Pupil Premium Strategy Statement 2026-2027

This statement details our school's use of pupil premium for the 2026-2027 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	Holywell Village First School
Number of pupils in school	133 (145 including Nursery)
Proportion (%) of pupil premium eligible pupils	12% (including expanded entitlements)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed and published	31st December 2027
Statement authorised by	Smantha Endacott
Pupil premium lead	Samantha Endacott
Governor / Trustee lead	Angela Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33060
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	£981,004

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision: 'At Holywell Village First School we have high aspirations for our children to become well-rounded, respectful and responsible future citizens. They are happy, independent and have positive self-esteem. They have a thirst for learning and are emotionally regulated so they are 'Ready to Learn'. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind. '

We believe that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. These challenges are broad and varied and there can be no 'one size fits all' approach. Evidence also shows that academically able pupils from disadvantaged backgrounds are most at risk of under performing. Therefore, we acknowledge that we must allocate this funding for all abilities to support academically able, as well as less academically able pupils. Due to the relatively small number of pupils who are eligible for 'Pupil Premium' funding at Holywell Village First School, we have taken the decision to review our 'Pupil Premium Strategy Statement' annually, in order to ensure that it meets the specific needs of our children

Though the activities outlined in this statement have been designed to address the specific needs of our pupils from a disadvantaged background, it is our intention that pupils beyond this cohort also see the benefit.

Our objectives and planned activities are informed by educational research from trusted institutes (most notably the Education Endowment Fund - **EEF**), clear and robust assessments, and professional observations and discussions. All pupil premium funds have been and will continue to be implemented following the EEF guidance document ***PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION: 'Explore, Prepare, Deliver, Sustain'.***

To ensure our plans are effective we will:

- act early to intervene at the point need is identified
- 'consider the intended and unintended impact for children and families experiencing poverty' any new policy or practice intended to improve pupils' outcomes
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

There are three core elements to our plan:

A. Teaching (for example, CPD, recruitment and retention)

High quality teaching and pastoral support are the principle drivers in raising pupils' achievement and improving their emotional well-being. *'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' EEF*

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

Teaching Assistant Interventions. The EEF states: '*Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'*

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

Nurture and Emotional Literacy Support: *Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL (Social and Emotional Literacy) can lead to learning gains of +4 months over the course of a year.*

These strategies are developed following careful assessment and based upon strong evidence from trusted organisations. We will:

- ensure disadvantaged pupils are provided with a broad and balanced education, tailored to their particular needs, which ensures they can achieve well across the curriculum
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Underdeveloped Language Skills** - Previous assessments, lesson observations and discussions with staff and pupils indicate underdeveloped language skills and vocabulary gaps among a significant proportion of the pupil population. These gaps were evident from Nursery through to Year 4 and in general, were more prevalent among our disadvantaged pupils than their peers. Although this remains the case across most of the school, there is a trend of improved Communication and Language skills in EYFS, with 2024, 2025 and 2026 data being above National Averages.
2	**Reading and Phonics Attainment** - Assessments and observations indicate that a proportion of our disadvantaged pupils struggle with early reading skills and blending, requiring structured phonics intervention to meet age-related expectations. In 2026

