



Holley Park Academy  
Pupil Premium Strategy Statement  
Academic Year 2024-2025  
December 2024

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Holley Park Academy
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	12% 26 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024- 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£36,265
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,265

## 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	<b>Transcription Skills</b> Formative and summative assessment has shown that disadvantaged children in across are not securing basic transcription skills in writing therefore, hindering their ability to develop greater automaticity in their writing. This was evident in handwriting progression from Key Stage 1 into Key Stage 2 and inconsistency in handwriting formation and fluency speed. Children also need to secure their spelling knowledge of high frequency words and using phonetic spelling, as well as inclusion of basic punctuation in writing.
2	<b>Narrowing the gap in Mathematics:</b> On entry data autumn 2023 indicates that attainment in mathematics is lower than in other subjects. Exit data from KS2 in Summer 2024 was lower than for other year groups in maths across school and compared to outcomes achieved by previous cohorts. Significant proportion of pupils within disadvantaged group identified within the bottom 20% of class achievement within each cohort across the school. Ongoing formative assessments have identified specific gaps in mathematical fluency and recall of number facts for pupil premium children.
3	<b>Mental Health and Wellbeing:</b> Observations and discussions with pupils and families have identified social and emotional issues for many pupils, including a lack of access to enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased over the last 3 years. Identified pupils are currently on waiting lists for external support but need more immediate intervention.
4	<b>Attendance:</b> Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

<b>5</b>	<p><b>Cultural Capital</b></p> <p>Adaptations need to be made so that disadvantaged pupils are offered opportunities to experience a wider and more enriched curriculum. This needs to ensure that it engages and is appropriate for all learners. This would develop the knowledge, skills, education and experiences for the children’s learning environment and wider-life opportunities.</p>
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## 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
<p>Improved Phonic/spelling knowledge among disadvantaged pupils</p> <p>Improved fluency in formation of handwriting among disadvantaged pupils.</p> <p>Attainment gap narrowed between disadvantaged pupils and age-related expectations in writing.</p> <p>Improved delivery of transcription and basic skills teaching.</p> <p>Improved delivery of basic skills teaching and interventions.</p>	<p>All pupils in Key Stage 1 receive Little Wandle transcription sessions.</p> <p>End of year writing assessments [including statutory validated] identify a narrowing of the gap between non disadvantaged and disadvantaged/greater proportion of disadvantaged meeting age related expectations.</p> <p>Pupil books demonstrate a positive impact on pupils’ transcription skills.</p> <p>Early identification of intervention needs, resulting in immediate keep-up and catch-up interventions.</p> <p>Assessments and observations indicate improved termly formative assessments show at least expected progress towards targets in writing.</p> <p>100% of pupils are working at age related expectations for their handwriting.</p>
<p>Improved maths attainment for</p>	<p>A greater proportion of disadvantaged pupils achieve age-related expectations in mathematics in July 2025, compared to July 2024/ or target around the gap being reduced.</p>

<p>disadvantaged pupils at the end of KS2.</p>	<p>Improved delivery of maths Interventions.</p> <p>Improvement in mathematical fluency for pupil premium children Problem solving improves as school develops metacognitive strategies across classes.</p> <p>Early identification of intervention needs, resulting in immediate appropriate interventions.</p> <p>In school maths intervention and booster clubs have a positive impact upon pupil outcomes.</p> <p>Pupils are able to articulate and have ownership of their own learning as they develop key metacognitive strategies.</p> <p>Assessments and observations indicate improved fluency.</p> <p>Termly assessments show at least expected progress towards FFT50 targets in maths</p> <p>End of year maths assessments [including statutory validated] identify a narrowing of the gap between non disadvantaged and disadvantaged/greater proportion of disadvantaged meeting age related expectations.</p> <p>100% of disadvantaged pupils pass Year 4 multiplication check.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Pupil questionnaires and interviews indicate an improvement in wellbeing during the academic year.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Thrive assessment data demonstrates accelerated improvement in social and emotional for targeted individual pupils..</p>

