

Pupil premium strategy statement – Holbeach Primary Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2024 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 academy. We have high aspirations for all our pupils and are determined to ensure all pupils are given every opportunity to realise their potential.

School overview

Detail	Data
School name	Holbeach Primary Academy
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	116/306 38%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was first published	September 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	S Boor, Executive Principal J Lovell, Assistant Principal
Pupil premium lead	J Lovell/S Boor
Governor / Trustee lead	M. Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,680
Recovery premium funding allocation this academic year	5 x LAC pupils 4 x PLAC pupils
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£169,680 [Based on census figures]

Part A: Pupil premium strategy plan

Statement of intent

At HPA all members of the SLT, staff and the Governing Body recognise responsibility for all pupils in our care. Pupils eligible for pupil premium are supported through a range of key identified aspects. In addition, a number in the academy may require additional support or intervention at some time in their primary academic time with us.

It is important to us that, irrespective of their background or the challenges families may face, the pupils in our care make good progress and achieve well in attainment and progress in all areas of the curriculum. This strategy supports all pupils eligible for pupil premium.

Our commitment to meeting our pupil's academic, pastoral and social needs are a priority in our nurturing, safe environment. Pupils in receipt of pupil premium are entitled, valued and respected to reach their maximised potential. Some of our pupils have a social worker or may be a young carer. This statement supports their needs, regardless of whether they are disadvantaged or not.

The strategy links directly to other key planning documents for recovery, keep up and intervention.

Challenges faced by our pupils are varied and include individual needs and to ensure planned actions are effective we will:

- Improve educational outcomes ensuring pupils are given the right balance of challenge and match
- Respond early to intervene when a need is identified
- Adopt a whole academy approach to attendance with all staff taking responsibility for disadvantaged pupils regular attendance ensuring the positive impact of this on attainment and progress.
- Support all welfare and care needs of pupils and their families.

Challenges

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

Challenge number	Detail of challenge
1	Identified needs of Early Years on entry including through baseline Phonics and early reading to drive up lower entry points and the development of phonics to access early reading.
2	Increase progress across all areas of the curriculum ensuring all pupils catch up and keep up. A small but key group of pupils in receipt of pupil premium supported to make further progress.
3	Contextual analysis reveals a rise in numbers of pupils with additional significant needs ranging from trauma to profound SEND needs (EHCP 8% compared to National 4.3%) and children with a social worker.
4	Support family and individual welfare, care and mental health needs of pupils identified.
5	Attendance and persistent absence needs support to maintain improvement for identified pupils and families and their non- pupil premium peers..

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
Progress in Reading returns to pre-Covid or better	Achieve national average progress
Progress in Writing	Achieve national average progress
Progress in Maths	Achieve national average progress
Phonics	Achieve national average progress
Attendance	Ensure attendance of disadvantaged is 97% or above

Achieving our objectives-



- 1. To continue to enable the outcomes for pupils in receipt of pupil premium are at least in line with those of their peers in all areas of the curriculum and in line or above other pupils nationally.**

In ensuring pupils are ready to learn the development their social, personal and emotional needs are supported. Our high quality Early years induction programme helps to remove any barriers in our children's education. Our experienced Pastoral team work with our staff, external professional colleagues, our pupils and their families. Spotlight initiative in place to further impact outcomes for pupils in receipt of PP and to reduce the gaps in curriculum knowledge further embedding expected standard.

- 2. Ensure the wellbeing needs of pupils in receipt of pupil premium are met with a focus on making or exceeding progress and attainment.**

48 out of 126 (38%) eligible for pupil premium are identified as SEND. 15/126 (12%) have EHCPs 5/126 (5%) are under the care of the LA with 2/5 (40%) with an EHCP in place. Furthermore 2 pupils identified as EHCP and PP currently sit within pre-proceedings within the Child Protection arena. 3/ 126 (2%) are identified as EHCP and PP and are accessing bespoke learning pathways across thematic planning awaiting specialist provision. Our pupils thrive from high quality teaching alongside closely matched intervention through small group and one to one teaching. Our staff are a strong team with high aspirations for all pupils. Our high quality provision enables this work to succeed.

