



# Pupil premium strategy statement

## Hollybush 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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	39.9% 2.7% PLA/CLA
Academic year/years that our current pupil premium strategy plan covers	2025 to 2028
Date this statement was published	Dec 30 <sup>th</sup> 2025
Date on which it will be reviewed	Dec 30 <sup>th</sup> 2026
Statement authorised by	J Fisher
Pupil premium lead	J Fisher
Governor / Trustee lead	T Arthey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 98,475

# Part A: Pupil premium strategy plan

## Statement of intent

*At the heart of our pupil premium strategy lies a powerful belief:*

*“every child possesses a diamond of potential, waiting to shine.”*

*We are resolute in our mission to ensure that no child’s brilliance is dulled by disadvantage.*

*It is our vision to uncover, nurture, and amplify that potential so every learner thrives both in school and in life. We want every pupil, irrespective of their background or the challenges they face, to make good progress through the curriculum and leave our school as successful learners with pride and confidence in their own abilities with the desire to do their best and show resilience as a learner.*

*Our strategy is built on four strands for success:*

### ***High Quality Teaching for All***

*We believe that consistent use of the most effective teaching strategies is the most important lever schools have to improve pupil attainment.*

### ***Breaking Down Barriers***

*We will not accept that disadvantage defines destiny. We will identify and tackle the barriers that hinder progress, ensuring every child has a clear path to success.*

### ***Communication and Language Development***

*Research has demonstrated that early language ability is the most powerful predictor of long-term outcomes. We will use a range of approaches to support language development, communication skills and reading.*

### ***Attendance***

*Presence is the first step to progress. We will work tirelessly with families and children to improve attendance, ensuring every learner is in school, engaged, and ready to shine.*

*The activity we have outlined in this statement is also intended to support the needs of all pupils, 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 is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Some of our pupils have multiple vulnerabilities and that means they need an approach that integrates high quality teaching with effective targeting for SEND as well as being supportive to emotional vulnerabilities</i>
2	<i>Some of our disadvantaged pupils do not have the language and communication skills that provide the ideal foundations for social interactions and learning</i>
3	<i>Some of our disadvantaged pupils have significant gaps in knowledge and skills. The lack of some of the foundations for learning has had a lasting impact on their development and their social and academic behaviours</i>
4	<i>Low starting points with phonics, with pupils not catching up quickly enough is affecting progress in reading</i>
5	<i>Some of our disadvantaged pupils have low attendance and/or poor punctuality. This increases gaps in knowledge and undermines efforts to reduce gaps</i>
6	<i>Some of our families lack the funds to ensure their children have appropriate clothing and inclusion in enrichment activities</i>
7	<i>All of our pupils benefit from being in an environment that is supportive to well being and promoting positive mental health, even more so if have experienced Adverse Childhood Experiences (ACES)</i>

## 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
To ensure consistent high-quality teaching that ensures all pupils gain from every lesson	<p>Teachers have the pedagogical expertise that ensures that all pupils</p> <ul style="list-style-type: none"> <li>• engage fully in each lesson, interacting with the learning</li> <li>• have guidance, support and resources</li> <li>• make progress within each lesson</li> </ul>
To develop a dynamic whole school strategy that continues to identify and address all barriers to learning leading to all children making good progress from starting points	<ul style="list-style-type: none"> <li>• Teacher expertise in identifying barriers such as               <ul style="list-style-type: none"> <li>○ Limits of working memory</li> <li>○ Vocabulary and Oracy</li> <li>○ Limited Automaticity</li> <li>○ Desktop Truancy</li> <li>○ Lack of motivation</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Delayed Executive functioning</li> <li>● Teachers develop strategies to address each of those barriers</li> <li>● Termly pupil progress plans will track, evaluate and update those strategies</li> <li>● SEND plans that link directly with PPG barriers to learning for pupils that are PPG and SEND</li> <li>● Pupils will increase progress as the impact of barriers is reduced</li> </ul>
To address existing gaps in learning for disadvantaged pupils	<ul style="list-style-type: none"> <li>● Gaps are identified through daily assessment and end of unit assessments</li> <li>● Gaps are addressed through adaptive teaching where possible, including the use of resources to scaffold and support</li> <li>● Whole class approaches and targeted support or interventions are used effectively</li> <li>● Improvements towards Age Related Expectations are evident in assessments</li> </ul>
To ensure that all disadvantaged pupils are included in all aspects of school life	Pupils are provided with food, uniform, access to enrichment activities such as trips and visits as required
To ensure the attendance gap between disadvantaged pupils and non- disadvantaged pupils is reduced.	Attendance gap is reduced and at least in line with the national average.
To ensure emotional and wellbeing support is provided for all pupils	<ul style="list-style-type: none"> <li>● All staff understand the impact of trauma and attachment and follow a therapeutic approach in their interactions and relationships with all pupils.</li> <li>● Universal support is provided through PSHE, positive relationships, well trained and aware staff, communication with parents and school policies such as behaviour and mental health</li> <li>● Targeted support is provided through internal staff (ELSA) plus commissioning external support</li> <li>● Family support is provided through external partnerships such as MHST, Safe Space</li> <li>● Safe Space</li> </ul>

