

Holway Park Pupil Premium- 2025/2026- February 2026- UPDATE

A further update will be published following the mid year data drops 11/3/26

Planned expenditure in this coming academic year 2025/2026

This details how we intend to spend our pupil premium funding **academic year 2025/26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,750

Activity	Evidence that supports this approach	Impact
<p>Talk Boost Resources- £1500 T4Writing CPD £3000 Soundwrite membership and CPD- £1250 Trauma Informed CPD- £6000 Trauma Informed Attachment & Sensory resources £3000</p>	<p>EEF High Quality Teaching <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> <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></p>	<p>GLD-2025 saw an increase in the percentage of deprived pupils attaining GLD. The outcomes were higher than Local, Regional and National for deprived pupils. The SEN outcomes are misleading because they include 8 SEN Unit pupils. Phonics 56% of NON SEN UNIT disadvantaged pupils met the national standard. 80% of SEN support pupils- mainstream school met the national standard this is higher than national which was 52% Pupil Premium Synthetic Phonics- February Progress GPC- 60% (20% good progress) Blending- 60% Segmenting- 40% good progress Soundwrite Membership Reminder session for staff at the beginning of the academic year. 1 teacher and 2 TAs part way through cpd. Enabled groups to be organised around different stages of development- stage not age approach Trauma Informed Impact Whole school inset provided opportunities for all staff – This has supported the large group of challenging pupils in the mainstream Reception year and enabled these pupils to remain in the school. Five high tariff needs pupils (all EHCP/Early Years High Needs and Pupil Premium)- their support staff have been able to implement Trauma informed strategies which has supported their bespoke individual curriculum delivery –</p>

		<p>impact 4 of the 5 have not received suspensions to date this academic year. There is also a group of non-PP children that have also benefitted the same way. They are also able to access learning with their peers more frequently.</p> <p>The EYFS team have used strategies to support a group of Reception pupils whose challenging behaviours need a high level of support. The approach of having an emotionally available adult has changed perception for the reasons of behaviours and the message this is communicating.</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £120,884.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support for early language sessions, phonics sessions & Talk Boost-£25,572</p>	<p>EEF Phonics <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 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. 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</i></p>	<p>Specific phonics groups and talk boost groups- impact- 1 term - intervention groups with PP children in YR/1 making progress and beginning to show working towards keeping up with peers TAs trained by certified Talk Boost Trainer- trained teacher models and observes. Pupils not reaching GLD have progressed towards reaching the Early Learning Goals in preparation for more formal learning. Pupils with EHCP have used these opportunities to progress their learning and objectives in their EHCP. GLD-2025 saw an increase in the percentage of deprived pupils attaining the national expected standard. The outcomes were higher than Local, Regional and National for deprived pupils. The SEN outcomes are misleading because they include 8 SEN Unit pupils. Pupil Premium Synthetic Phonics- February Assessments Progress GPC- 60% (20% good progress) Blending- 60% Segmenting- 40% good progress</p>

