

Pupil premium strategy statement 25-26

Hollywell Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Hollywell Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	19.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Elizabeth Ellis, Headteacher
Pupil Premium lead	Elizabeth Ellis
Governor / Trustee lead	William Sibley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,630

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil, regardless of their background or the challenges they face, will achieve their full potential academically, socially and emotionally. We believe that disadvantage should not define outcomes — our strategy ensures that all pupils access **high-quality teaching**, **targeted support**, and **rich opportunities** that prepare them for the next stage of their education and life.

We recognise that barriers to learning are varied — they are often influenced by language, attendance, well-being, cultural capital, self-regulation and family circumstances. At Hollywell, we will take a holistic view of each child: not simply their academic profile but their social and emotional needs, their home context and their future aspirations.

In practice, we will:

- Ensure that quality-first teaching is the baseline for all pupils, with staff confident in adaptive teaching, effective feedback, explicit instruction and high expectations.
- Act early and diagnostically: we will identify gaps and needs, rather than assuming disadvantage equates to need.
- Embed a whole-school responsibility for disadvantaged pupils: every adult in the school will share in the vision and be accountable for narrowing the gap.
- Provide wider support beyond academics: including nurturing pupil well-being, promoting resilience, improving attendance and offering enrichment opportunities that expand cultural capital.
- Monitor impact, adapt practice and invest strategically: using data, interventions, staff development and resources to ensure our approach is sustained and effective.

We commit to closing the gap while raising attainment for all — ensuring that non-disadvantaged peers continue to progress alongside their disadvantaged peers. Our strategy is aligned to the EEF's three-tier model (Teaching, Targeted Academic Support, and Wider Strategies) to maximise impact.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gaps in reading, writing and maths</p> <p>Assessment information shows that disadvantaged pupils attain below their non-disadvantaged peers in reading, writing and maths combined, with the widest gap in writing. Diagnostic evidence highlights gaps in early language, vocabulary, phonics, transcription, working memory, number fluency and reasoning. A significant proportion of disadvantaged pupils also have SEND, which further impacts attainment.</p>
2	<p>Vocabulary, language development and oracy</p> <p>Many disadvantaged pupils start school with lower levels of oral language and limited vocabulary. This affects their ability to access the wider curriculum, impacts reading comprehension and writing, and reduces confidence in structured talk. A high proportion of disadvantaged pupils in EYFS required speech and language intervention in 2024–25.</p>
3	<p>Inconsistent attendance patterns</p> <p>Attendance remains a key barrier for some disadvantaged pupils. PP attendance in 2024–25 was 91.9%, significantly below non-disadvantaged pupils at 95.9%. Persistent absence also remains high in some year groups, limiting access to high-quality teaching and impacting progress.</p>
4	<p>Lower levels of reading fluency, reading engagement and home reading routines</p> <p>Disadvantaged pupils are less likely to read regularly at home and are over-represented in the lower fluency bands. Only 33% of PP pupils passed the Y1 phonics screening compared with 78.6% of the cohort overall, and fewer PP pupils meet expectations in reading by the end of KS2 compared with non-PP. Home reading diaries show inconsistency in reading frequency</p>
5	<p>Social, emotional and mental health needs, including limited access to enrichment</p> <p>A number of disadvantaged pupils experience emotional regulation difficulties, anxiety, challenges with peer relationships, or low confidence. While a broad enrichment offer is in place, disadvantaged pupils are less likely to attend after-school clubs (21%) or residentials in some year groups, and therefore may miss opportunities that build wellbeing, aspiration and cultural capital.</p>
6	<p>Early attainment gaps in EYFS and Key Stage 1</p> <p>Despite improved KS1 outcomes in 2024–25, significant gaps remain at entry to EYFS, where only 50% of disadvantaged pupils achieved GLD compared with 69% of non-FSM6 pupils. Early weaknesses in communication and language, fine motor skills and early number restrict access to the curriculum and lead to sustained gaps unless addressed early.</p>
7	<p>High proportion of disadvantaged pupils with SEND</p> <p>A substantial proportion of disadvantaged pupils also have SEND (44% in 2024–25). While progress is evident, these pupils typically require more time to secure small-step gains, and their combined vulnerabilities can widen the attainment gap over time. Targeted support is required to ensure that SEND needs do not disproportionately inhibit academic progress.</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
Improved reading, writing and maths attainment among disadvantaged pupils	<ul style="list-style-type: none"> • Year on year the proportion of disadvantaged pupils without SEND achieving the expected standard in reading, writing and maths is broadly in line with non-disadvantaged pupils. • By 2027/28 higher proportion of disadvantaged pupils overall meet the expected standard in R/W/M at the end of KS2. • KS2 outcomes for disadvantaged pupils remain positive relative to national benchmarks. • Disadvantaged pupils with SEND make strong progress from their individual starting points and meet agreed small-step targets. • Writing outcomes improve across the school, with disadvantaged pupils demonstrating increased fluency, transcription accuracy and sentence construction. • Internal year group assessment data shows that gaps in attainment between disadvantaged and non-disadvantaged pupils reduce year-on-year.
Improved vocabulary, oral language and communication among disadvantaged pupils	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment • Speech and language intervention demonstrates measurable impact on pupil progress. • Pupils talk confidently about their learning using appropriate vocabulary and full sentences. • Monitoring shows increased participation of disadvantaged pupils in structured talk and oracy routines.
To improve and sustain attendance for all pupils particularly our disadvantaged pupils	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance for disadvantaged pupils rises towards 95% and the gap narrows relative to non-PP pupils. • Persistent absence for disadvantaged pupils reduces year-on-year. • Attendance procedures show evidence of timely intervention, daily monitoring and strengthened parental engagement. • The Attendance Champion's work results in improved attendance outcomes for targeted families. • Overall unauthorised absence for all pupils being no more than 0.6%, with the attendance gap between disadvantaged and non-disadvantaged pupils reduced by 1% • The proportion of all pupils who are persistently absent falling below 7%, and the proportion among disadvantaged pupils being no more than 19%
Improved phonics outcomes and home reading engagement	<ul style="list-style-type: none"> • Year on year the proportion of disadvantaged pupils without SEND passing the phonics screening is broadly in line with non-disadvantaged pupils. • By 27/28, a higher proportion of disadvantaged pupils pass the phonics screening in Y1 and Y2.