## 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: £ 39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Working with HfL on the 'Every Child Programme' to identify and adopt approaches that reduce the disadvantaged gap across Hertfordshire schools</i>	<a href="#">Building a Culture of Collaboration in Schools</a> <a href="#">A School's Guide to Implementation guidance report   Education Endowment Foundation</a>	1,2,3,4
<i>Training for all teaching staff on high quality teaching including focus on AfL, feedback and adaptive teaching</i>	<a href="#">Why is Staff CPD Important?   The National College</a> <a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a> <a href="#">High-quality teaching   EEF</a> 	1,3
<i>Training and provision of teaching assistants for RWInc including additional 1:1 for targeted pupils</i>		1,3,4
<i>Increase focus on language development as part of Foundational Learning in EYFS</i>	<a href="#">Supporting Communication and Language in the Early Years   Education Endowment Foundation</a> <a href="#">Vocabulary   EEF</a>	
<i>Embedding of mastery approach for mathematics through CPD, monitoring and coaching</i>	<a href="#">Mathematics guidance: key stages 1 and 2</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a> 	1,3
<i>Teaching assistants to support in class to reduce gaps in learning as well as run targeted interventions</i>	<a href="#">Deployment of Teaching Assistants   EEF</a> <a href="#">Selecting interventions   EEF</a>	1,2,3,4

Where disadvantaged pupils have SEND, class teachers, SLT and the SENCO will work together identify different barriers to learning and provide short and long term strategies	<a href="#">Special Educational Needs in Mainstream Schools   EEF</a>	1,2,3
---	---	-------

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

Budgeted cost: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maintain a full time Emotional Literacy Support Assistant</i>	<a href="#">5 - WELL Project ELSA Evaluation Survey March 2024.docx</a>	2,7
<i>Speech and Language Therapist working with pupils and support staff weekly</i>	<a href="#">Best Start in Speech, Language and Communication: Supporting evidence</a>  <a href="#">Disadvantage and speech and language challenges - Speech and Language UK: Changing young lives</a>	1.2.3
<i>Safe Space counselling for individuals</i>	<a href="#">Mental health and behaviour in schools</a>	1,7
<i>Additional Teaching assistant support for disadvantaged children with high level of need but without EHCP</i>		1,3,4,7