<table>
<tr><td></td><td>40% of disadvantaged pupils passed the phonics check which is a rise from 33% in the previous 2025 academic year. However, this is lower than compared to their peers where 85% passed.
100% of disadvantaged pupils passed the Phonics Check by the end of Year 2, compared to 67% of their peers.</td></tr>
<tr><td>3</td><td>Mental Health and Emotional Well-being -Observations show that some disadvantaged pupils face barriers related to emotional regulation, social-emotional well-being, and structured play, which can manifest as low engagement and attainment.
Teacher referrals for social and emotional support have markedly increased the last few years and iIn 2025-2026, 59 % of the disadvantaged cohort required nurture. These pupils access nurture in small groups or one-to-one nurture support.</td></tr>
<tr><td>4</td><td>Attendance and Persistent Absence - Attendance data shows that the persistent absence rate for disadvantaged pupils is higher than that of their non-disadvantaged peers. This lost learning time directly impacts their academic progress and social integration.
Absence rates:
<table>
<tr><td></td><td>Absence rate - whole school</td><td>Absence rate - FSM cohort</td><td>Persistent absentee - whole school</td><td>Persistent absentee - FSM cohort</td></tr>
<tr><td>2023-24</td><td>4.5%</td><td>8.2%</td><td>9%</td><td>30%</td></tr>
<tr><td>2024-25</td><td>3.33%</td><td>5.46%</td><td>6.79%</td><td>17.65%</td></tr>
<tr><td>2025-26</td><td>3.95%</td><td>12.05%</td><td>5.93%</td><td>17.8%</td></tr>
</table>
The impact of the interventions the school has implemented are now resulting in gaps narrowing significantly; however these interventions must continue so that these improvements can be embedded.</td></tr>
<tr><td>5</td><td>Enrichment and Cultural Capital Disadvantaged pupils may have fewer life experiences, access to resources and opportunities as their peers. These include opportunities such as engaging in specialized creative arts and extracurricular music instruction, impacting their confidence and broader engagement with school life.</td></tr>
</table>

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
Underdeveloped Language Skills - Improved oral language skills and vocabulary among disadvantaged pupils.	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 and subject tracking. The % of Reception pupils reaching the 'Communication and

	Language' Goal is in line with or exceeds National Averages by 2026/2027.
Reading and Phonics Attainment - Improved reading attainment among disadvantaged pupils.	Reception Early Learning Goal in 'Reading' and KS1 and Y 4 reading outcomes in 2026/2027 show an increase and acceleration in the number of disadvantaged pupils meeting the expected standard. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and subject tracking. Reception Early Learning Goal in 'Word Reading' and Year 1 & 2 phonics check outcomes in 2026/2027 show an increase and acceleration in the number of disadvantaged pupils meeting the expected standard
Mental Health and Emotional Well-being To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/2027 demonstrated by: ● qualitative data from pupil voice, pupil and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Pupil Voice: Pupil voice interviews and well-being surveys indicate that PP pupils feel safe, happy, and highly engaged during structured outdoor play. ● Targeted support
Attendance and Persistent Absence- To improve the attendance of Pupil Premium Cohort so that the % of absence is in line with their peers.	● % of persistent absenteeism is significantly reduced and is in line with their non-disadvantaged peers. Their attendance is in line with or better than national averages by 2026/2027.
Enrichment and Cultural Capital	● Participation Rates: 100% of disadvantaged pupils fully participate in school trips, extra curricular clubs and STEM workshops with zero financial barriers to entry. ● Extracurricular Uptake: Subsidised afterschool creative arts and sports club spaces are fully utilised by eligible PP pupils, ● Leadership programme in Year 3 and 4: targeted children are selected to be a leader and undertake extra responsibility, boosting their confidence

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

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

Embedding activities to develop **oracy, language and vocabulary skills** across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time. *Talk Boost (early Talk Boost, KS1 Talk Boost and KS 2 Talk Boost)* *NELI* *Language Interventions* *Colourful Semantics*	Oral language interventions | EEF (educationendowmentfoundation.org.uk) 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: Vocabulary | EEF As part of a whole school strategy, explicit teaching of vocabulary across the whole school. Targeted instruction on how to deliver vocabulary sessions allowing all children to say, read and write new words. Specific vocabulary mapped across all curriculum subjects.	1 & 2
CPD and release time for staff to receive 'Engaging and play time' training from local authority - January 2027	EEF Toolkit (+6 months): Communication and language approaches have a high average impact. Scaffolding spoken language with signs accelerates vocabulary acquisition and supports phonics development.	3 & 5
Release for staff to revisit the principles and practice around 'Emotional literacy and co-regulation to support school readiness.' Using peer-to-peer coaching and lesson studies.	Aims & objectives for the 'Emotional literacy and co-regulation to support school readiness.' CPD to develop emotion coaching knowledge and skills to enable participants to feel equipped to ● hold conversations with adults, young people, children and families that lead to improved emotion literacy and family wellness. Mindful Emotion coaching is about building and enriching relationships, focusing on connecting and problem solving together. ● understand science underpinning the positive, tolerable and toxic stress response. ● develop an understanding of the neuroscience of resilience using metaphors. ● develop insight into their own emotional world and the value of self-care and a commitment to it. ● understand how to facilitate emotional literacy in young people, adults, children and families.	3 & 5
CPD and release time for EYFS staff to participate in Northumberland GLD Project (x 3 staff) , DfE funded Excellence in	Excellence in Reception Teaching Framework **Excellence in reception teaching** is a national professional development (NPD) DfE funded programme to help experienced teachers develop their practice	1 & 2

