



Pupil premium strategy statement – 2024 - 2027

This statement details our school's use of pupil premium (for the **2025 to 2026 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	Holly Park School
Number of pupils in school	367 (Rec to Y6) 21 (nursery)
Proportion (%) of pupil premium eligible pupils	23% (98 pupils) (incl nursery)
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 originally published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ann Pelham Headteacher
Pupil premium lead	Sally Thomas
Governor	Rhonda James (temporary)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,800
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£130,800



Part A: Pupil premium strategy plan

Statement of intent

At Holly Park, we have high aspirations for all our children and we believe that all learners, irrespective of their background or the challenges they face, should make good progress and achieve or exceed the Age Related Expectations in all subject areas by the end of KS2. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the knowledge, skills and values needed to achieve this goal.

Our pupils in receipt of the Pupil Premium funding face specific challenges to reaching their full potential, and, at Holly Park we are determined to provide the support and guidance they need to help them overcome these challenges.

Common barriers to learning for our disadvantaged children are; weak language and communication skills, lack of confidence and self-esteem, limited enrichment opportunities, less support at home, low levels of education and aspiration amongst families, complex family circumstances, emotional, behavioural and social difficulties which impact on focus to learning, less parental engagement with school and attendance issues.

We acknowledge when making provision for socially disadvantaged children, that not all children who are entitled to free school meals are socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis and a provision map of support is updated each term.

In addition to this, we aim to provide all our pupils with a rich, broad and balanced curriculum as well as enrichment opportunities to develop pupils' cultural capital. High quality teaching is at the heart of our approach, with a focus on ensuring that teaching and learning builds upon children's prior knowledge and provides progression of knowledge and skills. Our curriculum is designed to build fluency and secure long-term memory through opportunities for practice and retrieval. We have our own teacher toolkit for pedagogy which includes some well-known principles such as Rosenshine's Principles and the Tom Sherrington WalkThrus to ensure quality first teaching for all children.

After potential barriers to learning have been identified, we use research-based interventions and carefully targeted support to address them. Research conducted by the EEF is used to support decisions around the usefulness of different strategies and their value for money.

Our ultimate objectives are:

- To diminish the attainment gap between disadvantaged and non-disadvantaged children.
- Disadvantaged children to make good or rapid progress from their starting points.



- To support our children's health and wellbeing to enable them to regulate their emotional state and access learning at an appropriate level.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- To ensure that teaching and learning opportunities meet the needs of all learners
- All children to leave the school fully prepared for the next stage of their learning.

Using Pupil Premium spending effectively means we can focus on diminishing the gap through; high-quality teaching and targeted support (both academic and social/emotional) Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language and communication skills and vocabulary gaps in EYFS (although this is no worse than non PP children)
2	Greater difficulties with retaining and applying phonic knowledge especially in our current Y4 cohort 2025/26.
3	Attainment gaps in Reading, Writing & Maths.
4	Multiple barriers to learning e.g. SEND & EAL
5	Limited wider cultural and social experiences.
6.	Social, emotional and behaviour issues
7.	Mobility of pupils across the school, especially in our current Y4 cohort 2025/26

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
Improved reading attainment and progress for disadvantaged children in Year 4.	<ul style="list-style-type: none">• Y4 reading, outcomes show that attainment and progress for disadvantaged children is improving



Improved maths attainment and progress for disadvantaged children in Year 4.	<ul style="list-style-type: none"> Y4 maths, outcomes show that attainment and progress for disadvantaged children is improving
The number of disadvantaged children meeting the expected standard in the phonics screening check at the end of Year 1 in 2026 is in line with the national average.	<ul style="list-style-type: none"> End of Year 1 phonics outcomes show that the number of disadvantaged children who meet the required standard is in line with national.
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	<ul style="list-style-type: none"> Qualitative data from child's voice, child and parent questionnaires and teacher observations Good attendance of PP parents at Meet the Teacher, Parents Evening, online parent workshops etc An increase in participation in enrichment activities, particularly among disadvantaged children.
Sustain good attendance for all children, particularly our disadvantaged children.	<ul style="list-style-type: none"> Percentage of attendance for disadvantaged children is in line with the National average. Barriers to attendance will be identified swiftly and action will be taken to improve attendance. Government guidelines around attendance will be adhered to and communicated appropriately with parents/carers.
Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.	<ul style="list-style-type: none"> Work samples, Pupil Voice, child conferences etc show disadvantaged children have positive attitudes towards school and learning. Increased numbers of PP children at lunchtime clubs
Improve capacity to support children with unmet attachment difficulties and trauma Barnet Trauma Informed Schools Project	<ul style="list-style-type: none"> support some of the most vulnerable pupils to succeed - An opportunity to consider how the school organisation and environment can support young people and their attachment & trauma needs. Increased use of strategies to promote self-awareness and resilience leading to longer term solutions to self-regulation strengthen relationships and the wellbeing of your whole school community Reduced number of reported behaviour incidents
To further develop effective relationships and communication with the parent body, to improve outcomes for pupils still further	<ul style="list-style-type: none"> continuing parent involvement and outreach work, but revising the offer so as to more comprehensively engage parental groups,



