


This statement details our school's use of pupil premium (and recovery 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

<h1>Holmesdale Infant School</h1>  <h2>Pupil Premium Strategy</h2>	
Detail	Data
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers	November 2025-November 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Headteacher and Governing body
Pupil premium lead	S Lockwood
Governor	A Chappell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,195
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0

<b>Total budget for this academic year</b> <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>	£35,195 (£7875 MORE) 4875 2000

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Closing the attainment gap between disadvantaged pupils and their peers.</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers.</p> <p>The GAP is now beginning to narrow and in July 2025 60% (62.5% July 2024 &amp; 14.3% July 2023) of our disadvantaged children in the EYFS achieved their GLD.</p> <p>Improvement in attainment is now feeding through from the EYFS up, but the focus must continue as in July 2025 data for our disadvantaged children at the end of KS1 was as follows:</p> <p>Reading: 22% inline or above Writing: 0% inline or above Maths: 0% inline or above</p> <p>Phonic resits: 75%</p>
2	<p>Assessments, observations, and discussions with pupils indicates underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and are also reflected in low reading attainment in all year groups and the difficulty in blending words in reception.</p>
3	<p>Attendance monitoring shows that our disadvantaged pupil's percentage attendance is at 93.45% (Sept – May 2024-2025) up from 91.93% in the previous year and continues to be a priority for improvement. Of our persistently absent pupils 30% are from disadvantaged backgrounds.</p>
4	<p>Observation, discussion and monitoring through <b>Family Support</b> shows that the well-being for some of our disadvantaged families is low. 52% of our disadvantaged families seek support from our in-house family support and/or other agencies.</p>
5	<p>Lack of parental engagement in our most disadvantaged children's lives reflects lower attainment all round attainment and wellbeing. This includes homework, attending events and communication with school.</p>

## 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
<p>Increase the proportion of Pupil Premium pupils who reach ARE in reading and writing.</p>	<p>Embed the reading system Little Wandle, introduced in Spring 2024 so that all children's attainment improves but with a sharp focus on disadvantaged.</p> <p>Embed the writing strategy that now enables teachers to offer high quality consistent teaching and builds on solid foundations, inspires learning for all, particularly those who are disadvantaged and lacking cultural capital.</p> <p>To continue to upskill and train TA's to deliver targeted intervention for all those struggling in reading, phonics and writing.</p> <p>Plan careful intervention with low-cost high impact research with staff from EEF.</p> <p>Assessment will show improved outcomes for all pupils over the three-year period they are at Holmesdale</p>
<p>Children's speech and language development does not act as a barrier to learning. Children's vocabulary is enriched and is used during literacy lessons to understand reading, enjoy reading and write creatively</p>	<p>Speech development improves and enables children to access the prime areas in reception confidently.</p> <p>Children access a language rich curriculum that helps their self-esteem and confidence to develop and in turn supports enable rapid progress in reading and writing.</p> <p>Formal and informal assessment indicates significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Attendance improves for all disadvantaged children and particularly for those persistently absent.</p>	<p>Family support worker will continue to build strong positive relationship with these parents to support familial issues that impact on attendance such as illness, sleep, anxiety, well-being etc.</p> <p>Rewards system in place to praise and reward good attendance/punctuality. Parental engagement in meetings and plans regarding attendance will be positive.</p> <p>The overall attendance percentage for all pupils moving towards our school target of 96% for all pupils. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</p> <p>The percentage of all pupils who are persistently absent being below 10% and</p>

	the figure among disadvantaged pupils being no more than 4% higher than their peers.
	Reporting to parents on attendance %  Clear structures in place to support families experiencing absence difficulties
Families will have access targeted support where necessary to help them to address familial issues affecting their well-being and mental health.	All disadvantaged families struggling with familial issues will access the in-school family support worker to support them with strategies to help home life improve.  Where necessary TAF meetings will be held to initiate and track action plans and support from all agencies.  Sign posting is available to enable family's access to other agencies that offer support.
Improved behaviour in school for those struggling due to being vulnerable, having SEND and/or are disadvantaged.	Planned learning sessions to meet the needs of children with specific challenges and difficulties.  Staff are trained to be able to both plan and deliver specific and varied sessions to meet these needs.

## 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: £17,800

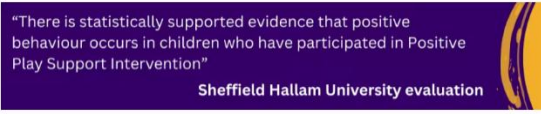
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle training continues for all teachers and TA's in both phonic delivery and the teaching of reading.</p>	<p>Little Wandle is a validated scheme that is evidence-based scheme supported by Ofsted.</p> <p><a href="https://www.littlewandlelettersandsound.org.uk/about-us/our-impact/">https://www.littlewandlelettersandsound.org.uk/about-us/our-impact/</a>  <a href="https://www.littlewandlelettersandsound.org.uk/about-us/our-pedagogy/">https://www.littlewandlelettersandsound.org.uk/about-us/our-pedagogy/</a></p> <p>Little Wandle's assessment will track pupil's phonic attainment directly to their reading. It will provide diagnostic intervention for those falling behind.</p>	<p>1, 2</p>
<p>Early Years maths programme of improvement – training for all EYFS staff and maths lead to improve our Early Years maths programme. Working in conjunction with EEF, White Rose and Jigsaw.</p>	<p>The EEF 'Improving Maths in the Early Years and KS1</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>(See poster)</p> <p>shows the importance of developing teacher knowledge to improve the quality of teaching in the EYFS. The programme we are engaged in will support all staff to develop their knowledge and teaching skills to better equip all pupils, especially those with barriers to learning.</p> <p>Evidence shows that this programme is high impact and gains 1 months learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reception-jigsaw">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reception-jigsaw</a></p>	<p>1, 2</p>
<p>Communication and Language approaches</p>	<p>EEF teaching &amp; Learning toolkit shows that Communication and Language approaches have a moderate impact and are low cost (+7 mths)</p> <p><a href="#">Communication and language approaches   EEF</a></p> <p>'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children</p>	<p>1,2</p>

