

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

School overview

Detail	Data
School Name	Holden Clough Primary School
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	25% (76 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Adam Porter
Pupil premium lead	Jo Hartley & Adam Porter
Governor / Trustee lead	Ali Basharat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140 (£1515 x 76)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£115,140

Part A: Pupil premium strategy plan

Statement of intent

At Holden Clough Primary School, our approach to Pupil Premium funding is rooted in a deep understanding of our school's context and the unique challenges faced by our disadvantaged pupils. We recognise that barriers to learning are complex and varied—ranging from limited home support and underdeveloped language and communication skills, to low self-confidence, behavioural difficulties, and issues with attendance and punctuality. In some cases, pupils may also be affected by challenging family circumstances that hinder their ability to thrive.

We are committed to ensuring that every eligible pupil receives targeted support that meets their individual needs. Our strategy is informed by robust evidence, including research from the Education Endowment Foundation (EEF), and is designed to deliver high-impact interventions that raise attainment and promote wellbeing.

All teaching staff are actively involved in the identification of disadvantaged pupils and the analysis of their progress through regular Pupil Progress meetings. This collaborative approach ensures that staff have a clear understanding of pupil strengths and areas for development, enabling us to deliver a cohesive and responsive strategy that supports every child to succeed.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

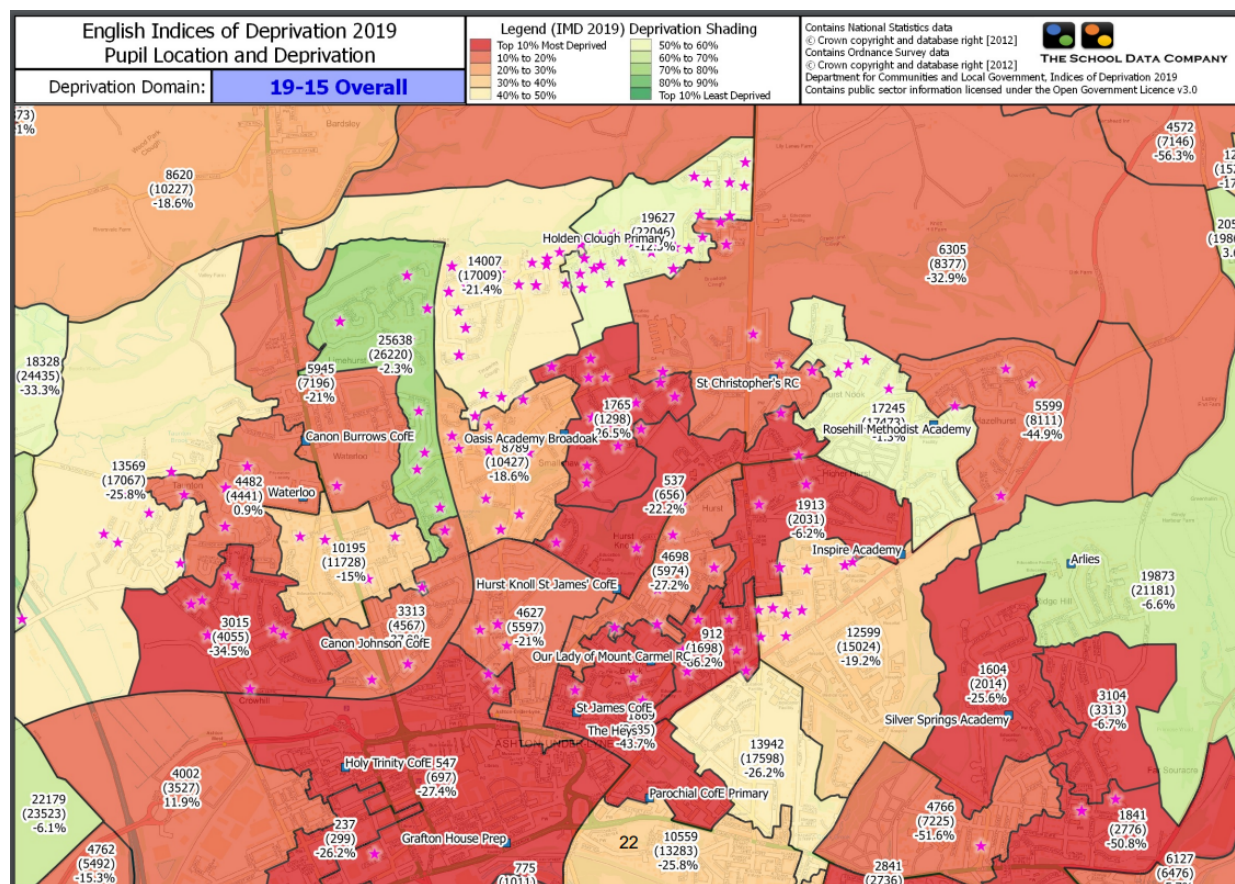
Holden Clough Primary School is situated in Ashton-under-Lyne, within Tameside MBC. Historically operating as a two-form entry school with a part-time nursery offering 26 places, the school has recently adjusted its admissions structure in response to changing local demographics.

