



Pupil premium strategy statement: Holmesdale Community Infant School 2024 - 2027

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holmesdale Community Infant School
Number of pupils in school	269 241 (without nursery)
Proportion (%) of pupil premium eligible pupils	3.0% (with nursery) 2.9% (without 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 published	November 25
Date on which it will be reviewed	July 2026
Statement authorised by	Sharon Mullarkey
Pupil premium lead	Linda Yeates
Governor / Trustee lead	Barry Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25-26	£ 10,857
Pupil premium plus (LAC/ PLAC) funding this academic year 24-25	£5,260
Pupil premium funding carried forward from previous years 24-25 (enter £0 if not applicable)	£0
Total budget for this academic year 25-26	£10,857 + £5,260 £16,117



Part A: Pupil premium strategy plan

Statement of intent

“Thinkers, creators, future makers”

“Children are at the heart of all that we do; working together to be the best that we can be”

Holmesdale Community Infant School is committed to providing an outstanding educational experience. Raising the attainment of disadvantaged pupils is part of our commitment to helping all pupils achieve their full potential. We aim for all disadvantaged pupils to make the best start to their school career by achieving well, in line with their non-PP peers, making good progress within their learning, providing them with equal opportunities to that of their peers and having the dispositions to be happy, confident and resilient life-long learners.

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 higher attaining on entry.

This strategy sets out the challenges/ barriers to learning that our disadvantaged children may face and our intended outcomes for them. It sets out our approach as to how we will continue to reflect upon and further improve our quality first teaching for all so that it supports the current needs of our children, and how more targeted interventions will also be put in place where appropriate.

Our approach will be responsive to any common challenges and individual needs that we have identified in our current cohort of children, which will be rooted in robust diagnostic assessment, not any assumptions about the impact of disadvantage.

We will engage children in high quality, inclusive learning opportunities lead by staff who are confident to enable Pupil Premium children to make progress in every lesson and accelerated progress where possible.

We aim to ensure that:

- All Pupil Premium children make accelerated progress so that their attainment is in line with their non-Pupil Premium peers in every year group.
- The number of Pupil Premium children who exceed end of year expectations in Reading, Writing, Maths and across the broader curriculum is raised.
- Children hold high aspirations for themselves, which have been developed through rich and varied experiences that support their understanding of future opportunities.
- All staff continue to work to maintain positive and collaborative relationships with the parents and families of our Pupil Premium children to ensure they actively engage with school to enable their child's success.
- High quality teaching ensures that non-disadvantaged pupil's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our School Aims:

Children should be curious, enjoy learning with an appropriate level of academic achievement and in a changing world be provided with a foundation for lifelong learning.

To be an inclusive school where children are well rounded and have positive values.

Parents to be actively involved in school life and their children's learning.

To build up positive relationships with the local and wider community.



Challenges

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

Challenge number	Detail of challenge
1	Variable emotional wellbeing including an impact upon self-esteem, confidence, increased anxiety and some difficulty regulating their emotions. Our assessments and observations have identified social and emotional issues for many PP pupils to impact on their ability to reach their full potential and therefore their progress academically.
2	Our assessments, observations and discussions with pupils/ teachers indicate that some PP children start school with attainment in communication and language lower than that of their non-PP peers and can show difficulties in retaining and applying new phonics learning consistently when Reading and Writing. As a result, these children can need support in terms of their understanding of vocabulary and sentence construction. They can also find it hard to transition from 'learning to read' to 'reading to learn' and can fall behind their non-PP peers in terms of attainment in Reading/ Writing.
3	Our assessments, observations and discussions with pupils/ teachers indicate that some PP children can show a lack of fluency in number and recall of basic number facts.
4	Our attendance data shows that our disadvantaged pupils' attendance has changed from 92.8% (94.8% for non-disadvantaged peers) in the academic year of 2022-2023 to 88.8% (95.1% for non-disadvantaged peers) in the academic year of 2023-2024. The National average for disadvantaged pupils in the year 2023-2024 was 88.9%. This shows that the gap is widening between that of our disadvantaged pupils and their non-PP peers and will become a new focus in our 2024 – 2027 strategy.

