



## Hollywell Primary School Pupil Premium Action Plan 2025-2028

The targeted and strategic use of pupil premium will support us in ensuring our vision of helping every child to reach their full potential. 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. In making this provision we recognise that not all pupils who receive free school meals will be socially disadvantaged. 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.

<b>1. Leadership and Management – To ensure that the Leadership, including Governors, make effective plans and decisions to promote good progress for vulnerable pupils using Pupil Premium funding</b>				
<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Outcome/Impact</b>
1.1 Remain fully up to date with national and local PP, SEND and EEF guidance to ensure strategy remains sharply focused.	<ul style="list-style-type: none"> <li>- PP Lead and HT to engage in national updates (EEF, DfE, EMET networks).</li> <li>- Review new evidence reviews (reading, writing, attendance, behaviour).</li> <li>- Attend Voice 21 training to understand whole-school oracy expectations.</li> <li>- Share national updates with SLT and governors</li> </ul>	HT PP leads	Ongoing	HT and PP Lead have comprehensive understanding of the potential barriers to learning and expectations with regards to spending and reporting impact of funding. Information to feed into PP action plan. Messages communicated effectively to staff and governors. Leaders maintain a strong evidence base; PP strategy stays aligned to best practice.
1.2 Ensure PP Strategy and Action Plan remain live documents reviewed regularly.	<ul style="list-style-type: none"> <li>- Review against intended outcomes and success criteria.</li> <li>- Annual rewrite shared with governors and published online.</li> <li>- Integrate PP priorities into SDP, performance management and monitoring schedule.</li> <li>- Use EEF Implementation Guidance to plan and embed change.</li> </ul>	PP Leads Governors	Termly Annual	Clear alignment between needs, spending and impact. All staff are aware of the current research from the Education Endowment Foundation. A whole school approach to supporting PP pupils is committed to with an understanding of shared accountability of funds and provision.
1.3 Continue to develop the use of the disadvantaged calculator which explores the barriers and successes for FSM pupils including progress and attainment	<ul style="list-style-type: none"> <li>- Termly pupil profile updates covering attainment, barriers, interventions and progress.</li> <li>- SENCO involved in identifying SEND-PP barriers and small-step plans.</li> <li>- Use PP Calculator data to triangulate vulnerability indicators.</li> <li>- Share profiles with relevant staff and use them to inform teaching and intervention planning.</li> </ul>	SLT PP Lead HT	Termly in line with assessment data points	SLT have an understanding of the importance of building up a whole picture of a vulnerable child, identifying barriers to learning and/or reaching their full potential and acting on information gathered. Disadvantaged calculator is used as a toolkit for teachers planning provision supported by PP trackers

1.4 To ensure that provision is actively targeted to pupils where progress is of concern.	<ul style="list-style-type: none"> <li>- Use assessment cycles to identify pupils at risk of falling behind.</li> <li>- Allocate interventions based on diagnostic assessments (phonics, fluency, number facts).</li> <li>- PP prioritised for reading with an adult, enrichment, and SALT support.</li> </ul>	PP Lead	Termly as part of Pupil Progress procedures. Annual	Pupil Progress meetings to evaluate and explore the effectiveness of provision. Annual Audit and monitoring analyses progress, attainment and quality of interventions for PP pupils.
1.5 Annual Audit of provision and therefore effective spending of PP funds.	Review to include an evaluation of spending of PP funding and data to support the impact of provision on reducing the attainment gap between PP and non PP pupils following the developed format.	HT	Annually	Annual review of PP provision and spending shared with governors and parents via the school website.
1.6 To update a comprehensive provision MENU for PP pupils.	<ul style="list-style-type: none"> <li>a. Provision MENU gives details of possible interventions and direct support offered to pupil premium pupils throughout the academic year. Updated annually.</li> <li>b. MENU in sections to match PP strategy.</li> <li>c. Add data to quantify the impact on learning.</li> <li>d. Review by PP Governor</li> </ul>	PP Lead PP governor	July Reviewed annually	Provision MENU for all staff to refer to when planning provision for PP pupils. Provision MENU on school website. HPS data reflects the potential for impact on learning of provisions. Governors are knowledgeable and informed of the use of PP funding.
1.7 Pupil premium governor has a thorough understanding of Pupil Premium and its potential for impact.	<ul style="list-style-type: none"> <li>a. Governor to meet HT and PP lead to assess how robust our monitoring of PP pupils is by reviewing direct documentation, PP trackers and termly assessments.</li> <li>b. Most of this work will be done as part of an annual audit.</li> </ul>	HT PP Leads PP governor	Annual Cycle	Governor visit report shared. Thorough understanding of how PP pupils are monitored and supported in school. Annual Audit is robust and challenging of practices leading to improved quality and consistency of provision