Reception (x 1 staff) and Maths Champion (x1)	EEF Maths Champion (+ 3months) Maths Champions, a professional development programme developed by the National Day Nurseries Association (NDNA), for nursery practitioners. Endorsed by the Department for Education, it is supported by the NCETM as part of their work with Early Years settings	

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Skills -Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. *Talk Boost (Early Years, KS 1 and KS2) and* *NELI*	EEF Toolkit (+6 months): Communication and language approaches have a high average impact. Scaffolding spoken language with signs accelerates vocabulary acquisition and supports phonics development. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,2,3, 4 & 5
Phonics Attainment - Additional early intervention phonics sessions targeted at disadvantaged pupils who require further *phonics support.* *Early phonics interventions (SEND team advised programmes)* *Floppy's Phonics*	EEF Toolkit (+5 months): Phonics has a high positive impact on very young learners. Systematic synthetic phonics is exceptionally effective for disadvantaged pupils struggling with early decoding skills. 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	1 & 2
Mental Health and Emotional Well-being Vulnerable children to be highlighted and supported through nurture sessions with ELSA trained staff and positive play sessions	Social and emotional learning | EEF Social and emotional learning (SEL) interventions seek to improve pupils" decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning	3, 4 & 5

Wider strategies

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

Attendance School Business Lead to ensure that parents are made aware of expected attendance levels when they fall below 90%. To reduce the % of absence gap between Pupil in receipt of Pupil premium and their peers -particularly those deemed to be 'persistently absent'.	Gov.uk - spending PP successfully Supporting attendance | EEF Good attendance '…is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).' (Working together to improve school attendance DFE 2026) Other strategies support the inclusion and emotional well-being of pupils so they feel safe and ready to come to school as recommended by Working together to improve school attendance : ● Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place ● Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them ● Support pupils and parents by working together to address any in-school barriers to attendance. ● Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily. ● Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners.	4
Nurture for well-being	EEF Toolkit (+4 months): Social and emotional learning interventions support self-regulation. Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. In this school this is delivered through Emotional Literacy Support and Emotion Coaching.	3, 4 & 5

	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Social and Emotional Interventions EEF	
Enrichment and Cultural Capital To subsidise extra curricular and STEM activities so that disadvantaged pupils have access to additional opportunities that develop cultural capital	EEF Toolkit (+3 months): Creative arts interventions build cultural capital, expand expressive language, and foster a strong sense of school community belonging.	1, 3, 4 & 5

Total budgeted cost: 33,060

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2025/2026 academic years using EYFS Profile data, key stage 1 performance data, phonics check results, judgements about the multiplication check outcomes and our own internal assessments. Below details the impact that our pupil premium activity had on pupils in the 2025–2026 academic year. This has been aligned to our intended outcomes as part of the current three year cycle strategy.

Improved oral language skills and vocabulary among disadvantaged pupils.

- Targeted interventions such as small-group speech and language sessions and vocabulary-rich classroom environments supported oral language development.
- ShREC training began for Early Years staff to target support for the development of children's speech, language and communication.
- Disadvantaged pupils demonstrated stronger engagement in discussions and collaborative tasks, contributing to good Communication and Language outcomes at the end of Reception - Listening, attention and understanding - 82.6% and Speaking - 87.0%.