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

Budgeted cost: £ 12,000

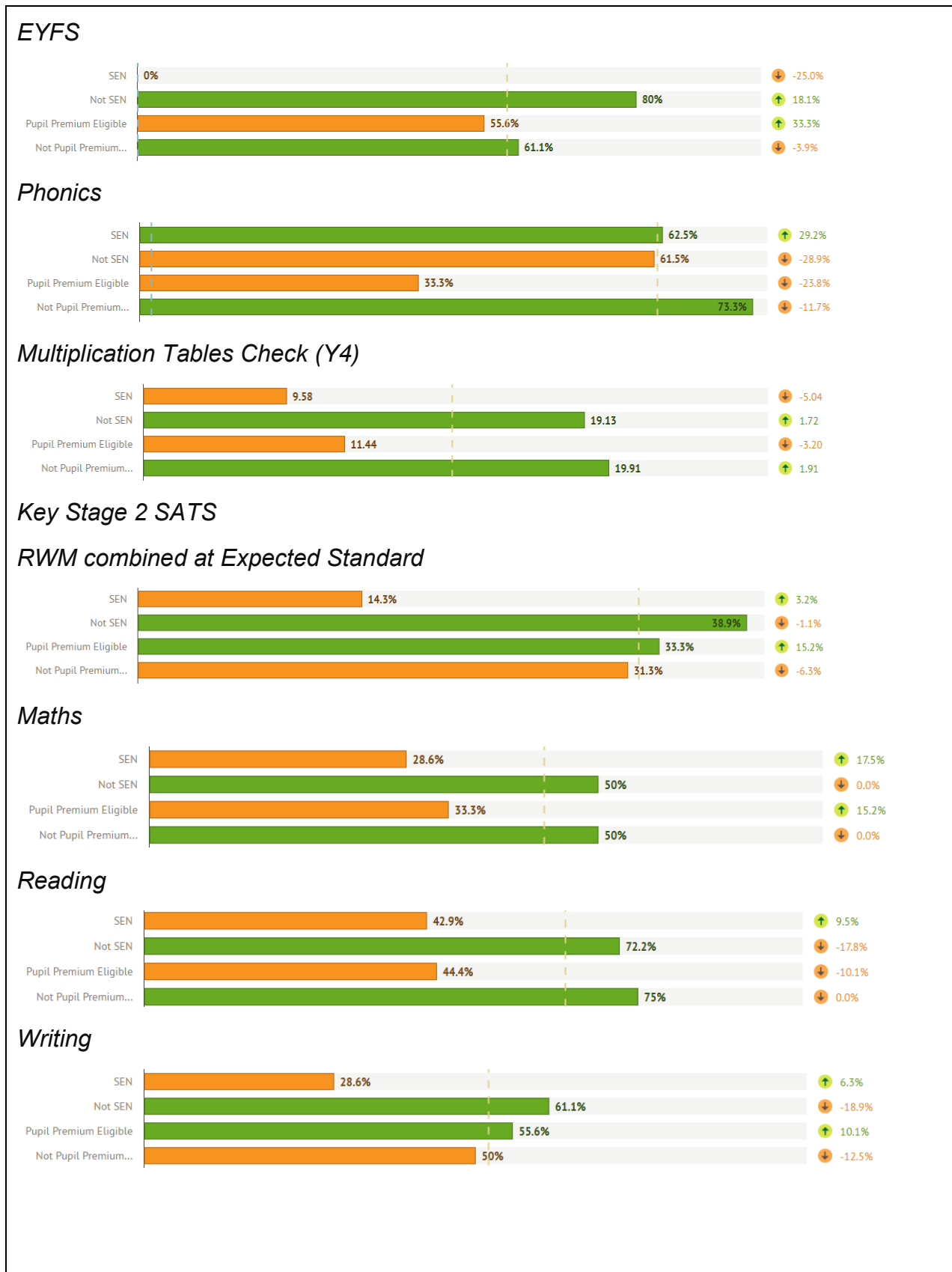
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding for enrichment activities such as the swimming, trips and visits and providing</i>	Inclusive education <a href="#">374 Implementing Inclusive Education.pdf (publishing.service.gov.uk)</a>	1,6

<i>essentials such as uniforms and access to breakfast club so that disadvantaged pupils are fully included and have positive experiences as part of the school community</i>	Closing the attainment gap <a href="#">EEF Attainment Gap Report 2018 - print.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
<i>Staff training on trauma and attachment awareness, developing an ethos supportive to mental health wellbeing.</i>	<a href="#">Mental health and behaviour in schools</a>  <a href="#">Education for Wellbeing: Effectiveness of school mental health and wellbeing promotion</a>	1,5,7
<i>Providing Family Support Workers for specific families</i>	<a href="#">Supporting Families – Whole Family Working: Informing Future System Reform Annual report of the Supporting Families programme 2024 to 2025 - GOV.UK</a>	1,5,7
<i>Develop Attendance strategies including working with families</i>	<a href="#">Working together to improve school attendance (applies from 19 August 2024)</a> <a href="#">Schools identify low literacy skills and poor attendance as the...   EEF</a>	1,2,3,5,7

**Total budgeted cost: £ 98,500**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils summer 2025



## Attendance

Demographics	Present %	Auth. Absent %	Unauth. Absent %
Compulsory School Age (5 - 15)	94.9%	3.7%	1.2%
SEN	94.1%	4.5%	1.5%
Not SEN	95.4%	3.4%	1.2%
Non-Talented	94.9%	3.8%	1.3%
Disadvantaged	93.7%	4.9%	1.3%
Not Disadvantaged	95.7%	3.0%	1.3%
Looked After (In Care)	97.7%	1.7%	0.5%
Not Looked After (In Care)	94.9%	3.8%	1.3%

- *Curriculum development plans such as introducing Mastery Approach for maths and providing training for RWI have started to make a positive impact on teaching and learning*
- *The Schools Partnership programme has provided effective leadership support*
- *Makaton support has been provided for staff to increase communication for children with limited language*
- *Counselling services have provided effective support for individuals*
- *ELSA has provided wellbeing support*

## 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
MHST	NHS - Broxbourne Mental Health Support Team
FSW	Hertford, Ware and surrounding villages school Partnership
Magic Breakfast	National Schools Breakfast Programme