

# Pupil premium strategy statement – Hollybank School

## School overview

Detail	Data
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	50% of the Pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3 Years
Date this statement was published	4th December 2025
Date on which it will be reviewed	<a href="#">November 2026</a>
Statement authorised by	Ailsa Moore
Pupil premium lead	Cara Broadbent
Governor / Trustee lead	Jan Thornton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,315
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0

# Part A: Pupil premium strategy plan

## Statement of intent

Our approach is high-quality teaching focused on areas that disadvantaged pupils require it most, targeted support based on assessment of need, and helping pupils to access a personalised curriculum.

To provide inclusive community visits and opportunities to our disadvantaged pupils through our focus groups, music therapy and specialist resources enabling an inclusive environment with a personalised approach.

The Key principles of our strategy are:

**Inclusivity and Personalisation:** Ensuring all activities and resources are delivered in an inclusive environment with a personalised approach to meet the diverse needs of disadvantaged pupils.

**Community Engagement and Exploration:** Actively engaging pupils in the local community through exciting visits (e.g., museums, galleries, swimming) to support their exploration and broaden their experiences.

**Sensory and Developmental Support:** Providing a wide range of sensory experiences and specialist resources to facilitate pupils' holistic development.

**Focus Groups and Targeted Interventions:** Utilizing specific approaches.

**Partnerships and Expertise Sharing:** Inviting external visitors and experts to share their knowledge and further enrich the school environment and pupil experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Opportunity to engage in music opportunities.
2	Access to specialist resources and teaching.
3	Challenges for pupils to be out in the community with access to appropriate experiences with accessibility difficulties.
4	Attendance – health appointments and other challenges families face creating a barrier for attending.

## 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
Pupils will continue to demonstrate an increased engagement with learning by accessing a personalised curriculum for their needs with appropriate resources.	By 2026/7 Pupils will show progress with EHCP outcomes and have engaged in their personalised curriculum with high levels of engagement. Pupils will have opportunities to experience the community and world around them with a high level of individual care and support.
Pupils will have the opportunity to work with external musicians and a music therapist to develop their communication, social and emotional development and enjoyment of music.	By 2026/7 Pupils will have high quality music opportunities developing communicative experiences in a group session or 1:1 building on social development and expressing their emotions.
Pupils will be attending school whilst being supported with their health and social needs.	By 2026/7 Pupils and their families will be supported to attend vital appointments whilst ensuring that attendance at school is still achieved.

## Activity in this academic year

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular community visits for our pupils following the pupils interests with a focus on the arts in line with our Artsmark journey.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2,4
Weekly music focus group and visits from a Music Therapist.	<a href="#">The power of music to change lives - A National Plan for Music Education</a>	1,2
Continued employment of a Family Engagement Lead to support families to improve wellbeing at home, access to services and support out of school and attendance	<a href="https://www.gov.uk/government/publications/supporting-send/supporting-send">https://www.gov.uk/government/publications/supporting-send/supporting-send</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	2

**Total budgeted cost:** £ 25,315

## Outcomes for disadvantaged pupils

A key aim of the school is that every learner will achieve their full potential. We believe that this will be accomplished through a close partnership with parents, carers, pupils and highly motivated, highly skilled staff. Through positive experiences we strive to develop our learners' abilities and interests as fully possible, giving them the confidence and self-belief to make choices and take their place in society. We work to provide an environment in which the children and young people are confident, happy and secure and can develop the skills needed to meet real-life challenges and live their lives with quality and fulfilment.

Further detail regarding individual pupil progress for children receiving pupil premium can be found in EHCP review reports and our pupils termly reports.

Our learners are working at the earliest levels of physical and cognitive development and it is important that we work to develop their skills and capabilities rather than working towards subject-related targets. The core elements of our curriculum focus on developing each learner's ability to learn, interact, communicate and to be as independent as possible, whilst also striving to increase their physical and sensory skills so that they can successfully interact with the environment around them. We believe these to be the building blocks of a quality life for children, young people and adults with complex physical, sensory and medical needs.

Our learners experience significant barriers to their learning, they have profound and multiple learning difficulties and additional impairments which can challenge their learning.

This means that they need:

- A personalised curriculum
- A high level of multi-disciplinary input
- A modified physical environment
- Access to specialised resources and equipment
- A high level of individual care and support