

# Holmer Lake Primary School Pupil Premium Strategy Statement.

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Holmer Lake Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	(56% national average: 25% )
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Academic year:2025-26 3 year plan: 2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher/Chair of Governors
Pupil premium lead	Mrs. H. Kumar
Governor / Trustee lead	Mrs. B. Williams

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,230.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,230.00

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Holmer Lake is a nurturing, growing and inspiring school that provides its pupils with equal opportunities to succeed. 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.

Holmer Lake aims for its disadvantaged pupils to achieve, progress and prosper to the best of their ability ensuring that they reach their full potential. At Holmer Lake we aim for our disadvantaged pupils to be achieving at least in line with the national average in all subjects with our higher attainers reaching GDS. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the recovery funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 are set.
- Act early to intervene at the point need is identified.
- Closing the gap between disadvantaged and non-disadvantaged pupils throughout the school.
- Ensuring that disadvantaged pupils achieve at least in line with the national average in all subjects, especially reading, writing and maths with our higher attainers achieving GDS.
- Making sure that disadvantaged pupils make above average progress from their starting points.
- 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	<b>Attainment</b> Monitoring has shown that since returning from lockdown, attainment for disadvantaged pupils is low, this is especially evident in arithmetic skills, speed reading and oracy. The three year PPG strategy has been focused on this challenge.
2	<b>Phonics.</b> Early reading is a key priority at Holmer Lake, with pupils joining reception working well below age related expectations. The three year PPG strategy has been focused on this challenge.
3	<b>Reading:</b> Limited opportunities for reading with children at home, including disadvantaged pupils. The three year PPG strategy has been focused on this challenge.
4	<b>Language and Vocabulary</b> Monitoring has shown that the development of language/vocabulary skills across the school for EAL and non-EAL/disadvantaged and non-disadvantaged has been identified as a key area. The three year PPG strategy has been focused on this challenge.
5	<b>Mental Health and Well-being</b> The school needs to continue to support the behaviour, mental health and well-being of disadvantaged pupils and LAC pupils to reduce barriers to learning and to improve behaviour across the school. The three year PPG strategy has been focused on this challenge.
6	<b>Attendance.</b> Continue to closely monitor the attendance of disadvantaged pupils to ensure it is at least in line with the national average (2025 PPG attendance 94.4% vs national 92.6%). The three year PPG strategy has been focused on this challenge.
7	<b>Behaviour and Attitude.</b> The school needs to continue to promote positive behaviour as the school has previously had a high number of exclusions and the behaviour of identified pupils has had a negative impact on the remainder of the class/school. The three year PPG strategy has been focused on this challenge.
8	<b>Extra-Curricular Opportunities</b> Financial support for parents to ensure that disadvantaged pupils have opportunities to access residential. The three year PPG strategy has been focused on this challenge.

## 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
1. <b>Attainment:</b> ensure that attainment for disadvantaged pupils is at least in line with the national average after lockdown and close the gap between the attainment of disadvantaged pupils and non-disadvantaged.	<ul style="list-style-type: none"> <li>Continue to raise the quality of teaching and learning across the school through a coaching programme led by the AHTs (WALKTHRUs).</li> <li>Small group number sense teaching in maths for identified pupils.</li> <li>1:1 reading and phonics sessions for identified pupils.</li> <li>Smaller class sizes (including an additional class for 2025-26) to support pupils with SEND and/or disadvantaged pupils.</li> <li>Regular release for subject leaders to coach staff in reading, writing and maths.</li> </ul>