Improved reading and phonics attainment among disadvantaged pupils.

- By the end of reception the reading attainment for disadvantaged pupils was 0% (Cohort of 1 pupil with an EHCP for significant SEND needs) compared t**o** *non-disadvantaged at 69.6%, for comprehension and 91.3%.*
- Phonics - 60% of disadvantaged pupils met the expected standard in Year 1, though this remains below the whole-school figure (81%). A caveat to the figures is 60% is 3 out of 5 disadvantaged pupils so a small cohort size. In the Year 2 phonics re-check, 100% of pupils in receipt of Pupil Premium passed compared to 80% of peers. By the end of year 2, 96% of pupils were confident within their phonics; 4% of the cohort will require further intervention in phonics in KS2.
- Interventions such as structured phonics programs and additional reading sessions have been instrumental in achieving the end of year 2 results and these will continue into 2026–2027 to continue to aid in closing remaining gap

Improved writing attainment among disadvantaged pupils

- By the end of reception the writing attainment for disadvantaged was 0% (Cohort of 1 pupil with an EHCP for significant SEND needs) compared t**o** 65.2%. for the whole class cohort
- Writing across Years 1-4, continued to show a gap between non-disadvantaged and disadvantaged pupils. By the end of Year 4 the gap is much narrower between disadvantaged and the cohort (33% difference).

Improved maths attainment for disadvantaged pupils

- By the end of reception the maths (number) attainment for disadvantaged was 0% (Cohort of 1 pupil with an EHCP for significant SEND needs) compared to 65.2%. for the whole class cohort
- Maths across Years 1 - 4 continued to show a gap between non-disadvantaged and disadvantaged pupils. By the end of Year 4 the gap between disadvantaged and the cohort is much narrower (36% difference).
- At the end of year 4 Multiplication Timestable Check (MTC) 71% (5 out of 7) of disadvantaged pupils achieved a pass mark of 21 or above compared to 83%. 43% of disadvantaged pupils scored full marks on the test compared 37% nationally

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Wellbeing initiatives included access to pastoral support, enrichment activities, and mental health workshops. Focus on mindfulness across school and raise awareness of everyone"s mental health through assemblies and classroom activities.
- Colour Monster and Zones of Regulation practices are embedded in all classrooms, with active engagement from staff and pupils to support emotional literacy.
- Disadvantaged pupils participated in extracurricular activities, fostering inclusion and confidence.
- In 2025-2026 28% of the school cohort required short or long-term nurture/emotion regulation intervention through the Emotion Coaching/Sand Story or ELSA nurture pathway; 59% of the disadvantaged cohort required this intervention.
- 100% pupils had availability of support from LSAs/teachers to check in and talk about their emotional well-being with a suitably qualified and informed member of staff.
- 100% of pupils in receipt of Pupil Premium accessed 'bike week' (with some adjustments in provision) – improving their physical fitness, riding stamina and ability.
- The % of disadvantaged pupils requiring emotional support/nurture or individual support for behaviour and wellbeing is far higher than their peers. A major contributing factor to any behaviour related incidents are rooted in Special Educational Needs.
- Our observations and assessments demonstrate that pupil behaviour remains excellent but challenges in relation to wellbeing and mental health remain significantly high. The impact on disadvantaged pupils has been particularly acute.

To promote, achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

- Disadvantaged pupils achieved 94.07% attendance, close to whole-school attendance (96.05%).
- Strategies to support family engagement, including Soft Start Mornings, workshops and parent support meetings, and attendance monitoring contributed to this success.
- Engagement in attendance rewards such as the whole school Mario incentive has motivated pupils and families to prioritize attendance

We recognise that attendance for disadvantaged pupils is improving but it will continue to be a focus of our 2026-2027 plan. WE recognise that almost 50% of all families issued with penalty notices for unauthorised family holidays in 2025/26 were from disadvantaged families. We continue with the EWO service to improve attendance for these families.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.