

Pupil premium strategy statement

School overview

Metric	Data
School name	Holymead Primary School
Pupils in school	587
Proportion of disadvantaged pupils	13% (75)
Pupil premium allocation this academic year	£128,775
Academic year or years covered by statement	2025-26
Published date	
Reviewed date	18.9.25
Statement authorised by	Andrew Jones
Pupil premium lead	Jo Head and Steph Hughes
Governor lead	Astrid Jenkinson

Disadvantaged pupil progress scores for last academic year 2024-25 whole school

Measure	Score- 2024-25 Progress Score
Reading	NA
Writing	NA
Maths	NA

Strategy aims for disadvantaged pupils- Teaching

Measure	
Meeting expected standard at KS2	PP Reading 2023=71% 2024=35% 2025= 60% Writing 2023=77% 2024=39% 2025= 50% Maths 2023=47% 2024=30% 2025= 55%
Achieving high standard at KS2	PP Reading 2023=29% 2024=9% 2025=25% Writing 2023=6% 2024=4% 2025= 10% Maths 2023=6% 2024=4% 2025= 10%

Measure	Activity- whole school QFT for all
Priority 1 <ul style="list-style-type: none"> Raising attendance of PP pupils. Reducing persistent absenteeism (<90%) amongst PP pupils. 	<ul style="list-style-type: none"> Embed new systems for tracking and monitoring attendance from Actions by Term document. Family Link Workers to engage with parents. Attendance Leads to meet EWO for Targeted Support Meetings x 3 per year. Attendance Leads and FLW's to research strategies for improving attendance. Teachers to be empowered to talk about attendance with parents and carers to improve the sense of belonging felt by families.
Priority 2 <ul style="list-style-type: none"> Ensure PP pupils have access to extracurricular activities. 	<ul style="list-style-type: none"> Club Leaders to follow systems to prioritise PP pupils when allocating places to school clubs. Teachers, FLW, DHTs to identify opportunities for PP pupils. Teachers, FLW, DHTs to support PP pupils and /or parents in overcoming barriers to participation in extracurricular activities (including financial support where possible and appropriate). Music Leader to support staff in identifying PP pupils with an interest in learning a musical instrument and putting support in place for these pupils. Improve tracking systems to identify which PP pupils are not accessing clubs and events. Pupil conferencing to identify barriers for PP children with accessing clubs and events.
Priority 3 <ul style="list-style-type: none"> Improve Reading, Writing and Maths outcomes for PP pupils in EYFS and KS1. 	<ul style="list-style-type: none"> EYFS focus on Speech Communication and Language. EYFS and KS1 ensure effective delivery of Unlocking Letters and Sounds. Close tracking of Yr 1 pupils for PSC. PSC intervention from Term 3. Yr 2 PSC recheck intervention. Continued support for ULS in KS2 from KS1 English Leaders.

	<ul style="list-style-type: none"> ● Monitor ULS interventions in KS2- training for LSAs. ● Embed Mastering Number across EYFS and KS1 and monitor impact.
<p>Priority 4</p> <ul style="list-style-type: none"> ● Improve progress of PP pupils in Reading, Writing and Maths in KS2. 	<ul style="list-style-type: none"> ● KS2 English leader non-contact and training time. ● KS2 staff identify and track progress of pupils who did not meet the threshold in KS1 Phonics Screening. ● Staff Meeting in T1 to introduce a new structure for Maths Lessons. ● HLTA delivers Maths Catch Up interventions (groups and individuals) ● HLTA comprehension interventions (groups and individuals) ● Assessment materials (Nfer) ● KS2 Maths Leader time out of class to research new strategies for teaching and learning. ● KS2 Maths Leader research and consider CPD for staff. ● KS2 Maths leader to engage with CPD on reading for pleasure across the school and cascade this training to other staff. ● KS2 English and Maths lead to engage in pupil conferencing to identify barriers for specific groups (PP girls in Maths, PP boys in English) ● Assessment Leader and Maths Leader to track attainment and progress of GDS and HA (EXS targeted for GD). ● Core Visit Focus ● Peer 2 Peer Visit focus for S3 Headteachers' Cluster Group
Actual Spend	£28,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> ● PP pupils make progress from beginning/end of EYFS to end of KS1, and end of KS1 to end of KS2. ● KS2 PP Pupils: increase number/% of pupils achieving EXS/GDS at end of Y6. ● Narrow the gap in attainment between PP and Non PP. 	July 2025
Progress in Writing		July 2025
Progress in Mathematics		July 2025
Phonics	<ul style="list-style-type: none"> ● Y1 PP Pupils: increase number/% of pupils meeting threshold in Phonics Screening. ● Y2 PP pupils: Increase in PSC score from YR 1 to Yr 2. 	July 2025

