



Holley Park Academy

Pupil Premium Strategy Statement

Academic Year 2025-2026

December 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Holley Park Academy
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	14% 28 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025- 20256 to 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lisa Curtis Headteacher
Pupil premium lead	Clare Gallant Assistant Headteacher
Governor / Trustee lead	Chris James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,704
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£35,704

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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	<p>Reading: Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. A lack of reading fluency and stamina is evident, and some disadvantaged pupils have low-level comprehension skills in comparison to other pupils.</p>
2	<p>Transcription skills: Formative and summative assessments have shown that disadvantaged pupils are not securing basic transcription and foundational skills in writing which is preventing them from achieving age-related outcomes. This is apparent in Y1 to end of KS2 and is more prevalent for disadvantaged pupils in Upper KS2.</p>
3	<p>Attendance: Attendance data on IDSR indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils (91.2% compared to 95.9%). This is also slightly below the national figure of 92.6% attendance for disadvantaged pupils.</p> <p>IDSR data indicates that 30% of disadvantaged pupils have been persistently absent compared to 11.5% of their non-disadvantaged peers. In addition, the proportion of disadvantaged pupils who are persistently absent is higher than the national average of 24.4%. Our assessments and observations indicate that absenteeism is negatively impacting the progress of our disadvantaged pupils.</p>
4	<p>Cultural Capital Observations and assessments have shown that disadvantaged pupils have significantly less access to extra-curricular and enrichment opportunities, which limits their wider experiences and engagement beyond the classroom. Barriers to participation currently limit disadvantaged pupils' access to high-quality opportunities that develop confidence, skills, and cultural capital, and which enhance both their learning experience and their wider life chances.</p>

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 amongst disadvantaged pupils.	End of KS2 reading outcomes in 2028 will show that an increased % of disadvantaged pupils will achieve age-related outcomes compared to 2025 (50%) to bring outcomes more in line with national figures.
Improved transcription/foundational skills amongst disadvantaged pupils.	By 2027/2028, assessments and observations indicate improved transcription and foundational writing skills among disadvantaged pupils. This will enable more disadvantaged pupils to achieve age-related outcomes at the end of KS2 in writing.
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p> <p>To reduce the % of disadvantaged pupils who are persistently absent.</p>	<p>Sustained improved attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> - Increase disadvantaged pupils' overall attendance to at least 95%, matching their non-disadvantaged peers. - Narrow the attendance gap between disadvantaged and non-disadvantaged pupils from 4.7% to less than 2%. - Reduce persistent absenteeism among disadvantaged pupils from 30% to below the national average of 24.4% (comparing July 2025 to July 2028 data).
To ensure disadvantaged pupils have equitable access to high-quality enrichment and extracurricular opportunities, broadening their experiences, developing confidence, skills, and cultural capital, and supporting engagement and success beyond the classroom.	<p>A sustained increase in the % of disadvantaged pupils participating in at least one extracurricular club, workshop, or visit per term, designed to develop skills, confidence, and cultural understanding. (Participation tracked through registers and pupil reflections.)</p> <p>Disadvantaged pupils demonstrate improved engagement, motivation, and personal development through enrichment activities. (Measured by pupil surveys, teacher observations, and participation tracking.)</p>

Activity in this academic year 2025-2026

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: **£26,605**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Little Wandle Letters and Sounds to secure strong phonics and early reading skills for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Implementation of a robust and consistent reading curriculum to secure strong reading comprehension and fluency skills for all pupils, including ongoing staff CPD.	As evidenced in the DfE Reading Framework, effective reading provision goes beyond phonics by ensuring pupils receive explicit teaching in vocabulary, fluency, comprehension and wider language development—areas that are particularly important for improving outcomes for disadvantaged pupils. The reading framework	1
Whole staff professional development on the teaching of transcription. Dedicated leadership time to monitor implementation and support staff in the delivery of	It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar, syntax, and punctuation). ⁶⁵ If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription. The writing framework	2

transcription /foundational skills teaching.	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf Research shows that implementation is a key aspect of what schools do to improve. In order to have the greatest impact and improve the quality of teaching, careful planning and support time has been consider ensuring effective implementation of the programme through sustained professional development opportunities. EEF Effective Professional Development EEF Guide to Implementation	
--	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £4,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Reading Plus and Nesy programmes to deliver 1:1 and small group intervention for pupils who need support beyond phonics to improve reading fluency and stamina.	There is a consistent body of evidence demonstrating the benefits of using structured programmes for targeted interventions. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1
Additional phonics sessions targeted at disadvantaged pupils who need further support in phonics.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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	1