<p>To achieve improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improved attendance by 2024/25 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (comparing July 2024 to July 2025 data).</p> <p>The percentage of all pupils who are persistently absent to be reduced (comparing July 2024 to July 2025 data).</p> <p>Effective school systems identify where the attendance and punctuality of pupils could be improved.</p> <p>Whole school attendance and attendance of vulnerable groups remains above local and national figures.</p>
<p>To develop and broaden cultural capital through curriculum design and extra-curricular activities.</p>	<p>The learning environment incorporates diverse knowledge and skills that enhance a child's cultural understanding.</p> <p>Extracurricular activities offer clubs, visits, and events that expose children to new experiences.</p> <p>A well planned curriculum is delivered, which provides enrichment opportunities to influence pupils' ability to engage with and succeed in education.</p>

## Activity in this academic year 2024-2025

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: **£23,309**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of staff in delivery of transcription skills teaching. Investment in new handwriting scheme to ensure robust and consistent expectations across school.</p> <p>Whole staff CPD regarding the teaching of writing. Purchase new handwriting scheme- Letter Join. Refine handwriting mapping to ensure clear, small step progression is in place. Designated time for English Lead and Deputy Headteacher to monitor, support and coach implementation of transcription offer and ensure impact for whole classes, groups and targeted individuals.</p> <p>Targeted coaching and mentoring from English lead resulting in consistency in delivery of basic skills teaching</p>	<p>EEF Improving Literacy in KS2 Guidance Report.</p> <p>EEF Improving Literacy in KS2 Guidance Report.</p> <p>EEF A Schools' Guide to Implementation.</p>	<p>1</p>
<p>Designated time for maths lead to implement and monitor mathematical teaching and learning in school.</p>	<p>Evidence suggests the use of metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential</p>	<p>1, 2</p>

<p>Metacognitive strategies are developed across school, as part of whole trust focus, and has impact upon maths attainment (EEF)</p> <p>Year 1 and 2 teachers to attend Maths Triad training Programmes.</p> <p>Continued focus on the implementation of Maths No Problem scheme in KS1 and EYFS to secure consistency and robust practice across school.</p> <p>Staff to receive CPD to develop teaching of maths skills.</p> <p>Coaching and mentoring of identified staff resulting in consistency and fidelity in delivery of early maths teaching [evident through school monitoring procedures i.e. observations, book looks].</p> <p>Deputy Headteacher to deliver targeted support for Key Stage 2 pupils and additional booster sessions.</p> <p>Metacognitive strategies are developed across school, as part of whole trust focus, and has impact upon maths attainment (EEF)</p> <p>Early identification of intervention needs, resulting in immediate appropriate interventions.</p>	<p>impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>(EEF Metacognition and Self-Regulated Learning Guidance Report)</p>	
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<p>Professional development for staff to ensure assessments are interpreted and administered correctly.</p> <p>Dedicated senior leadership time monitor implementation and support staff to improve delivery.</p>	<p>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 to ensure effective implementation of the new SSP programme through sustained professional development opportunities. (EEF Effective Professional Development/ EEF Guide to Implementation)</p>	<p>1, 2</p>
<p>Designated time for wellbeing mentor and Thrive Coordinator to attend and receive relevant training.</p> <p>Dedicated timetabled sessions across the week for Thrive Practitioner to deliver bespoke 1:1 and small group sessions with pupils.</p> <p>School Attendance Champion provides targeted support that builds on secure relationships with families to ensure improvement in attendance.</p>	<p>Evidence based can be found here:  <a href="https://www.thriveapproach.com/impact-and-research/research-behind-thrive">https://www.thriveapproach.com/impact-and-research/research-behind-thrive</a></p>	<p>3</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: **£8,658**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver personalised catch-up interventions where necessary to address gaps in basic skills.</p> <p>Bespoke adaptations and interventions in place for individuals to support accurate and efficient transcription.</p>	<p>EEF Improving Literacy in KS2 Guidance Report.</p> <p>EEF Improving Literacy in KS2 Guidance Report.</p>	1
<p>Deputy Head Teacher to deliver Small group Maths No Problem sessions for Key Stage 2 targeted pupils daily.</p> <p>Deputy Headteacher to deliver targeted support for Key Stage 2 pupils and additional booster sessions.</p>	<p>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:</p> <p>EEF Toolkit/Catchup Numeracy.</p>	2
<p>Additional maths booster and writing catch up for pupils in KS2-disadvantaged pupils below ARE delivered by staff.</p>	<p>Small group tuition (EEF Toolkit)</p> <p>EEF Toolkit/High Quality Teaching</p>	2
<p>One-to-one Thrive intervention at scheduled times each week to support pupils social and emotional development.</p>	<p>Evidence based can be found here:</p> <p><a href="https://www.thriveapproach.com/impact-and-research/research-behind-thrive">https://www.thriveapproach.com/impact-and-research/research-behind-thrive</a></p>	3