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
1. Improve wellbeing of PP children so that there is increased engagement within their learning and in all Curriculum areas/ aspects of school life.	<ul style="list-style-type: none"> - Increase in parental engagement in school activities e.g. parents of PP children will attend parents evenings and if not will be contacted, attendance at school events will improve e.g. assemblies/ open events - Attendance of disadvantaged children will improve - Punctuality of disadvantaged children will improve



	<ul style="list-style-type: none"> - Class wellbeing maps will show increased engagement within the classroom - ELSA assessments will show increased engagement and wellbeing following interventions - Disadvantaged children will have equal access to extra-curricular clubs and uptake will be in line with that of their non-PP peers
<p>2. Accelerate the attainment and progress of all disadvantaged children within communication and language, and hence raise the number of children meeting end of year expectations in Reading and Writing.</p>	<ul style="list-style-type: none"> - All disadvantaged children will make at least expected progress and some will make accelerated progress so that the attainment gap is reduced between that of their non-PP peers. - 100% of disadvantaged children (Not SEND) achieve the expected standard in Reading and Writing by the end of Year 2. (67% met the expected standard Reading and 33% met the expected standard in writing by the end of Year 2 in July 2025) <p>Note – we are working with very small numbers of children.</p> <ul style="list-style-type: none"> - Progress of disadvantaged children in all subjects is closely monitored
<p>3. Accelerate the progress of all disadvantaged children and raise the number of children meeting and exceeding end of year expectations in Maths.</p>	<ul style="list-style-type: none"> - All disadvantaged children will make at least expected progress and some will make accelerated progress so that the attainment gap is reduced between that of their non-PP peers. - 100% of disadvantaged children (Not SEND) achieve the expected standard in Maths by the end of Year 2. (50% met the expected standard in Maths by the end of Year 2 in July 25)
<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improved attendance for PP children in 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 4% (4.5% 2024-2025) - The attendance gap between disadvantaged pupils and their non-PP peers is reduced - The attendance rate for disadvantaged pupils being at least 2% above national average. (91%+) - Studybugs is used to track the absence of all children, with parent notifications being used effectively to inform parents of their child's attendance. - All staff are clear upon their responsibilities with regards to monitoring attendance. - The percentage of all pupils who are persistently absent being significantly reduced to only 6% excluding Nursery in 24-25 (It was 9.7% including Nursery and 7.3% excluding Nursery in 23-24) and the figure among disadvantaged pupils being in line with their peers.



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: £1600

Actual spend: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Little Wandle Phonics programme annual subscription</i> <i>(DFE validated systematic synthetic phonics programme)</i></p> <p>£1100</p>	<p>'Evidence shows that teaching phonics is the best way to teach children to read' (DFE's Reading Framework 2021). Also, an effective synthetic phonics scheme is classed as a high impact strategy, for very low cost based on extensive evidence on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit. 'There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England.' (Reading Framework 2021)</p>	<p>Challenge 2</p>
<p><i>Continuing development of wellbeing and mental health to develop greater consistency in our whole school approach.</i></p> <p><i>Jigsaw PSHE annual subscription</i> £500</p>	<p>'Social and emotional learning' is classed as a moderate impact strategy for very low cost on the EEF teaching and learning toolkit. Children's social and emotional wellbeing has also been a focus of our 'Holistic Approach' since September 2020 We know that children learn best when they feel safe, happy and secure and have strategies to support their mental health and wellbeing.</p>	<p>Challenge 1</p>
<p><i>Ongoing CPD for all staff on Mastering Number</i> <i>Initial training accessed and resources purchased previously.</i> <i>Maths leader to lead CPD for rest of the school</i></p>	<p>Mastering Number is a project led by the North-East Hants and Surrey Maths Hub which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Children in Reception, Year 1 and Year 2 will have a daily teacher-led session of 10 to 15 minutes, designed to ensure that pupils develop fluency with, and understanding of, number that is crucial to future success in</p>	<p>Challenge 3</p>