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

Budgeted cost: **£4,246**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised musical tuition from peripatetic teacher and extra curricula clubs.</p> <p>Subsidised residential visits for Year 6 pupils.</p>	<p>EEF Arts participation Toolkit - Evidence shows a moderate impact (+3 months) on academic learning through cultural and arts activities. These can include trips, music lessons, and drama opportunities that enhance pupils' cultural awareness and sense of identity.</p>	<p>1, 2 & 4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Dedicated release time for a member of staff to continue to monitor and implement proactive school strategies to improve attendance and reduce persistent absenteeism, working with children and families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Embed a range of experiences within the wider curriculum offer through a carefully mapped long term framework which offers pupils opportunities to participate in extracurricular activities to enhance their cultural capital.</p>	<p>Additional curricular activities broaden and enrich the curriculum across the school. They improve children's knowledge of the world and give them meaningful contexts for their schoolwork, which deepens learning and engagement within the curriculum.</p> <p>Extracurricular activities provide disadvantaged pupils with the opportunities to interact with new people and develop interpersonal skills.</p> <p>EEF Toolkit/Physical Activity</p>	<p>3 and 4</p>

Total budgeted cost: £35,704

Part B: Review of outcomes in the previous academic year -Pupil premium strategy outcomes for disadvantaged pupils.

The school's Pupil Premium strategy has continued to drive improvements in teaching, learning, and pupil wellbeing. End-of-year outcomes for 2024/25 show that disadvantaged pupils are benefitting from strengthened classroom practice, early intervention systems, and an expanding enrichment offer. While attainment gaps remain in some key areas, evidence demonstrates that targeted approaches are beginning to secure improved progress and increased engagement. National data confirms strong overall performance, though it is important to acknowledge that earlier Covid-19 disruption continues to influence attainment patterns across specific cohorts.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that Due to very small cohorts, outcomes for disadvantaged pupils should be interpreted with caution. Overall attainment across the school compares favourably with national averages.

In the Early Years, around half of disadvantaged pupils achieved a Good Level of Development. Phonics outcomes were strong, with all pupils meeting the expected standard where applicable.

By the end of Key Stage 2, disadvantaged pupils generally performed in line with, and in some subjects above, national averages for disadvantaged pupils. Writing, mathematics and grammar, punctuation and spelling were particular strengths, with attainment broadly matching or exceeding national non-disadvantaged benchmarks.

Reading outcomes for disadvantaged pupils were lower relative to other subjects, indicating this as an ongoing area for development. However, overall school performance remained above national averages, and gaps should be viewed in the context of very small pupil numbers.

Attendance:

Overall school attendance was 95.9%, above the national average of 94.9%, with persistent absence at 11.5%, below the national figure of 14.3%. Attendance for disadvantaged pupils was 91.2%, slightly below the national average of 92.6%, and persistent absence for this group was 30%, higher than the national benchmark of 24.4%. Targeted interventions remain in place to improve attendance and reduce persistent absence for disadvantaged pupils.

Evaluation of Strategy Impact

The school has made positive progress against the intended outcomes of the previous Pupil Premium strategy. Disadvantaged pupils achieved strong outcomes in writing, maths, and GPS, with gaps narrowing compared to national disadvantaged averages. Reading remains an area for further focus, and some disadvantaged pupils continue to require targeted support to strengthen transcription and foundational skills. Overall attendance is above national averages, and persistent absence has reduced for the whole school, although disadvantaged pupils remain a priority group for attendance improvement. Enrichment opportunities have been successfully delivered, ensuring disadvantaged pupils have access to a broad curriculum and cultural experiences that support confidence, skills, and engagement.

Moving forward, the strategy will continue to prioritise:

- Improved reading attainment amongst disadvantaged pupils.
- Improved transcription and foundational skills for disadvantaged pupils.
- Sustaining and improving attendance for all pupils, particularly disadvantaged pupils.
- Reducing the percentage of disadvantaged pupils who are persistently absent.
- Ensuring equitable access to high-quality enrichment and extracurricular opportunities to broaden experiences, develop confidence and skills, and support engagement and success beyond the classroom.