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	Holyoakes Field First School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 2025-2026 2026-2027
Date this statement was published	
Date on which it will be reviewed	July 2027
Statement authorised by	Tasnim Koser
Pupil premium lead	Rachel Cerrone
Governor / Trustee lead	Jenna Weller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,650
Recovery premium funding allocation this academic year	0
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	£66,650

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an additional grant allocated to schools to support disadvantaged pupils. The amount of additional funding a school receives is dependent on the number of eligible pupils on roll. Eligible pupils include those pupils who have been eligible for Free School Meals (FSM) at any time in the last six years; those who are looked after (LAC); and those who are service children (SC).

Educational attainment is the best predictor of future success. At Holyoakes Field First School we are committed to maximising outcomes for all students; our approach is rooted in our whole school ethos. We pay particular attention to the progress of identified disadvantaged pupils (those in receipt of Pupil Premium funding) as they are often our most 'at risk' learners. However, we recognise that not all pupils who are disadvantaged are registered for or qualify for free school meals. We consider the following additional factors as likely to increase the degree of disadvantage a pupil may experience:

- Pupils for whom a Family Help assessment has been completed
- Pupils who are on the Child Protection register or have a Child in Need plan or are close to meeting level 3 or 4 thresholds as outlined in the Worcestershire Levels of Need document
- Pupils who have experienced a significant bereavement/ loss or other traumatic event
- Pupils from families with very low levels of literacy
- Pupils who are 'new arrivals' to the country (sometimes separated from one or both parents)
- Pupils who have attended two or more schools by the time they are admitted to Holyoakes Field

At Holyoakes Field, decisions around the use of this funding will be based on guidance provided by leading educational research as well as our own analysis of the specific needs of our pupils and their families. We recognise that many families continue to experience financial hardship, as a result of the long-term impact of COVID-19 pandemic, increased living costs and changes to welfare and household expenditure. Schools really can make a difference. The Education Endowment Foundation (EEF) suggests that a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in their Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. This strategy sets out to outline the school's strategic approach to ensure this additional funding is effectively used to improve outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Gap in attainment (particularly in phonics and writing) between PPD and NPPD. The percentage of PPD pupils working at the age-related expectation in writing is lower than that of non-pupil premium pupils.
2	Disadvantaged pupils lack resilience and self-efficacy. Children need to develop metacognitive and self-regulation learning strategies to improve their resilience and understanding of themselves as learners.
3	Lack of Cultural Capital and limited life experiences. Many PPD pupils have limited opportunity for enrichment activities and wider curriculum experience outside of school, which can impact on their life experiences.
4	A higher proportion of disadvantaged pupils displaying challenging and complex behaviours as a result of delay in medical/ SEND diagnosis. and their families have social & emotional difficulties, including medical and mental health issues. Pupils sometimes have difficulty regulating their emotions and articulating these, which can affect their learning.

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
The gap between disadvantaged pupils and their peers in phonics and writing narrows.	Difference between PPD and non-PPD pupils has been significantly decreased. Data outcomes show that at least good progress is made by PPD pupils following support from adults in the classroom and targeted intervention groups.
Identified pupils develop and demonstrate increasing levels of self-efficacy and utilise a range of metacognitive strategies to aid themselves as learners.	Identified pupils to be assigned 1-1 mentors to support them to develop greater self-awareness and social skills. All children to be taught explicitly metacognitive strategies including how to plan, monitor and evaluate their own learning. Teachers explicitly model and verbalise their thought process when teaching and provide feedback to pupils. Teachers will provide carefully designed guided practice, with support gradually withdrawn as pupils become proficient and allow pupils to develop skills and strategies before applying them in independent practice. During pupil conferences, children will be able to discuss

	clearly their thought processes around different areas of learning and how they overcome challenges.
Disadvantaged pupils experience a wider range of opportunities in and out of school leading to improved self-confidence and self-belief. Ensure vulnerable pupils engage in a range of activities supplementary to the curriculum. This will include regular extra-curricular clubs and additional educational visits or experiences.	The majority of PPD pupils engage in termly after school clubs and take part in wider school experiences, enabling enhanced learning opportunities.
Disadvantaged pupils and their families receive appropriate and well targeted support for identified social, emotional, academic or health needs.	Pupils' needs are quickly and accurately identified. External agency referrals occur in a timely and effective manner. Improved home school relationships PPD pupils receiving WEST/ Mellow support are making noticeable progress. Pupils can express their feelings using emotion vocabulary and develop strategies for regulating their emotions. Pupil and parent questionnaires show that parents and children of disadvantaged families feel supported and additional barriers removed where possible. Increased levels of parental participation and engagement in whole school matters. Qualitive data evidences improved and sustained high levels of well-being. For example, pupil voice, pupil and parent questionnaires and teacher observations