- 3. Continue to fund transport and parts of residential trips and local academy excursions supported by donations including Farmington Trust and Farmer Trust ensuring all pupils gain equal access to further develop their cultural capital.**

Enriching with new and varied experiences for all our pupils is important. Funding enables access for all pupils to experience the new, exciting and rich variety of opportunities within our local area and beyond.

- 4. Provide behaviour and nurture support during unsupported times such as lunchtimes further engaging pupils and promoting healthy life styles and social interactions with peers and members of the wider community.**

Funding really makes a difference. A range of opportunities are planned in and provided enabling the participation of all particularly as available funding within families becomes tighter.



- 5. Attendance and persistent absence -Attendance team linking with Pastoral support provide key work needed to ensure attendance is increased and maintained for identified pupils and their families.**

Attendance of pupils eligible for pupil premium increases and is maintained consistently daily and persistent absence is minimised.



Intended outcome-	Success criteria-
Ensure outcomes for pupils in receipt of pupil premium are at least in line with their peers in all areas of the curriculum and above other pupils nationally.	<ul style="list-style-type: none"> Increased progress for pupils in receipt of pupil premium in reading, writing, mathematics and the range of foundation subjects, evidencing 80% + good or better progress from starting points, further narrowing the gap by the end of KS2.
Wellbeing-ensure the well -being needs of pupils in receipt of pupil premium are met with a focus on making or exceeding expected progress and attainment.	<ul style="list-style-type: none"> Pupils well-being needs are met and supported to ensure all access HQT and targeted interventions to meet progress expectations. (80%+ good or better progress) Increased progress of pupils eligible for pupil premium and identified as SEND to make expected progress from their starting points. . (80%+ good or better progress)
<p>To fund excursions to ensure all pupils can take part in curriculum trips, excursions and experiences.</p> <p>Ensure that those pupils choosing to take part in residential excursions are able to.</p>	<ul style="list-style-type: none"> All pupils participation in curriculum trips, excursions and experiences. All pupils choosing to take part in residential excursions are enabled to do so.
Attendance and persistent absence-continue to ensure attendance for all pupils in receipt of pupil premium is in line with peers and persistent absence is reduced.	<ul style="list-style-type: none"> Increased attendance of pupils in receipt of funding and reduced pupils identified as persistent absent

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year- 2024/27** to address the challenges listed above.

Teaching

Budgeted cost: £79,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language – Check all pupils on entry with Wellcomm. £3,000	<ul style="list-style-type: none"> A range of children do not have the breadth of vocabulary that demonstrates their experiences. Higher than average pupils need speech and language support. Wellcomm is proven to close the attainment gap below disadvantaged pupils and their more affluent peers. Oral Language intervention- Teaching and Learning Toolkit EEF	1
Staff coaching - High quality CPD to support excellence of practice and provision. £4,500	<ul style="list-style-type: none"> Staff actively respond to CPD and coaching from identified staff members. This will be used to return pupil outcomes to consistently good or better in all areas – particularly focus on enhancing HQT across the core subjects to raise outcomes. Continue Phonics CPD for staff ensuring fidelity to Read Write Inc programme effectively impacting on pupil progress. Support is followed up in SLT, key stage meetings, staff meetings and INSET Curriculum leaders released at least 3 times per year with 1.5 hours once a month in addition. Evidence is clear of the benefits of a personalised approach Phonics- Teaching and Learning Toolkit EEF 	2
SENDCO provision £29,000	<ul style="list-style-type: none"> Increasing number of pupils joining the Academy – 38% of pupils identified as SEND are eligible for pupil premium. 15/126 (12%) of EHCP pupils are eligible for pupil premium, 2/5 (40%) of LAC pupils are identified as SEND or EHCP 	2, 3