	<p>maths and academic progress more generally.</p> <p>The project is underpinned by the principles of 'teaching for mastery', which is backed up research evidence and school case studies which demonstrate the impact the Maths hub project is having on students and teachers.</p>	
--	---	--

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

Budgeted cost: **£5078.50**

Actual spend: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Numbots annual subscription</p> <p>£120</p> <p>Numbots club: Time for PP children to complete Numbots in school</p> <p><i>3 x sessions weekly for 10 weeks (1/2 an hour session)</i></p> <p>£303</p>	<p>Numbots is an online tool to support EYFS and KS1 number fact fluency.</p> <p>Numbots is all about every child achieving the 'triple win' of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.</p> <p>Numbots develops a robust understanding of mathematical concepts, strengthened by automatic recall of the basics – a true 'teaching for mastery' approach.</p>	Challenge 3
<p>Intensive 1 to 1 reading intervention</p> <p><i>10 mins per child 4 x 1 hours a week for a 10 week period</i></p> <p>£807.50</p>	<p>'One to one tuition' involving a teacher or teaching assistant giving a pupil intensive individual support in a certain area, is described as a high impact intervention for moderate cost. We would base this approach of one to one reading intervention around our Little Wandle reading programme so that it is inline with what is being taught in class. This has already been shown to have a high impact upon the children' progress in phonics as shown by the increase in our phonics check levels year upon year. (2019 - 85%, 2022 - 89%, 2023 - 89%, 2024 - 94%)</p>	Challenge 2
<p>Little Wandle 'Rapid Catch up' Interventions</p> <p><i>4 x sessions weekly for 10 weeks (pms for 1 hour a session)</i></p> <p>£807.50</p>	<p>Linked to the Little Wandle programme – 'Rapid catch up' is a programme specifically aimed at Year 2 children to catch up on a particular phase. This is an individualised programme for each child supporting them in their journey to be fluent in all phases up to phase 5.</p>	Challenge 2



<p>Nuffield English Language Intervention (NELI)</p> <p><i>4 x 1 hour sessions weekly (4 hours per week) for 24 weeks</i></p> <p>£1938</p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>Oral Language Interventions are rated as a high impact strategy, for very low cost based on extensive evidence on the EEF's Teaching and Learning Toolkit.</p>	<p>Challenge 2</p>
<p>Widgit</p> <p>£295</p>	<p>Widgit is a software company which supports symbols-based communication. Adding symbols to text for children can support their comprehension and understanding of what they are trying to read.</p> <p>It is proven to support individuals with communication difficulties of all ages, including autistic people, learning disabilities, and speech impairments. Widgit will support any PP children who have entered school with communication and language needs lower than that of their non-PP peers.</p> <p>It will enhance inclusive learning environments while promoting meaningful interactions and helping to facilitate communication within their classroom environment.</p>	
<p>Mastering Number keep up groups</p> <p><i>4 x sessions weekly for 10 weeks (3 groups within 1 hour session)</i></p> <p>£807.50</p>	<p>Mastering Number is a project led by the North-East Hants and Surrey Maths Hub which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p>	

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

Budgeted cost: **£9,278**

Actual spend: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA support for targeted children</i></p> <p><i>2 days a week all year (SA) and 1 afternoon a week (CW)</i></p> <p>£6,942 and £1056</p> <p><i>ELSA supervision meetings -</i></p> <p>£350</p>	<p>Children will learn strategies and techniques to support them in managing their anxiety when in the classroom, so that they are more engaged, ready to learn and resilient when mistakes are made.</p> <p>The ELSA programme is grounded in psychological theory such as theory of motivation (Maslow, 1970) and theory of multiple intelligences (Gardner, 1983), and stemmed from the work of Goleman (1995), who suggested that a child's success in school is not based solely on intelligence, but on emotional and social characteristics developed early in life.</p>	<p>Challenge 1</p>