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Development of HFFS Teaching and Learning package as high quality CPD for all teaching staff, with a particular focus on writing. CPD to focus on: -Assessment 'of' and 'for' learning. -Oracy and language vocabulary development. -adaptive teaching -RWinc phonics -Review of pedagogical approaches to support SEND. -Handwriting, including physical development and fine motor control. -Reading comprehension KS2	The EEF tiered approach states that quality first teaching, including CPD, is the top priority and will have the biggest impact on pupil outcomes. 'The most powerful educational tool for raising achievement and preparing children to be lifelong learners, in any context, is formative assessment' ***Shirley Clark*** Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children'. ***EEF Guide to The Pupil Premium*** 'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.' ***-EEF- Attainment Gap Report 2018*** "Children need to develop the gross and fine motor skills necessary for writing before they are expected to write fluently." ***Department for Education, The Writing Framework*** 'To a great extent, good teaching for pupils with SEND is good teaching for all.' ***Special Educational Needs in Mainstream Schools*** Adaptive teaching is a research-based approach that enables all children to access learning based on teachers adapting the teaching to meet the differing needs of learners to enable them to 'keep up' rather than fall further behind.	1 New staff trained for RWInc Questioning Retrieval SEL and Learning behaviours training Focus on curriculum Writing lead worked with Year 1 Writing lead training- impact?
Staff to receive CPD based on metacognition and self-regulation and how to promote this within the classroom, using the seven-step model.	'There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning. The Sutton Trust-EEF Teaching and Learning Toolkit-which summarises international evidence-rates 'metacognition and self-regulation' as a high impact, low cost approach to improving the attainment of disadvantaged learners' ***EEF- Metacognition and self-regulated learning Guidance report.*** 'There is some evidence to suggest that disadvantaged pupils are less likely to use such strategies, and are therefore, most likely to benefit from the whole range of approaches to supporting metacognitive and self-regulative skills, including explicit teaching.' ***EEF- Metacognition and self-regulated learning Guidance report.***	1,2 SEL CPD and activities regularly carried out. Learning powers.

	Furthermore, monitoring and observations has shown that children within our school need to be more independent and develop resilience in their learning in order to make further progress, in particular PPD pupils.	
THRIVE and positive behaviour training session for all staff.	'The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes.' ***The Thrive Approach***	2,4 PBT training and Thrive refresher completed
Periodic moderation and standardisation activities across all year groups to ensure accuracy and consistency of teacher assessments, with a particular focus on writing. Including: -Internal and external moderation. -Pupil progress meetings, with a particular focus on PPD pupils. -Effective use of assessments, including AIR	'All school leaders understand the importance of providing meaningful feedback. 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.' **EEF** **'**Schools should invest in developing practitioners' own understanding of mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy.' **EFF**	1 Pupil progress meetings- focus on identified pupils.
Use well-established, purposeful action research to improve teaching and behaviour management skills, e.g. Beacon 360 platform and National college.	'Improving behaviour in schools is not only a matter of discipline but also a key factor in enhancing educational outcomes. Research indicates that positive behaviour management strategies can lead to better academic performance and increased student engagement. By fostering a supportive learning environment, schools can help students develop into well-rounded individuals, setting them for success throughout their educational journey.' ***EEF Improving behaviour in school.***	1,4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 'keep up' sessions. Bespoke targeted 1:1 and small group provision. Embedding more effective practice around feedback and regular evaluation and	EEF Evidence demonstrates that this has significant benefits for pupils, particularly disadvantaged pupils. The **EEF toolkit's** findings show that one-to-one tutoring can have a positive impact on a pupil's attainment up to 5 months and small group tuition up to 4 months.	1, 2 Daily keep up Phonics intervention after school