Following a two-year consultation process with the Local Authority, the school formally reduced its Published Admission Number (PAN) to 30 pupils per year group starting from the 2023–2024 academic year. This decision was based on declining pupil number forecasts provided by the LA Admissions Department. The 2025–2026 academic year marks the third year of operating with a single-form Reception intake of 30 children. Current nursery admissions remain low (16 pupils), and projections for the next two years suggest similar trends.

This strategic reduction ensures that the school can continue to deliver high-quality education while adapting to the evolving needs of the local community.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The stars indicate where the school's pupils live.

Although there are areas relatively near to the school which have lower than average levels of deprivation, some of the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country.



Holden Clough Primary

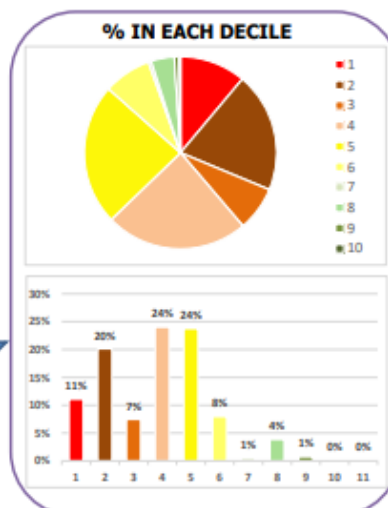


Income Deprivation Affecting Children Index (IDACI)

The Income Deprivation Affecting Children Index (IDACI) measure the proportion of all children aged 0-15 living in income deprived families. This is one of two supplementary indices and is a sub-set of the Income Deprivation Domain.

The Income Deprivation Domain measures the proportion of the population experiencing deprivation relating to low income. The definition of low income used includes both those people that are out-of-work, and those that are in work but who have low earnings (and who satisfy the respective means tests).

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	43	11%	1577
2	10% to 20%	3285 to 6568	78	20%	4886
3	20% to 30%	6569 to 9853	29	7%	7300
4	30% to 40%	9854 to 13137	93	24%	11473
5	40% to 50%	13138 to 16422	92	24%	14701
6	50% to 60%	16423 to 19706	31	8%	17242
7	60% to 70%	19707 to 22990	2	1%	21626
8	70% to 80%	22991 to 26275	15	4%	24801
9	80% to 90%	26276 to 29559	3	1%	27549
10	10% Least Deprived	29560 to 32844	1	0%	30544
	UNKNOWN		0	0%	
	TOTAL		387	32.6%	10706



Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	32	8%	1456
	6% to 10%	1643 to 3284	11	3%	1929
2	10% to 15%	3285 to 4927	30	8%	3795
	16% to 20%	4928 to 6568	48	12%	5567
3	20% to 25%	6569 to 8211	28	7%	7253
	26% to 30%	8212 to 9853	1	0%	8627

IMD Deprivation Indices - See page 4 and 5 for details of the different deprivation indices and what is included

Decile	IDACI	OVERALL IMD	INCOME	EDUCATION	EMPLOYMENT	CRIME	HEALTH	BARRIERS
1	11%	20%	16%	15%	20%	27%	24%	0%
2	20%	16%	11%	9%	12%	26%	33%	0%
3	7%	5%	13%	4%	9%	1%	14%	1%
4	24%	9%	22%	14%	30%	24%	22%	7%
5	24%	21%	8%	21%	22%	0%	6%	1%
6	8%	23%	22%	31%	2%	21%	1%	9%
7	1%	1%	2%	5%	1%	0%	0%	30%
8	4%	5%	4%	0%	4%	1%	0%	6%
9	1%	0%	1%	0%	0%	0%	0%	43%
10	0%	0%	0%	0%	0%	0%	0%	2%
UNKNOWN	0%	0%	0%	0%	0%	0%	0%	0%
Avg. Rank	10706	11550	11298	12776	10219	8424	7057	23489