	<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress in reading, and those without SEND achieve the expected standard for their year group. All disadvantaged pupils read with an adult at school at least three times a week.
Increased engagement, confidence and wellbeing for all pupils in our school, disadvantaged pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Disadvantaged pupils demonstrate improved emotional regulation, resilience and confidence. Disadvantaged pupils access a diverse range of learning experiences that broaden cultural capital. Increased participation of disadvantaged pupils in enrichment, wider curriculum experiences and residential visits.
Narrowing of early attainment gaps in EYFS and KS1	<ul style="list-style-type: none"> A greater proportion of disadvantaged pupils achieve GLD. Early intervention supports rapid progress in phonics, vocabulary, writing and number for disadvantaged pupils. By the end of KS1, the percentage of disadvantaged pupils without SEND achieving the expected standard remains broadly in line with non-disadvantaged peers and the gap continues to close.
Improved progress and outcomes for disadvantaged pupils with SEND	<ul style="list-style-type: none"> Disadvantaged pupils with SEND meet or exceed expected progress from their starting points. Interventions are closely matched to pupil needs and demonstrate strong impact through entry/exit data. Teachers demonstrate secure understanding of individual SEND profiles and adapt teaching effectively. The attainment gap between PP pupils with SEND and PP pupils without SEND reduces over time.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly.	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: Gap analysis gives information on strengths and areas for development and therefore responsive teaching EEF Improving Mathematics at KS2 EEF Improving Literacy at KS2	1, 4, 6
Speech and Language therapist support to work alongside EYFS TA in the Early Years SALT screener	EEF TA Training Investing in professional development for teaching assistants to deliver structured interventions can be a	2, 6

