

## Pupil premium strategy statement - 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Hollydale Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	37% (57 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kehinde Olamide Bello
Pupil premium lead	Franca La Malfa
Governor / Trustee lead	Thomas Pott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 97,196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 97,196

## Part A: Pupil premium strategy plan

### Statement of intent

Hollydale is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of no excuses, the highest expectations, urgency, and children and staff at the heart of all we do.

We are a small one entry primary school in Southwark, in an area of significant deprivation and children can start school with us from 4 years of age. A large proportion of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners both prior to, and at the end of, the school day. Our pupils also have very limited access to the outdoor environment in general and outdoor learning is a driver across the curriculum. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and leaders. This interacts positively with partnership/school-improvement work with the local authority. It means quality assurance is unequivocally purposeful, transparent, and focused on improving teaching and learning.

## Challenges

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

Challenge number	Detail of challenge
<p>1 EYFS Reading</p>	<p>Baseline data for reading indicates significant underdevelopment in early reading and vocabulary acquisition among disadvantaged pupils. These gaps are having a negative impact on pupils' overall progress as readers and limit their ability to access the wider curriculum effectively. In particular, weaknesses in language development and limited exposure to high-quality vocabulary are affecting pupils' fluency, comprehension and inference skills. Many pupils enter school with a narrower range of vocabulary and less experience of books, stories and language-rich interactions than their peers, which impacts their confidence and engagement with reading from the outset.</p> <p>Baseline assessments on entry to Reception in 2025 showed that only 10% of disadvantaged pupils were assessed as being on track in reading. This indicates a substantial attainment gap at the earliest stage of education. Without targeted support and early intervention, these pupils are at increased risk of falling further behind as reading demands become more complex across the curriculum. Improving early language development, phonics, reading fluency and comprehension therefore remains a key priority in order to ensure disadvantaged pupils develop the knowledge, skills and confidence needed to become successful readers.</p>
<p>2 Academic</p>	<p>Current assessment data demonstrates significant and persistent knowledge gaps among disadvantaged pupils. These gaps are adversely affecting pupils' ability to access and retain key learning, resulting in slower rates of progress over time. Consequently, attainment outcomes for disadvantaged pupils remain below age-related expectations across reading, writing and mathematics, with inconsistencies evident in core knowledge, fluency and application of skills.</p> <p>Analysis of internal assessment, pupil progress information and classroom evidence indicate that many disadvantaged pupils enter school with lower starting points and continue to experience barriers that hinder academic achievement. In particular, gaps in vocabulary acquisition, reading comprehension, mathematical fluency and written communication are limiting pupils' confidence, independence and capacity to engage fully with the wider curriculum.</p>
<p>3 Mental health and wellbeing</p>	<p>Our assessments, observations and discussions with pupils and families have identified that many pupils experience social and emotional challenges which can act as barriers to learning and wellbeing. These issues particularly affect disadvantaged pupils, including their attainment, engagement and confidence in school. In addition, some pupils eligible for pupil premium have limited access to cultural capital and enrichment opportunities beyond school, which can restrict their wider experiences, aspirations and readiness for future learning and life opportunities.</p>

4 Attendance	A higher proportion of persistently absent pupils are in receipt of the pupil premium. This suggests that disadvantaged pupils are disproportionately affected by low attendance, which can create significant barriers to learning. Persistent absence often results in pupils missing key teaching, interventions, and opportunities to build knowledge and skills consistently over time. As a result, these pupils may struggle to keep up with their peers academically, leading to gaps in learning, lower levels of progress, and reduced attainment outcomes. In addition, poor attendance can impact pupils' confidence, engagement, and overall wellbeing, further contributing to underachievement. Addressing attendance issues for pupil premium pupils is therefore essential in helping to reduce educational disadvantage and improve outcomes.
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## 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 style="text-align: center;">1</p> <p>To improve early language development, phonics, reading fluency and comprehension.</p>	<ul style="list-style-type: none"> <li>• Assessment data over time demonstrates a measurable narrowing of the gap in attainment and progress between disadvantaged and non-disadvantaged pupils in EYFS, particularly in early reading, phonics, vocabulary acquisition, and speaking and listening skills. Increasing numbers of disadvantaged pupils achieve age-related expectations and make expected or better progress from their starting points.</li> <li>• Teacher observations, formative assessments, and pupil voice show that Pupil Premium children are developing greater confidence and competence in communication and language.</li> <li>• Phonics and early reading assessments indicate improved sound recognition, blending, segmenting, and reading fluency among disadvantaged pupils, leading to increased engagement and confidence in reading activities.</li> </ul>
<p style="text-align: center;">2</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths by ensuring consistently high-quality first teaching and implementing targeted, evidence-based interventions that accelerate progress and improve outcomes for disadvantaged learners.</p>	<ul style="list-style-type: none"> <li>• The attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths is reduced across all year groups.</li> <li>• Disadvantaged pupils make at least expected progress, with an increasing proportion making accelerated progress from their starting points.</li> <li>• Quality first teaching is consistently evident in lessons through adaptive teaching, effective questioning and high expectations for all pupils.</li> <li>• Targeted interventions are implemented promptly, monitored regularly and demonstrate measurable impact on pupil outcomes.</li> <li>• Pupil voice and work scrutiny demonstrate increased confidence, participation and independence in learning among disadvantaged pupils.</li> <li>• Teachers use assessment effectively to identify gaps in learning and adapt provision accordingly.</li> </ul>