	<p>who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.'</p> <p>These approaches have a are beginning to have an impact on speech and language in the early years and will now feed through school</p>	
<p>Retention of 4-day FSW who supports with attendance, self-regulation, familial challenges, social care families, parental engagement into school</p>	<p>Data shows that the attendance for our disadvantaged children is lower than for other groups, falling into persistent absenteeism. The FSW supports these families in getting to school each day and individual attendance has slowly improved.</p> <p>EEF teaching &amp; Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF teaching &amp; Learning toolkit shows that Parental engagement has a moderate impact and are low cost (+4mths)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>See also the EIF's Supporting Families Programme.</p> <p><a href="https://www.eif.org.uk/report/the-supporting-families-programme-a-rapid-evidence-review">https://www.eif.org.uk/report/the-supporting-families-programme-a-rapid-evidence-review</a></p>	<p>1,3,4,5</p>

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

Budgeted cost: £13,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily planned group sessions to support children with varying behaviour and academic needs.</p>	<p>Data shows most disadvantaged children are not working at ARE, therefore other strategies are needed to support their learning.</p> <p>High quality / targeted small group interventions with SEND and/or disadvantaged pupils. The small group sessions will meet the needs in their PLP's.</p> <p>By meeting need in this way a positive impact on behavior is seen and children remain in school learning.</p> <p>EEF shows that small group target work [teaching and learning toolkit – moderate impact for low cost.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=pupil%20premium%20strategy.-.How%20effective%20is%20the%20approach%3F,the%20course%20of%20a%20year.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=pupil%20premium%20strategy.-.How%20effective%20is%20the%20approach%3F,the%20course%20of%20a%20year.</a></p>	<p>1,2</p>
<p>Speech and language intervention for individual/small groups of children</p>	<p>Several children enter school each year with speech and language problems.</p> <p>Research shows that children with speech difficulties will:</p> <ul style="list-style-type: none"> <li>• <b>six times</b> more likely to be behind in English at age 11</li> </ul>	<p>1,2, 5</p>

	<ul style="list-style-type: none"> <li>• <b>eleven times</b> more likely to be behind in maths at age 11</li> <li>• have <b>more</b> mental health problems</li> <li>• <b>twice as likely</b> to be unemployed as an adult</li> </ul> <p>Research from; Speech &amp; Language UK  <a href="https://speechandlanguage.org.uk/the-issue/#:~:text=For%20children%20who%20struggle%20to,in%20maths%20at%20age%2011">https://speechandlanguage.org.uk/the-issue/#:~:text=For%20children%20who%20struggle%20to,in%20maths%20at%20age%2011</a></p> <p>EEF teaching &amp; Learning toolkit shows that oral language interventions are high impact low cost (+6mths)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
Positive play session, nurture sessions	<p>Planned sessions for children in need of 1:1 support due to familial issues, SEND, challenging behaviour. Sessions are developed in line with a coach and trained staff. Session help children to develop resilience, social and life skills and to manage issues that confront them.</p>  <p>"There is statistically supported evidence that positive behaviour occurs in children who have participated in Positive Play Support Intervention"  Sheffield Hallam University evaluation</p>	1,2,3

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

Budgeted cost: £3560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family time sessions, toddler group sessions	<p>EEF teaching &amp; Learning toolkit shows that Parental engagement has a moderate impact and are low cost (+4mths)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3,4,5

	<p><a href="https://www.gov.uk/education-evidence/teaching-learning-toolkit/parental-engagement">rg.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>“Parent engagement in the educational development of their children improves attainment more than any other single factor. Parents can help their child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating their own interest in and support of learning at home and at school.”</p> <p>Gems Education 2023</p> <p><a href="https://birthto5matters.org.uk/wp-content/uploads/2021/03/The-Impact-of-Parental-Engagement-on-Learner-Success613583-1.pdf">https://birthto5matters.org.uk/wp-content/uploads/2021/03/The-Impact-of-Parental-Engagement-on-Learner-Success613583-1.pdf</a></p>	
Contingency funding	<p>Pot of money to support disadvantaged children on school visits, school uniform and other extra-curricular activities.</p> <p>This further enables our inclusive approach to all activities and removes funding barriers for the disadvantaged.</p> <p>Although this shows no educational impact on research done with the EEF as a school we see the difference it makes to families not having to worry and it means that the children receive the same cultural capital as their peers. It also improves parental engagement with school.</p>	1, 5

**Total budgeted cost: £ 27,250**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Internal assessments shows:  
(Summer 2024 data)  
YR ?% achieved the GLD  
PP 14%  
Y2 Reading ?% ARE or above PP ?%  
Y2 Writing ?% ARE or above PP ?%  
Y2 Maths ?% ARE or above PP ?%

Context: There were 22 children on the PP register. Four of our PP children have SEN needs.

The focus last year centred around two main priorities: closing the attainment gap between PP and their peers, and raising the profile of PP children. Pupil Premium children have an increased profile in school. PP children were a focus and continue to be, in our termly Pupil Progress meetings.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Boxall	
Positive Play	DCC
Nessy	Nessy Learning
Evidence Me	2 Simple