to screen children on entry and bespoke programmes for support put in place.	cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. EEF Communication and Language approaches Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	
Implementation of Wellcomm, a SaL Diagnostic Assessment Tool Kit for EYFS and ages 6-11 Wellcomm SaL Diagnostic Assessment Tool Kit	EEF Communication and Language Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language. Delayed language skills lead to under-performance later in life. WellComm will assist us to identify our children who are experiencing barriers to speech and language development so that we can support them early in their education journey.	2, 6
Implementation of Voice 21 Oracy Framework 3-year program Subscription	Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills. Engaging in the 3-year program will support the development of our Oracy Curriculum which in turn will promote and develop oracy skills in the children. Why Oracy Matters - Voice 21 EEF Voice 21: Oracy Curriculum, Culture and Assessment	1, 2, 6, 7
Access to online reading scheme through Little Wandle	EEF Effective Parental Engagement +3 By offering online reading material that is matched to our phonics scheme parents can support early reading at home alongside physical reading materials	4

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: **£11,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding high-quality oracy practice across the curriculum (Voice 21 Year 2)	Oral language interventions have strong evidence of improving communication, vocabulary and reading outcomes. The EEF identifies dialogic teaching, structured talk and explicit vocabulary instruction as high-impact approaches: Oral language interventions – EEF (+6 months)	1,2,6, 7

<p>CPD to improve consistency of teaching in reading, writing and mathematics, including explicit use of sentence stems to support structured talk</p>	<p>EEF evidence indicates that explicit instruction, modelling, and structured talk improve comprehension, reasoning and writing quality. The use of sentence stems supports metacognition and accurate expression:</p> <ul style="list-style-type: none"> • Explicit Instruction – EEF • Feedback – EEF (+6 months) • Metacognition – EEF 	<p>1,2,4,6</p>
<p>Strengthening early reading and phonics provision, including daily Little Wandle teaching and targeted keep-up support and access to the online scheme and training</p>	<p>Systematic Synthetic Phonics has strong evidence of accelerating early reading, particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Phonics – EEF (+5 months) 	<p>2,4,6</p>
<p>Speech and Language therapist support to work alongside EYFS TA in the Early Years SALT screener to screen children on entry and bespoke programmes for support put in place.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>EEF Communication and Language approaches</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p>	<p>2, 6</p>

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional TA support to deliver 1:1 or small group phonic sessions in year R, 1 & 2</p>	<p>Targeted phonics intervention delivered regularly over time is highly effective for disadvantaged children:</p> <ul style="list-style-type: none"> • Phonics – EEF (+5 months) 	<p>1, 2, 4,6</p>

and catch-up sessions in Y3-6		
Additional Y6 teacher two days per week delivering small-group teaching in reading, writing and maths	<p>Small-group and 1:1 tuition can accelerate progress for pupils who are falling behind, especially when linked to class teaching:</p> <ul style="list-style-type: none"> • One-to-one tuition – EEF (+5 months) • Small group tuition – EEF (+4 months) 	1, 4, 7
Structured reading, writing and maths interventions (precision teaching, fluency groups, sentence construction and reasoning)	<p>Targeted academic support that focuses on specific knowledge gaps has strong evidence of improving outcomes:</p> <ul style="list-style-type: none"> • Small group tuition – EEF • Reading comprehension strategies – EEF (+6 months) 	1, 4, 6, 7
Addressing EYFS language low baseline. Increased TA time to support in YR	<p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) – section 2 – language comprehension states the importance of talk in developing early language skills. This guidance can be used to model classroom practise that can be used by teacher and TA to develop early reading skills.</p> <p>EEF Oral Language Interventions +6</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>TA Training - EEF</p>	1, 4, 6
Targeted SEND support including SALT-led programmes, small-step plans and assistive technology	<p>Individualised instruction and structured TA interventions can yield strong gains when delivered consistently:</p> <ul style="list-style-type: none"> • Teaching Assistant Interventions – EEF • Individualised Instruction – EEF 	1, 5, 7
Purchase of standardised diagnostic assessments.	High-quality diagnostic assessment helps identify specific gaps, enabling targeted and timely intervention.	1, 2, 6