IDACI by National Curriculum Year

Decile	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
1	10%	13%	19%	11%	6%	11%	8%	7%
2	25%	22%	14%	20%	20%	17%	30%	7%
3	0%	8%	8%	14%	10%	6%	8%	0%
4	31%	23%	14%	21%	27%	30%	18%	40%
5	21%	18%	27%	21%	20%	28%	28%	40%
6	11%	13%	7%	5%	8%	6%	3%	7%
7	0%	0%	2%	0%	0%	0%	3%	0%
8	2%	0%	7%	5%	8%	2%	5%	0%
9	0%	0%	3%	2%	0%	0%	0%	0%
10	0%	2%	0%	0%	0%	0%	0%	0%
UNKNOWN	0%	0%	0%	0%	0%	0%	0%	0%
Avg. Rank	10399	9965	11379	10510	11421	10643	10245	12085

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Quality First Teaching across the school
- Focus on Oracy across the school
- Training of staff to deliver speech, language and communication interventions
- Focus on a range of writing strategies to improve pupil outcomes
- Utilise LSAs effectively with a focus on tiered PP support
- 1:1 support
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Pay towards activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument and to sing in a choir.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Holden Clough values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of PP children is lower than non-PP children
2	Concerns around the mental-health and well-being of some PP children and their families.
3	A large proportion of our Pupil Premium cohort also require SEN support
4	Children from disadvantaged backgrounds are less likely to access enrichment opportunities, which can impact their confidence, sense of belonging, and cultural capital.
5	Some disadvantaged pupils have greater difficulties with phonics than their peers, leading to gaps in reading and writing development.
6	Many children eligible for Pupil Premium start Reception with underdeveloped language and communication skills, which limits their ability to access the curriculum, engage confidently with peers and adults, and develop early reading and writing foundations.
7	Some disadvantaged pupils lack access to digital devices or reliable internet at home, limiting their ability to complete homework, engage with online learning, and build digital literacy—widening the attainment gap and affecting their confidence and independence.
8	Some disadvantaged pupils struggle with writing due to poor compositional skills, limiting their ability to organise ideas, use varied vocabulary, and write with clarity and purpose.

9	Some Pupil Premium pupils speak English as an additional language, which can limit their vocabulary, comprehension, and confidence, affecting their ability to access the curriculum and achieve age-related expectations.
10	Pupil Premium pupils have lower attendance rates than their peers, which reduces learning time, affects progress, and contributes to a widening attainment gap.

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
The attainment gap between pupil premium and non-pupil premium children is narrowed	<ul style="list-style-type: none"> Assessment data shows a year-on-year reduction in the attainment gap between pupil premium and non-pupil premium children in reading, writing, and maths, supported by evidence of effective, targeted interventions and high-quality teaching. Pupil premium children demonstrate improved engagement, attendance, and access to enrichment opportunities, with positive feedback from pupil voice and increased parental involvement.
Provide meaningful support for emotional health and well-being of children and families	<ul style="list-style-type: none"> Pupil and parent surveys show improved wellbeing and satisfaction. Increased engagement with support services and wellbeing activities. Reduction in behaviour incidents and improved attendance. Staff feel confident supporting emotional needs. Regular reviews show positive impact of interventions.
Disadvantaged pupils with SEND make sustained progress through targeted academic and pastoral support, ensuring their needs are met and the attainment gap is narrowed.	<ul style="list-style-type: none"> Progress data shows disadvantaged SEND pupils making expected or better progress in core subjects. The attainment gap between disadvantaged SEND pupils and their peers is reduced term by term. Regular reviews confirm effective use of interventions and support strategies. Pupil and parent feedback indicates improved confidence, engagement, and wellbeing.