	At Holmesdale we believe that these early interventions to meet children's social and esteem needs can have a huge impact upon their academic achievement. Looking at case studies and our analysis of previous year's attainment data and wellbeing and engagement maps within school we can see that children receiving ELSA interventions have made good progress.	
<p><i>New Attendance policy and more rigorous strategies to monitor attendance in line with governments new 'Working Together to Improve School attendance' document.</i></p> <p><i>Use of EBSNA plans (Emotional Based School Non Attendance) plans for pupils with anxiety around school attendance.</i></p> <p><i>EBSNA Training for Senior attendance champion</i></p> <p><i>EBSNA resources</i></p> <p>£100</p>	<p>The document 'Working Together to Improve School Attendance' emphasises that the most effective schools consistently promote the benefits of good attendance at school and make schools a place pupils want to be, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance.</p> <p>Schools are expected to build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them. EBSNA plans advocate having a 'compassionate and curious' partnership and use various research based strategies to really unpick the underlying factors for nonattendance.</p>	Challenge 4
<p><i>Funded access to extra curricular clubs/ activities/ school trips</i></p> <p><i>£80 x 5 children (Each paid for 1 term's worth of clubs) - £400</i></p> <p><i>cool milk</i></p> <p>£180</p> <p>£50 x 5 - £250</p>	<p>Evidence of data from our external club providers shows a low percentage of pupil premium children accessing this provision. Our holistic approach taken since September 2020 aims to increase pupil engagement/ sense of community/ inclusive curriculum and relationships. We feel that greater access to these opportunities will have a positive impact upon their engagement in school and as a result their attainment.</p>	Challenge 1
<p><i>CPOMS annual subscription</i></p> <p>£1300</p>	<p>CPOMS is a system that allows you to record, share and track concerns and incidents related to behaviour. It is the key element of what keeps every school safe. Added to this, CPOMS provides schools with the ability to tailor and adapt to the needs of the children, staff and other professionals.</p>	Challenge 1 & 4

Total budgeted cost: £15,956.50

Total spent so far: £

Left: £160.50 (Left over for sundries e.g. school uniform, shoes etc.)

In addition for Pupil Premium children we also organise the following (where required from parents) (not in budget):

- *Christmas hampers and gifts from Stripy Stork*



- *Free holiday clubs from Active Surrey*
- *Free new/pre-loved uniform from our PSA*
- *Tokens to spend at the Christmas fair*
- *Surrey funding food vouchers*

Food vouchers (reimbursed by surrey)

- *Credit card – food vouchers x 5 Autumn Half term 2025*
- *Christmas holiday PP food vouchers x 5*



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 – 2025 academic year.

Previous Academic Year	2024 - 2025			
Quality of teaching for all/ Targeted academic support				
Desired outcome/ Chosen action or approach	Evidence of chosen action/ approach	Evidence of impact	Lessons learned and next steps	Cost
<p>2. Accelerate the progress of all disadvantaged children and raise the number of children meeting end of year expectations in Reading and Writing.</p> <p>Consolidation of Little Wandle phonics and Reading programme across the school.</p> <p>Little Wandle Phonics 'Keep up' interventions for Rec & Year 1 and 'Rapid Catch up'/'Keep up' interventions in Year 2.</p> <p>Additional reading support for targeted PPM Year1/2 pupils 3 x per week.</p> <p>Jigsaw PSHE scheme</p>	<p>An effective synthetic phonics scheme is classed as a high impact strategy, for very low cost based on extensive evidence on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit.</p> <p>'Social and emotional learning' is classed as a moderate impact strategy for very low cost on the EEF teaching and learning toolkit.</p>	<p>As a direct result of this programme children made very good progress in phonics across the year: 100% of Year 2s met Phonics check by the end of KS1 and 93% of year 1s met the phonics check in June 25.</p> <p>100% of PPM met the phonics check in Year 1 (1 child) and 100% of PPM children met the phonic check by the end of Year 2 (6 children)</p> <p>% of PP children achieving EXS by the end of KS1: Reading 25: 67% of PPM children met expected (4 out of 6 children) Writing 25: 33% of PPM children met expected (2 out of 6 children)</p>	<p>The Little Wandle phonics scheme has had huge impact on children's attainment and progress in phonics. There has been a continual upward trend in phonics test results from 2021 to 2025 in both Years 1 and 2.</p> <p>Pupils' attendance did have an impact upon their progress and attainment in reading/ writing by the end of KS.</p> <p>Next steps: Continue to embed the use of the Little Wandle programme across the school with a focus on translating the good progress/ attainment into Writing with a focus on spelling. Continue to embed new strategies e.g. EBSNA plans where appropriate to support and improve on attendance as deemed necessary.</p>	<p>Little Wandle £1250</p> <p>Targeted reading support/ Rapid catch up KS1: 35 hours at £19.26 - £674.10</p> <p>Jigsaw £416.25</p> <p>Total: £2340.35</p>