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <ul style="list-style-type: none"> • Diagnostic Assessment - EEF 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance through proactive family engagement, morning soft landings and breakfast provision</p>	<p>Parental engagement strategies and targeted behaviour interventions can improve attendance and readiness to learn:</p> <ul style="list-style-type: none"> • Parental Engagement – EEF • Behaviour Interventions – EEF (+4 months) 	<p>3, 5</p>
<p>Strengthened SEMH provision including ELSA, Drawing & Talking, lunchtime nurture and guided play</p>	<p>SEL approaches are shown to improve wellbeing, behaviour, attitudes to learning and long-term outcomes:</p> <ul style="list-style-type: none"> • EEF Social and Emotional Learning +4 	<p>5, 7</p>
<p>Increased access to enrichment including music lessons, clubs, visits, residential and wraparound support for HAF holiday club</p>	<p>Evidence shows enrichment and wider participation improve aspiration, engagement, wellbeing and cultural capital:</p> <p>Financial support will ensure that PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interests. This is then reflected in the work they produce and their overall progress levels.</p> <ul style="list-style-type: none"> • Arts participation – EEF (+3 months) • Outdoor learning – EEF (+4 months) • Physical activity – EEF (+2 months) • EEF Life skills and enrichment 	<p>5</p>
<p>Music Tuition – one to one with peripatetic music specialist</p> <p>Whole class music instrument provision in KS1 & KS2 to raise aspirations and develop</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>Arts based approaches have shown wider benefits – in particular more</p>	<p>5</p>

musical understanding and interests as part of GROWTH enrichment	positive attitudes to learning and increased well-being. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. EEF Arts Participation (+3 months)	
Strengthen parental engagement in learning at home (reading, phonics & maths workshop EYFS; support with routines)	Parental engagement has consistent evidence of positive impact on attainment and learning behaviours: • Parental Engagement – EEF (+4 months)	1, 4,5
Access to the EMET school councillor	EEF Social and Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health	5
Provide breakfast club to identified children who are persistent absentees	EEF Parental Engagement We define parental engagement as the involvement of parents in supporting their children's academic learning. This includes: - supporting regular attendance - encouraging positive relationships and communication between home and school - intensive programmes for families in crisis	5

Total budgeted cost: £74,800

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.

Attendance Data (2024 – 2025):

PP children – 91.9%

Non-PP children – 95.9%

EYFS - GLD

	Achieving GLD
Total % achieving GLD	67%
FSM6	50%
Non FSM6	69%

KS1

% Exp+	Reading	Writing	Maths
FSM6	75%	75%	75%
Non FSM6	72%	60%	72%

KS2

% Exp+	Reading	Writing	Maths
FSM6	40%	40%	60%
Non FSM6	92%	96%	92%

Evaluation of 2024-25 PP strategy

Intended Outcome	Success Criteria	Impact 2024 -25
<p>PP children – who do not have additional needs – achieve similar outcomes to their non-PP peers in end of year assessments.</p> <p>All PP pupils, even those with additional needs, are making progress from their starting points</p>	<p>Assessments in all year groups at the end of the year will demonstrate the proportion of PP pupils, who do not have additional needs, achieving the expected standard in R/W/M is broadly in line with non-PP pupils.</p> <p>PP pupils who have been identified as having additional needs have targeted intervention support based on small step targets.</p>	<p>17 out of 39 PP children also have SEN (44%).</p> <p>In 2024-25 PP children who are also SEN: 2/5 x year 6 5/9 x year 5 3/5 x year 4 4/9 x year 3 1/4 x year 2 2/3 x year 1 0/4 x year R</p> <p>End of KS2: within this cohort, of the PP (non-SEN) children: 2/3 children attained ARE in reading (67%) 2/3 children attained ARE in writing (67%) 2/3 children attained ARE in maths (67%) Behaviour and attendance impacted the attainment of 1/3.</p> <p>End of KS1: within this cohort, of the PP (non-SEN) children: 3/3 children attained ARE in reading (100%) 3/3 children attained ARE in writing (100%) 3/3 children attained ARE in maths (100%)</p> <p>Of the 4 PP children in YR, 2 (50%) achieved GLD.</p> <p>Data shows all PP children with SEN are making progress but not always as quickly as non-SEN PP pupils.</p>

