

Holdbrook Primary School and Nursery



Pupil Premium Strategy Statement

2025-2026

Dare to Dream, Aim to Achieve

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Holdbrook Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2025 – Summer 2026
Date this statement was published	October 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Michael Mackey
Pupil premium lead	Michael Mackey
Governor / Trustee lead	Paula Violet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,685
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	£119,685

Part A: Pupil premium strategy plan

Statement of intent

At Holdbrook we aim for our children to develop a love of learning and become lifelong learners. We want our children to achieve their best in all areas of learning and be happy confident members of the school community and wider society.

What are your ultimate objectives for your disadvantaged pupils?

Our ultimate objectives for our pupil premium are:

- To diminish the difference between socially disadvantaged pupils and all pupils nationally to ensure children develop basic skills in reading, writing, and maths so they are well prepared for their future schooling.
- To ensure socially disadvantaged children have opportunities for a balanced curriculum, allowing for children to diminish the difference between socially disadvantaged pupils and all pupils nationally.
- To ensure socially disadvantaged children have attendance in line with their non-disadvantaged peers so children are able to access the learning and opportunities provided.
- To ensure our socially disadvantaged children have access to a wide range of extra-curricular activities and experiences.
- To raise aspirations (academic, pastoral, extracurricular) of our socially disadvantaged children.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our pupil premium strategy is based on the EEF tiered approach to Pupil Premium Spending. The spending includes 3 main areas:

1. Teaching

A focus on developing quality teaching and learning through professional development.

2. Targeted academic support

A focus on providing targeted quality interventions in small bite size sessions so children are not missing other lessons.

3. Wider Strategies

A focus on providing children with opportunities to develop their cultural capital and participate in co-curricular activities; developing positive relationships with parents encouraging parental engagement and ensure children are prepared to learn.

Our priorities are identified and our plan is implemented to support socially disadvantaged children at Holdbrook.

What are the key principles of your strategy plan?

We ensure that teaching and learning opportunities meet the needs of all of the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy/EAL</p> <p>Limited Vocabulary and Language Exposure Fewer Opportunities for Rich Conversations: Students from disadvantaged backgrounds have under developed language skills and have gaps on their vocabulary. This can limit their ability to understand and use complex language in both academic and social settings.</p> <p>Restricted Language Development: Pupil Premium students may have fewer interactions with adults who use varied vocabulary, which can slow language development and make it harder to participate in discussions or understand nuanced language.</p> <p>Assessments indicate attainment levels are lower among disadvantaged children than their peers.</p> <p>Low Confidence in Speaking and Self-Expression</p> <p>Anxiety Around Public Speaking: Many students may feel self-conscious or anxious about speaking in front of peers, especially if they are less familiar with academic language or formal speech patterns.</p> <p>Fear of Making Mistakes: Disadvantaged students may fear judgment or lack confidence in their speaking abilities, especially if they struggle with vocabulary or grammar, which can lead to reluctance to speak up.</p> <p>Limited Practice in Structured Discussions: Engaging in debates, presenting arguments, or structuring thoughts logically may not come naturally if students have limited experience with structured discussions at home or in social settings.</p> <p>Difficulty Understanding and Using Academic Language</p> <p>Challenges with Subject-Specific Vocabulary: Academic subjects often require students to use technical or abstract language, which can be difficult for those who haven't had prior exposure to such terms.</p> <p>Struggles with Complex Questioning and Reasoning: In subjects like science and history, students may need to explain processes, hypothesize, and justify ideas, all of which require higher-level oracy skills. Without strong language skills, these tasks can be challenging.</p> <p>Difficulty Following and Contributing to Class Discussions: Students may struggle to listen, process, and respond to what others are saying, especially in fast-paced discussions. This can lead to missed learning opportunities and a sense of exclusion.</p> <p>Limited Social Language Skills</p> <p>Fewer Social Interactions to Build Conversational Skills: Social skills like turn-</p>

