



# Pupil Premium Strategy Statement - Holme Slack Community Primary School

This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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.

This forms part of a 3 year plan; this is year 2/3. This document has been edited to reflect changes based on the outcomes from last year.

## School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Michelle Peck Headteacher
Pupil Premium lead	Miss Jessica Robinson Assistant Headteacher
Governor / Trustee lead	Mr Deryck Teasdale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178, 170
Pupil 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>	£178, 170

# Part A: Pupil premium strategy plan

## Statement of intent

Pupils at Holme Slack Community Primary School will achieve highly across the curriculum through quality first teaching, targeted academic support and participation in wider activities. Disadvantaged pupils will access quality first teaching and support led by trained professionals, a robust curriculum offer and extra-curricular activities led by staff, trained sports coaches and Outdoor Learning Lead to meet children's individual needs.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges faced. Currently, 52% of our pupils are eligible for Pupil Premium Funding. Common barriers to learning for disadvantaged children can be: poor attendance and punctuality issues, less parental or family support at home, less developed speech and language skills, lack of self-confidence, more frequent low-level behaviour difficulties and less opportunities to develop cultural capital.

Due to the school being situated in a highly deprived catchment area there may also be complex family situations that prevent children from achieving, and these can vary throughout their school life. However, not all of our pupils who are in receipt of pupil premium funding will experience these issues, nor will these issues be specific to disadvantaged pupils, they can be experienced by all pupils at some time in their academic life. Therefore, it is vital we thoroughly and consistently track all pupils and use the funding for the benefit of all pupils so they can achieve to their full potential.

At Holme Slack C P School, we aim to provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We aim to increase attendance for disadvantaged pupils and work with our attendance team which includes our Pastoral Learning Mentor and Attendance Champion to ensure that children and their families are being supported appropriately. This approach aims to diminish the gap between our disadvantaged pupils and their non-disadvantaged peers by providing them with support to enable them to experience the full learning experience that Holme Slack has to offer.

We offer a wide range of extracurricular activities both in and out of school to broaden the ambitions and raise the cultural capital of our disadvantaged children and their families. We aim to work in conjunction with our parents to raise the expectations and aspirations for our children. In doing this, we have a positive impact upon children's academic ability and their mental health and well-being.

We have researched findings on how to best support our children and this strategy aims to show our steps to ensure we are responding to the challenging needs and individual circumstances of our children. We will do this by:

- acting early to identify children who may show signs of needing additional support

- working as a school to adopt a whole school approach to the responsibility of raising the expectations for our disadvantaged children and providing them with the tools to achieve
- providing family support to our disadvantaged families who need it
- providing high quality teaching to all our pupils
- providing opportunities for raising awareness of aspirations and how to achieve these goals

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in 4 out of 6 classes.  On entry to Reception class, more disadvantaged pupils arrive below age-related expectations compared to other pupils.
4	School has seen a deterioration in emotional health and wellbeing of pupils over the last few years. These findings are supported by national studies.
5	Growing deprivation in the school community means that more PP children have limited life experiences and can struggle to engage in the curriculum due to a lack of cultural capital
6	Our attendance data from 2024-2025 indicates that attendance among disadvantaged pupils was an average of 90% compared to non-disadvantaged pupils whose average attendance percentage was 94%.  Currently, 28% of disadvantaged pupils have been 'persistently absent' compared to 14% of their peers since beginning this academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## Intended outcomes

