



## Pupil premium strategy statement Holway Park CP School Academic Year 2026/2027

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                                                                                                                                                       | 324                  |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 35.8%                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 3 years<br>2024-2027 |
| Date this statement was published                                                                                                                                                | September 2026       |
| Date on which it will be reviewed                                                                                                                                                | January 2027         |
| Statement authorised by                                                                                                                                                          | Headteacher          |
| Pupil premium lead                                                                                                                                                               | Headteacher          |
| Governor                                                                                                                                                                         | CofG                 |

### Funding overview

| Detail                                                                                          | Amount          |
|-------------------------------------------------------------------------------------------------|-----------------|
| Pupil premium funding allocation this financial year                                            | £197,480        |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) | £0              |
| <b>Total budget for this academic year</b>                                                      | <b>£197,480</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

High quality first teaching is still the top priority. However we need to prioritise providing equity in the education and curricular opportunities provided for pupils who experience barriers due to several areas which combined create a disadvantage.

Inclusion is essential and disadvantaged pupils' progress and outcomes is an important contribution to inclusion. We recognize that all the following areas have an impact on being disadvantaged and gaps for pupils:

- Poverty- Financial deprivation
- SEND
- Vulnerability- linked to Children Social care & family environments
- Ethnicity

Our three-tier approach linking with EEF research

- High-Quality First Teaching
- Support- Targeted academic support & Non academic support
- Curriculum Enrichment to enable equity of cultural capital and language

The focus of our pupil premium strategy is to enable equity for our disadvantaged pupils within their learning and cultural experiences and development. We have recognised that a significant number of pupils experience a cultural deprivation that can go hand in hand but not necessarily linked directly to financial deprivation. Many do not have wider experiences out of school. We consider the challenges faced by vulnerable pupils, such as those who are referred to the PFSA, have FIS (family intervention support), are referred for emotional and trauma informed support, have a social worker and young carers and are referred to the attendance worker. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and experiences are at the heart of our approach; at the same time this will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' learning, knowledge & skills development will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery providing opportunities for keeping up interventions, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and ongoing formative teacher assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' experiences, outcomes and raise expectations of what they can achieve.
- ensure all pupils including disadvantaged pupils are challenged in the work and expectations that are set
- act to intervene at the point need is identified