	<p>(for example EAL parents) that are not necessarily currently substantially involved</p> <ul style="list-style-type: none"> • establishing systems of seeking parental voice to inform the school's offer so that it most effectively meets the need of the pupil cohort
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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: £63,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium targeted support by class teachers and Teaching Assistants</p> <p>PP pupils become a key focus group for teachers and the pupils' next steps are targeted through one a week guided focus groups. Pre teaching and recap of unmet L.Os are covered.</p> <p>In these sessions, class teachers to hold weekly pupil conferences with PPG pupils to discuss current learning and next steps.</p> <p>The rest of the class is covered by an experienced teacher while this happens</p>	<p>Pupil Premium research project within NLC schools found that verbal feedback/ pupil conferencing had highest impact on progress of PP children.</p> <p>Class teachers are in the best position to know what the next steps are for each child on a week-to-week basis. Prior assessment ensures that appropriate targets are set.</p>	1,2,3,4,7
Phonics Support	Phonics approaches have a strong evidence base that indicates a positive	1,2, 3,7



Secure strong phonics teaching for all pupils – especially those who need further intervention and support incl EAL children and new joiners.	impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Increased Book Provision Ensuring that there are a wide variety of books available across the school for all children to read. To develop a love and enjoyment of reading. To increase the diversity of the books on offer so that they reflect our school community.	EEF guidance on improving literacy The report suggests that schools should support pupils to develop fluent reading capabilities. Most pupils benefit from emphasis on reading fluency. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 3,4,5,6
Focus On Quality First Teaching Establish greater consistency in how the curriculum is implemented - content delivery. (Learning organisers) Ensure that they are being implemented by teaching staff efficiently and effectively Embed memory and retrieval activities Improve the teaching of sentence level work and grammar work for writing Establish greater consistency in how the curriculum is implemented – Embed the effective use of working walls within lessons	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3,4,7
Reflect on adaptive teaching Teacher Inset Barnet Spring Conference Review and share current practice	The EEF promotes adaptive teaching, focusing on teachers constantly assessing and adjusting strategies (Assess, Adjust, Adapt) for all pupils. The EEF promotes the 5 a day for pupils. https://educationendowmentfoundation.org	1,2,3,4,6



	uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches	
Develop Oracy within the curriculum Oracy in maths 3 x teacher Inset Oracy in maths 3x TA sessions Research strategies for developing oracy across the curriculum. Share strategies Debating activities in Talk Times	Based on extensive research, The EEF confirms that oral language intervention in the classroom has high impact for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3,4

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

Budgeted cost: £29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Support Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. EYFS/KS1/KS2	Phonics approaches have a strong evidence base indicating a positive impact on children, 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Teaching Assistant Support Additional sessions in reading and maths targeted at disadvantaged children who require further support. <ul style="list-style-type: none"> • 1:1 reading support • Small group reading 	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Working in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3,
ELSEC for Year 1 pupils	The EEF promotes work on developing language and communication.	1,3,4



Improve early identification and targeted and universal support for children with Speech, Language and Communication Needs – ELSEC project	Evidence shows high impact for low cost. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	
Tutoring in Year 4 with a specific focus on Reading Continuing the idea of the School-Led Tutoring Programme for pupils in Y4 by a qualified teacher Tutoring for up to 12 Y4 pupils for a term each	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, One to one tuition EEF educationendowmentfoundation.org.uk and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 7
Tutoring in Year 4 pupils with a specific focus on Maths Continuing the idea of the School-Led Tutoring Programme for pupils in Y4 by a qualified teacher Tutoring for up to 12 Y4 pupils for a term each	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, One to one tuition EEF educationendowmentfoundation.org.uk and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 7

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Interventions Improve the quality of social and emotional learning through various smaller groups and wider curriculum opportunities. Developing resilience for children	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): and Collaborative learning approaches. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone	3, 4,5,6



