Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	Hollingworth Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2026/27
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025 Autumn 2026
Statement authorised by	Sue Tickle
Pupil premium lead	Sue Tickle
Governor / Trustee lead	Ian Ivens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,599
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	£74,599

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including making progress for those who are already high attainers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF has been essential in identifying priorities. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

High quality teaching is at the centre of our approach. We have identified the areas that our disadvantaged children require the most support. Research has proven that this approach will have the most impact on closing the disadvantaged attainment gap.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Lack of parental engagement with reading at home
3	Attendance and punctuality issues associated with pupil well-being
4	Weak metacognition and self-regulation skills
5	Poor application of basic skills across other areas of the curriculum

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
Where data evidences there is a gap in reading between pupil premium children and non-pupil premium peers, this is reduced by the end of the strategy plan.	The attainment gap between Pupil Premium and non-pupil premium children is less than national (9.3 months of progress. 103.2 scaled score. 55% expected for RWM) Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil premium peers. External school improvement support verifies these findings in pupils' day to day learning.
Where data evidences there is a gap in writing between pupil premium children and non-pupil premium peers this is reduced by the end of the strategy plan.	The attainment gap between Pupil Premium and non-pupil premium children is less than national (9.3 months of progress. 103.2 scaled score. 55% expected for RWM) Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil premium peers.

	External school improvement support verifies these findings in pupils' day to day learning.
Where data evidences there is a gap in maths between pupil premium children and non-pupil premium peers this is reduced by the end of the strategy plan.	The attainment gap between Pupil Premium and non-pupil premium children is less than national (9.3 months of progress. 103.2 scaled score. 55% expected for RWM) Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil premium peers. External school improvement support verifies these findings in pupils' day to day learning.
Above average outcomes in Year 1 and 2 phonics screening for Pupil Premium children	Above national average number and regional average (71.4% in 2025) of Pupil Premium children pass the Y1 phonics screening check Y2 Pass rate National Average 59% Source https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment
Other	Ensure attendance of disadvantaged pupils is above 95%

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: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all supported by CPD provided by Turing NW Maths Hub, Lacey Green English Hub, East Manchester Teaching School Hub and Oldham Research School (£5000)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff Meetings and INSET. We work with The Oldham Research School, Lacey Green English Hub, East Manchester Teaching School Hub and the Turing NW Maths Hub. All staff to lead effectively are released at least once a term.	1,2, 3,4, 5
KS1 Maths training (£3000)	High quality CPD for ensuring children get an excellent start to the maths national curriculum.	1, 2, 3, 4, 5
Early Years Maths training (£3000)	High quality CPD ensuring children get an excellent start to the maths in the Early Years for the rest of the school to build on.	1, 2, 3, 4, 5
Foundation subject leadership training (£5000)	High quality CPD to ensure that all staff are equipped to develop their own subject through audit, monitoring and leading CPD for staff.	1, 2, 3, 4, 5
Termly 1:1 pupil progress meetings with a focus on PP children and progress. (£4,000)	Targeted discussion about individuals and their existing barriers to learning to ensure that they are able to make accelerated progress. This process is data driven and responding to the needs of pupils.	1,2,3,4
Continue to restock phonically decodable reading materials as required to ensure that all children have access to these materials during their phonics lessons and personal reading (£4000)	Ensuring that children have phonically decodable books that are matched to their reading abilities will accelerate children's progress in reading. This investment of new books will support the EEF research. New staff trained.	1,2,4
Leading teaching CPD: Primary Maths Specialist Teacher, PSQM science lead, ECT mentors (£6,500)	High quality CPD for specialist leaders to support other staff across school. All staff to lead effectively are released half-termly.	1,2, 3,4, 5

School online CPD for all staff.	High quality CPD in all areas of the curriculum, including compliance, safeguarding, wellbeing and mental health.	1,2, 3,4, 5

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

Budgeted cost: £ 33,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language assessments and interventions in EYFS (Wellcom). (£3000 TA)	Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. These interventions address that language gap following on from research that shows that this is a low cost approach which has significant impact.	1,2
TA deployment and support – (19,891)	Teaching assistants are specifically placed to run interventions in mathematics, reading, writing and phonics. This is supported by EEF research which states that Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	1,2,4
Times Tables Rockstars (£176) Times Table Support (£500) Learning by Questions (£3000)	This is an essential part of learning and engagement. This progress has enabled the school to achieve above national and authority level (Source TT Rockstars website). Homework and targeted teaching for maths, reading and grammar.	2,4
Small group tutoring (£7,360)	Small group focussed teaching to accelerate progress and attainment.	

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

Budgeted cost: £12,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded trips and residential visits (£500)	For some of our children their only time away from home is on our school residentials. It is essential for their own wellbeing that children are given the opportunity to experience different settings. Residentials are linked to the National Curriculum.	1, 2, 4, 5
Breakfast club provision for PP children (3,500)	To ensure that children have access to a nutritious breakfast prior to school. EEF research shows that this has an impact on attainment in reading, writing and maths.	1,2, 3, 5
1:1 music tuition (£300)	Every disadvantaged child has the right to learn to play an instrument. Research shows that this can improve pupils wellbeing and their intelligence	1,2,5
Free milk for PP children (£500)	To ensure that children receive the nutrition and vitamins that they need to support their muscle and bone growth.	1,2, 5
CPOMS used to effectively track safeguarding concerns (£884)	With Covid home issues and safeguarding being the most important driver in our school. This software has been essential in supporting our safeguarding systems.	5
TA support and well-being lead to support social and emotional issues (6,988)	With the additional increase nationally in concerns over children's mental health and wellbeing, it is essential as practitioners we can identify concerns and can spot triggers that will affect children's wellbeing and their learning.	5

Total budgeted cost: £ 74,599

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 2022 to 2023 academic year.

Performance at the end of 2026 shows:

Performance overall for pupils was in improvement on 2025 in key areas of the curriculum.

Our assessments and observations indicated that the addition of pupils transferring in during the last 2 years of school had a significant impact on our results. Home grown pupils out performed children new to school in every area of the curriculum.

Pupil voice shows that our children new to school arrive with complex needs and we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

2026 Key Stage 2 SATs results

Cohort of 26	Reading	Writing	Maths	Reading, Writing & Maths combined	GPS
Percentage of children working at or above the age related expectation					
2026 Result	**85% (22)**	**77% (20)**	**73% (19)**	**62% (16)**	**73% (19)**
National (2025)	74%	73%	75%	63%	73%
Percentage of children working above the age related expectation					
2026 Result	**35% (9)**	**8% (2)**	**8% (2)**	**4% (1)**	**23% (6)**
National (2025)	31%	13%	27%	9%	30%
Average Scaled Score	105.7		102.1		102.6
National Average SS	105.6		104.7		105.3

Year 1 phonics, 19/19 children, 100% (83% National Average, LA 75%)

Year 2 phonics, 1/2 children, 50% (% National Average, LA 45%)

EYFS GLD, 19/25 children, 72% (72% National Average, LA 62%)

Year 4 MTC, 19/29 children, 66% (44% National Average)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rock Stars	TT Rockstars
The Spelling Shed	Rob Smith Education
Wellcomm	GL Assessment
Learning by Questions	LbQ
Testbase	

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium:

- embedding more effective practice around metacognition and self-regulation. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

We used the EEF's Implementation Guidance to further develop our strategy and will continue to use it through the implementation of activities.

In planning our new pupil premium strategy, we evaluated Previous data, teaching and interventions.

To identify the challenges faced by our disadvantages pupils we triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.