ongoing Teacher Assessment of pupil performance and progress.	**EEF Making a difference** document refers to the 'TARGET' model as a summary of typical active ingredients of successful targeted academic support. We recognise the importance of the 'Expert delivery' of interventions by using qualified teachers or trained teaching assistants to deliver an intervention programme precisely, where suggested delivery and protocols are followed. 'Interventions should be carefully targeted through identification and assessment of need.' ***Special Educational Needs in Mainstream Schools***	
After school reading/phonics and writing booster sessions for identified pupils.	EEF (+4 months impact) Small group tuition is defined as one teacher or educator working with two to five pupils together in a group. This arrangement allows the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining pupils or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or teach challenging topics or skills.	1, 2 Booster sessions after school.
Develop a bespoke and tailored curriculum provision to meet the needs of identified pupils.	Research suggests that by offering an alternative provision for some pupils this often includes a focus on holistic support, addressing not only academic needs but also social, emotional, and behavioural development. This comprehensive approach helps students develop essential life skills and resilience.	1,2,3,4
Lunchtime nurture sessions for identified pupils.	'Disadvantaged children are more at risks of low self-efficacy than their peers.' J.Gross We recognise the importance to develop pupils' self-efficacious beliefs to enable them to approach learning tasks and social situations with increased confidence and motivation.	1,2,4 lunchtime group, TA targets focused on lunchtime/ hard to serve- to eventually reintegrate pupils

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

Budgeted cost: £13,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children in school are given opportunity to participate in activities which enhance and broaden the curriculum and widen their learning experiences. Examples include:	'We think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' ***EEF Teaching and learning toolkit.*** 'Research suggests that planned educational visits can have impact that is difficult to achieve in the classroom and plays an important role in helping maintain mental health.' ***Outdoor Education Advisors Panel National Guidance.***	1

-Additional external visits linked to curriculum topics, - more able workshops, -music lessons/ clubs, -Residential -Severn arts performance, - 'Sensory' music sessions for EYFS -Participation in Music concerts. -Forest School -'My Bank; workshops -Bike, scooter and dance workshops delivered by trained professionals. -A range of after school clubs.	We recognise the current financial challenges and continued impact that Covid 19 has had on all of our pupils, in particular our most vulnerable and disadvantaged pupils, and how this limits their opportunity to partake in external trips and enrichment activities from external providers, such as music, sports and core curriculum specialists. We know from pupil and staff voice the enjoyment and positive impact that these experiences have our on pupils' progress and motivation to learn.	
Create close links within our local community. For example, - Residential homes - Local services - Batchley support group - Banks - Local Schools	'Strong links with the community can make a particular contribution to the work of schools serving disadvantaged communities. They have been shown to help raise educational standards and close the achievement gap between rich and poor children. In such contexts schools are often keen to raise aspirations of their children and parents, which can work when you take a 'neighbourhood' approach.' ***Optimus Education.***	2, 3
Utilise partnership with WEST (Wellbeing Emotional Support Team), to provide early support to pupils and their families. Designated Educational Mental Health Practitioner (EMHP) to deliver targeted support in school one a week.	'Ensuring children and young people can get access to the right help as early as possible.' is the main mission for ***CAHMS***.	4
Bespoke workshops for parent engagement/ Stay and play sessions.	'Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes for all ages' ***EEF- Working with parents to support learner's guidance:*** 'Support parents to create a regular routine and encourage good homework habits,' ***EEF- Working with parents to support learner's guidance:*** 'For young children, promoting shared reading should be a central component of working with parents as a way of supporting oral language development and early literacy'. ***EEF- Working with parents to support learner's guidance:***	1, 2, 4