<p style="text-align: center;">3</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Improved pupil wellbeing outcomes as measured through pupil voice surveys, wellbeing questionnaires, and pastoral data.</li> <li>• Reduction in behaviour incidents, exclusions, and wellbeing-related concerns.</li> <li>• Increased participation of disadvantaged pupils in enrichment, leadership, and extracurricular opportunities.</li> <li>• Pupils report feeling safe, supported, and included within the school community.</li> <li>• Staff demonstrate consistent use of wellbeing strategies across the school.</li> <li>• Strengthened engagement and communication with families of disadvantaged pupils.</li> </ul>
<p style="text-align: center;">4</p> <p>To reduce persistent absence and increase school engagement</p>	<ul style="list-style-type: none"> <li>• Persistent absence rates decrease across all year groups.</li> <li>• Overall attendance improves and moves closer to or above national averages.</li> <li>• Identified pupils in receipt of pupil premium show improved individual attendance over time.</li> <li>• Disadvantaged pupils show narrowing attendance gaps.</li> <li>• Punctuality improves, with fewer late arrivals recorded.</li> <li>• Students report feeling safer, more supported, and more connected to school.</li> <li>• Increased participation in lessons, enrichment activities, clubs, and student leadership opportunities.</li> <li>• Improved parental engagement with school communication and attendance meetings.</li> </ul>

## 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: **£43,203**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding high quality adult/child interactions in the early years and across the school.</p> <p>Developing language rich learning environments.</p> <p>Embedding dialogic activities across the school curriculum and making the best use of paired/group talk within the classroom. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing professional development and training for staff.</p> <p>We will provide daily opportunities for internal skills sharing and modelling/ coaching/collaborative planning. Leaders (Deputy Headteacher and Assistant Headteacher) provide coaching and training for staff at all levels.</p> <p>Our Early Years and Literacy Lead will also research tools for assessing reading and oral language, and train staff in the implementation and effective use of these.</p>	<p>CPD (£1000)</p> <p>ICT learning resources (£7,493)</p> <p>Additional LSA in EYFS (£34,710)</p>	<p>1</p> <p>2</p> <p>3</p>

Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£38,198**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Providing school-led tutoring in reading and maths for pupils in years, 5 &amp; 6 who are in receipt of pupil premium.</p> <p>To improve and enhance the quality of language and communication for pupils eligible for Pupil Premium.</p> <p>Provide 1:1 reading for lowest 20%.</p> <p>Provide 1:1 and group ELSA (Emotional Literacy Support Assistant) for vulnerable pupils led by a skilled and experienced professional within school.</p>	<p>Action Tutoring (£6,000)</p> <p>ELSA (£8,848)</p> <p>SALT (£16,000)</p> <p>Children Literacy strategy (£6,600)</p> <p>Beanstalk (£750)</p>	<p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: **£15,795**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To enrich learning experiences by providing wider curriculum opportunities for pupils eligible for Pupil Premium.</p> <p>Subsidies for visits, workshops, specialist visitors and events, to support the behaviour, social and emotional wellbeing of pupils eligible for Pupil Premium.</p> <p>Deliver workshops and work in partnership with parents and carers to support the learning and improve attendance of pupils eligible for Pupil Premium.</p>	<p>Residential visit (£1800)</p> <p>Learning resources, including curriculum trips and visits (£13,995)</p>	<p>3</p> <p>4</p>