This explains the outcomes we are aiming for **by the end (2027) of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Challenge 1 - Improved oral language skills and vocabulary among disadvantaged pupils reducing barriers to learning.	EYFS curriculum targets communication and language. Pre-teach is prioritised over remediation. Assessments and observations indicate 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.
Challenge 2: Improved attainment for disadvantaged pupils in phonics.	A higher proportion of disadvantaged pupils pass the phonics screening check. -Successful implementation of phonics interventions throughout the school.
Challenge 3: Improved attainment for disadvantaged pupils at the end of KS2 (in reading, writing and maths)	A higher proportion of disadvantaged pupils are working at age related expectations in English and Maths. Successful implementation of Maths and English interventions throughout the school.
Challenge 4: Support provided enables individuals and groups meets their needs so they better manage their behaviour and emotions in order to access learning	Children can identify emotions and use strategies to help them deal with these. Fewer lessons and learning opportunities disrupted for pupils. Pastoral Learning Mentor, SENDCO and Forest School Lead to work closely with specific pupils and parents. My Happy Mind programme embedded in school. Sustained high levels of wellbeing by 2026/27 demonstrated by teacher and pastoral support observations.
Challenge 5: Increased/Improved cultural capital	Attendance of disadvantaged children at extra-curricular activities (including visits and residential) increases and this in turn impacts positively on well-being and attainment.
Challenge 6: Close gap between pupil premium and national attendance rates.	Attendance of Pupil Premium children to be at least in line with national. Persistent Absenteeism of Pupil Premium children to be at least in line with national.

## 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: £ 74,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	<p>The EEF's Maximising Learning states that 'The best available evidence indicates that greater teaching is the most important lever schools have to improve pupil attainment.' By ensuring that all our teachers receive support in their teaching and the right, targeted CPD will help them to deliver high-quality teaching.</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	1,2,3
Enhancement of our maths teaching for mastery through the school maths specialist and NCETM Maths Hub (Abacus). To embed key elements of guidance in school and to access Maths Hub resources and CPD for all staff.	<p>There is a significant amount of evidence to support the maths mastery approach as being highly effective and having great impact.</p> <p><a href="#">Mastery learning   EEF</a></p>	3
Purchasing of concrete maths resources in all classrooms.	<p>EEF Guidance report (link above) states the importance of using manipulatives and representations to support children in engaging with mathematical concepts.</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	3
High Quality CPD for all staff (Teachers and Support Staff)	<p>The EEF guide identifies the importance of spending on improving teaching and including professional development to ensure an effective teacher is in every class and that every teacher is supported to keep improving.</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p> <p><a href="#">Effective Professional Development   EEF</a></p>	1, 2, 3

<p>Purchase of 'Learning by Questions' to enhance teaching and learning. LbQ enables teachers to identify and address gaps in understanding.</p>	<p>It is important to assess what children do, and do not, know in order to extend learning for all children. If meaningful feedback is done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Formative assessment can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Using technology can increase the accuracy of assessment.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>4</p>

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

Budgeted cost: £73, 352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of HLTA in KS2 to support focus groups of disadvantaged children in lessons and to facilitate intervention groups.	As a teaching group gets smaller it is suggested that the range of approaches that a teacher can employ and the amount of attention that each student will receive, will increase, improving outcomes for pupils. (+3 months)	1, 2, 3
Purchase of a programme to improve reading fluency in KS2 for disadvantaged pupils who require further reading support.	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. <a href="#">Improving Literacy in Key Stage 2   EEF</a>	3
Improve quality of early language through training and purchasing resources for the WELCOM and Black Sheep Press (Speech and Language Interventions) to lay essential skills for communication and phonics learning.	Extensive evidence associates oral language early intervention impacts on children's ability to communicate and socialise and impacts on reading into writing. <a href="#">Social and emotional learning   EEF</a>  Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF</a>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   EEF</a>	2
Additional maths re-visit and pre-teach sessions targeted at disadvantaged pupils who require further maths support. This will be delivered in	Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.	3

