

Pupil premium strategy statement – Hollywater School

This statement details our school's use of pupil premium and (recovery premium for the 2024 to 2025 academic year) 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	Hollywater School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	64 pupils – 40%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2025 review April 2026
Statement authorised by	Maria Brigid Ryan - Headteacher
Pupil premium lead	Sarah Kitching – Deputy Head
Governor / Trustee lead	Full Governing Body

Funding overview – April 2025 to April 2026

Detail	Amount
Pupil premium funding allocation this academic year	£73,828
Recovery premium funding allocation this academic year	£13,285
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	£87,113

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At the heart of our approach is high-quality teaching and learning focussed on areas where disadvantaged pupils require it most, helping pupils to access a broad and balanced curriculum and to achieve their highest potential.

Whilst our strategy is focused on those pupils facing socio-economic disadvantage, it is implicit in our intended outcomes that opportunities and outcomes will be improved for all our pupils; because their biggest barrier to learning is their communication, cognition, physical and sensory needs as opposed to socio-economic factors. We are focussed on ensuring that we offer all our pupils the relevant, bespoke skills and experiences which mean they can be as independent both now and within adulthood.

A high priority is to provide disadvantaged pupils with support to access their curriculum and environment with as much independence as possible. This means working with pupils to help them manage their communication, sensory and physical needs to stop these being a barrier to accessing a meaningful curriculum.

Our strategy will be driven by the needs and strengths of each young person. This will help us to ensure that we offer them the best experiences and learning opportunities to ensure they are best prepared for their lives after school.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions show that our pupils have greater challenges around communicating and expressing their needs than their peers, including nonverbal, limited language and social interaction difficulties.
2	Our assessments, observations and discussions show that pupils have greater challenges around processing and their sensory regulation due to their sensory and emotional needs which can lead to disrupted learning.
3	Our assessments, observations and discussions show that an increasing number of pupils have greater physical and mobility needs than their peers.

4	Our assessments, observations and discussions show that an increasing number of pupils have significant mental health needs that can significantly impact on their engagement in learning and can impact on the learning of others.
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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	September 2025 review for academic year 2024-2025
<p>Development of Communication needs</p> <p>Pupils to access targeted support for communication to compliment curriculum offer and maximise outcomes for pupils.</p>	<p>SALT input increasing communication techniques and methods with complex pupils.</p> <p>Observations and assessments show increased use of a range of communication systems to aid pupils' understanding and to develop expressive communication skills.</p> <p>Social Communication groups in place to help our MLD cohort develop key social and communication skills that prepare them for adulthood.</p>	<p>Sept 2024 : CG ran Communication groups on Friday mornings – impact has been development in social skills and pupil confidence.</p> <p>EG (SALT assistant) has been working on specific pupils – targeted support – impact has been increased use of PECS and ALD boards to communicate.</p> <p>£1,020 spent on supporting pupils accessing KS3 residential to help boost social skills and communication skills for 6 pupils. SLT observed increased confidence in S&L skills and PDL skills.</p> <p>Sept 2025 : Communication groups have been organised for September 2025 with CA and CG running them. Currently organising the Communication room so that it has the resources needed for sessions.</p> <p>Sarah Gilling (SALT) has been working on Communication overview documents for each class so that teachers are able to</p>

		<p>support communication needs of pupils effectively.</p> <p>Observations from HIAS advisors and SLT this term have highlighted an increased use of communication systems to enable pupils to communicate effectively.</p>
<p>Development of Sensory needs</p> <p>Pupils to access targeted support for sensory processing difficulties to compliment curriculum offer and maximise outcomes for complex pupils.</p>	<p>Occupational Therapy input (TLC Space) increasing understanding and support of sensory processing needs.</p> <p>Observations and assessments show strategies are supporting pupils with sensory processing and emotional needs and leading to decreases in behaviours which disrupt learning.</p> <p>Sensory processing resources available in classes across school where needed.</p> <p>Daily sensory enrichment sessions are supporting pupils in building on their sensory processing skills.</p>	<p>Sept 2024 : TLC Space continue to support students with physical development with sessions in school – sensory programmes in place and supporting pupils ability to stay regulated.</p> <p>Sensory enrichment sessions take place in all classrooms every morning.</p> <p>Sensory resources purchased for EY, Pink, Purple and Gold classes so that sensory areas created in classrooms.</p> <p>Sept 2025 : OT classroom has been allocated and some equipment accessible. Room is being developed.</p> <p>Primary classes to be provided with sensory OT equipment boxes to support this aspect of curriculum for those students that find transition to classes difficult.</p> <p>Sensory OT resources have been purchased and will be fitted up the main corridor and into Primary over Oct half-term.</p>

