

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hollingbourne Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	25.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Bradley-Wyatt
Pupil premium lead	Tammie Allen-Harding & Zoe Wright
Governor / Trustee lead	Nikki Newin (Chair) Sarah Howell (Vice Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,220
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,220

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to improve the progress and attainment of disadvantaged pupils so that the gap is narrowed between them and non-disadvantaged pupils.

Key challenges that prevent our disadvantaged pupils from attaining well will need to be a focus throughout the strategy plan. These challenges include: social engagement; well-being; personal and academic expectations; attendance and punctuality.

We will be flexible in our approach to address challenges shared across this group as well as individuals. We will base this knowledge and understanding on robust research and assessment, not assumptions and bias.

The approaches we have decided to adopt will complement each other to help pupils excel. To ensure they are effective we will:

- *Ensure disadvantaged pupils are challenged in the work that they are set;*
- *Act early to intervene as soon as a need is identified;*
- *Adopt a whole school approach to ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations indicate that attainment in maths for disadvantaged pupils is lower than that of their non-disadvantaged peers for expected levels. This is partly due to the progress of this group slowing at points of Key Stage transition between KS1 and KS2.
2	Our assessments, discussions and observations indicate that attainment and progress in writing for disadvantaged pupils is lower than that of their non-disadvantaged peers for expected levels.
3	Our discussions and observations indicate that our pupil premium children are less likely to engage in reading and less likely to be supported with their reading at home.
4	Our observations and data indicated that pupil premium children have lower well-being than their peers.

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 overall attainment for maths across the school.</i>	<i>Teacher assessment of pupils' mathematics outcomes demonstrate that at least 80% of disadvantaged children make good progress over the year.</i>
<i>Improved progress in maths between Year 2 and Year 3 and between Year 4 and Year 5.</i>	<i>Teacher assessment of pupils' maths outcomes demonstrate a greater percentage of children making good progress between these year groups.</i>
<i>Improved progress outcomes in writing for disadvantaged pupils across school.</i>	<i>Teacher assessment of pupils' writing outcomes demonstrate that at least 80% of disadvantaged children make good progress over the year.</i>
<i>Improved overall attainment for writing across the school.</i>	<i>Teacher assessment of pupils' writing outcomes demonstrate that at least 80% of disadvantaged children make good progress over the year.</i>
<i>Improve engagement in reading.</i>	<p><i>Pupil premium children will engage with reading at home and talk confidently about books they have read.</i></p> <p><i>Pupil premium children will access high quality appropriate texts in school for personal reading as well as class reading/teaching tools.</i></p> <p><i>Pupil premium children will regularly use the reading areas across school to further foster the engagement of reading.</i></p>
<i>Improve the well-being of pupil premium children across school.</i>	<i>Children's level of well-being will improve resulting in improved engagement in lessons and therefore overall outcomes.</i>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All teachers engage in the maths mastery program with the possibility to extend to mastery in number (for Early Years and Key Stage One).</i>	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	1
<i>Embedding Little Wandle materials including spelling program and related intervention/catch up across Early Years, Key Stage One and early Key Stage Two.</i>	https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf https://faqs.littlewandlelettersandsounds.org.uk/knowledge/whats-in-little-wandle-spelling https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.lexialearning.com/blog/what-is-scarboroughs-reading-rope	2, 3
<i>Ongoing CPD training to improve quality of teaching with the planning of English writing, supporting teacher confidence and job-related subject knowledge.</i>	https://cpduk.co.uk/news/cpd-for-primary-secondary-teachers https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3
<i>Coaching and mentoring of individual teachers to improve quality of teaching and learning.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4

	https://online-learning-college.com/knowledge-hub/education/mentoring-and-coaching-in-educational-settings/	
<i>Embed the mainstream core standards and ensure that quality first teaching is advocated and maintained.</i>	https://thirdspacelearning.com/blog/quality-first-teaching/ https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards	1, 2, 3, 4
<i>Embed Zones of Regulation to support children's well-being.</i>	https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4
<i>Continue to provide staff with CPD to enable them to effectively assess and support children's well-being across school.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4

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

Budgeted cost: £5,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Specific maths interventions delivered to individuals/groups to address identified needs, for example, Power of Two or pre-teaching/managing misconceptions.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://excellenceined.org/upgrading-math-class-data-deep-dive-1/ https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf</p>	<p>1</p>
<p><i>Additional catch up sessions for phonics/spellings with expert support for targeted pupils.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3</p>
<p><i>Specific well-being interventions delivered to individuals/groups to address identified needs, for example, Lego therapy, Black Sheep, soft starts etc.</i></p>	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	<p>4</p>
<p><i>Additional reading sessions to target pupils who require extra reading practice including comprehension and vocabulary discussions.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3</p>
<p><i>Specific reading interventions delivered to individuals/groups to address identified needs, for example, Toe by Toe etc.</i></p>	<p>https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</p>	<p>3</p>

