Pupil premium strategy statement – Holyport CE 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	217
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	January 2026
Date on which it will be reviewed	October 2026
Statement authorised by	Amanda Featherstone Headteacher
Pupil premium lead	Katie Healy SENCO/PPG Lead
Governor / Trustee lead	Paul Mew Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46,260.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£ 46,260.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 are mindful and supportive of 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils flourish academically and holistically.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are supported pastorally as well as educationally

Challenges

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

Challenge number	Detail of challenge
1	PPG Data on Reading from Insight (Pupil Tracker) show that our current cohort 40% are at ARE (2/5) Outcomes 2024/5 Year cohort has 80% of PPGs(4/5 pupils) at ARE in reading. At the start of this year only 50% were on track to achieve ARE in Year 6 Prior to 2025, only a few PP pupils were regularly engaging with the reading stars (4 x a week home reading target) rewards last year In 2024/5: Year 6, Year 5, year 4, Year 3, Year 2, Year 1, Rec In 2023/4: Year 6 2/5, Year 5, ¼, Year 4, 2/2, Year 3, 4/5, Year 2, 2/4 Year 1 and 0/2 in Rec. Most took part once. This will have an impact of children's developing language capabilities over time and this is an area we wish to address.
2	In 2025/6 Insight Data shows that 20% (1/5) are at ARE in Maths In 2024/5 Historic Data from Trajectories and past attainment, showed that 63% PP pupils were at risk of not reaching their targets in mathematics. Outcomes were 60% at ARE (3/5)
3	In 2025/6 Insight Data shows that 20% (1/5) are at ARE in Writing In 2024/5 Historic Data indicates that the gap between PPG and Non-PPG is highest in writing. Outcomes were 40% at ARE (2/5)
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to increased anxiety, isolation from peers and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils feelings towards school and learning, including their attainment. Teacher, DSL and Parent Requests for referrals for support have markedly increased during and since the pandemic In 2025/6 of the current Pupil premium pupils; 75% had internal CPOMS referrals, 65% referred or were supported by an Early Help intervention or MASH for emotional, mental health /family related needs In 2024/5 of the current Pupil Premium pupils; 61% had Internal CPOMS referrals by staff 35% referred or part of Early Help Services or MASH for emotional/mental health/family related needs

5	In 2024/25 Attendance for PPG was 85.9% Attendance remains below National Average, compared to non PP children (96%) who are just above NA.

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
Improved attainment in Reading and Language capabilities for disadvantaged pupils at end of KS2 and across the school.	KS2 Reading outcomes in 2024/25 had 80% of disadvantaged pupils met the expected standard. (77% for all in cohort)
Improved attainment for Mathematics for disadvantaged pupils at end of KS2	KS2 Maths outcomes in 2024/25 had 60% of disadvantaged pupils met the expected standard. (73% for all in cohort)
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2024/25 for 40% of disadvantaged pupils met the expected standard. (60% for all)
To achieve and sustain improved wellbeing for all pupils in our school, particularly of our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/6 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • increased attendance of most vulnerable SEMH pupils • a significant reduction in pupils' dysregulation and anxiety regarding coming to school • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/6 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and attendance gap between PP and non-PP being reduced by at least 1%. • Support for a small group who struggle, aim to increase their days in school Attendance Officer (Assistant Head) will promptly call families who have an absent child without reason and keep track through regular audit trail for PPG families.