collaboration with our maths specialist.	<p>Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	
To provide tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Targeted interventions have been shown to be more effective when delivered consistently over a period of up to 12 weeks.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   EEF</a></p>	1, 2, 3
Additional spelling interventions (IDL, No Nonsense Spelling and Fast Forward Spelling)	<p>EEF reflects significant gains in progress for pupils working 1:1 or in small groups. Established interventions with evidence-based success.</p> <p><a href="#">Small group tuition   EEF</a></p>	3
Small group support targeting pupil's specific areas of need including disadvantaged pupils with SEND. Targeted TA support in all classes providing extra intervention where needed.	<p>EEF reflects significant gains in progress for pupils working 1:1 or pupils working in small groups.</p> <p>EEF Guidance Report: <a href="#">Small group tuition   EEF</a></p>	1, 2, 3
Specialist teacher employed to work on individual needs of the children and supporting those with/waiting for an EHCP	<p>It is good practice for education settings to have access to a broad range of specialisms and to take SEND into account so children and young people can access the curriculum, and our specialist teaching provision facilitates this access by covering all areas of need.</p> <p>Where possible, while a specialist teacher is in an education setting, they will share their expertise and knowledge within their area in order to upskill school staff and provide them with skills which will help them in the future.</p> <p><a href="#">Specialist teaching - Our services - Education and Health Partnership - Specialist multidisciplinary education and health services</a></p>	1, 2, 3, 4

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

Budgeted cost: £30, 602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on trauma informed/attachment aware approach to behaviour with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF</a></p>	4
<p>Pastoral Learning Mentor and Forest School Lead to work directly with families and pupils to provide mentoring and support, to overcome particular obstacles and barriers to learning. To support pupils who may require emotional, social and behaviour support.</p>	<p>The EEF report provides strong evidence that mentoring can have a positive impact on attainment, attitudes, attendance and behaviour.</p> <p>Many barriers to learning can be overcome through working with parents/carers and families. At Holme Slack, it is everyday practice to identify and discuss children's barriers with families in order to provide effective support.</p> <p><a href="#">Mentoring   EEF</a></p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK</a></p>	6
<p>Breakfast club to enable a soft landing into school for targeted children</p>	<p>Skilled professionals providing care to the most vulnerable children has a positive impact on pupils' progress and improving attendance.</p>	4
<p>Encouraging all children to attend extra-curricular activities, events and after</p>	<p>Active pupils and improved attitudes to learning and wellbeing.</p>	5

<p>school clubs so that all children develop their cultural capital.</p> <p>To subsidise pupils attending extra-curricular activities and developing high quality enrichment and a wide range of after school activities.</p>	<p><a href="#">Physical activity   EEF</a></p> <p>Schools are encouraged to follow a tiered approach in which enrichment activities are given importance within. Extra-curricular activities have been found to be beneficial for disadvantaged children in Ofsted research. They were found to impact positively with children’s cultural capital and offer children a stimulus and context for learning.</p>	
<p>To subsidise educational visits/residentials for pupils eligible for pupil premium funding.</p>	<p>Educational visits and residentials have a positive impact on all children but with particular benefits for vulnerable pupils. They have been found to positively influence self-confidence, self-efficacy and children’s motivation levels.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="#">Outdoor adventure learning   EEF</a></p>	5
<p>Forest School Lead to deliver sessions for all children; as a whole class and small targeted intervention groups that include disadvantaged pupils with SEND..</p>	<p>Research suggests Forest Schools make a difference in the following ways: confidence, social skills, communication (language development), motivation, physical skills (gross and fine motor skills) and knowledge of the outdoors.</p> <p><a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a></p>	1, 4, 5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

## Total budgeted cost: £ 178, 170

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the **2024 – 2025** academic year.

Outcomes for disadvantaged pupils:

### **Progress towards Challenge 1**

*Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.*

To help our parents and families develop their language skills and acquisition of the English language, in EYFS, we offer family library sessions every Friday afternoon and phonics workshops at the start of the term. This allows families to come into school to get used to the environment where their children will attend. It provides them with the opportunities to socialise and for their children to pick up language skills that they may not already have. We liaise closely with our feeder nurseries and conduct home visits to ensure we have a good understanding of the children before they start their journey with us. This also happens with children who start in other year groups, further up the school. WELLCOMM assessments in EYFS showed that in the Autumn assessments, 27% of PP children were working within their age range; in the Spring assessments, 50% of PP children were working within their age range or above.

