

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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. This strategy will be reviewed every 6 months to ensure effective use of funding is in place.

School overview Sept 2022

Detail	Data
School name	Holly Primary School
Number of pupils in school	289 + 32 nursery children
Proportion (%) of pupil premium eligible pupils	28 children – 9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	March 2023
Statement authorised by	Mr D White
Pupil premium lead	Mr D Bennett
Governor / Trustee lead	Miss J Salter

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£32,280 (3 service chn) £930
Recovery premium funding allocation this academic year	£3,480
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	£38,035

Part A: Pupil premium strategy plan

Statement of intent

At Holly Primary School we are committed to all children regardless of their background and circumstances. We support all children to achieve their full potential. Strong teaching will ensure all of our pupils achieve their best and our aims and ambition is for our disadvantaged pupil cohort move closer to national. Our school improvement plan highlights our commitment towards quality first teaching; making learning irresistible whilst diminishing the difference for vulnerable children. Within our curriculum we go the extra mile by implementing deliberate extra measures. All stake holders have strong confidence that we can maintain and develop as a vibrant and successful school which continues to attain and improve on the very high standards we want and what our children deserve.

To ensure that this is effective we will:

- Ensure the achievement for all disadvantaged students ~~to be~~ is a priority within all aspects of school life.
- Ensure all staff ~~to~~ are aware of and acknowledge their role in improving disadvantaged pupil achievements and outcomes, through high-quality teaching, targeted academic support and wider strategies.
- Use data and evidence on current disadvantaged pupils' performance to inform a clear implementation strategy, maximising current systems and structures in closing the attainment gap between disadvantaged children and their peers.
- Raise the aspiration, resilience and ambitions for all disadvantaged students, maximising their outcomes and future careers.

National school closures during the COVID-19 pandemic have led to concerns that gaps in knowledge could widen for many disadvantaged students; with further impacts on the Social, Emotional and Mental Health (SEMH) of many.

This Pupil Premium strategy aims to ensure that any gaps in student knowledge are identified and all students are supported, both academically and holistically, to achieve their full potential and to ensure that their aspirations are raised.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment</p> <p>Our assessment of literacy skills (particularly reading ages) of disadvantaged pupils on entry (historically and present) have been lower than for other students. Low level speech and language skills on entry.</p>
2	<p>Attendance</p> <p>Our attendance data over the last 2 years indicates that amongst disadvantaged pupils, attendance has been lower than for non-disadvantaged pupils. (traditionally this has not been an issue). There have been no persistent absentees for disadvantaged pupils.</p>
3	<p>Aspiration</p> <p>Raising aspiration, levels of engagement and participation with disadvantaged pupils and their families in securing their future ambitions.</p>
4	<p>Well-being</p> <p>Our assessments and observations have indicated that some disadvantaged pupils have been impacted by the partial closures to a greater extent than other pupils. This has resulted in some learning gaps – especially in reading.</p>
5	<p>Wider curriculum opportunities</p> <p>A small number of our disadvantaged pupils' parents financially struggle which prevents participation and attendance in some wider curriculum opportunities (school trips, residential, curriculum enrichment opportunities).</p>

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>1. Student reading ages will increase as a result of our waves of intervention linked to our reading strategy. High quality teaching and learning in place.</p>	<p>Analysis from Scholar/Lightning Squad will show an increase in reading ages for disadvantaged pupils with accelerated progress. Higher percentage of children achieving ARE and greater depth in reading. Disadvantaged pupils show an increase in phonics stage progression and increased speech and language skills.</p>
<p>2. To increase the attendance of disadvantaged children in line with remainder of school.</p>	<p>Disadvantaged pupils shown to be closing the gap to national figures. The overall attendance by 2024/25 will be in line with non-disadvantaged pupils. There will be a very low persistent absence rate.</p>