Breakfast club	"Breakfast club provision supports all pupils whilst providing particular benefit for disadvantaged pupils. Research from the Education Endowment Foundation indicates that access to a free breakfast club can lead to improved attendance, behaviour and readiness to learn, with participating pupils making up to two months' additional progress over the course of a year. By ensuring pupils begin the day settled, nourished and ready to engage, breakfast club removes barriers to learning and contributes to improved outcomes." EEF-Magic Breakfast trial	2,4
Continue to develop pupil voice and pupil leadership, through a wide range of pupil ambassador roles, based around school matters, curriculum subjects and the wider school. For rexample, eco, fitness, teaching and learning and the arts ambassadors.	‘By ‘Character’, we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.’ ***EEF-teaching and learning toolkit.*** We recognise the importance of developing pupils’ leadership, personal and social skills to help better prepare pupils for success in later life. We plan to widen opportunities for pupils, strengthen pupil voice and secure effective pupil participation and leadership through introducing pupil ambassador roles, based around the curriculum, school matters and the wider community.	2, 3
Widen extra-curricular activities for all pupils, by increasing the offer and variety of after school clubs. Continue with ‘Do something different Friday’	‘A considerable body of literature has studied the effects of school-based extracurricular activities not only on pupils’ academic achievements but also on their behavioural outcomes.’ An evidence review into the length of the school day (2024) ‘Non-academic extracurricular activities, like sports clubs, can contribute positively to student outcomes, yielding approximately one month's worth of progress in academic achievement, in addition to other improvements in non-cognitive skills. Nevertheless, extracurricular activities centred around sports or arts, which maintain a rigorous structure and include short reading and math sessions as part of the programme, are more likely to enhance students' academic accomplishments.’ EEF (2021)	3,4
Provide additional opportunities for rich playtime. Continue to monitor and restructure opportunities to enrich playtimes, by introducing a range of zones such as fitness, arts and craft and quiet areas.	‘Being physically active in childhood is linked to continued physical activity through life and brings with it benefits such as a healthy body weight; good physical, mental and social health; and reduced depression and anxiety’ Mills and Burnett (2017). ‘Schools that have introduced measures to improve playtimes consistently report happier playtimes with fewer incidents, making them easier to supervise; quicker and better settling into class after playtimes;	3,4

	better attention and on-task behaviour in class; and positive parent reactions.' Opal (2021) 'Children learn better when they are healthy and happy, and playtimes offer an opportunity for both.' Opal (2021)	

Total budgeted cost £66,650

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 to 2026 academic year.

Aim – 2025-2026	What we achieved
1. Narrow the gap between pupil premium pupils and their peers in writing.	• Consistency of practise in our delivery of phonics has resulted in 71% of Year 1 pupils passing the phonics screening test. • During the Spring and Summer term, 21 children were identified to receive an additional phonics intervention after school. As a result of this intervention, 95% of pupils passed their phonics test, with 100% PPD pupils that attended passing too. • All newly appointed staff completed Read Write Inc. training, with identified support staff receiving additional training to deliver targeted 1:1 tutoring. This intervention has strengthened pupils' phonics knowledge and contributed to improved reading outcomes. • Whole-staff professional development and the consistent daily teaching of handwriting have led to noticeable improvements in pupils' presentation and handwriting standards across the school. • Half-termly writing moderation meetings have enhanced the consistency and accuracy of assessment practices, ensuring that disadvantaged pupils' progress is identified promptly and appropriate support is implemented. • Writing remains a key priority for school improvement. Whilst attainment data indicates a gap between Pupil Premium and non-Pupil Premium pupils, this should be viewed in the context of a smaller number of Pupil Premium pupils in some cohorts, where the achievement of individual pupils has a disproportionate impact on overall percentages. • A thorough review of the writing curriculum has been undertaken, resulting in the development of a more coherent, knowledge-rich and skills-based curriculum. This revised approach will be implemented from September 2026 to further support high-quality writing outcomes for all pupils, including those who are disadvantaged
2. To develop metacognitive and self-regulation learning strategies in order to improve pupil resilience and understanding of themselves as learners.	• As part of our commitment to developing pupils' self-regulation and behaviour for learning, we have continued to invest in specialist behaviour support and staff development. Through Beacon Behaviour 360, all teaching staff and lunchtime supervisors have received training focused on understanding behaviour, de-escalation strategies and effective approaches to supporting pupils with additional behavioural needs. • We have worked closely with **Beacon PRU** to support identified pupils with more complex behavioural needs. Specialist staff have provided bespoke advice, coaching and practical strategies which have enhanced our provision and enabled pupils to remain engaged in learning and school life. To further strengthen our intervention offer, two members of staff have been