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 1                | Vocabulary gap on entry. Poor early language skills, as evidence through both BPVS and RBA assessments, slow the progress in phonics, verbal acquisition, vocabulary, writing and key areas of development. A significant percentage of our pupils are now on roll within our SEN Specialist Unit (approx. 20%), the majority of these pupils are non-verbal. Many children's communication outside of school is through screens-mobile phones, tablets or gaming. The social isolation of both parents and pupils during the pandemic has had lasting impact on communication skills. |
| 2                | Reading progress is also impacted on by the vocabulary gap, can be slower because many pupils come from homes less able to support and develop a positive reading culture. Many homes rely on screens for reading and do not have books or other reading material as an everyday resource in the home.                                                                                                                                                                                                                                                                                 |
| 3                | Many pupils do not have access to resources and the wider cultural experiences needed for a rounded education, for example visiting museums, libraries, galleries etc. This can also manifest itself in a financial challenge to afford these cultural experiences, a lack of interest or understanding of a wider cultural opportunities or sometimes a lack of expectation within the family that a child would benefit from these experiences.                                                                                                                                      |
| 4                | Several pupils eligible for the PPG have experienced trauma and have less well developed social and emotional skills. This makes them unprepared for learning, reduces the opportunity for successful friendships and playtimes and can lead to emotional dysregulation & disruptive behaviour.                                                                                                                                                                                                                                                                                        |
| 5                | Attendance rates, for some pupils, are low and therefore reduce their school hours and opportunities for learning. Some families do not appreciate the importance of regular attendance.                                                                                                                                                                                                                                                                                                                                                                                               |
| 6                | Some pupils eligible for the PPG have lower levels of engagement, confidence, motivation or independence which reduces their retention and progress rates                                                                                                                                                                                                                                                                                                                                                                                                                              |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| All pupils have access to high quality cultural experiences and curriculum alongside first quality teaching                                                                                                                                                                                                                                                                                                                                                          | Teachers assessment informs planning for next steps learning. Teachers' formative assessments, Assessments on entry, ongoing Pixl assessments identify pupils. Teacher's use of adaptations, adjustments, scaffolding, (OAIP). Pupils with SEND have regular PDR Core co-ordinators observe key pedagogical delivery.                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Desired outcomes:</p> <ul style="list-style-type: none"> <li>All pupils have access to, first hand experiences and wider opportunities and resources irrespective of their family's financial status</li> <li>All pupils to have access to woodlands EYFS upwards- Forest School worker funded by PPG</li> <li>Support for residential experiences</li> </ul>                                                                                                     | <p>Classes regularly visit the Somerset Museum and other local centres. Curriculum Crash days based around areas such as differences, ECO, anti-bullying, drama workshops, multi-cultural. Each class has access to half termly woodlands/forest school. Pupils Y1-Y6 have opportunity to participate in residential trips. Visits from authors &amp; Story Tellers enhance reading and imagination. Classes to visit Taunton Library during the 26/27 academic year. Classes participate in community visits/walks. Visits to local Care Homes- Archie Project. Each Class has Forest School experience once each half term. Classes have Read Alongside and Board games sessions each term.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school.</p> <p>To develop pupils' resilience and mental and emotional health. Providing specific learning on how to develop and understand their emotional health and develop friendships and further promote higher engagement in learning.</p> <p>Employ ELSA, PFSA, Forest School Worker, pastoral worker. CPD for Trauma Informed Key Workers. CPD whole school approach Trauma Informed.</p> | <p>Sustain high levels of wellbeing</p> <ul style="list-style-type: none"> <li>pupil voice,</li> <li>ELSA de brief sessions,</li> <li>PFSA family support,</li> <li>Trauma informed Key workers</li> <li>Sensory Activities</li> <li>pupil and parent surveys</li> <li>teacher observations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>Speech, Language and Communications Skills</p> <ul style="list-style-type: none"> <li>VOICE21- ORACY Programme</li> <li>Speech &amp; language Therapist employed from SEN &amp; ASC funding to support staff and pupil language development.</li> <li>Occupational Therapist -in collaboration with SEND use of OT to support sensory provision</li> <li>Talk Boost Resources</li> </ul> | <p>Voice21 Oracy programme being introduced this academic year- Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication.</p> <p>Talk Boost intervention Groups in place- whole year</p> <p>Speech and Language care Plans updated</p> <p>OT care plans updated</p>                                                                                                                                               |
| <p>Pupils make good progress in Phonics in EYFS and Year 1/2 to reduce the attainment gap-</p> <ul style="list-style-type: none"> <li>intervention Sounds Write membership</li> <li>Pupils eligible for PPG make progress in line with their non-PPG peers.</li> <li>Continue with EYFS TA funded through PPG.</li> </ul>                                                                   | <p>Assessments and observations indicate improved phonics acquisition and usage disadvantaged pupils taking into consideration and separating the SEN Specialist Unit pupils who are non-verbal- their presence in our Specialist SEN unit should not disadvantage the mainstream pupils</p> <p>Improved outcomes in Phonics screening June 27 with a cohort of high percentage of non-verbal/specialist provision within cohort</p> <p>EYFS and KS1 are using SoundsWrite system</p> |
| <p>PPG funding used to support intervention teacher in the 2026/27 academic year-</p> <p>Lightening Squad Reading Intervention-</p>                                                                                                                                                                                                                                                         | <p>KS1/LKS2 Lightening Squad groups</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Activity in this coming 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: £8,500

| Activity                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed                                                                                                                |
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| Talk Boost Resources- £1500 staff- supported by SEN staff<br>Soundwrite membership and CPD- £1500<br>VOICE21- £2500<br>Mary Myatt- Teachers resources- adaptations- £2000<br>Contribution towards Makaton- £500<br>VOICE21 CPD- £2000 | <b>EEF/Mary Myatt- High Quality Teaching</b><br><i>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching</i><br><i>It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils</i><br><br><i>Mary Myatt-Use of selected quality books from Mary Myatt teaching resources to support reading and discussion challenge.</i><br><i>Graduated Response-Universal Provision- Use of adaptation, adjustments and scaffolding to meet needs of whole class under universal provision.</i> | VOICE21 Planned whole school<br>Soundwrite- EYFS & KS1<br>Mary Myatt Teachers resources- whole school<br>Makaton- ASC unit- 50 plus EYFS/KS1 |

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

Budgeted cost: 102,847.00

| Activity                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed                                                     |
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| TA support for early language sessions, phonics sessions & Talk Boost-£25,889<br>Lightening Squad, £1500 | <b>EEF Phonics</b><br><i>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which</i> | Daily phonics sessions all pupils in EYFS/KS1 plus SEN Unit pupils able to access |

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|                                                                                                                                                                    | <p>represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Talk Boost- those identified from RBA &amp; BPVS assessments</p> <p>Lightening Squad- 40</p> |
| <p>Teacher for Y6 Reading &amp; Maths interventions - £78,806</p> <p>(16,241 supported from SEN staff)</p> <p>PiXL3500</p> <p>Read &amp; Maths resources-£1000</p> | <p><b>EEF Phonics</b></p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> | <p>Teacher- 36</p> <p>TAs- 27</p> <p>PiXL- Y1-Y6</p>                                            |
| <p>Widen pupils' cultural capital- Lyfta- Lyfta's storyworlds</p> <p>Lyfta Membership</p>                                                                          | <p>Lyfta storyworlds lift students out of their everyday surroundings with transformative opportunities to explore different countries, languages, cultures and lived human experiences from all around the world.</p> <p>Inside every Lyfta storyworld you can interact with 360° spaces, rich media, soundscapes and powerful documentaries.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Whole school</p>                                                                             |