	<ul style="list-style-type: none"> • Staff report increased confidence in meeting the needs of disadvantaged SEND pupils.
Disadvantaged pupils feel included, confident, and proud through equitable access to enrichment opportunities that broaden their experiences and support personal development.	<ul style="list-style-type: none"> • Increased participation of disadvantaged pupils in enrichment activities (e.g. trips, clubs, music lessons). • Pupil voice reflects improved confidence, sense of belonging, and pride in their experiences. • Staff observations and pastoral records show enhanced engagement and wellbeing. • Reduction in social exclusion or withdrawal behaviours among disadvantaged pupils.
Disadvantaged pupils with phonics gaps make accelerated progress through targeted interventions, enabling them to become confident, fluent readers and writers.	<ul style="list-style-type: none"> • Disadvantaged pupils with phonics gaps show measurable improvement in phonics screening and reading fluency assessments. • The percentage of pupils meeting age-related expectations in reading and writing increases termly. • Intervention tracking shows positive impact on targeted pupils' progress. • Pupil voice reflects increased confidence and enjoyment in reading and writing. • Staff report improved phonics knowledge and application among disadvantaged pupils.
Disadvantaged pupils in Reception make rapid progress in language and communication, enabling them to access the curriculum confidently, interact effectively with peers and adults, and build strong foundations for reading and writing.	<ul style="list-style-type: none"> • End-of-year assessments show significant improvement in language and communication skills. • Increased participation and engagement in speaking and listening activities. • Pupils demonstrate improved vocabulary and sentence structure in oral and written tasks. • Staff observations confirm greater confidence in peer and adult interactions. • Early reading and writing outcomes for disadvantaged pupils are in line with or improving toward age-related expectations.
Disadvantaged pupils have equitable access to digital resources and confidently use technology to support independent learning, complete homework, and develop essential digital literacy skills.	<ul style="list-style-type: none"> • All disadvantaged pupils have access to a suitable device and internet connection for home learning. • Increased engagement with online platforms (e.g. homework portals, reading apps, learning games). • Pupils demonstrate improved digital literacy through classroom tasks and assessments. • Staff report greater independence and confidence in using technology for learning. • Parent/carer feedback reflects improved access and support for home learning.

Disadvantaged pupils will develop stronger compositional skills, enabling them to write with improved cohesion, clarity, and vocabulary, resulting in more structured and purposeful written work.	<ul style="list-style-type: none"> • Pupils structure writing clearly with logical flow and cohesive links. • Use of varied vocabulary and cohesive devices improves. • Writing shows greater clarity, purpose, and independence. • Assessment data indicates progress in writing outcomes for disadvantaged pupils.
Pupil Premium pupils with EAL will develop stronger vocabulary, comprehension, and confidence in English, enabling better access to the curriculum and progress towards age-related expectations	<ul style="list-style-type: none"> • Pupils show improved understanding and use of key vocabulary across subjects. • Pupils demonstrate greater confidence in speaking, listening, and reading tasks. • Comprehension skills improve, enabling better access to age-appropriate texts and tasks. • Assessment data shows progress towards age-related expectations in English and across the curriculum.
The attendance gap between Pupil Premium pupils and their peers will narrow, ensuring more consistent access to learning and improved academic progress.	<ul style="list-style-type: none"> • Attendance rates for Pupil Premium pupils show sustained improvement and move closer to whole-school averages. • Fewer Pupil Premium pupils are persistently absent. • Improved attendance correlates with better engagement and academic progress. • Regular monitoring shows positive trends in punctuality and participation.

Activity in this academic year (2025/26)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,200

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Whole class reading approach. Pupils are experiencing more age appropriate texts and are hearing others model reading aloud. Pupils with lower reading ages are developing their vocabulary through	EEF Teaching & Learning Toolkit shows that reading comprehension strategies can have an impact of +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 5, 6 & 9	£2000