ELSA strategies	<p>participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	
<p>Wider Curriculum</p> <p>All disadvantaged children attend school trips, take part in the wider curriculum aspect of school life and are offered the opportunity to attend extra-curricular clubs beyond school hours to support learning and development and enhance social and cultural experiences.</p>	<p>Children need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economic background.</p> <p>Increased numbers of PP pupils attending lunchtime clubs</p>	4,5,6
<p>Parent Gym</p> <p>Learning mentor has trained as a Parent Gym leader</p> <p>Running parent gym sessions across the year</p> <p>Each course is Six 2 hour sessions</p>	<p>Sessions have been designed by leading psychologists.</p> <p>Sessions are designed to be participative and engaging</p> <p>Parent gym is a series of sessions to increase parent skills and confidence so as to improve the behaviour and wellbeing of their children</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p>	6
<p>To further develop cultural capital:</p> <p>A range of enrichment opportunities e.g. Forest School sessions, Y5 and Y6 residential trips</p>	<p>Research by Sutton Trust shows that the wealthiest families in the UK spend more than 7 times the amount on out of school enrichment than the most disadvantaged families. Sutton Trust recommend that schools use their Pupil Premium budget to develop PPG children's cultural</p>	5,6



<p>A carefully planned strategy document mapping out the plan for cultural capital opportunities designed to enrich the main curriculum</p>	<p>capital by ensuring these children have access to museums, galleries, libraries & theatres to enrich their learning.</p> <p>Increased engagement in lessons as a result of an increase in confidence.</p> <p>Improved emotional well-being through having the opportunity to have a wider range of experiences</p>	
<p>Supporting Parents with the curriculum</p> <p>Times Tables Rockstars annual subscription for learning at home for Years 3 and 4</p> <p>Workshops/meetings for parents planned out across the school year to explain elements of the curriculum and wider curriculum and Personal Development E.g: EYFS curriculum Phonics Reading Maths RSE Assessment</p>	<p>EEF WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Provide practical strategies to support learning at home</p> <p>Supporting early language and literacy</p> <p>Tailor school communications to encourage positive dialogue about learning</p> <p>The age of learners affects the nature of the messages</p> <p>Be positive, personalise, and link to learning</p> <p>Offer more sustained and intensive support where needed</p> <p>Target support sensitively</p>	<p>1,2,3</p>
<p>Support for disadvantaged families with poor attendance.</p> <p>Embed principles of good practice set out in the DfE's Improving School Attendance advice. First day calling to all families to enquire about absence. In the case of persistence absence PP parents invited into school to</p>	<p>Good attendance is a key factor in ensuring that children make progress and achieve their potential. A small number of families at the school struggle to maintain good levels of attendance and punctuality. Occasionally the school will support these families (long term or short term) and offer a funded place at breakfast club. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>



<p>meet to discuss barriers for attendance</p> <p>Consider attendance as part of safeguarding as described in KCSIE</p> <p>Meetings of the attendance team – HT, DSL, Pupil support officer</p> <p>Use of the Barnet EWO</p>		
<p>Sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p> <p>Continue Barnet Trauma Informed Schools project</p> <p>Parent Gym</p> <p>Gold Healthy Schools Award</p> <p>UNICEF Rights of the Child</p> <p>Character Education</p> <p>Zones of Regulation</p> <p>World of work</p> <p>Playtime Games</p> <p>Community Links</p> <p>Relational policy</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice</p> <p>These are key findings from guidance published by the Education Endowment Foundation (EEF) in partnership with the Early Intervention Foundation (EIF).</p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</p> <p>Summary of recommendations</p> <ul style="list-style-type: none"> • Teach SEL skills specifically • Model skills through everyday teaching • Plan a SEL programme • Ensure the curric builds skills • Reinforce skills through whole school activities • Plan support and monitor 	

Total budgeted cost: £130,800



Externally provided programmes

Programme
Early Talk Boost
ELSA
Parent Gym
Bug Club Phonics
Rapid Phonics Intervention (Bug Club)
NCTEM Maths Mastery/Maths Hub
White Rose Maths
Barnet Language Enrichment Programme
Character Education
ELSEC



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.