Bespoke intervention to support those 38% (48/122) disadvantaged who have significant needs £40,000	<ul style="list-style-type: none"> Increased disadvantaged pupils (43%) with SEND/learning difficulties which will be supported in the classroom through bespoke intervention and support required to impact LAC children with additional needs to ensure engagement in curriculum, progress and gaps addressed. This will be linked to the PEP targets <u>Small group tuition- Teaching and Learning toolkit EEF</u> 	2, 3
All children baselined on entry and bespoke progress will be implemented linked to results. £3,000	<ul style="list-style-type: none"> Identified pupils from national baseline who have a range of aspects needing support. NFER early baseline to provide a starting point to ensure progress over time. Y6 initiative ensures accurate baseline on entry to Y6, to identify gaps in content domains. 	2

Targeted academic support

Budgeted cost: £60,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm assessments demonstrate key aspects to support this academic year £4,000	<ul style="list-style-type: none"> Focus on creating language rich environments and communication and language skills being driven and accelerated addressing gaps. Evidence clear of improvement in children's language and early literacy skills. <u>Oral Language intervention- Teaching and Learning Toolkit EEF</u> 	1
Catch Up £51,500	<ul style="list-style-type: none"> % GLD reflects for very low levels of development 	2



	<ul style="list-style-type: none"> • Internal assessments demonstrate areas for focus of catch up and intervention. • Review of catch up and intervention during 2024-2027 resulted in plans to focus on target groups – before, during and after school which are regularly monitored for impact. • A new Year 6 initiative has been introduced for 2025/26 to strengthen alignment with national educational outcomes. • Home–school collaboration has been further enhanced through a variety of strategies, including the provision of targeted resources. • Phonics screening check – maximise achievement for each child in Year 1 and retake in Year 2. Provide intervention and catch up reviewed regularly to support recovery curriculum. Focus also on the lowest 20%. • High number of SEND pupils, including PLAC/LAC and/or PP identified for support from HQT supported by specific interventions by experienced staff. • Revised spelling programme to ensure that the application of the phonics skills into their writing. • To increase the number of children achieving 20+ in the Year 4 MTC check so that multiplication and division skills are applied into appropriate areas of the maths curriculum to support the development of the declarative and procedural knowledge. • To embed the Y5/6 Active English so that children are able to apply their grammar and punctuation knowledge so that children are write for a range of genres effectively. <p>Small group tuition- Teaching and Learning toolkit EEF</p>	
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<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£5000</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Mathematics guidance: key stages 1 and 2</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <ul style="list-style-type: none"> <u>Improving Mathematics in Key Stages 2 and 3</u> 	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Team will work with vulnerable pupils to ensure they can access learning.</p> <p>Targeted support and intervention</p> <p>£2,000</p>	<ul style="list-style-type: none"> Garden Room and Calm cabin with sensory garden are facilities for a calm, quiet space particularly for less structured times. Breakfast is made available to all pupils in need who may arrive later or are not booked in for breakfast club but clearly need a good start to the day. (38% of the attendees are eligible for Pupil Premium) All pupils eligible for pupil premium are encouraged to enjoy milk. 38% of SEND pupils are pupil premium. 75% of pupils in CIN/TAC/EHA are eligible for pupil premium. NAPCE (National Association of Pastoral Care) clear value of this provision. 	3, 4
<p>Attendance – improve attendance of identified disadvantaged pupils to ensure they are in line</p>	<ul style="list-style-type: none"> End of 2027 – Attendance 97% with PP attendance similar to peers but need to maintain focus on attending 	3, 5