<p>Development of Physical needs</p> <p>Pupils to access targeted support for physical and mobility difficulties to compliment curriculum offer and maximise outcomes for complex pupils.</p>	<p>Pupils can access a wider range of activities due to support to develop their mobility and physical needs. Staff have a better understanding of how adaptations and support within the curriculum can be made to meet pupils needs.</p>	<p>Sept 2024 : 3 staff completed Rebound Therapy training - £280. 1 staff completed Rebound Therapy refresher training - £162.</p> <p>Regular sessions taking place for PMLD students and EY/KS1 students every Thursday morning supporting development of PDL skills and EHCP targets.</p> <p>PMLD students are having an opportunity to explore travelling on the minibus in school to help build their confidence.</p> <p>Nest swing installed in Primary play area – supporting students sensory needs.</p> <p>MOVE sessions used to support complex pupils in Gold class.</p> <p>Sept 2025 : Focus on development on EY/KS1 play area to ensure fully accessible for all pupils.</p>
<p>Development of Social, Emotional and Mental Health needs</p> <p>Pupils to access greater opportunities that compliment curriculum offer and maximise outcomes for complex pupils.</p>	<p>Pupils will access greater opportunities within the community that will engage them in learning and provide them with opportunities to develop key life skills. Staff to have a better understanding of pupils SEMH needs and strategies that can be put in place to support them and engage them in learning. Pupils to engage in Forest School sessions that will build on developing confidence, well-being and social skills.</p>	<p>Sept 2024: 1.5 ELSA available to support students. We now have employed a Mental Health support worker.</p> <p>Ongoing development of Forest School site.</p> <p>Sept 2025 : New Forest School site has been installed - £69,568 Awaiting the new fencing to be installed. All classes have a timetabled slot to access the area.</p>

		<p>Pupils accessing the area this term have already shown great levels of confidence, well-being and social skills. Lots of team building and working together which supports the PDL curriculum.</p> <p>Since Sept 2025 our SEMH students are now accessing an alternative curriculum in which they are off-site 2.5 days a week – Fast Forward. The Apex Centre and Highfields sports facilities. Greater engagement in learning already evident.</p>
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Service Pupil premium funds – we have funded two pupils for an annual swim pass at local leisure centre to support with physical development and one student accesses an after school club.

Activity in this academic year - April 2025 to April 2026

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT – Social Communication training and resources	<p>Staff to be trained so that they can deliver social and communication skills groups (Talkabout) to build on developing communication skills in pupils for life.</p> <p>https://www.milestones.org/map/browse-articles/social-communications-skills-and-strategies-for-life</p>	1
Sensory OT resources (TLC Space)	<p>TLC Space staff on-site weekly to deliver sensory OT assessments and sensory OT programmes.</p> <p>The Importance Of Sensory Integration – Sensory People (sensory-people.co.uk)</p>	2,3 and 4

MOVE training	<p>Staff to attend MOVE training so that more students with physical and mobility needs can access this as part of their curriculum.</p> <p>https://www.madeformovement.com/en-gb/blog/what-is-the-move-programme</p>	3
Mental health and well-being training	<p>Staff to attend mental health and well-being training so that more students with mental health needs can access and engage in their curriculum.</p> <p>Ongoing ELSA and Mental Health support available for pupils to access that provide them with an opportunity to help pupils understand and manage their emotions.</p> <p>https://www.mentalhealth.org.uk/explore-mental-health/blogs/why-mental-health-awareness-matters</p>	4

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for communication to compliment curriculum offer and maximise outcomes for complex pupils.	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>Talkabout programme to support the development of social communication skills with small groups. Talkabout is a series of social communication programmes. It is a practical resource which is aimed at improving Social Communication Skills such as;</p> <ul style="list-style-type: none"> • Listening • Conversational Skills • Body Language 	1 and 4

	<ul style="list-style-type: none"> • Awareness • Assertiveness 	
Increase access to high quality equipment and resources to support targeted communication support for specific pupils.	<p>Increased communication embedding across school through SALT support. Pupil assessment of communication needs. SALT report recommendations.</p> <p>https://www.sense.org.uk/information-and-advice/technology-mobility-aids-and-devices/communication-aids/</p>	1 and 3
<p>Provide targeted support for sensory processing to compliment curriculum offer and maximise outcomes for complex pupils.</p> <p>Increase access to high quality equipment and resources to support targeted sensory and physical support.</p>	<p>School-Based Occupational Therapy and Its Goals Explained (positivepsychology.com)</p> <p>Implications for learning document outlines pupils sensory and physical needs and EHCP targets highlight how barriers for learning are being broken down to enable pupils to access all aspects of the curriculum and school life.</p>	2, 3 and 4
Provide targeted support for pupils to develop their emotional well-being to enable them to access the curriculum offer and maximise outcomes for complex pupils.	<p>Alternative curriculum opportunities that encourage and develop pupil engagement within school.</p> <p>https://positiveyoungmind.com/the-seeds-of-change-the-perfect-time-for-curriculum-reform-from-an-semh-perspective/</p>	4

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

Budgeted cost: £40,000

£30,000 for Forest School site development - already completed and £69,568 spent on project.

£10,000 for play equipment

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully accessible outdoor play and mobility equipment in Primary play areas	<p>The Benefits Of Inclusive Playground Equipment Creative Play (creativeplayuk.com)</p> <p>Children's Usage of Inclusive Playgrounds: A Naturalistic Observation Study of Play - PMC (nih.gov)</p> <p>The Importance of Inclusive Play - WECIL - Supporting Independent Living</p>	1, 2 and 3

Total budgeted cost: £88,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This strategy is a three year plan therefore the review for 2024 to 2025 has been completed in the 'intended outcomes' section above and is highlighted in green text. This document will be reviewed again in April 2026 to reflect the new Pupil Premium funding.

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
SALT	NHS + LA SALT Services
OT	TLC Space – Sensory OT

Further information

The pupil premium and recovery premium will continue to support the school community to access the wider community- as we focus on maximising pupil exposure to all aspects of preparing for adulthood.

We recognise our pupils' worlds are ever changing which results in increasing anxiety, unpredictability, experiences and relationships.

In order to develop resilience and lifelong learning for our pupils, we must support pupils by providing opportunities to address the preparation for adulthood outcomes:

- Independent living
- Good health, including mental health and wellbeing
- Friends, relationships and communities
- Employment