

Holbeton Primary Pupil Premium

3-Year Strategy 2025/26-2028

Academic Year 2025-26



At Holbeton Primary School, we are committed to fostering a high-achieving and inclusive culture where every pupil can thrive, regardless of their background, challenges, or individual needs. We prioritise creating a supportive environment that nurtures the emotional, social, and academic development of all children through strong relationships with both pupils and their families.

Our Pupil Premium strategy is central to this commitment, allowing us to provide additional support to children identified as socially disadvantaged. Our approach is informed by research, including guidance from the Education Endowment Foundation (EEF), and is carefully tailored to meet the specific needs of our children.

By focusing on high-quality teaching, positive interactions, and evidence-based strategies, we aim to improve outcomes for all learners. Our tiered approach to Pupil Premium funding ensures we balance resources effectively across improving teaching, providing targeted support, and implementing wider strategies that enhance our children's mental health, wellbeing, and self-confidence.

School overview

Detail	Data
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	16% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Sarah Honywill
Pupil premium lead	Mrs Sarah Honywill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £9675
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 9675

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 to their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We have high expectations of all and strive to raise lifelong aspirations and focus on removing barriers to learning to achieve the very best.

At Holbeton Primary School we believe that every child has the potential to achieve by providing the highest quality teaching. This is paramount and gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improving the outcomes for our most disadvantaged children and all children. High expectations, understanding academic and emotional needs, developing strong relationships and growing potential in every child runs through everything we do. To achieve this, we will focus on every teacher in the classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research and collaborative approaches across WeST to support improvement in teaching and learning opportunities that meet the needs of all pupils. We aim to ensure that appropriate provision and the needs of disadvantaged pupils are addressed.

High Quality Teaching

Professional development of staff on effective high quality teaching in writing.

Targeted CPD for all staff on curriculum delivery.

High quality teaching for all pupils through:

- RWI phonics and early reading programme
- Devon BookWrite English sequences.
- Letterjoin handwriting transcription progression planning and resources.
- Modelling the writing process, including editing and improving.
- Consistent deliberate practice of Mastering Number at KS1 and KS2.



Targeted academic support

Target phonics 'keep up' interventions.

Social, emotional, mental health support for pupils

Wider Strategies

Working in partnership with the EWO to improve attendance of disadvantaged children. MAST access to support early identification of

Challenges

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

Challenge number	Detail of challenge
1	Observations, discussion and assessment show that disadvantaged children generally make slower progress in phonics. and read with less fluency and understanding.
2	Observations, discussion and assessment show writing stamina, applying taught grammar and spelling is lower in our disadvantaged children, resulting in lower attainment and progress in KS1 and KS2
3	Observations, discussion and assessment show maths fluency knowledge which supports all of their maths learning is lower in our disadvantaged children, resulting in lower attainment and progress in maths.
4	Observations, discussion and assessment show that oral language skills in our disadvantaged children is lower than that of other children. This slows reading and writing progress in subsequent years.

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>Quality of curriculum and curriculum delivery continues to improve as all staff are clear about the expectations for each subject they are teaching, deepening subject knowledge and consistent approaches are seen in all classrooms leading to high quality provision.</p> <p>Link to SIP targets 1, 2 and 3</p>	<ul style="list-style-type: none"> • HPS curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers. • Teaching and Learning to reflect the WeST Principles of Curriculum Delivery. • Consistency in curriculum delivery across the school and across the curriculum. • Staff meeting time is dedicated to sharing expectations from subject leads to ensure consistent, quality teaching. • Regular release time by core subject leads providing effective monitoring of subjects. • Teachers have a secure understanding of how children learn. • Teachers feel confident in mastery curriculum delivery.
<p>Continue to achieve and sustain academic progress across the school.</p> <p>Link to SIP targets 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • RWM % ARE and GD improve above the national expectation • Progress from start points improves for all groups of children. • Children secure knowledge to their long-term memory.

	<ul style="list-style-type: none"> • Children understand what learning looks like at HPS. • Children understand, apply and retrieve knowledge across the curriculum.
<p>Pupils develop foundational skills and knowledge in a purposeful, engaging learning environment supported by high-quality adult interactions.</p> <p>Link to SIP target 4</p>	<ul style="list-style-type: none"> • High quality adult interactions using good models of language and asking open questions in continuous provision. • Language Link assessments • Continuous provision is designed with clear learning intentions linked to foundational skills (communication, language, early maths, physical development). • Practitioners use accurate formative assessment to plan next steps and adapt provision. • The key foundational knowledge and skills that children need for later learning has been identified and is taught well.

