



# Hollywell Primary School

## Pupil Premium Policy

### 2026-28



#### **Purpose**

Pupil Premium funding is allocated to schools to support pupils who have been eligible for free school meals at any point in the last six years (FSM6), children looked after by the local authority, previously looked after children, and service children.

At Hollywell Primary School, our intention is that every pupil, regardless of their background or the challenges they face, achieves their full potential academically, socially and emotionally. Disadvantage should not define outcomes. Pupil premium funding is used to ensure all pupils access high-quality teaching, targeted academic support and wider strategies that address barriers to learning and life chances.

The targeted and strategic use of pupil premium will support us in achieving our vision of helping everyone to achieve to their full potential.

#### **Principles**

We ensure that teaching and learning opportunities meet the needs of all of the pupils.

Our approach to pupil premium spending is informed by the Education Endowment Foundation (EEF) Pupil Premium Guide and is structured around the EEF three-tier model:

- High-quality teaching (the baseline for all pupils)
- Targeted academic support
- Wider strategies to address attendance, behaviour and wellbeing

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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing intervention and support. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Groups can be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

Information about the use of Pupil Premium is available for parents on the website. Governors receive this information as part of the Head Teachers report.

At Hollywell Primary School, it is the responsibility of all staff to ensure that the pupils in their charge receive the best education, care and support available.

#### **Role of the Class teacher**

- Take responsibility for the progress and outcomes of disadvantaged pupils.
- Identify barriers to learning and contribute to provision planning.
- Deliver high-quality, adaptive teaching with high expectations.
- Work collaboratively with the SENCo and Pupil Premium Lead to plan, deliver and review provision for pupils who are both disadvantaged and have SEND.

### **Role of the Pupil Premium Lead**

- Monitor attainment, progress and wider outcomes for disadvantaged pupils.
- Evaluate the impact and value for money of pupil premium spending.
- Work jointly with the SENCo to review provision and outcomes for disadvantaged pupils with SEND.
- Report termly to governors.

### **Role of the Governing Body**

- Support the development and review of the PP Policy.
- Ensure consistent application of the policy.
- Ensure a named governor takes responsibility for PP.
- Ensure that the policy is available to all stakeholders.
- Ensure that provision is of a consistently high standard.
- Ensure that funding is being used to raise attainment, aspirations and provide positive futures.
- Perform an annual review and report to all Governors.

### **Monitoring & Evaluation**

Monitoring focuses sharply on the impact of provision on disadvantaged pupils, including those with SEND.

- Attainment and progress data
- Attendance and persistent absence
- Behaviour and wellbeing indicators
- Pupil voice
- Lesson observations and work scrutiny

### **Reporting & Accountability**

It will be the responsibility of the Head Teacher, or a delegated member of staff, to report to the Governors on:

- Progress and attainment of disadvantaged pupils
- Effectiveness and impact of pupil premium spending
- Attendance and wellbeing outcomes
- Value for money

The school publishes an annually reviewed, DfE-compliant Pupil Premium Strategy Statement on its website, outlining barriers, planned spending and evaluated impact.

Parents will receive information as to the progress of pupils through reporting of assessment results at the end of the academic year as part of the formal annual Report and feedback given during parent's evenings.

### **Provision**

Provision is selected based on identified need, strength of evidence, effective implementation and ongoing evaluation of impact. The school does not rely on generic cost-impact classifications.

All pupil premium provision aims to accelerate progress. For some pupils, particularly those with SEND, success is measured through strong progress from individual starting points as well as attainment outcomes.

The range of provision the Governors may consider making for this Pupil Premium could include:

- Additional class-based work or specified intervention work both aiming to accelerate progress.
- Learning Support to enable children to fully access learning and accelerate progress.
- Pastoral work which undertakes work to raise self-esteem, extend their personal skill set and support children to make appropriate choices to maximise learning opportunities.
- Out of Hours and enrichment to ensure that children are given a full opportunity to develop other talents in sport and creativity to also improve self-confidence and motivation for school.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations.
- Pupil premium resources may also be used to target able children on FSM to achieve greater depth.
- Reducing class sizes thus improving opportunities for effective AFL and personalised support and learning.
- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- 1-1 support
- Learning mentors, trained TAs or external agencies.
- P for extra curriculum activities such as Music tuition, day trips and residential trips that add to the enjoyment and enrichment of school life.
- Use of Teaching Assistants to support classes for teachers to focus teaching and learning on specific groups.
- Uniform support

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