	<ul style="list-style-type: none"> <li>• In reading, writing and maths identify vulnerable pupils (SEND, disadvantaged, attendance concerns or social care) to ensure bespoke in-class support and interventions. These pupils will be a key focus in class (supported by WALKTHRU and PPG first strategies) as well as a key focus for leaders' monitoring.</li> <li>• Pupil progress plans and discussions to closely monitor the impact on in-class support and interventions for identified pupils.</li> <li>• Senior leaders to mentor x4 ECTs to ensure that quality of teaching has a positive impact on pupils' progress.</li> </ul>
2. <b>Phonics:</b> ensure that the quality of phonics provision is at least good across EYFS and KS1.	<ul style="list-style-type: none"> <li>• Continue to train and develop any new staff that join the school using RWI phonics, including ECTs.</li> <li>• Provide continuous training to existing staff to ensure consistency through staff meeting sessions and coaching.</li> <li>• Provide weekly coaching support to RWI staff to ensure high quality teaching and consistency across the RWI groups.</li> <li>• Track any pupils that are not making sufficient progress in phonics and provide additional support.</li> <li>• Replenish any RWI resources, including phonetically decodable home reader books.</li> <li>• Ensure that phonics screening results are at least in line with national average.</li> </ul>
3. <b>Reading:</b> introduce and embed 1:1 reading sessions with identified pupils, especially pupils in the bottom 20% of readers in each class.	<ul style="list-style-type: none"> <li>• Provide reading training to any volunteers/additional staff.</li> <li>• Identify bottom 20% of each cohort and target for reading sessions daily.</li> <li>• Identify any pupils not making sufficient progress and target for reading sessions.</li> <li>• Identify vulnerable pupils (SEND, disadvantaged, attendance concerns or social care) to ensure bespoke in-class support and interventions.</li> <li>• Continue to embed Reading for Pleasure initiative so that pupils' enjoyment of reading is reflected in their reading choices and wider learning.</li> </ul>
4. <b>Language and Vocabulary:</b> ensure that all pupils use subject specific language to articulate their learning.	<ul style="list-style-type: none"> <li>• Ensure that subject leaders prioritise language development through their subjects.</li> <li>• Ensure that teachers embed subject specific language into lessons/teaching – daily vocabulary checks.</li> <li>• Use retrieval strategies to ensure that pupils continue to use subject specific language.</li> <li>• Through pupil voice sessions identify the key strengths and next steps for each teacher/class linked to language development and provide further training if needed.</li> <li>• CPD sessions for subject leaders linked to subject development, including language and vocabulary.</li> <li>• Leaders to mentor x4 ECTs to ensure that quality of vocabulary teaching has a positive impact on pupils' progress.</li> </ul>
5. <b>Mental Health and Well-being:</b> continue to support the behaviour, mental health and well-being of pupils, including LAC pupils, to reduce barriers to learning.	<ul style="list-style-type: none"> <li>• Identified pupils to receive check-in sessions with learning mentor.</li> <li>• Continue to provide weekly counselling sessions for identified pupils by qualified counsellor.</li> <li>• Continue to provide sessions linked to anxiety by a professional for identified pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to provide emotional interventions for identified pupils.</li> <li>Continue to provide nurture sessions for identified pupils.</li> <li>Continue to provide ELSA sessions for identified pupils.</li> <li>Ensure that up-to-date and relevant training is provided for learning mentors.</li> </ul>
6. <b>Attendance:</b> continue to purchase SLA for EWO to monitor and track attendance for individual pupils, so that the attendance of disadvantaged pupils is at least in line with the national average.	<ul style="list-style-type: none"> <li>Daily monitoring of attendance.</li> <li>Three weekly attendance review meetings by attendance team.</li> <li>Continue to promote HERO attendance, awards and initiatives.</li> <li>Track patterns in attendance and meet with families to discuss/put actions in place.</li> <li>Identify and target any pupils for in-class support where attendance might be a barrier to learning.</li> <li>Whole-school approach to raising attendance: teaching staff to conduct initial attendance concerns meetings with families.</li> </ul>
7. <b>Behaviour and Attitude:</b> to continue to purchase rewards to promote positive behaviour in school.	<ul style="list-style-type: none"> <li>Continue to embed behaviour policy and rewards with all pupils.</li> <li>Continue to embed the SMARTER stickers and rewards.</li> <li>Continue to embed positive behaviour treats and prizes such as Platinum Award, Headteacher's Award, Star of the Week Award and Pupil of the Year Award.</li> <li>SMARTER Champion (learning mentor) to be provided with relevant CPD.</li> </ul>
8. <b>Extra-Curricular Opportunities:</b> financial support for parents to ensure that disadvantaged pupils have opportunities to access residential.	<ul style="list-style-type: none"> <li>Subsidise trips/visits/ residential by 25% for disadvantaged pupils.</li> </ul>

