the National curriculum to build children's cultural capital</p> <p>EEF: 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported [linked to arts engagement].'</p>	<p>4</p>
<p>PP children access leadership roles in school</p>		

**Total budgeted cost: £28411**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Part B: Review of outcomes for 2024/25 academic year</b>						
<i>This details the impact that our pupil premium activity had on pupils in 2024 to 2025</i>						
Outcomes for 24/25						
Data	School (All Pupils)	School (Disadvantaged)	School (Non-Disadvantaged)	National (All Pupils)	National (Disadvantaged)	National (Non-Disadvantaged)
EYFSP <b>Good Level of Development</b>	78.9	0	83.3	67.7% (2024)	<i>Not Published</i>	<i>Not Published</i>
KS1 <b>Phonics Screening Check</b>	78.9	100	77.8	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC <b>Average Attainment Score</b>	20.7	12.25	22.81	20.6 (2024)	18.9 (2024)	21.3 (2024)
Year 4 MTC <b>Scored 25 Marks</b>	45	25	50	34% (2024)	25% (2024)	37% (2024)
KS2 SATS <b>Combined RWM Measure EXS</b>	90.5	100	89.5	62% (2025)	47% (2025)	69% (2025)
KS2 SATS <b>Reading EXS</b>	100	100	100	75% (2025)	63% (2025)	81% (2025)
KS2 SATS <b>Writing EXS</b>	90.5	100	89.5	72% (2025)	59% (2025)	78% (2025)
KS2 SATS <b>Maths EXS</b>	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

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

**THIS REVIEW WAS RATIFIED BY THE LOCAL TRUST COMMITTEE 03.12.25**