	trained to deliver LEGO® Therapy. This targeted provision has been particularly beneficial for disadvantaged pupils, with 50% of pupils accessing the intervention identified as Pupil Premium, supporting the development of communication, social interaction and emotional regulation skills. • The continued whole-school focus on Learning Powers and targeted growth mindset sessions has had a positive impact on pupils' learning behaviours. Staff and pupil voice, alongside evidence from daily classroom practice, show that pupils have developed a stronger understanding of how to be successful learners. Pupils demonstrate greater resilience, view mistakes as an important part of learning, are more willing to 'have a go', and show a more positive attitude towards learning. •
3. Ensure vulnerable pupils engage in a range of activities supplementary to the curriculum. This will include regular extra-curricular clubs and additional educational visits or experiences.	• The restructuring of playtimes through the introduction of fitness, arts and crafts, and quiet zones, alongside a new trim trail, has led to more positive behaviour, improved social interaction, and greater pupil enjoyment. A weekly playground disco has further enhanced engagement, inclusion, and enjoyment for all pupils. • The introduction of 'Fantastic Friday', across the school, has provided pupils with opportunities to work in small groups, build relationships and try new activities such as origami, cooking, drumming and construction. Pupil voice shows it is a highly valued part of the week and enjoyed by all pupils. • Twelve pupils, including four Pupil Premium pupils, accessed a lunchtime nurture provision. The flexible nature of the provision allowed support to be regularly reviewed and adapted, resulting in more successful lunchtimes and a reduction in behaviour incidents. • All pupils have the opportunity to take part in at least one off-site educational visit, alongside a range of enrichment experiences throughout the year, including local area walks, church visits and swimming lessons for Years 2, 3 and 4. • As part of the Year 4 curriculum, pupils participate in a three-day residential, providing valuable opportunities to develop independence, confidence and positive relationships. Year 2 pupils visited Weston-Super-Mare as part of their curriculum, offering an enriching experience, particularly for those who had never visited the seaside before. Whilst Year 3, attended a visit to Parliament, providing a memorable opportunity to learn about democracy, the role of government and how laws are made. These experiences broaden pupils' cultural capital and help bring learning to life beyond the classroom. • We have further extended our offer of clubs this year, providing a wide range of opportunities, including gardening, various sports, arts and crafts, singing and construction. These clubs have been well attended throughout the year with over 200 pupils taking part throughout the year, 15% of which are PPD pupils. • Many children have engaged with musical opportunities offered to them this year, such as drumming lessons, choir and recorders. A pleasing number of 30 pupils (17 % Pupil premium pupils) have engaged in a KS2 choir this year. Pupils demonstrate confidence, resilience and enjoyment, as was evidenced in their many performances, including 'Redditch gotta sing', the

	'Big sing', the Palace theatre and 'Trinity Pyramid concert' and many school performances. • Continued visits from external professionals have enhanced pupils' personal development. **MyBnk** sessions in Year 3 improved financial awareness and decision-making, while **WEST** workshops in Year 4 supported pupils in understanding and managing low mood and worries, promoting positive wellbeing and resilience. • The school has developed strong links with a local residential home, with pupils visiting monthly for games and arts and crafts activities. Pupils enjoy the experience, while residents value the companionship and joy the visits bring, fostering positive intergenerational relationships. • The introduction of pupil ambassador roles has strengthened pupil voice and leadership opportunities. Communication, Enterprise, Computing and Fitness Ambassadors have contributed to school life through newsletters, fundraising, online safety promotion and playground activities, increasing pupil engagement, responsibility and participation.
4. Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are catered for or alleviated.	• We continue to work in partnership with **WEST (Wellbeing Emotional Support Team)** and **Melo** to support pupils' mental health and wellbeing. This year, 11 pupils were referred to WEST, with 4 receiving support, including 1 Pupil Premium pupil. In addition, 15 referrals were made to Melo, with 9 families receiving support, including 2 Pupil Premium families. These services have helped to address emerging mental health needs, promote wellbeing and build emotional resilience. • Throughout the year, we have successfully delivered three Family Learning programmes, all of which were oversubscribed and well attended by parents. The sessions provided valuable opportunities for families to engage in learning together, with children joining each session for part of the programme. Parents have reported that the workshops have been highly beneficial, not only in developing their knowledge and skills but also in creating a supportive network with other families. Feedback has been overwhelmingly positive, with one parent describing the sessions as "It is what keeps me going every week." This highlights the significant impact the provision has had on parental wellbeing, confidence and community connection. In addition, families have been signposted to wider support, including online courses through WEST focusing on worries, anxiety and sleep, further strengthening the support available to parents.