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: £5800

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff are clear about the expectations for each subject and consistent approaches are seen in all classrooms leading to high quality provision.	<ul style="list-style-type: none"> • EEF Toolkit (Feedback) • EEF Toolkit (Metacognition) • EEF Toolkit (Individualised instruction) • EEF Toolkit (Collaborative learning) 	1 2 3 4
Continue to provide teachers with planning, coaching support and training on effective modelling and direct instruction in the curriculum sequence.	<ul style="list-style-type: none"> • EEF Toolkit (Collaborative learning) • EEF Toolkit (Feedback) • EEF Toolkit (Mastery Learning) 	1 2 3 4
Purchase high quality resources to support the	<ul style="list-style-type: none"> • EEF Improving Literacy 	1

curriculum implementation.		
Continue to embed Widgeit and scaffolding to support adaptive teaching.	EEF Special Educational Needs in Mainstream	1 2 3 4

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the social, emotional resilience of children to enable them to be ready to learn.	<ul style="list-style-type: none"> EEF Toolkit (Social and Emotional) 	1 2
Speech and Language needs are identified as early as possible	<ul style="list-style-type: none"> EEF Toolkit (Oral language) 	1 2 4

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

Budgeted cost: £3575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Welfare Officer	<ul style="list-style-type: none"> Emotional wellbeing needs are being well supported. Attendance of PP children continues to improve. EEF Metacognition and self-regulation +7 EEF Socially and emotional learning +4 	1 2 3 4
Wild Tribe Promote resilience, problem solving skills and develop self-esteem.	<ul style="list-style-type: none"> EEF Toolkit (Outdoor Adventure Learning) EEF Toolkit (Social and Emotional Learning) 	1 2 4
Subsidise residential trips for eligible children	<ul style="list-style-type: none"> EEF Toolkit (Social and Emotional Learning) 	1 2

to ensure children have access to enriching experiences developing self-confidence, stamina and motivation.		
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Total budgeted cost: £ £ 9675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EYFS (12 pupils)							
GLD = 82% (10)							
Word Reading	Writing			Number			
92% (11)	92% (11)			92% (11)			
	EXP+			GD			RWM EXP + Combined
	Read	Write	Maths	Read	Write	Maths	
Year 1 PSC	100% Year 1 pupils (12)						
Year 2 (9 pupils)	100% (9)	56% (5)	100% (9)	11% (1)	0%	0%	56% (5)
Year 2 PSC	100% Year 2 pupils (1)						
Year 4 MTC	100% Achieved 20/25 or greater 86% Achieved 25/25 24.3 MTC Average Score						
Year 6 (8 pupils)	88% (7)	88% (7)	88% (7)	63% (5)	25% (2)	63% (5)	88% (7)

- Key Stage 1 Support: A teaching assistant has been dedicated to supporting English and Maths in Key Stage 1. The implementation of Little Wandle phonics has been highly successful, with all Year 1 children passing the phonics screening in 2024.
- English Curriculum Development: The purchase of high-quality texts has facilitated the implementation of BookWrites for teaching English sequences. This has resulted in a greater number of pupils engaging positively with writing.
- Year 2 Additional Support: Providing an additional teaching assistant in Year 2 enabled us to support the high number of children with complex needs, particularly focusing on their social, personal, and emotional development. Small group and individual support in learning how to play and regulate emotions was a particular focus.
- Skilled Support Staff: Our highly skilled teaching assistants have supported children with basic skills in English and Maths lessons and delivered high-quality interventions and targeted small-group SEMH support.

Externally provided programmes

Programme	Provider
Little Wandle	Collins
White Rose Maths	White Rose
TTRockstars	Maths Circle
Essential Spelling	Herts for Learning
Book Writes	Devon Education Services
Letter Join	Green and Tempest Ltd
Speech and Language Link	Speech Link Multimedia Ltd
Accelerated Reader	2025 Renaissance Learning, Inc.
Jigsaw PSHE	Jigsaw PSHE Ltd

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We part fund a member of support staff using our service pupil premium. This member of staff provides emotional wellbeing support during times of parent/service personnel deployment.
The impact of that spending on service pupil premium eligible pupils
Children able to feel emotionally ready for learning through having a known trusted adult to talk with.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.