## 2. Teaching and Learning – To ensure that vulnerable pupils are supported with their learning.

Objective	Actions	Responsibility	Timeframe	Outcome/Impact
2.1 Embed a whole school approach to supporting PP pupils and closing the gap for vulnerable pupils.	<ul style="list-style-type: none"> <li>- Continue to embed explicit instruction, modelling, guided practice and retrieval across all subjects.</li> <li>- Use live marking and verbal feedback to address misconceptions immediately.</li> <li>- Ensure PP pupils are actively targeted for questioning, feedback and checking understanding.</li> <li>- PP children's books prioritised in work scrutiny and learning walks.</li> </ul>	All teachers, SLT	Ongoing	All staff accept the importance of teachers building relationships and identifying barriers to learning. Consistent high-quality teaching across school.
2.2 Embed Voice 21 oracy practices across curriculum.	<ul style="list-style-type: none"> <li>- Staff training on sentence stems, dialogic teaching, exploratory talk and accountable talk.</li> <li>- Oracy expectations visible in all classrooms (stems, rules for talk, talk roles).</li> </ul>	Oracy Lead, SLT, Teachers	2025-2028	Improved vocabulary, confidence and reasoning.

	<ul style="list-style-type: none"> <li>- Oracy built into writing lessons (oral rehearsal), maths (reasoning) and reading (explanation).</li> <li>- Oracy monitoring schedule embedded (learning walks, drop-ins, pupil voice).</li> <li>- Oracy used within interventions to support clarity and confidence.</li> </ul>			
2.3 Pupil Progress meetings are productive in identifying need and subsequent actions directed towards a group or individual. This includes the vulnerable groups – FSM, SEN, EAL	<ul style="list-style-type: none"> <li>a. X3 Pupil Progress meetings per year. PP Lead and SENCO to analyse progress data termly and highlight pupils of concern on the pupil progress forms to ensure pupils in need are identified and provision can be directed towards these key children.</li> <li>b. Provision is allocated as a result of evaluation of attainment &amp; progress.</li> <li>c. PP Lead is aware of all vulnerable pupils and those needing additional support.</li> <li>d. Pupil Progress records are amended to incorporate a cyclical approach and provides an annual audit trail for PP pupils.</li> </ul>	Planning Teams	SLT Ongoing	<ul style="list-style-type: none"> <li>a. Pupil progress forms completed each term. Actions show where pupils are identified as a concern actions have been taken by the class teacher. Actions taken are shown to effectively impact progress.</li> <li>b. Annual progress review evaluates progress of pupil premium pupils shows how identified pupils are targeted effectively to ensure progress.</li> <li>c. All staff share the common purpose of ensuring that PP pupils needs are evaluated and provision promotes engagement, progress and aspirations.</li> <li>d. Monitoring is clearer and tracks throughout the year. Reduction in workload for teachers by having all information in one place.</li> </ul>
2.4 Strengthen early reading and phonics & writing foundations.	<ul style="list-style-type: none"> <li>- Daily Little Wandle delivery monitored for fidelity.</li> <li>- Afternoon phonics TA provides keep-up for all identified PP pupils.</li> <li>- Decodable books aligned to phonics stage.</li> <li>- EYFS vocabulary teaching embedded daily.</li> <li>- Regular fluency interventions at KS2 for lower-attaining PP pupils.</li> </ul>	Reading Lead, EYFS Lead	2025-2028	Accelerated early reading progress; improved PSC outcomes; stronger reading and writing attainment.
2.5 Ensure effective use of assessments.	<ul style="list-style-type: none"> <li>- Diagnostic assessments used to identify gaps (phonics, number facts, reading fluency).</li> <li>- Teachers use data to adapt teaching and intervention plans.</li> </ul>	SLT, Teachers	End of year	Provision is timely and effective.
2.6 To evaluate the quality of work and engagement in learning of PP pupils.	<ul style="list-style-type: none"> <li>a. Work scrutiny of PP books against standards for relevant year groups.</li> <li>b. Pupil Interviews to assess attitudes to learning.</li> <li>c. 10-minute observations of PP pupils in lessons.</li> <li>d. Case studies updated and passed on between phases to ensure a progressive record of learning, provision and impact.</li> </ul>	PP Lead	Ongoing	Monitoring reports include actions for class teachers to promote consistently high standards throughout the school.

				b. Case Studies reflect the learning journey of PP pupils and give a clear picture of what the school does for pupils, the impact on their learning, emotional resilience and aspirations for the future.
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**3. Cultural Enrichment – Pupil Premium is effectively used to support the enrichment opportunities for vulnerable pupils including behaviour, personal development & financial barriers.**