Year group	Reading		Writing		Maths		Combined	
	PP (not SEN)	Not PP	PP (not SEN)	Not PP	PP (not SEN)	Not PP	PP (not SEN)	Not PP
1 (PP=3)	100%	71%	0%	58%	100%	66%	0%	58%
2 (PP=4)	100%	72%	100%	60%	100%	72%	100%	60%
3 (PP=9)	71%	86%	29%	86%	100%	86%	29%	81%
4 (PP=5)	100%	86%	50%	80%	50%	81%	50%	73%
5 (PP=9)	100%	71%	75%	71%	75%	71%	50%	71%
6 (PP=5)	67%	92%	67%	96%	67%	92%	67%	88%

Lesson observations and pupil book study show PP SEN pupils engaged in their learning and able to recall key knowledge. Termly pupil progress meetings highlight interventions and support.

Through regular discussions with SLT and SENCO it is clear teachers have a good understanding of the individual needs of SEN PP pupils and target support effectively.

Improve the attendance of PP children

Attendance data will show that all children, including PP children have attendance above 95%. Where falling attendance is identified this is tackled quickly.

Attendance champion works with families to overcome barriers.

Attendances practices and procedures have been reviewed and monitoring is robust.

Parental engagement with school to improve attendance.

This remains an area of focus as, for some PP pupils, attendance remained a challenge. However, improvements were evident.

YR –93.6%
 Y1 –92.1% (+1.2% on previous year)
 Y2 –91.9% (+1.3% on previous year)
 Y3 –93.5% (+0.7% on previous year)
 Y4 –96.5% (+2.2% on previous year)
 Y5 –88.2% (-3.5% on previous year)
 Y6 –90.1% (+0.6% on previous year)

PP attendance 2024-25 = 91.9%
 PP attendance 2023-24 = 91.9%
 PP attendance 2022-23 = 92.7%
 PP attendance 2021-22 = 94.75%
 PP attendance 2019 -20 = 95.27%

Attendance monitored monthly and bespoke actions used as per our attendance policy.
 Daily monitoring of children not in school. Phone calls, and text messages are used to follow-up on attendance. Regular meetings take place where attendance drops.

Attendance information has been shared with parents and daily monitoring is evident on the school gate and absenteeism is followed up by phone calls home. Where necessary children are collected from home.
 HT regularly checks in with key parents and bespoke packages of support are put in place. Where necessary families are referred for enforcement through the EHAF process.

Children make at least expected progress in reading. With 75% of non-SEN PP children achieving the expected standard

Intervention in phonics has a positive impact on progress with at least 90% of children passing the phonics

78.6% of pupils passed the phonics screening in Year 1 in 2025
 33% of PP pupils passed their phonics screening in Y1 2025. This represents a decrease but accounts for the high level of need within the cohort.
 93% of pupils had passed the phonics screening by the end of Year 2 2025.

<p>in reading for their year group</p>	<p>screening at the end of Y1 & 2</p> <p>Every PP child reads at least 3x a week to an adult at school</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>Increase in active engagement of parents around reading and read regularly with their children.</p> <p>Phonics catch-up and keep-up sessions support rapid progress in phonics for all pupils where need is identified</p>	<p>PP passports and in-school monitoring demonstrate that PP pupils read to an adult at least 3x a week where reading fluency and comprehension are still needed.</p> <table border="1" data-bbox="667 315 1461 472"> <thead> <tr> <th colspan="5">% EXP+ Reading</th> </tr> <tr> <th>KS1</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>PP (not SEN)</td> <td>50%</td> <td>60%</td> <td>43%</td> <td>100%</td> </tr> <tr> <td>Non-PP</td> <td>62%</td> <td>59.1%</td> <td>86%</td> <td>72%</td> </tr> </tbody> </table> <table border="1" data-bbox="667 506 1461 689"> <thead> <tr> <th colspan="5">% EXP+ Reading</th> </tr> <tr> <th>KS2</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>PP (not SEN)</td> <td>89%</td> <td>87.5%</td> <td>80%</td> <td>67%</td> </tr> <tr> <td>Non-PP</td> <td>81%</td> <td>81.8%</td> <td>85%</td> <td>92%</td> </tr> </tbody> </table> <p>Monitoring of reading diaries indicates that parents are actively involved in supporting reading. This has steadily increased over the last academic year but remains inconsistent in our PP pupils' diaries.</p> <p>Phonics interventions across school have been successful and teachers report that children are no more confident in reading and writing. The phonics provision was judged to be strong at our last Ofsted inspection in June 2023.</p>	% EXP+ Reading					KS1	2022	2023	2024	2025	PP (not SEN)	50%	60%	43%	100%	Non-PP	62%	59.1%	86%	72%	% EXP+ Reading					KS2	2022	2023	2024	2025	PP (not SEN)	89%	87.5%	80%	67%	Non-PP	81%	81.8%	85%	92%
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<p>Communication and language at the end of EYFS has improved from baseline and is at least in line with national</p>	<p>PP children reach expected standard in communication and language at the end of EYFS.</p> <p>Speech and language intervention has a positive impact on progress.</p>	<p>Regular speech and language interventions have enabled all children in EYFS to make progress from starting points.</p> <p>75% of PP children in EYFS accessed SALT. 67% of cohort attained GLD at the end of the year. 50% PP children attained GLD at the end of the year.</p> <p>Monitoring by reading lead and Head teacher shows evidence of children discussing books with confidence.</p>																																								

