

Pupil premium strategy statement – Holywell Church of England School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 – Holywell CofE School

Detail	Data
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	7/10/2025
Date on which it will be reviewed	7/10/2026
Statement authorised by	Robinne Lowrey
Pupil premium lead	Robinne Lowrey
Governor / Trustee lead	Phillipa Carrington-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <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>	£ 34,360

Part A: Pupil premium strategy plan

Statement of intent

At Holywell, we create the best opportunities and experiences for every single pupil at the school. The aim of the strategy plan and the money provided, is to close attainment and progress gaps between Pupil Premium children and their peers. By creating a welcoming, safe and inclusive school, children are encouraged to fulfil their potential. We aim to develop the necessary skills to equip all children for life and encourage a love of learning that will continue after their time here. Our current Pupil Premium strategy works to achieve these goals by:

Teaching: *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 the non-disadvantaged pupils in our school. This will be achieved this year through professional development, training and instructional coaching. We aim to remove barriers to learning created by poverty, family circumstance and background and narrow the attainment gap. We aim to ensure that ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.*

Targeted Academic Support: *Our data from last academic year shows the positive impact targeted support can have in increasing the progress and attainment of all children. The type of support a child receives will be determined through constant assessment and will consist of small group and where appropriate, 1-1 teaching. This includes, but not exclusive of, the teaching of new concepts or revisiting already taught learning to ensure they are embedded in the children's long-term memory. Early reading and writing will be a focus with RWI phonics being used to accelerate progress. We will use robust and targeted intervention programmes both in and outside of the classroom to ensure that gaps in learning are reduced. We will work alongside the virtual school where possible to support previously looked after children to maximise the impact of what can be achieved.*

Wider strategies: *Largely in the context of the cost of living crisis, at Holywell, this continues to be a high priority through nurture support and interventions. We are also targeting funding to ensure that all pupils have access to trips, residential and first hand learning experiences. We aim to provide opportunities for all pupils to participate in other enrichment activities including sport and music. We will encourage participation in off-site opportunities including work across the trust and use funding to support wider opportunities as they arise and according to individual need.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Increase numbers of children identified as pupil premium due to cost of living crisis.</i>
2	<i>Children who do not meet the need for pupil premium also being at risk due to cost of living.</i>
3	<i>High numbers of previously LAC also experiencing specific and complex SEND</i>
4	<i>For some of our disadvantaged pupils, attendance continues to be lower than that of their peers and the expected national figure.</i>
5	

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
<i>Improved attainment through narrowing the attainment gap through high quality teaching for all.</i>	<i>Children to reach expected levels from their starting points or better and with good progress alongside peers.</i>
<i>Improved provision and opportunities for previously LAC through work with the virtual school.</i>	<i>Improvement in attainment and attendance as well as emphasis on readiness for the next part of a child's education.</i>
<i>Improved levels of self-esteem and sense of well-being and belonging where attendance and/or SEMH needs or reduced timetables have been required.</i>	<i>Improvement in attendance for identified groups of children</i>
<i>Most children will be able to regulate their emotions due to focus on relational approaches to behaviours.</i>	<i>Decrease in use of suspensions and reduced timetables, in turn improving attainment and well being.</i>

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: £ 6, 885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To embed the use of Steplab to support high quality teaching and learning.</i>	Impact of the programme is highly evident, however time needs to be given to embed the programme and effectively monitor the ongoing impact.	1,2,3,4
<i>Ensure that RWI phonics program is embedded across the school</i>	Data has shown that reading, phonics and writing attainment and progress needs to improve. Since the introduction of RWI we have seen an 1, 2 6 increase in the phonics attainment in all children.	1,2,3
<i>Implementation of Fresh Start phonics program in Year 5 and 6</i>	Robust assessment data highlights gaps in knowledge and attainment for older children in UPKS2. The programme uses age-appropriate materials that promote high levels of self-esteem. This supports narrowing the gap for our disadvantaged children.	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.