<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Outcome/Impact</b>
3.1 Strengthen family engagement and early help	<ul style="list-style-type: none"> <li>- Soft-landings every morning for anxious PP pupils.</li> <li>- Individual family support for attendance, HAF bookings, routines and home learning.</li> <li>- Pastoral meetings for families with complex needs.</li> </ul>	SENCO HT	Ongoing throughout the year	Improved attendance, behaviour and stability.
3.2 PP pupils have the opportunity to participate in a range of clubs, trips, music lessons, holiday clubs and residential visits.	<ul style="list-style-type: none"> <li>a. School to support families with costs.</li> <li>b. Teachers to highlight the range of opportunities during conversations or parent’s evenings</li> <li>c. HT offers support to parents if in need of breakfast club provision to aid attendance</li> </ul>	Teachers Office admin/manager	Termly	<ul style="list-style-type: none"> <li>a. PP pupils have the opportunity to participate in activities of their choice.</li> <li>b. PP pupils extend their experiences by participating in new activities.</li> </ul>
3.3 PP pupils read every day.	<ul style="list-style-type: none"> <li>a. Staff read daily with identified pupils.</li> <li>b. PP pupils take greater responsibility for their own reading development</li> <li>c. Reading lead offers support in choosing books to promote love of books</li> </ul>	Class Teachers Reading lead	Termly	<ul style="list-style-type: none"> <li>a. Reading standardised tests and teacher assessments demonstrate good progress in reading and the attainment gap is reduced.</li> <li>b. PP pupils e with the reading lead to choose books and in interviews report that they enjoy reading and see a purpose for improving reading skills.</li> </ul>
3.4 PP pupils have access to a wide range of interventions to support their learning and progress.	<ul style="list-style-type: none"> <li>a. Interventions available are revised to ensure maximum impact.</li> <li>b. TA staff are appropriately trained to deliver interventions.</li> <li>c. PP children can access a rage of interventions to support their emotional development e.g. PP pupils have access to School Counsellor via ‘Drop in’ sessions or by referral from the class teacher.</li> <li>d. Counsellor provides training around a range of emotional challenges for children.</li> <li>e. ELSA</li> </ul>	All Staff	Termly	<ul style="list-style-type: none"> <li>a. All staff commit to the philosophy that rich provision, quality first teaching and consistently high expectations are everyone’s responsibility. This can be measured in staff annual questionnaires.</li> <li>b. Counsellor feeds back to class teachers and parents. PP pupils feel supported.</li> <li>c. Monitoring evaluates the quality and impact of the programme on learners.</li> </ul>

	f. Drawing and Talking			d. Staff felt knowledgeable and supported in supporting PP pupils
3.5 PP pupils enjoy the roles provided in school giving them a chance to demonstrate responsibility, confidence and maturity.	a. Teachers ensure that PP pupils have sufficient opportunities to be leaders in their classrooms and in the playground	Class teachers	½ termly	a. PP pupils demonstrate raised self-esteem and a sense of value within the school.
3.6 Attendance rates are high for PP pupils	a. Officer manager to analyse attendance ½ termly and early intervention is put in place b. Conversations held with parents and children regarding the importance of attendance if attendance is dropping	Office manager HT	ongoing	a. Attendance dips are identified early b. Intervention and support is offered to facilitate high attendance c. Monitoring identifies issues and intervention is prompt

#### 4. 4. Impact of Funding – Pupil Premium money is effectively used to provide a range of interventions which support good progress

Objective	Actions	Responsibility	Timeframe	Outcome/Impact
4.1 Clear PP Budget plan is published	a. PP income is clearly accounted for. b. PP budget is located to individuals, groups, and intervention programmes. c. Governors approve the proposed spending of PP funds.	HT Governors	Autumn Term	a. All stakeholders are clear about how PP funds have been used to support pupils' learning and development. b. PP funding has a reported positive impact on attainment, progress and aspirations of PP pupils. c. Governors understand and approve the rationale for spending
4.2 Eligible parents enrol with FSM at NCC.	a. HPS to send out a letter to parents to promote the uptake of FSM and check eligibility. b. Parents to receive FSM flyer.	Office Manager	Autumn /spring Term	a. Increased funding due to greater uptake of FSM.
4.3 Consider pupils not classified as PP but are just above thresholds.	a. Identify pupils that are also on the threshold for PP funding b. Include these pupils on provision programme.	PP lead /SLT Class teachers	Autumn Term	a. Pupils receive the very best provision needed to ensure that they are successful learners. b. Provision is clearly matched to the needs of all pupils and is monitored via Pupil Progress meetings.