	<ul style="list-style-type: none"> ● Close the gap in attainment between PP and Non PP. ● PP pupils make progress from beginning/end of EYFS to end of KS1 in ULS. 	
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Targeted academic support for current academic year

Measure	Activity- group and individual
Priority 1 <ul style="list-style-type: none"> ● Raising attendance of PP pupils. ● Reducing persistent absenteeism (<90%) amongst PP pupils. 	<ul style="list-style-type: none"> ● Attendance team monitor attendance of individual pupils, FLW discussing attendance with parents of individual children. Through tracking of individual pupil attendance, letters, attendance meetings to take place as required. ● Teachers to have initial conversations with parents and carers about attendance at Meet the Teacher evenings. ● Attendance team to identify children where lateness is impacting attendance and teachers, FLWs to work with families to address and overcome barriers towards this. ● EYFS/Yr 1 and Yr 2 pupils and parents to be invited to stay and play sessions. ● Identified Year 6 pupils work with South Bristol Youth for trips and workshops.
Priority 2 <ul style="list-style-type: none"> ● Ensure PP pupils have access to extracurricular activities. 	<ul style="list-style-type: none"> ● In KS1 and KS2, teachers/DHT to encourage specific PP pupils to take up after school clubs based on strengths / areas of interest identified. ● DHTs to conference children not engaged with clubs to identify and then address any barriers to this. ● Target PP parents to help with in school activities and trips. ● Target specific PP pupils to represent the school in sports events.
Priority 3 <ul style="list-style-type: none"> ● Improve Reading and Writing outcomes for PP pupils in EYFS and KS1. 	<ul style="list-style-type: none"> ● LSAs deliver 1:1 specific ULS interventions identified by regular assessment in EYFS and Yr 1. ● Use Yr 1 PSC to target in school programme of support for Yr 2 who need Ph 3 and 5. ● EYFS and KS1 group reading linked to ULS. ● Guided reading in Yr 2 to develop comprehension strategies. ● KS1 in school tutor for Speech and Language support.

	<ul style="list-style-type: none"> ● EYFS pupils to have WELLCOM S&L programme. ● Continue with work to engage and motivate the lowest 20% of writers in KS1. ● Drawing club, Helicopter stories and poetry basket in EYFS to engage pupils is story-telling. ● DHT, EYFS Lead and Maths/English lead to review EYFS curriculum to ensure EYFS pupils are Yr 1 ready. ● DHT, Maths Lead and English lead to review KS1 Maths and English curriculum to ensure that Yr 2 pupils are Yr 3 ready.
<p>Priority 4</p> <ul style="list-style-type: none"> ● Improve progress of PP pupils in Reading, Writing and Maths in KS2. 	<ul style="list-style-type: none"> ● Use Yr 2 PSC recheck to target in school programme of support for Yr 3 who need phonics. ● Yr 3 follow no nonsense spelling and interventions. ● Intervention groups in KS2 including Nessy. 1:1 readers, comprehension groups and inference groups with LSAs. ● Targeted PP pupils to take part in love of reading group. KS2 DHT has selection of high interest novels for pupils to borrow to develop a love of reading. ● KS2 English lead to engage with CPD on developing the love of reading. ● Spelling and handwriting interventions through assembly groups. ● High interest texts for English lessons chosen to engage pupils. ● Guided writing and modelled writing sessions with targeted pupils as part of the English Lessons. ● PP children targeted for targeted work with class teacher during the English lesson. ● Performance Management action for all staff related to ensuring accelerated progress for PP children in writing. ● Small group basic Maths Skills Group working with TA. ● Individual and 1:2 maths tuition with HLTA ● Phonics catch-up groups with TA. ● Small group comprehension interventions working with TAs. ● TA training through the Maths hub for those identified as supporting children in Maths