<p>Small group Thrive intervention for pupils with similar baseline profile needs.</p>		
<p>Pupils to receive musical tuition from peripatetic teacher.</p> <p>End of Key Stage 2 pupils to attend Residential Activity Programme.</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>5</p>

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

Budgeted cost: **£4,258**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for HLTA to undertake training in Thrive implementation.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.thriveapproach.com/impact-and-research/research-behind-thrive">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.thriveapproach.com/impact-and-research/research-behind-thrive">https://www.thriveapproach.com/impact-and-research/research-behind-thrive</a>	3
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Named member of staff to continue to monitor and implement proactive school strategies. To work with children and families who may have financial, emotional and other needs.</p> <p>Staff member to support these families and provide links to external agencies- overcoming any unknown barriers.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Toolkit/Parental Engagement.</p>	4
Dedicated pastoral support time training - Thrive Programme	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Social and Emotional Learning Guidance	3

<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned Long Term Framework.</p> <p>To provide pupils opportunities to participate in extracurricular activities , including sports competitions and residential</p>	<p>Visits/Visitors/Workshops and 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 5</p>
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**Total budgeted cost: £36,265**

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

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<b>End of Key Stage 1</b>	
	<b>% Pupil Premium at Expected Standard</b>
<b>Reading</b>	<b>75% ( 3 out of 4 pupils)</b>
<b>Writing</b>	<b>50% ( 2 out of 4 pupils)</b>
<b>Mathematics</b>	<b>75% (3 out of 4 pupils)</b>
<b>Year 1 Phonics Screen Summer Term 2024</b>	<b>100% (1 pupil)</b>
<b>End of Key Stage 2</b>	
	<b>% Pupil Premium at Expected Standard</b>
<b>Reading</b>	<b>66% ( 2 out of 3 pupils)</b>
<b>Writing</b>	<b>66% ( 2 out of 3 pupils)</b>
<b>Mathematics</b>	<b>0% ( 0 out of 3 pupils)</b>

There were no Pupil Premium pupils in EYFS in 23/24 academic year.

Area	Outcome
<b>1. Reading attainment and progress, with a focus upon Early Reading:</b>	<ul style="list-style-type: none"> <li>Improved Phonic knowledge among disadvantaged pupils (see above)</li> <li>Attainment gap narrowed between disadvantaged pupils and age-related expectations in both phonics and reading.</li> <li>Improved delivery of Phonics teaching and interventions.</li> </ul>
<b>2. Narrowing the gap in Mathematics:</b>	<ul style="list-style-type: none"> <li>72% of Disadvantaged pupils achieved age-related expectations in mathematics across school</li> <li>Improved delivery of Maths Interventions</li> <li>Improvement in mathematical fluency for pupil premium children</li> </ul>