exposure to more sophisticated texts			
First Class Phonics A consistent, progressive approach to teaching phonics. Used as a whole class teaching method in EYFS & KS1 but also to target groups of older children at risk of reading failure due to decoding difficulties. principles of learning to read.	EEF Early Years Toolkit shows that early literacy approaches can have an impact of +4 months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches EEF Teaching & Learning Toolkit shows that phonics can have an impact of +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics We have audited our reading book scheme to ensure it aligns with First Class Phonics and shows a cumulative progression in phonics knowledge. Purchasing additional books to fill in any gaps, and also providing staff training on how to deliver the scheme effectively	1, 5 & 6	£1500
Tales Toolkit A whole class approach where children lead their own stories and the adults model back the language. Helps to develop language, literacy, social skills, creativity confidence, empathy, writing and problem solving.	EEF Early Years Toolkit shows that early literacy approaches can have an impact of +4 months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	1,2,6	£500
Weekly Speech and Language Support, including CPD around Colourful semantics To help support children with language development and the structure/cohesion of writing	The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies Oral Language Interventions—which include speech and language support—as having a high impact of +6 months’ progress for very low cost, based on extensive evidence. These interventions focus on improving pupils’ spoken language and verbal interaction skills through strategies such as: <ul style="list-style-type: none"> • Targeted reading aloud and book discussions • Explicit vocabulary development • Structured questioning to support comprehension • Curriculum-focused dialogue and interaction EEF research shows that these approaches are particularly effective for younger children and those from disadvantaged backgrounds, helping to close early language gaps that can affect long-term attainment. Oral language interventions EEF	1,6, 8 & 9	£8700
Numicon CPD	EEF Pilot Study – Early Number with Numicon	1,3 & 7	£2000

<p>Build staff confidence and competence around adaptive teaching in helping to close the attainment gap in maths between pupil premium (many of which are SEN) by the use of manipulatives and representations.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-number-with-numicon-2023-24-pilot</p> <ul style="list-style-type: none"> • Summary: A 14-week programme targeting 3–4-year-olds in early years settings. • Findings: Manipulatives like Numicon are shown to support maths talk and conceptual understanding. • Impact: Early numeracy approaches (including Numicon) can improve learning by seven months 		
<p><i>In class targeted class TA support for PP children</i></p> <p>In class targeted support for PP children with reading, writing and maths. Linked with TA performance management (target across the school)</p>	<p>DfE Research Report – Use of Teaching Assistants in Schools</p> <ul style="list-style-type: none"> • TAs play a critical role in supporting pupils with additional needs, including those eligible for Pupil Premium. • Their responsibilities have expanded to include academic, pastoral, and enrichment support. • Schools that deploy TAs effectively see positive impacts on pupil outcomes, especially when roles are clearly defined and aligned with school priorities. <p>https://www.gov.uk/government/publications/use-of-teaching-assistants-in-schools</p>	1,3,5 & 8	£30,000
<p><i>Forest School curriculum enhancement</i></p> <p>Forest School is a long-term process of regular sessions, rather than a one-off or infrequent visit. The cycle of planning, observation, adaptation and review of children engaged in forest school activities links each session and provides children with the opportunity to learn from first hand experiences.</p>	<p>EEF Toolkit – Outdoor Adventure Learning</p> <ul style="list-style-type: none"> • Outdoor adventure learning can support non-cognitive skills like resilience, motivation, and teamwork. • These skills are especially valuable for disadvantaged pupils, and may indirectly improve academic outcomes. • Schools should monitor impact carefully, but outdoor learning is recognised as a valid wider strategy under the DfE's Pupil Premium menu <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	2,4 & 10	£17000
<p><i>Oracy & Vocabulary</i></p> <p>A whole school approach to ensure that we are immersing children in rich language and developing their vocabularies.</p>	<p>English-Speaking Union – Why Oracy Matters Report</p> <p>Oracy is essential for learning to talk and learning through talk. It improves:</p> <ul style="list-style-type: none"> • Academic attainment • Social mobility • School readiness • Employability 	1,6,8 & 9	£2000

Particularly focussing on tier 2. CPD around developing oracy and ensuring this feeds into children's writing, including moderation of standards of writing to ensure improved oracy skills are evidenced.	Disadvantaged pupils benefit significantly from structured oracy teaching, which helps close the language gap and supports lifelong outcomes. https://www.esu.org/wp-content/uploads/2023/11/Why-Oracy-Matters_FINAL.pdf		
<i>SEND Station CPD courses focussed around supporting children with ADHD & Autism in particular</i> Empowers staff with the knowledge and strategies needed to create inclusive learning environments, ultimately improving educational outcomes and wellbeing for some of the most vulnerable pupils.	<ul style="list-style-type: none"> • Behaviour Interventions: Staff gain practical strategies to support pupils with ADHD and Autism, aligning with EEF evidence that behaviour interventions can lead to +4 months of progress. • Social and Emotional Learning (SEL): Training enhances staff capacity to nurture emotional regulation and social skills, supporting vulnerable learners and reflecting EEF's +4 months impact for SEL. • Professional Development: High-quality CPD improves teaching practice, a core EEF recommendation for raising attainment among disadvantaged pupils, especially those with SEND. 	1,2 & 3	£1500