	<ul style="list-style-type: none"> ● Small group keep-up sessions run by teachers during assembly time unpicking misconceptions. ● Embed setting for maths in years 5 and 6 to ensure appropriate challenge and support for pupils. ● KS2 English lead to ensure additional maths fluency sessions are in place in all KS2 timetables and that these are effectively planned for and used. ● Parents invited for Times Tables Rock Stars sessions in at the end of the school day to raise the profile of times tables and support the link with home.
Actual spend	£83,100

Wider strategies for current academic year

Measure	Activity
Priority 1 <ul style="list-style-type: none"> ● Raising attendance of PP pupils. ● Reducing persistent absenteeism (<90%) amongst PP pupils. 	<ul style="list-style-type: none"> ● Training for Senior Attendance Champion (DHT). ● Embed new systems for tracking and monitoring attendance from Actions by Term document. ● Family Link Workers to engage with parents. ● Incentives introduced for individual pupils where this is considered appropriate. ● Attendance Leads and FLW's to research strategies for improving attendance. ● Attendance leads to engage with training for the new MIS to ensure that this is being used to full effect to support the attendance of PP pupils.
Priority 2 <ul style="list-style-type: none"> ● Ensure PP pupils have access to extracurricular activities. 	<ul style="list-style-type: none"> ● Club Leaders to follow systems to prioritise PP pupils when allocating places to school clubs. ● Teachers, FLW, DHTs to identify opportunities for PP pupils. ● Teachers, FLW, DHTs to support PP pupils and /or parents in overcoming barriers to participation in extracurricular activities (including financial support where possible and appropriate). ● Music Leader to support staff in identifying PP pupils with an interest in learning a musical instrument and putting support in place for these pupils.
Actual spend	£18.000

Total actual spend for 2025-26	£129,100
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Time to train new staff in phonic schemes and Maths resources.</p> <p>New Mastering Number scheme news to be implemented in EYFS and KS1. Fluency sessions to be timetabled for KS2.</p> <p>Time-table for subject leaders to be able to monitor and support staff.</p>	<p>Support ECTs with phonic training.</p> <p>Train all new staff to the school (including those in KS2) on the school phonics system.</p> <p>Lead teacher identified in each infant year group to support implementation of Mastering Number.</p> <p>KS2 maths lead to support KS2 teachers to adjust timetables to incorporate additional maths fluency sessions.</p> <p>Non-contact time for subject leaders to have a focus on PP pupils.</p>
Targeted support	<p>Space to be able to run interventions.</p> <p>Missing class work to do an intervention.</p>	<p>Use corridor, tables in hall, resources rooms etc.</p> <p>Careful organising of TT along with CTs so pupils not always missing same lessons.</p>
Wider strategies	<p>Engaging families in difficult circumstances and overcoming barriers to bringing children to school.</p>	<p>Signpost parents to suitable external agencies for help.</p> <p>Support parents and make them aware of how much their child is missing out if they don't attend school.</p> <p>Build relationships with families and promote a sense of belonging to the school.</p>

