Holmwood School Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Holmwood School	
Number of pupils in school	96 plus 3 in Support Centre
Proportion (%) of pupil premium eligible pupils	65.9% to be reviewed
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024 – 2028
Date this statement was published	1st December 2024
Date on which it will be reviewed	September 12th 2026
Statement authorised by	Mr Dennis Ley – Head Teacher
Pupil premium lead	Mrs Helen Miller
Governor / Trustee lead	To be appointed

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96 030 to be reviewed
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	£ 110950

Part A: Pupil premium strategy plan

Statement of intent

At Holmwood School, we have developed a curriculum in which children are encouraged, supported and enthused to be their personal best. Our broad and balanced curriculum has a clear purpose and is focussed around progression, knowledge and passion for learning. It provides opportunities to meet the needs of all pupils and demonstrates a strong understanding about specific needs to succeed in life beyond Holmwood School.

Challenges

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

Challenge number	Detail of challenge
1	Most our children are working significant below age related expectations due to learning difficulties.
2	Missed learning opportunities due to previous educational settings that include exclusion, part time timetables and isolation.
3	Pupils lack resilience and perseverance.

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
Close the gap in the attainment and individual pupil progress of disadvantaged children with non-disadvantaged children.	• Phonic Check Y1, KS1 and KS2 test attainment, where appropriate, progress data showing the gap with non-disadvantaged pupils is narrowed/ minimal. • Intervention maps identifying clear impact on individual pupil progress and attainment, including the impact of support staff.
Ensure all pupils despite their special needs make good (or better rates) of progress.	• Pupils able to demonstrate resilience when faced with challenge. • Pupils' increased concentration levels reflected in the progress that they make.

	• Intervention maps identifying clear impact on individual pupil progress and attainment, including the impact of support staff. • Referrals to other agencies for counselling, mentoring services. • Pupil, staff and parent surveys reflect effective learning and Conduct behaviour.

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: £ 96 030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 (2026 - 27) One to One and small group, with particular focus on the following: • Writing attainment and progress increase • Mathematics attainment and progress increase • Phonic development – increase in reading progress and attainment **Year 5 (2026-27)** One to One and small group, with particular focus on the following • Writing attainment and progress increase • Phonic and Reading development – increase in reading progress and attainment **Year 4 (2026-27)** One to One and small group, with particular focus on the following • Writing attainment and progress increase • Mathematics attainment and progress increase • Phonic and Reading development – increase in reading progress and attainment **Year 3 (2026-27)**	Our evidence based analysis shows that children benefit from smaller ability groups and one to one support. It gives them time to consolidate basic subject knowledge, particularly in Reading, Writing and Mathematics and allows for even greater development of differentiated delivery and task setting. Outcomes have been strong as a result.	1, 2, 3

One to One and small group, with particular focus on the following • Writing attainment and progress increase • Phonic and Reading development – increase in reading progress and attainment • Spoken Language development – increase in spoken language assessment **Year 2 (2026-27)** One to One and small group, with particular focus on the following • Phonic and reading development – increase in reading and phonic progress and attainment. • Spoken Language development – increase in spoken language assessment **Year 1 (2026-27)** One to One and small group, with particular focus on the following • Phonic and reading development – increase in reading and phonic progress and attainment. • Spoken Language development – increase in spoken language assessment		

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

Budgeted cost: £ 12, 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1-1 mentoring support for children who have emotional and social difficulties.	Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. A number of disadvantaged pupils struggle socially or emotionally.	2, 3

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 2025 2026 academic year.

Desired Outcome	Outcome
High rates of progress in reading, writing, spoken language and maths for all pupils across the school. Most pupils meeting their expected progress and a high percentage exceeding their expected progress. Expected progress – one year of age related expectation from their starting baseline (e.g. Y2 38% to Y3 38%)	Reading – 97% Writing - 93 % Maths – 97 %

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
NONE	