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

Budgeted cost: £ 26,200

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
<i>Welcomm</i> Speech and language screening and intervention toolkit designed to help schools quickly identify children who may need support with communication skills and provide targeted strategies to boost their development.	EEF Early Years Toolkit shows that communication and language approaches in EYFS can have an impact of +6 months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,6 & 9	£600

<p>IDL Education Programme</p> <p>IDL: a suite of award-winning, cloud-based educational software designed to support learners—particularly those with dyslexia, dyscalculia, and other learning difficulties—in improving their literacy, numeracy, and wellbeing skills</p>	<p>EEF Toolkit Categories Relevant to IDL and Nessy</p> <p>1. Phonics</p> <p>EEF Impact: +5 months progress</p> <p>IDL Literacy and Nessy Reading & Spelling both use structured phonics approaches to improve decoding and spelling.</p> <p>Nessy is explicitly aligned with the Science of Reading, which underpins many EEF phonics recommendations.</p> <p>2. Individualised Instruction</p> <p>EEF Impact: +4 months progress</p> <p>Both programmes adapt to the learner's level:</p> <p>IDL uses diagnostic placement and tracks progress.</p> <p>Nessy starts with the Nessy Challenge to personalise learning paths.</p>	<p>1,3,7 & 8</p>	<p>£600</p>
<p>Nessy Reading and Spelling & Dyslexia Quest</p> <p>Nessy Reading and Spelling is a structured, game-based programme that helps children aged 6–11 improve their literacy skills through phonics, vocabulary, and comprehension activities. Dyslexia Quest is a screening tool within Nessy that identifies dyslexic traits by assessing memory, processing speed, and other cognitive skills.</p>	<p>3. Digital Technology</p> <p>EEF Impact: +4 months progress (when used effectively)</p> <p>IDL and Nessy are cloud-based, interactive platforms that support independent learning.</p> <p>Research shows digital tools are most effective when they complement teacher-led instruction, which both programmes are designed to do.</p> <p>4. Small Group Tuition / One-to-One Support</p> <p>EEF Impact: +4 to +5 months progress</p> <p>While both tools are designed for independent use, they can be integrated into small group interventions or SEND support sessions, enhancing their impact.</p> <p>5. Oral Language Interventions</p> <p>EEF Impact: +6 months progress</p> <p>Nessy includes vocabulary and comprehension activities that support oral language development, especially for learners with speech and language needs.</p>	<p>1,3, 5 & 8</p>	<p>£2000</p>
<p>Tutoring delivered by an Intervention teacher</p> <p>In years 5 & 6 for PP children</p>	<p>EEF Teaching & Learning Toolkit shows that small group tuition can have an impact of +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,3, 5 & 8</p>	<p>£13000</p>

<p>Clicker 9</p> <p>Child friendly word processor with assistive technology features to support struggling or reluctant writers.</p>	<p>1. Digital Technology</p> <p>EEF Insight: Digital tools can improve learning when used to support effective teaching strategies.</p> <p>Clicker Link: Clicker is a structured, purposeful tool that enhances writing, reading, and communication. It's not just tech for tech's sake—it scaffolds learning and promotes independence.</p> <p>2. Feedback</p> <p>EEF Insight: Feedback has a high impact for very low cost.</p> <p>Clicker Link: Clicker provides instant spoken feedback as pupils write, helping them self-correct and understand sentence structure, spelling, and grammar in real time.</p> <p>3. Metacognition and Self-Regulation</p> <p>EEF Insight: Teaching pupils to plan, monitor, and evaluate their learning has a high impact.</p> <p>Clicker Link: Tools like Clicker Board (mind mapping) and Voice Notes encourage pupils to plan and reflect on their work, supporting metacognitive development.</p> <p>4. Oral Language Interventions</p> <p>EEF Insight: Developing spoken language skills improves literacy and academic outcomes.</p> <p>Clicker Link: Clicker includes Talk Sets and Clicker Books that promote speaking and listening, especially useful for pupils with EAL or speech and language needs.</p> <p>5. Individualised Instruction</p> <p>EEF Insight: Tailoring learning to individual needs can be effective, especially for pupils with SEND.</p> <p>Clicker Link: Clicker is highly customisable—supporting symbol use, switch access, and differentiated writing grids—making it ideal for inclusive classrooms.</p>	<p>1,3,8 & 9</p>	<p>£2000</p>
<p>Learner Chromebook/ip ads</p> <p>Purchased for pupil premium children who don't have access to these devices at home in order for them to access home learning.</p>	<p>EEF Guidance – Using Digital Technology to Improve Learning</p> <ul style="list-style-type: none"> • Technology can increase the quality and quantity of pupil practice, especially outside the classroom. • It supports retrieval practice, self-quizzing, and adaptive learning, which can boost retention and engagement. • Technology can improve assessment and feedback, helping teachers make better decisions and reduce workload. • Crucially, the EEF warns that without equitable access, technology may widen the attainment gap—making it essential to ensure disadvantaged pupils have the devices and support they need. 	<p>1,7,8 & 9</p>	<p>£8000</p>