with national expectations of 97%. £2,500	<p>every day and on time minimising arriving late in the mornings.</p> <ul style="list-style-type: none"> • Support for families to maintain and secure good attendance • EBSA, EHAs, Healthy Minds and PSP routes utilised to support attendance. • Pupil premium and non-pupil premium pupils attendance similar but maintained focus is required – attending every day. • Support for families to maintain good attendance ensures good attendance is consistently maintained. • Government guidelines and advice are clear on the impact of the right support. • Working together to improve school attendance DfE 	
<p>Lunchtime support (Positive Play) training including play leaders to provide quality activities to engage pupils.</p> <p>£2,000 £3,700</p>	<ul style="list-style-type: none"> • Upset and anxiety due to less structured play and disrupted day sessions. Support identified pupils. • Confidence increases with support ensuring pupils are more content and engagement is improved. • Academic progress will be improved. • The lunch club involving Year 5 and Year 6 pupils in leading activities alongside pastoral staff providing social and emotional development, opportunities for older pupils to build leadership skills together with promoting active lifestyles. • Use of Once Upon a Story outdoor library to support the love of reading and give children a quiet place to be • Sporting activities led by pastoral team for identified pupils to engage with peers. 	4
<p>Learning Mentor – to support and nurture early responding to identified need</p> <p>£10,000</p>	<ul style="list-style-type: none"> • Learning Mentor to support and nurture, early responding to identified need. • Increased agency involvement in families links directly to early support 	1, 3, 4



	<p>from learning mentors and linked teaching assistants on the ground.</p> <ul style="list-style-type: none"> • Relaunch therapies supporting pupil emotional wellbeing such as Feelings Detectives, Draw and Talk, Lego, ELSA and play therapy. Feelings therapy training carried out by pastoral team. • CPD targeted to ensure all staff have completed trauma informed practice training and identified additional staff trained in therapies to be implemented. • Clear research evidence to show how children will be able to manage their behaviour better – Centre Forum Research. • Behaviour Intervention- Teaching and Learning Toolkit EEF • Improving Social and Emotional Learning in Primary Schools EEF 	
<p>Provide a range of rich experiences to enhance pupils' cultural capital Farmington Trust and Farmer Trust funds linked to pupil premium £1,000</p>	<ul style="list-style-type: none"> • Provide opportunities for pupils linking to Farmington Trust and Farmer Trust funding grants linking to outdoor learning and external visitors • Value of increased funding. 	4
<p>Residential costs and Academy excursions £1000</p>	<ul style="list-style-type: none"> • Most pupils only stay away with family members. Residential excursions experiences in different places. These are scheduled to link across the curriculum. • To continue to provide outdoor learning opportunities. • Y6 – PGL – Team building prior to transition to Y7. • Character education is clear of the value of such experiences detailed here. 	4
<p>Music – Samba, ukeleles, ocarinas launched to engage pupils in fun and interest, drumming £1,000</p>	<ul style="list-style-type: none"> • Music making and having fun with musical opportunities through the introduction of weekly lessons for the children of Act II to enhance the music provision. 	1, 4



Supportive interventions needed to minimise the disruption of identified pupil premium pupils. £2,000	<ul style="list-style-type: none"> Identified children find sustained learning time more of a challenge. A range of planned opportunities such as Zones of regulation Smaller groups working in quieter spaces encourage pupils to relax and focus. Individual needs are outlined in IEPs with precise targets. Daily sensory circuit opportunities supports engagement and concentration. Provide adults to scaffold learning and build confidence and resilience. Experienced adults scaffold learning fostering confidence and resilience. Use of BOSS to support children's behaviour Public Health England – clear evidence of good physical and emotional benefits. Effective use of BOXALL profile evidencing current need and next steps supporting effective provision and networking opportunities across teams. (Internal and external) 	3
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Total budgeted cost: £169,800

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 2027 academic year.

Our assessment judgements of 2024-2025 :-

PP summary of outcomes



- EY – 9 of the children are PP which is 22% of the cohort, 55% of them got a GLD compared to 56% of other, 67% for word reading, 67% for writing, 89% for Number.
- Phonics – 12 of the children are PP which is 30% of the cohort, 68% of PP achieved the PSC, compared 88% for other
- Y2 – 21 of the children are PP which is 48% of the cohort, 52% achieved Reading EXS, 48% achieved Writing EXS, 48% in Maths % achieved EXS+ with 5% achieving GDS
- Y6 – 22 of the children are PP which is 49% of the cohort, 50% of PP achieved Reading EXS with 9% achieving GDS, 59% achieved Writing EXS with 5% achieving GDS, 55% of PP achieved EXS in Maths with 14% of them achieving GDS. In RWM 36% achieved the combined result.