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional time given to pupils who need social and emotional support in school. A range of strategies may be used depending upon the need (for example, Lego therapy, talk time, social group work etc).</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
<i>Forest school and outdoor activities to help support pupils' well-being and build their resilience, independence and help them become problem solvers.</i>	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/#findings-and-recommendations	4
<i>Trips across school to outdoor adventure activity centres providing specialised tuition to pupils in order to improve their experiences, resilience, independence, problem solving and well-being (for example, Go Ape, Lower Grange Farm, St Andrew's Lakes, Gilwell Park etc).</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3, 4
<i>Incentives and resources to support engagement with reading.</i>	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/#findings-and-recommendations https://www.google.com/search?q=engagement+with+reading+using+extrinsic+motivation&scas_esv=7059b957e07c44b7&ei=DM9Dac2PCdWMhbIP6PZuQ0&of=op&scient=qw-wiz-serp&surf=1&safe=active&ssui=on https://evidencebased.education/resource/motivation-in-the-classroom/	3
<i>Incentives and rewards to support children's well-being.</i>	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	4

Total budgeted cost: £41,220

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.

Impact on Progress of Pupil Premium 2024-25						
Attainment: Year 6 outcomes 2025						
	No Pupils	No of Pupil Prem	% of children making expected levels		% of children making Greater depth levels	
			Pupil Premium	All	Pupil Premium	All
Combined			25%	53.3%	0%	6.7%
Reading			25%	60%	0%	40%
Writing			50%	66.7%	0%	20%
Maths			25%	60%	0%	6.7%
SPaG			25%	60%	0%	6.7%
Year 2 children phonics resit			100%	80%	N/A	N/A

Record of Pupil Premium Grant Spending by initiatives 2024/25

Activities carried out	Cost	Rationale
<ul style="list-style-type: none"> • Engaging with Maths for Mastery program across school – lead teachers being involved and delivering CPD to other teachers in the school. • Building upon our consistent phonics scheme across school by also beginning to introduce the Little Wandle spelling scheme. • Zones of Regulation training continuing to be embedded for all staff. Children regularly discussing ways in which they can manage their feelings and emotions, further securing language to assist them in regulating their feelings. • Peer mediation training for Year 6 pupils from external expert. • Ongoing CPD training (INSET) and PDMs to improve quality of teaching, teacher confidence and job-related subject knowledge. • Additional interventions completed using Power of Two. This will assist children in their mathematical fluency and understanding and embedding of key concepts. • Additional spellings and phonic catch up sessions with expert support for targeted pupils. • Interventions using Toe by Toe for targeted pupils. • Additional reading sessions to target pupils who require extra reading practice including comprehension and vocabulary discussions. • Additional small guided/shared group work for children who may need help with improving their writing (this may be technical, content and/or stamina). • Additional time given to pupils who need social and emotional support in school. A range of strategies may be used depending upon the need (for example, Lego therapy, talk time, social group work etc). 	<p>£36,800</p>	<p>Our assessments, discussions and observations show that progress in maths for disadvantaged pupils is lower than that of their non-disadvantaged peers.</p> <hr/> <p>Our assessments, discussions and observations show that attainment in maths for disadvantaged pupils is lower than that of their non-disadvantaged peers for expected levels.</p> <hr/> <p>Our assessments, discussions and observations show that attainment in writing for disadvantaged pupils is lower than that of their non-disadvantaged peers.</p> <hr/> <p>Our assessments, discussions and observations show that attainment in reading for disadvantaged pupils is lower than that of their non-disadvantaged peer.</p> <hr/> <p>Our assessments, discussions and observations illustrate that disadvantaged pupils demonstrate lower levels of phonic ability than their non-disadvantaged peers.</p> <hr/> <p>Our analysis and observations show some disadvantaged pupils show lower levels of self-regulation in comparison to their non-disadvantaged peers.</p>

<ul style="list-style-type: none">• Forest school and outdoor activities to help support pupils' well-being and build their resilience, independence and help them become problem solvers.• Sensory room created to help those pupils who need time out to reset in a calm and quiet environment.• Trips across school to outdoor adventure activity centres providing specialised tuition to pupils in order to improve their experiences, resilience, independence and problem solving (for example, Go Ape, Lower Grange Farm etc).• Behaviour policy updated and shared to develop consistency.• Communicated Zones of Regulation with all parents.• Re-wrote wellbeing policy and wellbeing governor appointed.• Remapped and re-wrote skill progression of wider curriculum, including explicit vocabulary development and use of enquiry questions.• Guidance made clearer for working walls across school.• Improved use of pre and post unit assessments for maths.• Revised and re-wrote handwriting policy and introduced a new handwriting scheme.• Introduced sporting coaches to support planning and delivery of PE.• Continue to improve Yr R environment improvement		
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Further information (optional)

Our Pupil Premium Funding is intrinsically linked to our School Improvement Plan allowing us to focus very specifically on the areas we feel will most readily benefit all our pupils.