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: £ 18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Outcomes (ODST) course for Year 6 teacher.	When classteachers are aware which pupil premium children in their class did not make good progress last academic year, they can identify these as target children.	1,2,3
SLT will identify target groups and discuss with teachers at Pupil Progress meetings. *Identifying training and QFT support*	Staff who feel skilled and confident leading interventions, and teachers working more directly with PP children in their class will see better progress. SENCO/PP Lead will support and train Tas in delivering interventions to meet their needs, particularly with the overlap with SEN.	1,2,3,4 and 5
Improving QFT in reading in class	Teachers using the range of reading experiences; shared, group and individual to ensure children are exposed to vocabulary and text genres, with children being given the opportunity to explore the meaning of words in context. Reading Corners re – introduced. Survey of current provision, investment in texts/display/engaging areas Pupil reading survey Continue to monitor and promote the reading stars (English Lead)	1
Improving Maths QFT through the delivering of the KS1 Mastering Number at Reception and KS1 Programme	The Mastering Number Programme (NCETM/Maths Hubs) is designed to secure strong number sense, fluency and subitising in the early years, which the EEF highlights as core foundational skills that underpin later mathematical success. High-quality early mathematics teaching has been shown to significantly reduce attainment gaps for disadvantaged pupils, particularly in number and place value. Consistent use of structured, daily number sessions helps ensure pupils develop mental fluency, automaticity and confidence—key predictors of later attainment in KS2.	2
Zones of Regulation and the Nurture Room	Children are to identify their current zone of regulation and are supported in using a quiet space	4,5

Development being used to regulate PP children that need additional support as well as using PACE (and PACE training) to support children	such as the nurture room. Supported in re – regulating emotions and tools to help them manage their mood/feelings. Return to class when ready to learn. Children who are ready to learn, enjoy coming to school, their attendance improves. Children who are supported to regulate, will have fewer suspensions and time out of the classroom, internally or externally.	
Improving Maths outcomes in current Year 6 through strong quality first teaching	The EEF states that targeted, high-quality teaching in upper KS2, particularly when informed by diagnostic assessment, has strong impact on pupil progress—especially for disadvantaged learners. Focusing teaching on identified gaps in reasoning, arithmetic fluency and problem-solving supports accelerated progress. Structured, evidence-based approaches such as explicit instruction, scaffolding and guided practice have demonstrated positive effects on attainment in mathematics, particularly when combined with regular teacher-led feedback.	2
Improving writing outcomes in current Year 6 through strong quality first teaching	EEF research indicates that the most effective writing instruction includes modelling, explicit teaching of planning and editing strategies, high-quality feedback, and opportunities for deliberate practice. Targeted support in Year 6, particularly focused on sentence construction, vocabulary development and cohesion, can significantly narrow the attainment gap for disadvantaged pupils. Approaches that integrate modelling, shared writing and scaffolded independent writing have been found to accelerate progress and improve writing stamina and accuracy.	3
Purchase of NEW standardised diagnostic assessments through ODST.	Diagnostic assessment can be used to assess the best way to target support. (EEF) Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,2,3

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

Budgeted cost: £ 15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Pupil Progress Meetings with AHT/SENCo and Headteacher	Time for professional dialogue and maintaining PP pupils as a priority group. Staff knowing who they are, their barriers to learning understood and strategies deployed to meet their needs. Leadership strategic overview to review whole school actions on SDP. Higher QFT should reduce the need for extra support, however some PP will need additional intervention/support.	1,2,3,4,5 and 6
Use of targeted programmes monitored by the SEN/PP lead – Nessy, Dynamo Maths, SAL and OT (sensory circuits for example)	Small group of Individual tuition through programmes and delivery by known staff can increase rates of pupil progress in the target areas. By addressing their barriers to learning, children will be more engaged and keen to come to school to learn.	1,2,3,4, 5
SEN/PP lead direct support to each class	Research from the EEF and national SEND guidance shows that classroom-based specialist support increases the precision and effectiveness of Quality First Teaching. When SEN/PP Lead expertise is used to guide adaptive teaching, model strategies, and help teachers understand barriers to learning, disadvantaged pupils make stronger progress. Regular in-class support enables early identification of needs, consistent implementation of interventions, and greater alignment between classroom teaching and targeted provision, improving academic, social and emotional outcomes	1,2,3,4 and 5
Improve the quality of social and emotional support, by enabling	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved	1,2,3,4 and 5

consistent timetabling of ELSA support.	academic performance, attitudes, behaviour and relationships with peers) The EEF states 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	
ABC to Read volunteers supporting 2 weekly to increase reading mileage and engagement in Reading	ABC to Read has evidence to show that by raising a pupil's confidence and enjoyment of reading and by regular reading, pupils make good progress. Some of the pupils eligible for PP will benefit from increased confidence with their reading and reading a range of books regularly. The EEF suggests that overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The DFE has reported on reading for pleasure and how there is growing evidence that illustrates the importance of reading for pleasure for educational and personal purposes	1, 4,5
Holyport College Y12 mentoring	1:1 support weekly from mentors/tutors, Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1 or 2