Attendance data

End of Term 1 Attendance of PP was 93.34% compared to non-PP of 96.30%

End of Term 2 Attendance of PP was 93.55% compared to non-PP of 95.85%

End of Term 3 Attendance of PP was 94.11% compared to non-PP of 95.36%

End of Term 4 Attendance of PP was 93.70% compared to non-PP of 95.50%

End of Term 5 Attendance of PP was 94.06% compared to non-PP of 95.16%

End of Term 6 Attendance of PP was 93.94% compared to non-PP of 95.54%

Our assessment judgements of 2025-2026 :-

- PP summary of outcomes
- EY –
- Phonics –
- Y2 –.
- Y6 –

Attendance

Our assessment judgements of 2026-27

- PP summary of outcomes
- EY –
- Phonics –
- Y2 –.

- Y6 –

Attendance

Externally provided programmes

Programme	Provider
Wellcomm	Nuffield
TT Rockstarz	TT Rockstarz
Speech and Language therapists	Lincolnshire
Oxford Owl	Oxford Owl
Purple Mash	Purple Mash
Language Angels	Language Angels
White Rose	White Rose
Jigsaw	PSHE
RWI Spelling and Phonics	Oxford Owl
ELSA	ELSA
WTT	WTT
BOSS	PRT Team

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Dedicated learning mentor and/or teaching assessment time
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Identified pupils provided with additional support regularly. • A focus on wellbeing to support individual pupils. • Progress across the curriculum was improved. • Remote and blended learning minimised lost learning seeking to narrow gaps.

Further information

Pupils eligible for pupil premium has increased considerably over the last three years.

The use of intervention and catch-up/keep up for identified pupils impacts positively in increasing outcomes for individual pupils.

Termly ongoing assessments ensure pupils are identified supported by reviews linking to discussion.

Cross curricular work is building evidence of judgements across areas of the curriculum.

Access to clubs and extra- curricular activities with a focus on making this work for pupils who use LA transport.

Identified disadvantaged pupils to taking part in inter school competitions further building healthy lifestyles and an interest in sport.

HAF provision offered each term full to capacity across all year groups further supporting access to wider opportunities and healthy food choices.

Linking with the Pastoral team for pupils with behaviour, attendance or welfare needs in arenas or identified for initial support.

Data from 2023/24

EYFS – 11 of the children are PP which is 29% of the cohort, 55% of them got a GLD compared to 63% of other, 55% for word reading, 55% for writing, 82% for Number.

Y1- 19 of the children are PP which is 42 % of the cohort 68% of PP passed the PSC

Y2 16 of the children are PP which is 38 % of the cohort 56% of PP achieved Reading EXS with 6% achieving GDS, 38% achieved Writing EXS with 6% achieving GDS. 63% in Maths % achieved EXS+ with 6% achieving GDS

Y6- 14 of the children are PP which is 33% of the cohort, 33% of PP achieved Reading EXS, 50% achieved Writing EXS with 14% achieving GDS- this were 2/3 children who achieved GDS, 53% in Maths % achieved EXS+. In RWM compared with NA RWM combined figure of 47 %.

Attendance data

End of Term 1 Attendance of PP was 2.66% compared to non-PP of 96.07%

End of Term 2 Attendance of PP was 93.61% compared to non-PP of 95.41%

End of Term 3 Attendance of PP was 93.3% compared to non-PP of 95.4%



End of Term 4 Attendance of PP was 93.30% compared to non-PP of 95.30%

End of Term 5 Attendance of PP was 93.40% compared to non-PP of 95%

End of Term 6 Attendance of PP was 94.36% compared to non-PP of 95%

Success of pupil premium –

Building progress figures demonstrate impact on pupil progress consistently over time.

Support for our 112 pupils eligible for pupil premium is significant with key areas identified for their impact.