Intended outcome	Outcomes
<p>EYFS Communication - To help children access the curriculum by developing their functional language skills</p> <ul style="list-style-type: none"> Develop understanding and use of action words (verbs), nouns and some prepositions and adjectives in everyday situations Demonstrate understanding of basic question-forms (what? Where? Who?) <p>Expand vocabulary</p>	<ul style="list-style-type: none"> Daily routines such as snack time/tidy up/carpet time, continue to develop functional language. Instructions e.g. can you put the cars in the blue box, can you put the model on the table etc... colourful semantics introduced new action words Traditional Tales such as Red Riding Hood, Three Little Pigs and Jack and the Beanstalk introduce nouns through familiar characters and settings. Repetition and story props support and reinforce learning. Story sequence supports understanding of verbs. Wanted posters encourage understanding of adjectives. Understanding of prepositions supported through class discussions about where the pigs are when building their houses. Colourful Semantics. Local walk- prepositions Dinosaur topic. What do the dinosaurs look like, what are they doing? How do they move? What do they eat? Where do they sleep? Trip to Princess Diana's Memorial Playground. Looking at photographs encouraged the children to talk about their experiences and ask and answer questions 'What is the world?' topic where Barnaby Bear is visiting different countries. Where is Barnaby Bear? What do people eat? What do they wear? Who has used chopsticks before? Have you been on an aeroplane? Answering and asking questions using the Bug Club information books 'Summer Storm', 'Letter from Dorset' 'Is it Quick', 'Rock Pooling Traditional Tales- Class discussions, role play Class Trip to the Barnet Environment Centre- questions about the natural world Through books; 'The Very Hungry Caterpillar Real caterpillars and the children watched them go from caterpillar to butterfly learning lots of new vocabulary along the way. Bug Club information books Unusual vocabulary in Traditional Tales; cloak, cottage, straw. <p>For the Reception Profile 2025: 87% of ALL pupils achieved EXS in communication 95% of Pupil Premium pupils achieved EXS in communication</p>



Improved reading attainment and progress for disadvantaged children in Year 3.	<p>In July 2025 66% of Year 3 achieved EXS+ in reading 50% of Pupil Premium children achieved EXS+</p> <p>In July 2025 73% of Year 3 made EXS+ progress in reading from the previous year 70% of Pupil Premium children achieved EXS+ progress</p>
Improved maths attainment and progress for disadvantaged children in Year 3.	<p>In July 2025 66% of Year 3 achieved EXS+ in maths 60% of Pupil Premium children achieved EXS+</p> <p>In July 2025 84% of Year 3 made EXS+ progress in reading from the previous year 90% of Pupil Premium children achieved EXS+ progress</p>
The number of disadvantaged children meeting the expected standard in the phonics screening check at the end of Year 1 in 2025 is in line with the national average.	<p>In 2025 71% reached the expected standard (all pupils)</p> <p>In 2025 83% of Pupil Premium reached the expected standard (5 pupils) Only 1 pupil did not meet the standard</p> <p>The Holly Park result for Pupil Premium children attaining the pass mark was higher than the national average for PP children.</p>
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	<p>Good attendance of PP parents at Meet the Teacher, Parents Evening, online parent workshops etc</p> <p>Data analysis of take up of extra-curricular activities shows that there was good participation in terms of percentages in enrichment activities e.g clubs, councils, music festival etc</p>
Sustain good attendance for all children, particularly our disadvantaged children	<p>Attendance for Pupil Premium children at various points throughout the year were:</p> <p>March 2025: 93.19% June 2025: 93% July 2025: 93% October 2025: 95.8% December 2025: 96.2%</p>
Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.	<p>Work samples, Pupil Voice, child conferences etc show disadvantaged children have positive attitudes towards school and learning.</p> <p>There have been good numbers of PP children at lunchtime clubs</p>
<p>Improve capacity to support children with unmet attachment difficulties and trauma</p> <p>Barnet Trauma Informed Schools Project</p>	<p>DHT and Learning Mentor have been attending Work Group sessions with other schools also on the TIS project</p> <p>They attended a TIS conference</p> <p>Links have been made with Early Help</p>



	<p>They led a coffee morning for parents with Early Help Learning Mentor is running Parent Gym sessions with Early Help</p> <p>DHT & Learning Mentor did pupil voice</p> <p>Kathy met with the Parent Council and did parent voice</p> <p>Learning Mentor led Inset for all teachers on what it means to be Trauma Informed</p> <p>Attended a TIS celebration event where they did a presentation on what they had done this year</p>
<p>To further develop effective relationships and communication with the parent body, to improve outcomes for pupils still further</p>	<p>There were a variety of parent workshops across the year including Curriculum related meetings such as EYFS curriculum, maths, phonics, spelling reading and helping children remember more. There were also workshops on RSE, safeguarding and playground games. There were meetings ahead of residential and Y6 national assessments.</p> <p>A parent council was formed to get feedback from parents about several central issues.</p> <p>There were a variety of questionnaires sent to parents for feedback e.g future residential and communication.</p>