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

Budgeted cost: £ 12,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive behaviour management *Incl a focus on teaching and learning for excellence (within a revised policy) with the aim of developing our school ethos and improving behaviour and attention in lessons.*	Universal approaches can have positive overall effects on pupils and staff leading to increased engagement and purposeful learning environments: Behaviour interventions | EEF (educationendowmentfoundation.org.uk	4,5
Assistant head teacher 1 hour/weekly dedicated to attendance improvement incl PP pupils	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	1, 2,3 and notably 4,5
Variety of Trips and Clubs Funding set aside to enable attendance if a barrier – leading to improved self –confidence	Many families of pupils eligible for PP struggle to provide enriching activities for their children which extend beyond the curriculum. The EEF toolkit states that overall, studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these Historical experience. Parents/ students may not commit to school trips especially when there are multiple siblings.	4,5
Breakfast Club places needed as emergency for PP pupils, in order for them to attend school	Identified on an individual needs basis. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20cl	4,5

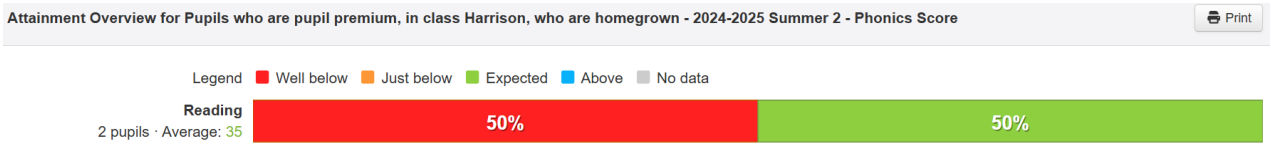
Total budgeted cost: £ 46,260.00

Part B: Review of the previous academic year

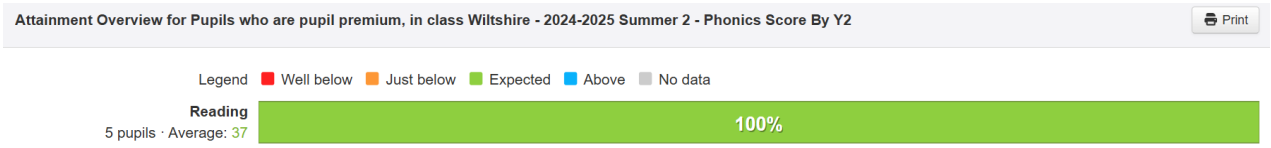
Outcomes for disadvantaged pupils

Reception – there were 0 pupils identified as pupil premium

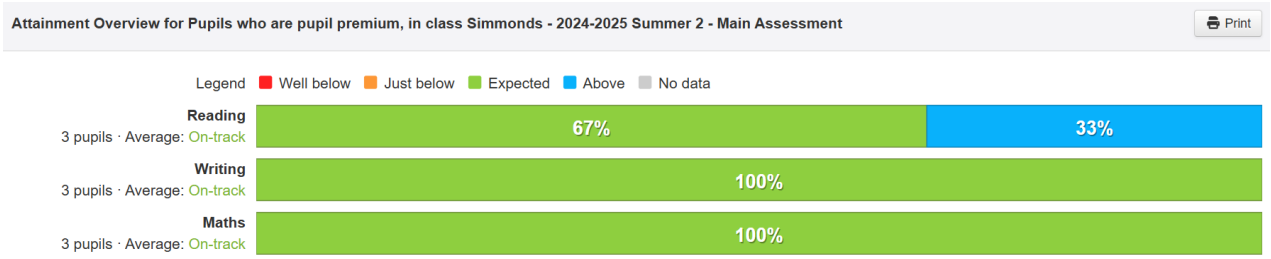
Year 1 Phonics



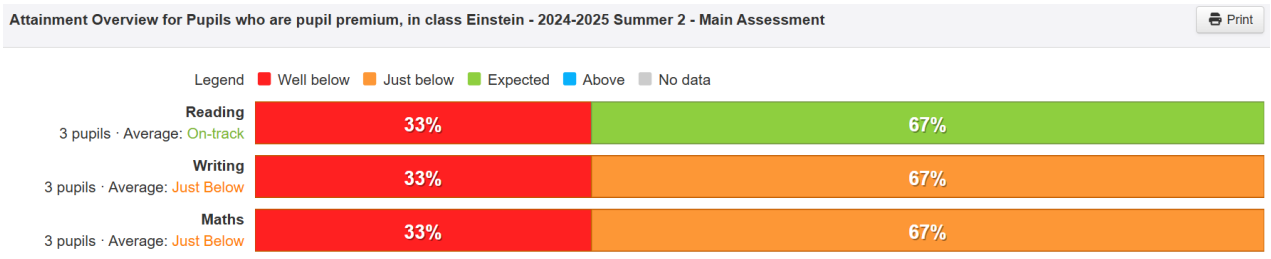
Year 2 Phonics Re – Check



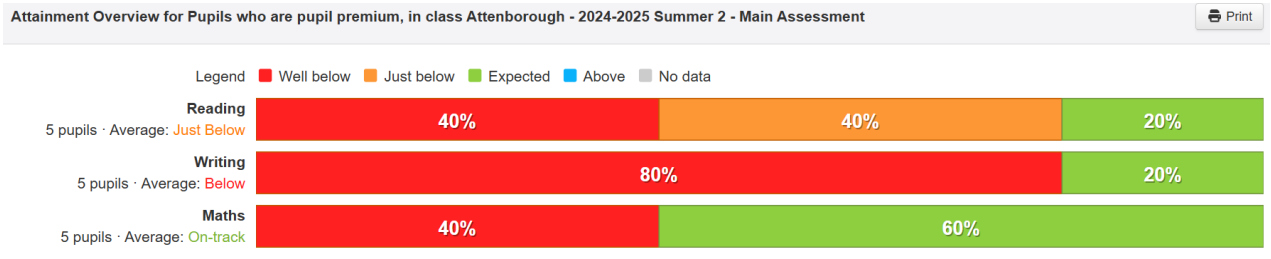
Year 3



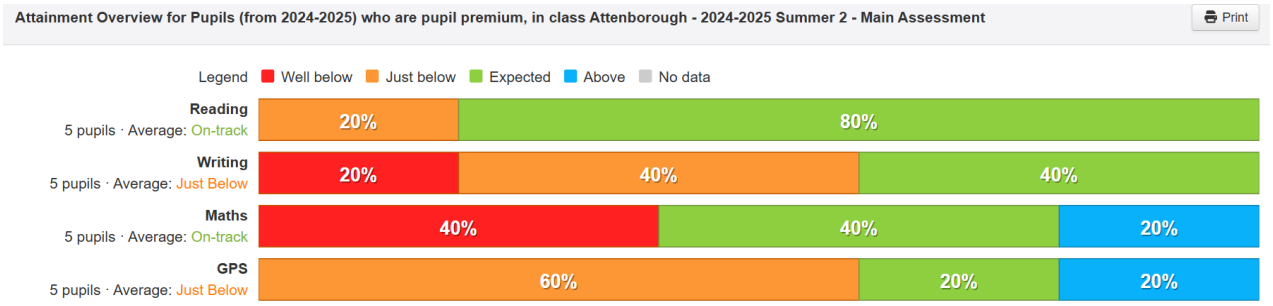
Year 4



Year 5



Year 6



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
PPG Reading Mileage and Engagement Project	ABC to Read

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.