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

Budgeted cost: £ 23,740

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p><i>My Happy Mind including My Happy Mind+ PSHE scheme</i></p> <p>Science-backed mental health and wellbeing programme for primary schools that teaches children lifelong habits to build resilience, self-esteem, and emotional regulation through five modules: Meet Your Brain, Celebrate, Appreciate, Relate, and Engage. My Happy Mind+ is an extended PSHE scheme that complements the core programme by covering all statutory Relationships Education and broader PSHE objectives through four strands—myHappyMind, myHappyBody, myHappyRelationships, and myHappyWorld—offering a complete, ready-to-teach solution for schools</p>	<p>EEF SEL Guidance Report recommends:</p> <p>Explicit teaching of SEL skills:</p> <ul style="list-style-type: none"> • Integration into everyday teaching • Use of a SAFE curriculum (Sequential, Active, Focused, Explicit) • Whole-school reinforcement of SEL strategies • My Happy Mind follows a structured, whole-school approach with modules like “Celebrate” and “Relate” that explicitly teach emotional regulation, gratitude, and relationship-building—directly supporting these recommendations. <p>EEF Metacognition and Self-Regulated Learning guidance highlights:</p> <ul style="list-style-type: none"> • Teaching pupils to plan, monitor, and evaluate their learning • Developing self-awareness and resilience • Modelling metacognitive strategies • My Happy Mind’s “Meet Your Brain” module teaches children how their brain works and how to manage emotions—supporting metacognitive development and self-regulation. <p>EEF Teaching and Learning Toolkit shows SEL can lead to +4 months progress in learning outcomes, especially for disadvantaged pupils.</p>	1,2,4 & 10	£5000
<p><i>Local Authority training for school’s attendance lead and Champion & additional time to carry out this role</i></p> <p>Providing Local Authority training for the school’s Attendance Lead and Champion enhances their capacity to implement effective attendance strategies, ensuring that disadvantaged pupils are better supported to attend school regularly</p>	<p>EEF Rapid Evidence Assessment on Attendance Interventions</p> <ul style="list-style-type: none"> • Parental engagement and responsive, targeted approaches were most promising. • Many effective strategies required trained staff who could diagnose and respond to individual barriers to attendance. • The review supports the idea that well-trained attendance leads can implement more effective, evidence-informed interventions <p>Attendance interventions rapid evidence assessment EEF</p>	10	£3320