<p>3. For disadvantaged pupils to have an aspirational opportunity for the Key Stage 1 & 2 Curriculum, in line with their non – disadvantaged students.</p>	<p>All disadvantaged pupils’ uptake on trips/residentials/enrichment opportunities. Disadvantaged pupils access wrap around care if needed.</p> <p>Parent partnership established where disadvantaged families fully engage in school life.</p>
<p>4. To increase student articulation of their learning and its placement within the wider curriculum and the world around them.</p> <p>To achieve and sustain improved well being within school particularly for our disadvantaged pupils.</p>	<p>Children increase their oracy skills through phonics programmes. New phonics schemes purchased and staff trained accordingly. Accelerated progress for children.</p> <p>High levels of well-being year on year, evidenced through pupil voice, surveys and teacher observations.</p>
<p>5. All children will have the access to all curriculum opportunities.</p>	<p>Attendance for disadvantaged pupils is at 100% for all school events.</p>

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: £18,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments</p> <p>Staff training and moderation.</p>	<p>Standardised tests provide reliable data into strengths and developments of each pupil. This ensures additional support through teaching and learning and intervention is in place. Staff training and moderation ensures accurate assessments, leading to targeted learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1,2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p><i>EYFS staff engage in Nuffield Early Intervention project</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>https://www.teachneli.org/what-is-neli/</p>	1,3
<p>Purchase of Little Wandle to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3
<p>Wider curriculum opportunities</p>	<p>Full participation in school life, leads to curriculum enrichment and full access to disadvantaged pupils (taught and hidden curriculum).</p> <p>Arts</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Extended school time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	4, 5

	Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Metacognition training	Effective metacognitive strategies allow learners to think about their own learning more explicitly, usually by teaching them to set goals and monitor and evaluate their own academic progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3

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

Budgeted cost: £18,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics High quality phonics interventions 1:1 and small group work have a strong evidence base indicating a positive impact on pupils, particularly for disadvantaged pupils. In house extra teaching assistant intervention. Track closely by phonics leader/SLT. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-three: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Enrolment onto Lightning Squad for all disadvantaged pupils from year 1-6. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Lightning Squad https://fft.org.uk/tutoring/	1, 4

Teaching assistant intervention.	Teaching assistants provide large positive impact on learners and use targeted intervention to meet the needs of the children. These are devised in conjunction with class teachers, SLT and teaching assistants to maximise impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4,5
Wrap around care provided.	We facilitate working parents by offering a high-quality wrap around provision. Where appropriate disadvantaged pupils are accommodated. This includes targeted breakfast club and after school club provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2
Improving working memory intervention (Y3 children)	Working memory is the ability to remember and manipulate information over short time frames. Holly Primary School is one of 200 schools across the UK taking part in this EEF trial. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory	3,4,5

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

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School mental health lead in place. Training accessed.</i></p> <p><i>Take 5 delivered within school.</i></p> <p><i>Emotional Literacy Support Assistant in place</i></p>	<p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>TA trained to provide emotional and social skills support to children including disadvantaged pupils</p>	4

Total budgeted cost: £18,290 + £18,300 + £3,600 = £40,190 (to ensure the success of the above strategy, Holly Primary School allocate extra funding to our disadvantaged children).

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 pupils in the 2020 to 2021 academic year.

Our internal assessments for 2020/21 indicated that the disadvantaged pupils performed in line with non-disadvantaged pupils. A similar trend can be seen over the previous 3 years. With the closure of schools during the pandemic, attendance from disadvantage pupils was slightly lower than non-disadvantage pupils which impacted on the access to internally delivered pupil premium funded improvements. These plans will be implemented in the 2021/24 statement.

Our overall attendance for 2020/21 was higher than national average and improved from previous years. However, there was a slight difference between our disadvantaged and non-disadvantaged children within the year which is similar to previous years. When schools were open, some disadvantaged pupils did not access the provision in place.

The wellbeing of our pupils has been impacted upon by COVID-19 issues which has been evident through observations and assessments. Our funding provided support for all pupils via targeted interventions. This will continue and we will add additional support in the next plan.

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
Take 5	Each Amazing Breath https://www.eachamazingbreath.org/

Further information (optional)

Our strategy will be supplemented by additional funding not included within the above allocation. It will include:

- Deliver effective marking and feedback.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> By refining our feedback and marking policy, will improve pupil outcomes as proven in the EEF research.
- Extra-curricular activities improve wellbeing, attendance, behaviour and aspiration, trips and residential. Disadvantaged children will be encouraged to participate.

We will review our strategy each year to ensure it has the best possible impact for our children and in particular our disadvantaged children.