

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 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.

School overview

Detail	Data
School name	Holly Primary School
Number of pupils in school	291 + 27 nursery children 318 total
Proportion (%) of pupil premium eligible pupils	31 children – 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Mr D White
Pupil premium lead	Mr D Bennett
Governor / Trustee lead	Mrs E Connall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(1 service chd) £335
Recovery premium funding allocation this academic year	£
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	£43,985

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.

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	Assessment 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.
2	Attendance 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.
3	Aspiration Raising aspiration, levels of engagement and participation with disadvantaged pupils and their families in securing their future ambitions.
4	Well-being 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.
5	Wider curriculum opportunities 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).

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
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.	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.
2. To increase the attendance of disadvantaged children in line with remainder of school.	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>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: £19,348 (Actual Holly spend - £20,153.20)

Assessment papers - £2142

TA time for NELI – 5 sessions x 20 weeks £2867.50

Little Wandle - £995 Subscription resources £3205.80

1:1 Wandle TA recovery time 1hr (5 sessions) x 38 weeks - £2179.30 x 3 adults = £6537.90

Subsidised trips - £1000

Metacognition - £800

DHT - Collaboration work 2 per term @ £200 x 6 terms = £2,400

Pupil premium lead - Collaboration of curriculum – 1 per term @ £200 x 6 terms = £1,200

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

Purchase of Little Wandle to secure stronger phonics teaching for all pupils.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3
Wider curriculum opportunities	Full participation in school life, leads to curriculum enrichment and full access to disadvantaged pupils (taught and hidden curriculum). Arts https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Extended school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4, 5
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
Collaborative with Woodborough Woods to improve the curriculum.	DHT of each school to work collaboratively to redesign aspects of the curriculum and assessment procedures. New curriculum will inspire pupils and increase attainment. Children will work collaboratively in small groups when completing interventions. This is proven to increase attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1,3

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

Budgeted cost: £9,674 (Actual Holly spend - £12,773.75)

Lightning Squad – £3,402 + £992.95 x 2 placements £8,789.90

TA interventions – 3 adults @ £13.62 x 2.5hours £102.15 x 39 weeks = £3,983.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	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.	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Enrolment onto Lightning Squad for all disadvantaged pupils from year 1-6.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Lightning Squad https://fft.org.uk/tutoring/</p>	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
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: £9,673 (Actual Holly spend - £12,648.54)

ELSA - £800 x 3 adults = £2,400. 3 afternoons x £13.62 x 39 weeks = £1,593.54

Termly networks - £120 x 3 = £360 x 3 years £1,080

Take 5 - £1,200

Breakfast – 5 chn x £2.50 x 5 days = £62.50 x 39 weeks = £2,437.50

After school club – 5 chn x £6.50 x 5 days = £6,337.50

Mental Health lead training - £1,200 on training + leadership time 1hr per week x 39 weeks
=£798.72

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

	TA trained to provide emotional and social skills support to children including disadvantaged pupils	
Wrap around care provided.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2

Total budgeted cost: £19,347 + £9,674 + £9,673 = £38,964

However, as a school we increase the spending by £6,879.49 to assist all of our disadvantaged children's learning. Making our total spending £45,575.49

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 2022 to 2023 academic year.

Our internal assessments for 2022/23 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 2022/23 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.

Targeted intervention has been put in place throughout the curriculum, however, due to the school closures of last year and some isolation requirements, the impact of the Pupil Premium strategy from 2021-2021 could not be fully assessed. Therefore, these programmes will be reviewed and implemented prior to delivery.

Intended outcome 1 – Increase student's reading

The Lightning Squad NTP was completed and had good progress. It was assessed and the decision was made to cease the programme. Through training we now offer precision reading intervention to replace the programme and has proven to a great success. Children working on the new programme have progressed through the reading stages. Those who have not made sufficient progress, will continue with the provision along with additional quality first teaching support.

Internal data of disadvantaged pupils showed an increase in phonics stage progression and increased speech and language skills in early years. 2 out of 3 children passed their phonics test. The school's recheck system is strong with 100% repass rate from the year's data.

Add data of year groups as well as dash board stuff

Intended outcome 2 – Increase the attendance of disadvantaged children

The attendance of disadvantaged pupils for 2022-23 was 93.15% in comparison to 92.4% in comparison from the year before. Attendance for disadvantaged pupils is increasing and the gap between disadvantaged and non-disadvantaged is closing. Persistence absences was 17.39% compared to 34.9% in the county which is significantly lower. The school has a rigorous attendance policy and will continue to monitor absenteeism across the school setting.

Intended outcome 3 – Aspirations

Some disadvantaged families have been provided breakfast club. Those disadvantaged families who are not always fully engaged, have been contacted and support offered. This is something we need to continue to monitor and work on as a school.

All disadvantaged children attended trips and spoke highly of them. We will continue to offer this support for pupils.

Intended outcome 4 - Well-being

Our Little Wandle Phonics scheme has been implemented for a year and has seen good progress made by the children. It allows individuals and groups of children to have access to quality first teaching which the English lead has been scrutinising closely. Observations show it is embedded and some groups have made rapid progress. This school scheme will continue to be delivered and has been successful with year 1 phonics screening as 92.7% passed and 100% passed their year 2 rechecks.

Through pupil voice it is clear that we have systems in place to aid children's well-beings. When questioned, children were able to discuss what work they had completed and who they could talk with to help their well-being. Our ELSA scheme across the school has a high intake and is something is valued by staff, children and parents. This will continue to be delivered.

Intended outcome 5 – Access to wider opportunities

100% of our disadvantaged attended trips and residential. From a pupil voice it was clear that the children enjoyed their experiences and built life long memories. We will continue to make this a priority for all disadvantaged children to attend trips/residential. There has previously been a low uptake of extra-curricular activities by disadvantaged pupils. Moving forward this is something that we will monitor.

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.