Pupil premium strategy statement – Hollybrook Infant 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.

20% less PP children achieve combined by the end of key stage 2 compared to non-PP

School overview

Detail	Data
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	17%
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)**	3 year strategy 2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Marcella Dobson
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Mark Chaloner / Lauren O'Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,536
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*	£41,536

Part A: Pupil premium strategy plan

Statement of intent

At Hollybrook Infant school 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.

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

All staff are committed to meeting the pastoral, social and academic needs of every disadvantaged pupil by providing a nurturing and caring environment. We will develop a love of learning and ensure all children fulfil their potential. Irrespective of the children's background or the challenges they face all children will make good progress across all subject areas.

High-quality teaching is at the heart of our approach, using the EEF '5 a day 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.

At Hollybrook Infant School we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the HET PP Strategy. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wide school improvements and improving readiness to learn and be ready for the next stage of their education. Overcoming barriers to learning is at the heart of our PPG use. We use the PPG to ensure that every child receives the best quality of education and the highest possible standards.

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 excel. 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

Challenges

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

Challenge number	Detail of challenge
1 **Communication and Language**	Baseline data, observations and discussions demonstrate the need to develop communication and language skills among many underserved pupils.
2 **Reading**	Assessments, observations and discussions with pupils suggest many pupils in receipt of the PPG require additional support in their comprehension skills.
3 **Writing**	Assessments show that many pupils in receipt of PPG achieve significantly less well in writing, with fine motor/handwriting and spelling contributing heavily to this.
4 **Attendance**	Attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 2.6% lower than the whole school overall data.
5 **Oracy**	Discussions with pupils indicate they those who are entitled to the PPG are not confident in some subject areas, particularly writing, and have a difficulty in self-reflection e.g. not having the skills to talk about what they are good at.
6 **Mathematical Vocabulary**	Book scrutiny and discussions with pupils show that some children need to develop the mathematical vocabulary to reason effectively in maths.

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
For all children to have developed communication skills which enable them to fully access all areas of the curriculum.	Robust implementation of all speech and language targets with secure monitoring will show disadvantaged children are reaching their targets. High quality extra-curricular and in school opportunities will be carefully and deliberately planned for children to demonstrate strong communication skills.
Children will be skilled at self-regulation, securing strong learning behaviours.	Early years will place a high emphasis on self-regulation, through following a clear progression from co-regulating to self-regulation. Individual pupils are targeted and supported to develop self-regulation. Prime areas in the EYFS curriculum are a focus and children not on track are carefully monitored to

	ensure additional support/intervention/ELSA time is offered to further support their development. Staff will use a range of strategies to help co-regulate and support self-regulation of pupils in the school community. Children will be able to articulate how their behaviour has improved and how this makes them feel.
Secure acquisition of phonics and Early Reading skills to secure strong outcomes in reading and Little Wandle will be fully resourced.	Little Wandle will be fully embedded across the school showing strong outcomes in phonics for all groups of children. 90% of PP children will pass their phonics screen in year 1 and 95% of pupils in year 2 will pass their retake. Teachers will feel confident at identifying pupils who are falling behind and catch-up sessions will be fully utilised. Pupils in the catch up sessions will close gaps quickly.
Fine motor control will be a focus across the school.	A range of resources will be purchased to support the use of gross motor skills to strengthen muscles for writing. A new handwriting scheme, Teach Handwriting, will be purchased and implemented to support children with their fine motor skills, through whole class teaching. The handwriting scheme will be carefully planned for to support children who are at risk of falling behind, as an intervention.
The children will be confidently applying their spellings in writing across the curriculum.	Little Wandle will robustly teach spelling in EYFS and KS1 and year 2 follow the Little Wandle spelling scheme. Additional spelling practise opportunities will be planned for and provided weekly by teachers. The Spelling Shed will be used as intervention and homework to help children to learn their year group Common Exception Words and spelling rules.
We will have a bespoke curriculum across the school to support every child, including those on the Pupil Premium Grant.	Although our curriculum is strong, we would like to make it bespoke to focus on developing the cultural and social capital of all pupils in our school by ensuring there is depth and the teaching of a wide range of vocabulary and opportunities to use it. Revision and refreshing of all knowledge organisers. Revision of progressions of substantive and disciplinary knowledge. A bespoke PSHE curriculum has been written and implemented with a focus on trauma informed practise and emphasis on oracy.
The children will develop their self-esteem and ability to self-reflect.	We will have introduced and embedded the Hollybrook Schools Leadership Award to boost self-esteem and reflection.