### **Progress towards Challenge 2**

*Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.*

55% of Y1 PP children passed phonics screening. 50% of Y2 resits passed. The % of children passing the PSC is lower than the previous year, however is in line with best possible achievement based on starting point, mobility, SEND and EAL.

The Little Wandle phonics assessment occurs every five weeks to monitor children's progress in phonics learning. The assessment identifies specific gaps in knowledge, enabling staff to swiftly act in delivering targeted interventions to support each child's development. It also ensures pupils stay on track with their phonics learning, building a solid foundation for reading fluency.

### **Progress towards Challenge 3**

*Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in 4 out of 6 classes (2024-2025). On entry to Reception class (2024-2025), between 58 - 67 % of our disadvantaged pupils arrive below age-related expectations compared to 50 - 57% of other pupils.*

The gap between disadvantaged and non-disadvantaged remains.

### **Progress towards Challenge 4**

*School has seen a deterioration in emotional health and wellbeing of pupils over the last few years. These findings are supported by national studies.*

Over the past 12 months, we have continued to use the My Happy Mind scheme across the whole school, teaching children about their brain, how things work and how they can best support themselves. Providing children with the tools to recognise when they are struggling with their emotions and helping them to regulate has empowered pupils to identify growing struggles before they become too overwhelming. This has enabled children to feel more comfortable when coming to school as they are able to understand their emotions.

Last year, 37 children across school accessed pastoral support; 31 (84%) were Pupil Premium. Currently, 41 children across the school access pastoral support; 25 (61%) are Pupil Premium. The number of children who attend our Breakfast Club has also significantly increased ensuring a soft landing into school for targeted children.

### **Progress towards Challenge 5**

*Growing deprivation in the school community means that more PP children have limited life experiences and can struggle to engage in the curriculum due to a lack of cultural capital.*

Over the past 12 months, we have worked hard to offer a wide range of extra-curricular activities that our children can attend. This is looked at by our Pupil Premium lead and club leaders and mapped out across the year. 45% of places are taken by PP children so far this year vs 47% last year . Termly reviews of uptake in after school clubs for PP children ensure opportunities are maximised and places for PP children are prioritised where clubs are over-subscribed. We have reworked our Enrichment opportunities and will continue to do this through the academic year. Class teachers have mapped out trips for each term in order to add suitable trips to enhance their curriculum offering. As a school, we encourage children to attend trips and ensure that we are bringing visitors into school to help bring our curriculum to life.

### **Progress towards Challenge 6**

*Our attendance data from 2024-2025 indicates that attendance among disadvantaged pupils was an average of 92%, compared to non-disadvantaged pupils whose average attendance percentage was 95%. Currently, 28% of disadvantaged pupils have been 'persistently absent' compared to*

*14% of their peers since beginning this academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.*

One of the priorities this year has been to tackle the attendance of our pupils. Our Pastoral Learning Mentor met with parents of our children with low attendance to discuss the attendance needs of our PP children and how we can help to support them in coming to school. Attendance for PP is below national despite school being consistent in its approach. School has been supported by a LA attendance consultant who agrees that we have many strategies in place to support good attendance.

We have regular letters sent out to parents to invite them to meetings to discuss attendance, as well as Class Dojo reminders and rewards and this has shown an improvement in many families. Our Pastoral Learning Mentor attended EBSA training to enable them to be in the best position to support children in their reluctance to attend school. Our attendance figures in 2024-2025 show our PP children (90.1%) are behind their non-disadvantaged peers (93.7%). Compared to 2023-2024, the attendance % for PP shows (89.8%) were behind their non-disadvantaged peers (94.3%). The reasons behind this are complex and specific to individuals as each child is tracked carefully.

## 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.*

<b>Programme</b>	<b>Provider</b>
IDL	IDL
Fast Forward Grammar	Lancashire Professional Development Service
Fast Forward Spelling	Lancashire Professional Development Service