<p>3. Accelerate the progress of all disadvantaged children and raise the number of children meeting and exceeding end of year expectations in Maths.</p> <p>Consolidation of Mastering Number programme across the school.</p> <p>Consolidation and use of Numbots to support learning at home.</p>	<p>Mastering Number is a project led by the North-East Hants and Surrey Maths Hub which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The project is underpinned by the principles of 'teaching for mastery', which is backed up research evidence and school case studies.</p> <p>Numbots develops a robust understanding of mathematical concepts, strengthened by automatic recall of the basics – which is in line with our 'teaching for mastery' approach.</p>	<p>% of PP children achieving EXS by the end of KS1: Maths 25: 50% of PPM children met expected (3 out of 6 children)</p> <p>% of PP children achieving EXS by the end of Year 1: Maths: 100% (1 child)</p> <p>% of PP children achieving Early Learning Goals by the end of EYFS: Maths: 100% (4 children)</p>	<p>Across the school PP children generally achieved well in Maths. However, pupils attendance did have an impact on attainment by the end of KS1.</p> <p>Next steps: Continue to monitor children's use on Numbots. Offer additional time within school for PP children to access this intervention where necessary. Look to introduce small group intervention work for those not keeping up with the mastering number programme.</p>	
<p>Wider strategies</p>				
<p>1. Improve wellbeing of PP children so that there is increased engagement within their learning and in all Curriculum areas/ aspects of school life.</p> <p>ELSA support (SA/CW) 1 to 1 with targeted children. We now have two members of staff who are ELSA trained up and delivering interventions across the school. 1&1/2 days SA and ½ day CW.</p> <p>Confident communicators group</p> <p>Drawing and talking (SA)</p>	<p>The ELSA programme is grounded in psychological theory such as theory of motivation (Maslow, 1970) and theory of multiple intelligences (Gardner, 1983) and stemmed from the work of Goleman (1995), who suggested that a child's success in school is not based solely on intelligence, but on emotional and social characteristics developed early in life.</p> <p>At Holmesdale we believe that these early interventions to meet children's social and esteem needs can have a huge impact upon their academic achievement. Looking at case studies and our analysis of previous year's attainment data and wellbeing and engagement maps within school we can see that children receiving ELSA interventions have made good progress.</p>	<p>- Evidence from wellbeing and engagement maps highlighted that the children receiving ELSA provision or Drawing and Talking therapy showed an increase in wellbeing and engagement within class following blocks of intervention</p> <p>- Positive feedback/ comments from both staff and parents following ELSA provision, who noted an improvement in self-confidence and wellbeing/ happiness in their children</p>		<p>ELSA £6,942 + £1863.72 Total: £8,805.72</p> <p>ELSA training & supervision £225</p> <p>Drawing and Talking: £99</p> <p>Total: £9,129.72</p>
<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>EBSNA plans</p>	<p>The document 'Working Together to Improve School Attendance' emphasises that the most effective schools consistently promote the benefits of good attendance at</p>	<p>Attendance data for 2024-2025 (all PP children): 89.1%</p> <p>This was slightly higher than 2023-2024: 88.8% but still lower than their attendance in 2022-2023: 92.8%.</p>	<p>Next steps: Continue to offer our PP children attendance at clubs that suit their interests. This has been a very effective strategy to improve attendance when used effectively as part of an EBSNA</p>	<p>Cool milk: £45.69</p> <p>Extra Curricular Clubs: £250</p> <p>CPOMS: £1095</p> <p>Total: £1390.69</p>