The children will be positive about their well-being and have confidence in class.	A wellbeing working party has been established. Anti-bullying ambassadors are trained and playing a more active role across the school.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a strong writing curriculum and lesson structure based on the new writing framework, to improve outcomes for children and to support with spelling and handwriting acquisition. To strengthen the use of Edshed to target individual children to improve their spelling using the mastery zone.	*... pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.* *The writing framework* *The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested.* *Literacy_KS1_Guidance_Report_2020.pdf*	1, 6, 7
To strengthen Echo Reading and Oracy in Schools to develop confidence and understanding in reading.	*Reading fluency is often described as a bridge between word recognition and comprehension. Some pupils may be able to cross the bridge independently if they regularly read varied and appropriately challenging texts. However, this crossing is a difficult journey for those who don't.* *EEF blog: Reading Fluency Practice in the Primary Classroom | EEF*	1, 2, 4
Train staff and ensure that when teaching spelling in lessons, the children are applying their Little Wandle spelling programme to embed the learning of key spellings	*"Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling." (EEF guide to Literacy)* https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1730812613	1, 3

To develop strong awareness of the 5 big ideas in teaching for Mastery so that teachers enable children to develop a deep coherence in maths. To develop subject expertise in maths – embedding key vocabulary using a mathematical vocabulary document linked to NCETM spine documents	 *A true understanding of these ideas needs discussion with other teachers and an exploration of how the ideas are reflected in day-to-day maths teaching.* NCETM_Five_Big_Ideas_Updated_Feb_2024 Summarise the most important knowledge and understanding within each year group and important connections between these mathematical topics. *Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)*	1, 5, 6
Support staff to embed an oracy curriculum across the school across all subjects by having key strategies that are used as a school. To use advice from Speaking Spaces to deliver speech and language sessions and to find a more holistic approach to working on targets by adapting learning to include group targets.	*Having meta-language to talk about speaking and listening is key to your students' success in oracy. It will enable them to give precise feedback and engage in meaningful self-reflection.* Voice21-Student-Friendly-Oracy-Framework-Final.pdf *Communication and language approaches typically have a very high impact and increase young children's learning by seven months.* Communication and language approaches | EEF	1, 2, 4, 5, 6
To develop a whole school strategy to support children with EAL to ensure that pupils who have EAL and are under receipt of PPG get access to bespoke support.	*The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.* PRIMARY_national_curriculum.doc	1, 2, 4, 6
To develop a bespoke RE, Science, Music and Geography curriculum to engage pupils and embed key knowledge.	*The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.* National curriculum in England: framework for key stages 1 to 4 - GOV.UK	1, 2, 3, 4, 5, 6

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train staff to use Makaton to support a growing number of children with complex needs.	*With Makaton, signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help people who have no speech or whose speech is unclear. Using printed or drawn symbols can help people who have limited speech and those who cannot sign or prefer not to sign.* What is Makaton? - About Makaton	1, 2, 4
To create bespoke sessions to develop attention and communication with children in EYFS and KS1.	*Attention Autism is a structured intervention developed by speech and language therapist Gina Davies. It aims to develop attention, communication, and social interaction skills in children, particularly those with autism or other communication difficulties. The approach is playful, engaging, and visually stimulating, using a "bucket" filled with exciting objects to capture attention.* attention-autism	1, 2, 4,
To structure the use of and create further reduced classroom and outdoor space across KS1 to support with bespoke learning, regulation, concentration and communication skills.	*Smaller classes impact if the staff delivering the teaching are able to adapt the teaching approach to better support the pupils within the smaller class.* Reducing class size | EEF	1, 2, 3, 5, 6
Phase leader led intervention to boost children with PPG.	*Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.* *Improving behaviour in schools*	1, 4, 5

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

Budgeted cost: £*7,350*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance the Leadership Program with a 'careers' element to inspire children with PPG.	Self-awareness: expands children's emotional vocabulary and support them to express emotions. Self-regulation: teaches children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives.	1, 4, 5

	To give specific and focused praise when pupils display Social and Emotional Literacy skills. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1730815968	
To build a stronger whole school approach to attendance using a graduated response.	*Make sure you build a culture of community and belonging for pupils and to communicate effectively with families.* *When the school community feels included in decisions that affect them, and that their perspectives are valued, then implementation outcomes are likely to improve.* Supporting attendance | EEF	4
Coffee mornings will be set up to support our more vulnerable parents and to signpost them with support, to strengthen attendance.	*Building a holistic understanding of pupils and families, and diagnosing specific needs.* Supporting attendance | EEF	4
Newly accredited Senior Mental health leads to use a well-being working party that includes, staff, pupils and governors to strengthen PPG pupil wellbeing.	Self-awareness: expands children's emotional vocabulary and support them to express emotions. Self-regulation: teaches children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. To give specific and focused praise when pupils display Social and Emotional Literacy skills. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1730815968	1, 4, 5

Total budgeted cost: £52,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that overall disadvantaged pupils EYFS were mostly in line with their peers for the achievement of the early learning goals.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that non-attendance, especially with a focus on persistent absence, is considerably higher than non-disadvantaged children. There is however, evidence of strong impact on focussed pupils and their improved attendance. The number of pupils who have attendance of under 85% has reduced from 16 to just 3 pupils with 10 of these pupils reaching to above 90%

Our evaluation of the approaches delivered last academic year indicates that focus on:

- *Little Wandle Reading at school and at home led to an increase in fluent readers who spoke confidently about books. This is supported by the KS1 reading data.*
- *ELSA interventions are having more impact on attendance and positive behaviours for learning and the introduction of wellbeing champions, has leading to more positive wellbeing. Trauma informed practise and strong relationship between DSLs, SENCO and ELSAs has had an impact on disadvantaged children who feel more secure in their learning/well being.*
- *The embedding of Little Wandle has secured an 88% pass rate of pupils with PP and 100% in the year 2 retakes. Reading shows progress where children haven't met expected standards for all pupils including PP and targeted extra school reads support this outcome.*

Intended outcome	Success criteria	Evaluation
For all children to have developed communication skills which enable them to fully access all areas of the curriculum.	Robust implementation of all speech and language targets with secure monitoring will show disadvantaged children are reaching their targets. High quality extra-curricular and in school opportunities will be carefully and deliberately planned for children to demonstrate strong communication skills.	*In the infant school most children made progress against their targets, giving them better opportunities to access the curriculum.* *PPG pupils achieved 86% for Listening, Attention and understanding and speaking, which was above 'all' at 80% and 84% and above national data.*

Children will be skilled at self-regulation, securing strong learning behaviours.	Early years will place a high emphasis on self-regulation, through following a clear progression from co-regulating to self-regulation. Individual pupils are targeted and supported to develop self-regulation. Prime areas in the EYFS curriculum are a focus and children not on track are carefully monitored to ensure additional support/intervention/ELSA time is offered to further support their development. Staff will use a range of strategies to help co-regulate and support self-regulation of pupils in the school community. Children will be able to articulate how their behaviour has improved and how this makes them feel.	*Children had access to sensory circuits to improve concentration and regulation ready for learning.* *Small group sessions worked well to target children in our caterpillar room to concentrate.* *Robust tracking of pupils and bespoke activities including well being journals and turn around charts led to PPG children achieving 86% for self-regulation and managing self.*
Secure acquisition of phonics and Early Reading skills to secure strong outcomes in reading and Little Wandle will be fully resourced.	Little Wandle will be fully embedded across the school showing strong outcomes in phonics for all groups of children. 90% of PP children will pass their phonics screen in year 1 and 95% of pupils in year 2 will pass their retake. Teachers will feel confident at identifying pupils who are falling behind and catch-up sessions will be fully utilised. Pupils in the catch-up sessions will close gaps quickly.	*78% of PPG children passed their phonics screening in comparison to 88% of all pupils.* *100% PPG children passed their phonics screening year 2.* *Robust tracking and interventions are in place for children with PPG.*
Fine motor control will be a focus across the school.	A range of resources will be purchased to support the use of gross motor skills to strengthen muscles for writing. A new handwriting scheme, Teach Handwriting, will be purchased and implemented to support children with their fine motor skills, through whole class teaching. The handwriting scheme will be carefully planned for to support children who are at risk of falling behind, as an intervention.	*Teach handwriting scheme has successfully been implemented with the progression being followed but using Little Wandle handwriting.* *Individual handwriting intervention is in place to support those pupils not in place.* *EYFS Fine motor 86% EXP. 93% achieved for gross motor.*
The children will be confidently applying their spellings in writing across the curriculum.	Little Wandle will robustly teach spelling in EYFS and KS1 and year 2 follow the Little Wandle spelling scheme.	*86% PPG achieved ELG in writing demonstrating strong progress from their baseline of 45% for Literacy.*

	Additional spelling practise opportunities will be planned for and provided weekly by teachers. The Spelling Shed will be used as intervention and homework to help children to learn their year group Common Exception Words and spelling rules.	*Strong tracking, monitoring and intervention in EYFS and across KS1. Edshed used effectively for home learning.*
We will have a bespoke curriculum across the school to support every child, including those on the Pupil Premium Grant.	Although our curriculum is strong, we would like to make it bespoke to focus on developing the cultural and social capital of all pupils in our school by ensuring there is depth and the teaching of a wide range of vocabulary and opportunities to use it. Revision and refreshing of all knowledge organisers. Revision of progressions of substantive and disciplinary knowledge. A bespoke PSHE curriculum has been written and implemented with a focus on trauma informed practise and emphasis on oracy.	*All substantive and disciplinary progressions have been developed and there are clear starting points in year R.* *PSHE has been successfully introduced and has supported the development of oracy across the school and the building of relationships.* *Knowledge organisers demonstrate a clear sequence to learning that builds sequentially on prior knowledge.*
The children will develop their self-esteem and ability to self-reflect.	We will have introduced and embedded the Hollybrook Schools Leadership Award to boost self-esteem and reflection.	*Leadership journals were introduced and we had a good uptake. Parents were positive. Next year, the tracking will be more robust with 6 activities taking part in reflect and reset days.*
The children will be positive about their well-being and have confidence in class.	A wellbeing working party has been established. Anti-bullying ambassadors are trained and playing a more active role across the school.	*Whole class daily wellbeing check ins and key children identified which support regulation and speaking and listening and confidence and these children made good progress in EYFS particularly.* *Well-being working party was established and the children were trained.*

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
N/A	

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A