	<p><i>due to the explicit nature of the instruction and the intensive support provided.</i> <i>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.</i></p> <p>Fluency' intervention. Core component 1 Build knowledge TAs understand relevant research evidence around reading fluency, so they have clarity of purpose around the key elements of the intervention. Core component 2 Develop teaching techniques TAs understand the pedagogy of the intervention (developing background knowledge; syllabification; repeated reading; echo reading; choral reading and supporting retention of knowledge through retrieval and elaboration). Core component 3 Modelling fluency TAs understand the importance of modelling fluent reading, including reading with prosody and expression. TAs are supported to model reading with prosody. Core component 4 Effective feedback TAs can give targeted, granular feedback to support pupils oral reading fluency. This includes appropriate challenge and support. Core component 5 Timing and structure TAs understand how to deliver an effective, structured FFTF intervention session, including that the balance of time being spent on pupils reading out loud.</p>	
<p>Teacher for Y6 Reading & Maths interventions Lightening Squad,-£1500 PiXL £3500 Read & Maths resources</p> <p>£92,312</p>	<p>EEF-Deploy teaching assistants in ways that enable all pupils to access high-quality teaching</p> <p>Teaching assistants should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more.</p> <ul style="list-style-type: none"> • Ensure <i>all</i> pupils have access to high-quality teaching with teacher. • Ensure working relationships between teachers and teaching assistants meet all pupils' needs, with the teacher retaining responsibility for all pupils. <p>Self-scaffolding Self-scaffolding represents the highest level of pupil independence. TAs</p>	<p>A qualified teacher used to enable these pupils to access high quality teaching.</p> <p>Impact</p> <p>Pixl resources identified and used by class teachers to support RWM in particular.</p> <p>Intervention teacher working with Y6 team to work with key marginal pupils- progress evidenced against September 25 baseline assessments.</p> <p>Impact- Pupil Premium Group Y6</p> <p>89% progress in Reading (67% now Nat Exp)</p> <p>100% progress in writing (25% now at Nat Exp/ 50% borderline)</p> <p>100% progress in Maths (11% Nat exp/ 56% borderline)</p>

	<p>observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.</p> <p>Asking questions that prompt a pupil to plan their approach to a task, including how they might overcome challenges: "What will you do first?" "What will be most difficult? What could you use to help you?"</p>	
<p>Widen pupils' cultural capital- Lyfta- Lyfta's storyworlds</p> <p>Lyfta Membership</p> <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.£3000.00</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>A two year academic study has shown that using Lyfta reduces social anxiety around meeting people from different backgrounds and identities.</p>	<p>Cultural enrichment to enable pupils access to experiences that are not available in the home environment- this has extended their understanding of the wider world, extended their language</p> <p>This an integral part of our wellbeing curriculum to help build tolerance, understanding and respect for different cultures. Understanding that we are all different and understand that differences are normal (race, autism, adhd, language, religion, belief).</p>

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

Budgeted cost: £77,739.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Worker £14,915 PFSA- £28,768 ELSA-Trauma Informed staff</p>		<p>PFSA regularly communicating with pupils whose attendance causes concern, organising TAC,TAF, liaison with LA attendance & Engagement Team. - DSL working with families involved with CSC.</p> <p>Trauma Informed Inset day including whole school staff- Whole school inset provided opportunities for all staff – This has supported challenging pupils in the mainstream and enabled these pupils to remain in the school. ELSA now participating in pupil/family therapy certification.</p>

<p>Museum Membership £1000</p>	<p><i>One problem with developing vocabulary- Mary Myatt- The Teachers Collection</i></p> <p>We know that background knowledge makes all the difference to pupils' ability to comprehend new material. The solution to developing background knowledge is very often framed as learning vocabulary and spellings.</p> <p>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.</p>	
<p>Woodlands/Forest School £12,972 Family Support including clothing and uniform support- £1000 Provide fruit/snack & breakfast support £7000 Enrichment activities inc travel /wrap around/ residential/ authors etc..£12084.00</p>		<p>Impact</p> <p>Pupils with mental health wellbeing issues developing confidence which is further enabling improved access to curriculum, classroom exposure and learning mindset. Supporting EHCP objectives.</p> <p>PFSA regularly providing some families with uniform and shoes.</p> <p>All pupils are provided with school fruit so healthy snack available mid-morning. Pupils who arrive without breakfast are provided with toast and fruit. The provision of access to breakfast club for PP families experiencing difficulties also a way of getting some pupils into school if attendance is becoming an issue.</p> <p>Developing independence and wider experiences-Actively encourage PP children in Y2-6 to join in with school residential by using funding to significantly reduce costs.</p> <p>Story Tellers, Drama Workshops to provide a wider experience of vocabulary to support improved writing and develop emotional understanding.</p>

Total budgeted cost: £213,373.00