<p>PP children are engaged in a wide range of experiences and activities beyond the classroom e.g clubs, visits, music lessons and residentials.</p>	<p>Improved engagements in a range of extra-curricular activities and experiences.</p> <p>PP are involved in class visits and residentials wherever possible.</p> <p>PP children have the opportunity to access enrichment lessons such as music lessons.</p>	<p>All PP pupils were offered the opportunity to join in extra-curricular activities. 8/39 took up the offer (21%) with some attending multiple clubs. There was a wide variety of clubs on offer including sports, music, arts.</p> <p>97.5% of PP pupils participated in a sporting club at lunchtime.</p> <p>All PP children were offered the opportunity to attend the residentials in Y4,5,6. 2/5 40% Y6 PP attended the visit to Walesby Forest 6/8 75% Y5 PP attended the visit to Beaumanor Hall 4/5 80% Y4 PP attended the visit to The Mill Adventure Base.</p> <p>4 PP children took part in a range of peripatetic music tuition throughout the school year and either performed or had the opportunity to do so, in the termly celebration assemblies for parents.</p> <p>All PP children have participated in our GROWTH enrichment programme, engaging in: Ukelele tuition Wheelchair basketball Adapted Multi-sports Forest School Ice Skating Healthy Cooking Film Making Community Action Projects (charity fundraising)</p> <p>180 children from across the local EMET primaries took up the opportunity to book a HAF place hosted at Hollywell with our provider over the academic year 2024- 2025.</p> <p>All PP children in Y2 & Y5 completed first aid training.</p>																										
<p>Improved attainment for PP pupils at the end of KS1.</p>	<p>At the end of KS1 the % of PP pupils reaching the expected standard is broadly in line with their non-PP peers.</p>	<table border="1" data-bbox="667 1245 1476 1447"> <thead> <tr> <th rowspan="2">Year group</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <th>PP (not SEN)</th> <th>Not PP</th> <th>PP (not SEN)</th> <th>Not PP</th> <th>PP (not SEN)</th> <th>Not PP</th> <th>PP (not SEN)</th> <th>Not PP</th> </tr> </thead> <tbody> <tr> <td>2 (PP=4)</td> <td>100%</td> <td>72%</td> <td>100%</td> <td>60%</td> <td>100%</td> <td>72%</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table> <p>Y2 = 4 PP children (1 with SEN, 3 non-SEN) This academic year all PP (non-SEN) children reached the expected standard, outperforming their non-PP peers.</p> <p>Overall, 75% of PP children in Y2 reached the expected standard.</p>	Year group	Reading		Writing		Maths		Combined		PP (not SEN)	Not PP	PP (not SEN)	Not PP	PP (not SEN)	Not PP	PP (not SEN)	Not PP	2 (PP=4)	100%	72%	100%	60%	100%	72%	100%	60%
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Externally provided programmes

Programme	Provider
Multiplication and Division Learning	TT Rockstars
Synthetic phonics programme	Little Wandle – Letters and Sounds
Oracy Framework	Voice 21