and engage fully in their education			
<p>Attendance at extra-curricular clubs for pupil premium children</p> <p>Encouraging pupil premium children to attend extra-curricular clubs promotes their social development, boosts self-esteem, and fosters a stronger sense of belonging within the school community, which can positively impact their overall engagement and academic outcomes</p>	<p>Nuffield Foundation – Millennium Cohort Study</p> <p>This study analysed data from over 6,400 children and found:</p> <ul style="list-style-type: none"> Disadvantaged children who attended after-school clubs scored 2 points higher in KS2 assessments than peers who didn't. This improvement equates to two-fifths of the attainment gap between poorer and more affluent pupils. Participation also improved social, emotional, and behavioural skills, especially for disadvantaged children <p>https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment</p>	2,4 & 10	£3720
<p>Contribution to Attendance at School trips for pupil premium children</p> <p>Contributing to the cost of school trips for pupil premium children ensures equitable access to enriching experiences that enhance learning, broaden horizons, and support personal development, helping to close the attainment gap</p>	<ul style="list-style-type: none"> Arts Participation: Offers a +3 months impact for very low cost, supporting engagement and confidence through cultural experiences. Outdoor Adventure Learning: Shows a +3 months impact for moderate cost, improving resilience, teamwork, and motivation. <p>These strands support the use of pupil premium funding for school trips as a way to boost disadvantaged pupils' personal and academic development.</p>	1,4 & 10	£5000
<p>Anthony Conlin - The School Data Company</p> <p>Data analysis / demographic analysis / Assessment /</p> <p>EduKey</p> <p>Provision Map Writer to track and monitor PP provision and interventions</p>	<p>DfE Guidance – Monitoring and Evaluation</p> <p>The Department for Education's official guidance states:</p> <ul style="list-style-type: none"> Schools must monitor and evaluate the effectiveness of Pupil Premium-funded activities. Funding should be used for evidence-informed approaches, including tools that support diagnostic assessment, implementation, and evaluation. 	1,3 & 10	<p>£3000</p> <p>£1000</p>
<p>Team Teach Training</p> <p>Whole staff trained on L2, 6-hour course. one-day course aimed at</p>	<p>EEF Guidance – Improving Behaviour in Schools</p> <ul style="list-style-type: none"> Invest in staff training to improve behaviour management. Ensure that behaviour strategies are consistent, evidence-informed, and tailored to pupil needs. 	2,3 & 10	£2700

<p>individuals operating in low-risk service settings.</p> <p>It equips individuals with simple de-escalation strategies and basic positive handling techniques to deal with challenging behaviour in mainstream setting.</p>	<ul style="list-style-type: none"> • Recognise that misbehaviour disproportionately affects disadvantaged pupils, and improving behaviour can lead to better academic outcomes. • Team Teach aligns with these principles by equipping staff with practical tools to manage behaviour positively and inclusively. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>		
---	--	--	--

Total budgeted cost: £115,140

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 pupil outcomes in the 2024 to 2025 academic year.

Intended Outcome	Outcomes
To improve progress in Reading <ul style="list-style-type: none">Achieve above national average progress scores in KS2 Reading (0)	Although progress measures were not reported for the academic year 2024/2025, attainment data shows that 83% of Pupil Premium pupils at Holden Clough Primary School met age-related expectations in reading. This is a significant achievement, exceeding the national average of 63% by 20 percentage points and demonstrating the effectiveness of targeted support and high-quality teaching strategies for disadvantaged learners.
Progress in Writing <ul style="list-style-type: none">Achieve above national average progress scores in KS2 Writing (0)	Although progress measures were not available for the academic year 2024/2025, attainment data indicates strong performance among Pupil Premium pupils in writing. At Holden Clough Primary School, 67% of disadvantaged pupils met age-related expectations, outperforming the national average for Pupil Premium pupils, which stands at 59%. This 8-percentage-point difference reflects the impact of focused literacy interventions and consistent teaching practices aimed at closing the attainment gap.
Progress in Mathematics <ul style="list-style-type: none">Achieve above national average progress scores in KS2 Maths (0)	Although progress measures were not available for the academic year 2024/2025, attainment data highlights a strong performance in mathematics among Pupil Premium pupils at Holden Clough Primary School. 79% of disadvantaged pupils met age-related expectations, significantly outperforming the national average of 61%. This 18-percentage-point difference reflects the impact of targeted numeracy support, high-quality teaching, and a consistent focus on closing the attainment gap in core subjects.
Phonics <ul style="list-style-type: none">Achieve above national average expected standard in PSC	Despite 68% of Pupil Premium pupils nationally meeting the expected standard in the Year 1 Phonics Screening Check, only 60% of our Pupil Premium cohort at Holden Clough achieved this benchmark. This indicates that we did not meet our intended outcome of closing the gap between our disadvantaged pupils and national performance.
Ensure attendance of disadvantaged pupils is above 95%	Pupil Premium attendance for the academic year 2024–2025 was 94.71%, falling just short of our target of 95%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Tables Rockstars	TT Rockstars
Data analysis / demographic analysis / Assessment /	Anthony Conlin - The School data Company

Century Tech	Century
EduKey	Provision Map Writer