Review: last year's aims and outcomes 2024-25

Aim	Outcome
<p>Raising attendance of PP pupils. Reducing persistent absenteeism (<90%) amongst PP pupils.</p>	<p>Attendance for all pupils has increased from 94.3% to 94.85%.</p> <p>Persistent absence for all pupils has decreased from 13.24% to 11.94%.</p> <p>Attendance of PP pupils has slightly decreased 90.94% to 90.17%*</p> <p>Persistent absence for PP pupils has decreased from 29.13% to 26.67%.</p> <p>*There are a number of key families who have enhanced involvement from school and other services leading to being SA. These key families have a marked impact on attendance figures. E.g removing just two of these children changes PP attendance overall to 91.4% (and improvement on the previous year)</p> <p>We continue to work closely with a number of families to support pupils into school through our FLWs.</p> <p>New systems for tracking and monitoring attendance have been introduced and embedded with teachers being the first communication with parents ensuring a support first approach.</p> <p>A new system has been put in place to support more robust practices of contacting parents and carers in a timely manner. We now have a dedicated absence email address and the absence phone calls will automatically divert to transcribing an email.</p> <p>Attendance leads attend SW and Bristol attendance network meetings to gain knowledge of any successful incentives from network. To date, Pip the attendance bear along with regular attendance assemblies engage pupils.</p> <p>Attendance leads have engaged with training on Arbor (new MIS). Our new assessment system (Insight) will support us further in analysing absence and attendance data as there are a variety of additional functions within it.</p>

<p>Ensure PP pupils have access to extracurricular activities.</p>	<p>Yr 2 teacher run clubs - PP pupils are prioritised for allocation of space in school clubs.</p> <p>New monitoring systems in place.</p> <p>50% of PP children attend a club</p> <p>Those not attending were conferences about what would support them to attend clubs.</p> <p>School supports with funding for trips, music lessons, swimming lessons, camp and other needs as required.</p>
<p>Improve Reading and Writing outcomes for PP pupils in EYFS and KS1.</p>	<p>When possible, LSAs delivered 1:1 specific ULS interventions identified by regular assessment in EYFS and Yr 1 but due to the high level of needs of pupils and staff absence, this has been limited.</p> <p>EYFS focus on Speech Communication and Language through shared sustained thinking and engagement.</p> <p>When possible, Talk Boost groups in EYFS, however, due to high need of pupils and staff absence, this was limited.</p> <p>EYFS and KS1 group reading linked to ULS. Guided reading in Yr 2 has focused on developing comprehension strategies.</p> <p>KS1 in school tutor has delivered for Speech and Language support.</p> <p>Drawing club, Helicopter stories and poetry basket have taken place in EYFS to engage pupils is story-telling.</p> <p>Yr 1 PSC used to target in school programme of support for Yr 2 who need Ph 3 and 5.</p> <p>Guided reading in Yr 2 used to develop comprehension strategies.</p> <p>Phonics outcomes: Yr 1 PP: 57% (4/7) KS1 PP: 69% (9/13)</p> <p>Reading outcomes: EYFS PP: 17% (1/6) KS1 PP: 31% (4/13)</p> <p>Writing outcomes: EYFS PP: 17% (1/6) KS1 PP: 23% (3/13)</p>
<p>Improve progress of PP pupils in Reading, Writing and Maths in KS2.</p>	<p>A higher percentage of PP children achieved the expected standard and greater depth in all subjects that the previous year.</p>

	<p>Expected+</p> <p>Reading 2024=35% → 2025= 60%</p> <p>Writing 2024=39% →2025= 50%</p> <p>Maths 2024=30% →2025= 55%</p> <p>Greater Depth</p> <p>Reading 2024=9% →2025=25%</p> <p>Writing 2024=4% →2025= 10%</p> <p>Maths 2024=4% →2025= 10%</p> <p>Interventions lead by HLTAs supported gap filling in Maths. Teacher lead interventions for writing took place (teacher covered by HLTA)</p> <p>QLA undertaken by subject leaders to identify intervention for children.</p>
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