	<ul style="list-style-type: none"> <li>• Problem solving improved as school developed metacognitive strategies across classes</li> <li>• Early identification of intervention resulted in immediate appropriate interventions.</li> <li>• Embedded Maths No Problem Maths programme in KS1 and EYFS has impacted positively upon outcomes.</li> <li>• EYFS Maths working party disseminates information to staff to upskill.</li> </ul>
<b>3. Wellbeing:</b>	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>➤ qualitative data from student voice, student and parent surveys and teacher observations</li> <li>➤ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> </li> </ul>
<b>4. Attendance</b>	<ul style="list-style-type: none"> <li>• 2023- 2024 end of Year attendance for pupil premium children averaged at 93%</li> <li>• There has been a 3-year increase in the attendance of pupil premium children</li> </ul>

## Teaching

Activity	Outcome
Implementation of Little Wandle Letters and Sounds to secure stronger phonics and early reading teaching for all pupils.	<ul style="list-style-type: none"> <li>• Improved staff subject knowledge – identified through monitoring procedures in school and shown in summative phonics data – e.g. phonics screen pass rate, reading assessment</li> <li>• Targeted coaching and mentoring from English and Early Reading lead resulted in consistency and fidelity in delivery of early reading teaching [evident through school monitoring procedures i.e. observations, book looks].</li> <li>• All pupils in EYFS and Year 1 taught Little Wandle Revised Letters and Sounds Systematic Synthetic Phonics Programme on daily basis with fidelity.</li> </ul>
Teaching practice is shaped and developed to include the implementation of metacognitive strategies to	<ul style="list-style-type: none"> <li>• Improved delivery of Maths Interventions</li> <li>• Improvement in mathematical fluency for pupil premium children</li> </ul>

improve mathematical outcomes	<ul style="list-style-type: none"> <li>Problem solving improved as school developed metacognitive strategies across classes</li> </ul>
<b>Targeted Academic Support</b>	
<b>Activity</b>	<b>Outcome</b>
Additional phonics intervention sessions and catch up sessions using Little Wandle resources targeted at disadvantaged pupils	<ul style="list-style-type: none"> <li>Improved delivery of Phonics teaching and interventions</li> <li>Performance heatmaps demonstrated consistent progress in phonics for all groups of children across the academic year.</li> </ul>
HLTA to support one to one targeted and personalised intervention for pupils	<ul style="list-style-type: none"> <li>Tuition targeted at specific needs and knowledge gaps were an effective method to support low attaining pupils or those falling behind, both one-to-one:</li> </ul>
Reading Plus Support Programme/intervention for Key Stage 2 pupils- lowest 20%	<ul style="list-style-type: none"> <li>Lowest 20% of pupils received Reading Plus Support- 68% of pupils on track end of academic year</li> </ul>
Additional maths booster and writing catch up for pupils in KS2- disadvantaged pupils below ARE delivered by staff.	<ul style="list-style-type: none"> <li>Improvement in mathematical fluency for pupil premium children.</li> </ul>
<b>Wider Strategies</b>	
<b>Activity</b>	<b>Outcome</b>
Release time for HLTA who is undergoing completion of NPQ in Leading Behaviour and Culture.	HLTA completed Thrive training and still to completed NPQ in Leading Behaviour and Culture.
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. Named member of staff to continue to monitor and implement proactive school strategies	<p>Attendance Champion ensured effective school systems identified where the attendance and punctuality of pupils could be improved.</p> <p>School Attendance Champion provided targeted support that builds on secure relationships with families to ensure improvement in attendance.</p> <p>Whole school attendance and attendance of vulnerable groups was above 90%.</p>
Dedicated pastoral support time training for wellbeing and mental health lead in Thrive Programme	<p>Qualified Thrive Practitioner delivers pastoral support and dedicated time for vulnerable pupils.</p> <p>Practitioner has also received dedicated training time to deliver pastoral sessions.</p>

Funded  
extracurricular clubs and  
instrumental music lessons.

6 Pupil Premium pupils received extra-curricular  
instrumental music lessons provided by peripatetic  
teaching staff.