## 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.

#### Teacher Assessment - Results

GLD – PP 60%, NPP 69%

Phonics assessment – Year 1 (PP 89%, NPP 80%)

Phonics assessment – Year 2 (60%) - retakes

Year 2 Teacher assessment – Reading (PP 50%, NPP 59%) Writing (PP 63%, NPP 59%), Maths (PP 50%, NPP 59%)

Year 6 Teacher assessment – Reading (PP 73%, NPP 72%) Writing (PP 60%, NPP 59%) Maths (PP 73%, NPP 79%)

Y4 MTC – 15% of disadvantaged pupils achieved 25 out of 25 score.

Over time, outcomes at the end of KS2 show that our disadvantaged pupils perform as well as, and sometimes better than their non-disadvantaged peers. Our commitment to a high-quality curriculum, strong classroom practice, and carefully planned support has ensured that pupils receive high-impact, targeted interventions. These include sustained 1:1 reading and phonics support for the lowest 20%. As a result, an increasing number of pupils gained the skills and knowledge needed to achieve Age-Related Expectations by the end of the summer term.

Leaders have analysed the outcomes for disadvantaged pupils across the school and have a good understanding of where gaps exist and in which aspect of their school life. Monitoring on a termly basis through data collection and Pupil Progress reviews, enabled leaders and practitioners to evaluate outcome and plan accordingly. In order to address gaps in children's learning adaptations have been made to the English curriculum for reading providing all pupils with the opportunity to access high quality texts in whole class reading and develop comprehension skills. Greater emphasis has been placed on maths fluency; leading to a more consistent approach to the teaching and learning for example of multiplication and division facts.

Significantly improved oral language and vocabulary among disadvantaged pupils is observed in lessons, presentations such as poetry recitals and

class assemblies, and through ongoing assessments. Evidence in book scrutiny of children drawing on broader experiences and related language.

In addition, our focus on pupils' emotional well-being has helped them develop greater confidence and self-esteem. The resources invested by the school have ensured that PP had equal access to extra curriculum activities, visits and trips. For example, the financial support given to PP pupils in Year 3, Y4, Y5 and Y6 for their residential visits, helped pupils to develop independence, team building skills, better prepared them to sit their end-of-KS2 assessments, and to make a successful transition into Year 7.

Our October 2024 OFSTED report highlights the following, 'The personal, social and health education curriculum is a priority for the school. Pupils are taught about diversity and that families can look different. Pupils respectfully explain that the most important part of being in a family is that you are 'loved' and 'cared for.'

At Hollydale, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the Hollydale community. We all hold our families in very high regard, irrespective of background, and staff try to develop 'conversations,' and a sense of belonging rather than expecting all families to behave in the same way. We rarely say 'no' because it is just the right thing to do.

Overall attendance in 2024/25 was 94%, below our target of 96%. Overall attendance for disadvantaged pupils, including EYFS, at 92% shows an improvement from the start of the academic year. During periods when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than that of their peers. These gaps are wider than in previous years, which is why improving attendance remains a key priority within our current plan



## 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*

<b>Programme</b>	<b>Provider</b>
Little Wandle	English Hub
White Rose Maths	White Rose Hub
Literacy Tree	Literacy Curriculum
NELLI	DFE

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

**Our strategy for *all* our educationally disadvantaged pupils is based on three key principles:**

**We focus on:**

- The vital importance of an **open and enthusiastic culture and positive relationships** (staff, pupils, parents, and the wider community)
- **The highest expectations** of all staff and pupils and a clear and shared understanding of what constitute high quality classroom practice through our use of words (highest expectations, urgency, flexibility, immediate intervention, challenge, support and high-quality adult-child interactions)
- **Leadership at all levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the **main thing - teaching and learning** - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of **all** our educationally disadvantaged pupils. We are also a **RESTLESS** school; we focus on fewer things and aim to do everything well. We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for the next school improvement strategy backed by research and linked to our current priorities.

### **Additional activity**

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, i.e., working with Edmonton Community Partnership (Dream, Believe, Succeed project) our HAF programme, Forest School for Vulnerable pupils, etc. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged

and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken last year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and 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.

We used the [EEF's implementation guidance](#) to help us refine our strategy and we have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Finally, as a school, we will focus on keeping things **simple, effective, and enjoyable** for us all. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.