	<p>taking, active listening, and responding appropriately in conversations may be underdeveloped if students lack regular peer interaction outside of school.</p> <p>Challenges in Forming Friendships: Without confidence in oracy, students may struggle with the social skills needed to form and maintain friendships, which can affect their sense of belonging and self-esteem.</p> <p>Difficulty with Empathy and Perspective-Taking: Oracy involves understanding others' viewpoints and expressing one's own thoughts clearly. Limited oracy skills can make it harder for students to engage in empathetic or reciprocal conversations.</p>
2	<p>Reading</p> <p>☐ Limited Vocabulary Exposure: Many disadvantaged students may have had less exposure to a wide vocabulary at home, impacting comprehension and reading fluency. This can lead to difficulties understanding complex texts.</p> <p>☐ Lower Reading Motivation: Without access to books and positive reading role models at home, some children may lack interest or motivation to read.</p> <p>Limited Access to Reading Materials: Families with fewer resources may not have books at home, and limited library access can further reduce the chance to practice and enjoy reading.</p>
3	<p>Writing</p> <p>Underdeveloped Fine Motor Skills: Early practice with writing tools and drawing can be limited for some disadvantaged students, leading to less confidence and skill in handwriting.</p> <p>Difficulty with Writing Structure and Planning: A lack of foundational support in language and storytelling can make organizing thoughts, structuring essays, and writing in different genres challenging.</p> <p>Lower Confidence in Self-Expression: Without regular encouragement to express ideas at home, some students may struggle to articulate their thoughts in writing, impacting both creativity and accuracy</p>
4	<p>Maths</p> <p>Maths Anxiety and Low Confidence: Negative associations with maths, often stemming from limited support or role models at home, can cause anxiety. This can make learning new math concepts particularly difficult.</p> <p>Missed Foundational Skills: Math skills build on each other, and gaps in early understanding can create barriers in more advanced topics, like fractions, algebra, or problem-solving.</p> <p>Limited Opportunity for Practical Application: Concepts such as counting, measuring, and time-telling are often reinforced outside school. For children from disadvantaged backgrounds, opportunities to practice these at home may be limited.</p>
5	<p>Enrichment</p> <p>Not attending clubs/activities out of school</p> <p>Not taken to theatre, museums, galleries</p> <p>Not engaged in enrichment activities</p>

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
To accelerate progress with socially disadvantaged children in reading, writing and maths in KS1 and throughout KS2 through carefully planned interventions.	Children's attainment levels are in line with non-pupil premium children at Key Stage 1 and Key stage 2. Progress from KS1 to KS2 are accelerated so that children are attaining in line with non-pupil premium children.
To accelerate progress of socially disadvantaged children in the EYFS setting in the prime areas of learning.	Children's attainment levels are in line with non-pupil premium children at the end of the EYFS setting.
To ensure all pupils access enrichment activities, increase engagement and access to the curriculum and develop their cultural capital.	Children will have opportunities to access a wide range of enrichment activities.
Parental confidence improves and become more engaged with the school	Increased attendance by parents and carers with school at parents evening, events held and workshop to support their child.

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)

1. Budgeted cost: £59,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole School Phonics CPD ensuring all staff have excellent subject knowledge and are therefore well placed to support the teaching and learning of Early Reading.</i>	The EEF Guide to pupil premium suggests that effective CPD and improving the teaching and learning of reading is the key ingredient of a successful school and should be the top priority for Pupil Premium Spending.	1
<i>RWI Development Days supporting the implementation of our planned phonics curriculum.</i>	The EEF Guide to pupil premium suggests that effective CPD and improving the teaching and learning of reading is the key ingredient of a successful school and should be the top priority for Pupil Premium Spending.	2, 3, 4
<i>Early Years Advisor working with the EYFS team to improve the teaching and learning within the EYFS setting.</i>	The EEF Guide to pupil premium suggests that effective CPD and improving the teaching and learning is the key ingredient of a successful school and should be the top priority for Pupil Premium Spending.	2, 3, 4
<i>Nurture Groups</i>	<p>1. Improved Social Skills - Nurture groups provide a structured environment where children can learn and practice social skills, such as communication, cooperation, and conflict resolution. This helps them build better relationships with peers and adults.</p> <p>2. Enhanced Emotional Well-being - These groups offer a supportive setting where children can express their feelings and experiences. This support</p>	2, 3, 4