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| <p>Their award-winning storyworlds present people, places and perspectives from around the world to show diverse cultures and ways of life in an authentic and relatable way. £3300</p> <p><i>EAL barriers- supported with EAL funding</i></p> | <p><i>A two year academic study has shown that using Lyfta reduces social anxiety around meeting people from different backgrounds and identities.</i></p> |  |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £86,133

| Activity                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Attendance Worker £8000<br/>PFSA- £29,206<br/>ELSA-Trauma Informed staff £3000<br/>Wrap Around Care -£5000<br/>Majority of PPG Pupils' attendance and punctuality is not in the persistently absent group. Attendance Worker and PFSA – PPG funds</p> | <p>Pupils with previous poor attendance have been targeted for family support and improved attendance<br/>SEN vulnerable children regular TAF/TAC support<br/>Separate SEN Specialist Unit data from mainstream<br/>Offer breakfast &amp; after school care to support attendance</p> |                               |

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| <p>Museum Membership<br/>£1000</p>                                                                                                                                                                                                                                  | <p><b>One problem with developing vocabulary- Mary Myatt- The Teachers Collection</b></p> <p><i>We know that background knowledge makes all the difference to pupils' ability to comprehend new material. Learning vocabulary and spellings are necessary, but not sufficient. A solution? What's one way to address this? Well it turns out that we all know more and remember more if we hear new information in a story. An interesting study just published by Science Direct, shows that even for undergraduates, outcomes are better if students are learning new concepts, including new vocabulary, in a narrative form.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p>Woodlands/Forest School<br/>£13364 Family Support including clothing and uniform support- £1000<br/>Provide fruit/snack &amp; breakfast support £8000<br/>Enrichment activities inc travel /wrap around/ residential/ authors etc.£16,563<br/>Minibus- £1000</p> | <p><i>Forest Schools- impact on young children in England and Wales -</i><br/><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales</a></p> <p><i>Forest school improves pupil wellbeing by lowering stress, boosting confidence, and encouraging physical activity in a natural outdoor setting. Forest School is an approach to education that seeks to shape teaching to an individual's learning style. It is not only focused on the acquisition of knowledge but shows that if learning is enjoyable and fulfilling a person grows and gains self-esteem through experiencing the process. It can have a profound and positive effect on the way children and young people relate to each other and the world around them.</i></p> <p><i>Findings and Recommendations</i><br/><i>The evaluation suggests Forest Schools make a difference in the following ways:</i></p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p><b>NHS-Humber Teaching- Research to explore benefits of forest school on children's mental health-</b> <a href="https://www.humber.nhs.uk/news/research-to-explore-benefits-of-forest-school-on-children-s-mental-health/">https://www.humber.nhs.uk/news/research-to-explore-benefits-of-forest-school-on-children-s-mental-health/</a></p> <p><i>Research suggests one in five children in England have a probable mental health condition and demand for services is the highest on record. "However, many children currently have limited access to green spaces and the benefits they offer for play and connection with nature. The COVID-19 pandemic has exacerbated existing inequalities, with children from ethnic minority backgrounds and low-income households disproportionately affected." Forest schools provide an immersive, child-led</i></p> |  |

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|  | <p><i>environment that contrasts with traditional classroom settings. By allowing children to explore their interests and experiment, forest schools foster self-esteem and purpose beyond academic achievement. Educational approaches embedded in outdoor spaces including woods, rivers, fields, and the sea, can be particularly beneficial for children from deprived communities and those with special educational needs and disabilities (SEND). These students may face challenges accessing a solely classroom-based curriculum, making outdoor learning opportunities essential for their development.</i></p> <p><b>ENRICHMENT ACTIVITIES</b> <i>which include arts, sports, outdoor adventures, and civic projects—are vital for primary-aged children because they nurture critical cognitive development, build essential life skills, and improve mental wellbeing during a highly sensitive period of brain growth. For children from disadvantaged backgrounds, these activities are even more critical. They act as an educational and social "lifeline," helping narrowing the attainment gap, boosting school attendance, and providing cultural capital that home circumstances may not otherwise afford.</i></p> <p><b>GOV.-UK- Background supporting the enrichment framework for schools and colleges-</b><br/> <a href="https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/background-supporting-the-enrichment-framework-for-schools-and-colleges">https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/background-supporting-the-enrichment-framework-for-schools-and-colleges</a></p> <p><i>We know that enrichment opportunities can help expand horizons, raise aspirations and improve engagement</i></p> |  |
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**Total budgeted cost: £197,480**