## 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.

### 2025-26

Activity	Evidence that supports this approach	Challenge number addressed	Budget Cost
<p>Number sense training for new staff.</p> <p>Number sense intervention sessions.</p> <p>Phonics boosters sessions.</p> <p>AHTs to conduct interventions.</p> <p>Coaching training by AHTs and subject leaders.</p> <p>Small group sessions for identified LAC pupils, who are working below age-related expectations, to develop identified reading and maths skills.</p> <p>Smaller class sizes (including an additional class for 2025-26) to support pupils with SEND and/or disadvantaged pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1. Attainment	£120,500

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>		
<i>RWI training for new staff.</i> <i>RWI top up training sessions for existing staff.</i> <i>RWI mentor to team-teach/coach RWI staff.</i> <i>Replenish RWI resources, including home reading books.</i> <i>Smaller reading groups for identified pupils in KS2 who are not working at age-related expectations in reading.</i> <i>1:1 reading training for identified staff and volunteers.</i> <i>Replenish high quality reading books.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2. and 3. Phonics/ Reading	£10,000.00
<i>Staff training linked to vocabulary and synonyms.</i> <i>Staff training linked to the importance of developing vocabulary.</i> <i>Release staff to conduct and witness pupil voice sessions to identify WWW and EBI.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	4. Language and Vocabulary	£500.00
<i>Continue to provide learning mentor for mental health and well-being.</i> <i>Full time safeguarding lead who supports Holmer Lake families.</i> <i>Professional counselling services for identified pupils.</i> <i>Behaviour support for identified pupils.</i> <i>Behaviour rewards.</i> <i>Nurture and ELSA resources.</i> <i>1:1 sessions, including LAC pupils, (emotional interventions).</i> <i>Family Learning sessions for parents.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5. Mental Health and Wellbeing	£60,000.00
<i>Attendance support.</i> <i>HERO attendance initiative and rewards.</i>	<a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	6. Attendance	£3,000.00
<i>Half termly Platinum Reward treats.</i> <i>Continue to embed the SMARTER stickers and rewards - resources and prizes for SMARTER stickers.</i> <i>Learning mentor to support with behaviour challenges and to provide training for staff.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	7. Behaviour and Attitude	£15,000.00
<i>Subsidise trips/residentials for disadvantaged pupils.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	8. Extra Curricular	£1,500.00

**Total budgeted cost: £ 209,000.00**

**Total PPG funding (including recovery funding): £171,230.00**

## 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.

#### Attainment for disadvantaged pupils

- Number sense continues to be embedded in EYFS and KS1.
- Phonics, Maths, SEND leaders given weekly/fortnightly release time to team-teach with staff.
- Phonics results:
  - 83% of disadvantaged pupils passed the phonics screening check.
- End of KS2 results:
  - Reading: 62% of disadvantaged pupils achieved EXS with 24% achieving GDS (an increase of 17% at EXS and 24% at GDS from the previous academic year).
  - Writing: 57% of disadvantaged pupils achieved EXS or above.
  - Maths: 71% of disadvantaged pupils achieved EXS or above (an increase of 7% from the previous academic year).
  - GPS: 62% of disadvantaged pupils achieved EXS or above (an increase of 22% at EXS and 10% at GDS from the previous academic year).
- Improving attainment at the end of KS2 will continue to be focus in 2025/26.

#### Language and Vocabulary

- Vocabulary checks have been embedded in foundation subjects to support the development of language.
- Pupil voice sessions by leaders have demonstrated that pupils are increasing using subject-specific vocabulary. This will continue to be a focus in 2025/26.

#### Mental Health

- Learning mentor has provided informal check-in sessions and ELSA sessions with identified pupils, including disadvantaged and LAC pupils.
- Learning mentor has provided in class support for identified pupils.
- Counselling sessions have been provided for identified pupils, including disadvantaged and LAC pupils.

#### Attendance

- 2024/25 attendance for disadvantage pupils was above the national average (school 94.4% vs national 92.6%).

#### Behaviour and Attitude

- Behaviour has continued to improve at Holmer Lake Primary through the use of the SMARTER code and rewards.



- On average 79% of pupils have been awarded the Platinum Award over the academic year (an increase of 9% from the previous academic year).

**Extra-curricular Activities**

- The school has subsidised the cost of the Arthog residential for disadvantaged pupils.
- 58% of the pupils that attended the residential were disadvantaged.