	<p>helps in building self-esteem and emotional resilience, reducing anxiety and behavioural issues.</p> <p>3. Personalized Learning - Nurture groups typically have a lower adult-to-child ratio, allowing for more personalized attention and tailored learning experiences. This can help children who may struggle in a larger classroom setting to better understand and retain academic material.</p> <p>4. Improved Behaviour - By addressing underlying emotional and social issues, nurture groups can lead to improved behaviour in the classroom. Children learn self-regulation strategies and appropriate ways to respond to challenges.</p> <p>5. Better Academic Outcomes - As children become more emotionally stable and socially adept, they are better able to focus on their academic work. The supportive environment can lead to improved concentration, motivation, and ultimately, academic performance.</p> <p>6. Positive School Experience - Nurture groups help create a positive and inclusive school experience for children who might otherwise feel marginalized or overwhelmed. This can foster a love for learning and a greater sense of belonging within the school community.</p> <p>7. Parental Involvement - These groups often encourage greater parental involvement in a child's education. Engaging parents can provide additional support and reinforce the positive changes occurring within the nurture group setting.</p> <p>8. Development of Coping Strategies - Children in nurture groups learn coping strategies for dealing with stress and</p>	
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	<p>adversity, which can be beneficial throughout their lives. These strategies help them manage challenges more effectively both inside and outside of school.</p> <p>Overall, nurture groups play a crucial role in supporting the holistic development of children, ensuring they are equipped with the social, emotional, and academic skills needed for future success.</p>	
		2, 3, 4

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

2. Budgeted cost: £28,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group/1:1 interventions</i>	<p>Additional Adult which allows for targeted interventions and additional teaching opportunities.</p> <p>Examples of some interventions: Phonics 1:1 Reading Interventions Toe by Toe Reading Comprehension 1:1 Reading 5 Minute Box for Maths Pre-Teaching Feedback sessions</p>	1, 2, 3, 4
<i>EAL Support Assistant</i>	<p>Targeted support for EAL Pupils who qualify for PPG to diminish the difference and raise levels of attainment for pupil premium children.</p>	1, 2, 3, 4
<i>Speech and Language Specialist Support</i>	<p>Targeted support for Pupils to develop language acquisition.</p> <p>Nellie Interventions</p>	1, 2, 3, 4
<i>Nurture Group Provision</i>	<p>Supporting children with their emotional well-being allowing children a safe space to explore their emotions, to allow them to be more successful members of the school community</p>	1, 2, 3, 4

<i>CHEXS Enrichment and Growth and Mentoring Programme</i>	Developing pupils, confidence and self-esteem so that they are more engaged in their learning. EEF mentoring builds relationships, confidence, develop resilience and character or raise aspirations which should have a positive impact on attainment.	1, 2, 3, 4
<i>Intervention Teacher 1:1 Tuition (Maths)</i>	Pupils will receive intensive individual targeted support in order for children to make accelerated progress. Schools Tutoring Programme	1, 2, 3, 4

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

3. Budgeted cost: £29,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased range of after school clubs available for pupils run by external staff.</i>	All children have the right to participate in a range of extra-curricular activities and should be able to attend school trips regardless of their family financial circumstances.	1, 5
<i>Forest School</i>	Pupils from years 1 to 6 will receive 1 term of Forest School in order for children to develop their self-esteem, creativity, confidence and independence. The children will have opportunities to take risks in a safe environment, explore and play.	5
<i>CHEXS Family Support Worker</i>	Families require support, within the local area and our own family support worker provides a positive working relationship with local and quick support.	1, 2, 3, 4
<i>Parent Liaison and Pupil Support Worker</i>	Parent Liaison and Pupil Support Worker supporting families developing parental links with the school and as a result improving parental engagement.	2, 4
<i>Financial Support</i>	All children to feel part of the Holdbrook community by wearing appropriate	1

	school uniform regardless of financial circumstances.	
<i>Trip Subsidy</i> <i>Swimming Subsidy</i> <i>Club Subsidy</i>	All children have the right to participate in a range of extracurricular activities and should be able to attend school trips regardless of their family financial circumstances.	1, 5

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.

Teachers are continuing to use their assessment in order to support children to learn the planned content. Our strategy will continue to support the children to close the gap with their peers and with those nationally. In reading and maths pupil premium children make good or better progress, similar if not better progress than non-pupil premium children. Data shows by the end of year 6, pupil premium children leave our school in a strong position and they succeed in our school. This is achieved through careful and thorough teacher assessment of all pupils. Pupils are carefully planned for pupil premium children are a focus in the evaluation process to ensure equitable educational opportunities for all children. In each year group there is clear progress and any child that is not progressing as quick as their peers are identified quickly to support their learning. This starts in EYFS where we have a good level of development for all pupils.

A whole school focus is writing. Our data shows that the gap between our data and national expectations remains but there is good progress in this area. This remains a whole school area of focus. We have put in measures through the curriculum, teaching and learning, planning and the leadership of writing to ensure that all pupils make good progress and the gap is reduced this academic year.