

## 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 2024

Detail	Data
School name	Holly Primary School
Number of pupils in school	277 + 26 nursery Total 303
Proportion (%) of pupil premium eligible pupils	10% (27 children + 1 PLAC) 3 PLAC 1.9.24
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2027
Statement authorised by	Mr D White
Pupil premium lead	Mr D Bennett
Governor / Trustee lead	Mrs E Connall

### Funding overview 2024-2027

Detail	Amount
Pupil premium funding allocation this academic year	£42,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,530

## Part A: Pupil premium strategy plan

### Statement of intent

At Holly Primary School we have high aspirations and ambitions for our pupils; and we believe that all learners should be able to reach their full potential despite their backgrounds. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. We are therefore committed to narrowing the gap between vulnerable pupils and their peers and this strategy aims to support disadvantaged pupils to achieve their potential through removing barriers to learning and enable pupils to fully engage in our curriculum and school life.

The funding enables our disadvantaged children to broaden their life experiences by removing financial barriers to allow access to the wider curriculum through visits, visitors and enrichment activities beyond the school day. The spending also enables us to provide pastoral support for those disadvantaged children who require support with their wellbeing. This could include their mental health, ELSA support or other areas that can prove barriers to them enjoying life and accessing the curriculum.

With all children at Holly Primary School, those who are entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored, by teachers on a daily basis and by the senior management team termly, and where necessary our SENDCo, throughout their time with our school.

Strong teaching is designed to meet the individual needs of all children and is aligned to our school vision which firmly sets the emotional, social, spiritual and academic growth of our pupils at the heart of everything that we do. In addition to this, we ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met. We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low attainment – data should be treated with caution due to low numbers.</b></p> <p>6% of Pupil Premium children are on the SEND register.</p> <p>61% of Pupil Premium children in Y1 – Y6 are working at the expected standard in reading.</p> <p>52% of Pupil Premium children in Y1 – Y6 are working at the expected standard in writing.</p> <p>65% of Pupil Premium children in Y1 – Y6 are working at the expected standard in maths.</p>
2	<p><b>Attendance</b></p> <p>Pupil premium attendance is below non pupil premium data. Attendance of Pupil Premium children is 93.1% compared to non pupil premium children whose attendance is 94.8%.</p> <p>20% of Pupil Premium recipients are persistently absent compared to 9.8% of non Pupil Premium.</p>
3	<p><b>Communication and Language in Early Years</b></p> <p>On entry, baselines assessments indicated that 61% of all Reception children were expected in Speaking and 36% in Listening, Attention and Understanding. Assessments, observations and discussions with new pupils indicate low levels of speech, language and communication development.</p>
4	<p><b>Wider curriculum opportunities</b></p> <p>Observations, pupil and parent voice have identified a number of children receiving Pupil Premium who have a narrow experience outside of school or may need financial support to allow these children to access wider educational experiences. Deprivation leads to low levels of cultural capital which impacts on children's long term schema development.</p>
5	<p><b>Aspiration</b></p> <p>Raising aspiration, levels of engagement and participation with disadvantaged pupils and their families in securing their future ambitions.</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
1. To reduce the percentage of persistent absence in Pupil Premium children.	To reduce the levels of persistence absence so that it is in line with non-pupil premium children. Overall attendance for both pupil premium and non-pupil premium is targeted at 97%. Outcomes for learning for pupil premium children will therefore increase due to an increased attendance. Children will be able to access the full Holly Curriculum and therefore enjoy, engage and achieve. The absence rate has risen since the pandemic, with disadvantaged and vulnerable children more likely to be persistently or severely absent. Ofsted annual report 2024.
2. To increase the percentage of Pupil Premium children achieving the expected standard in reading and writing.	Reading attainment of pupil premium children is in line with non Pupil Premium (currently 79%) Writing attainment of pupil premium children is at least in line with non Pupil Premium (currently 68%)
3. To increase the percentage of Pupil premium children achieving the expected standard in maths.	Maths attainment of pupil premium children is in line with non-Pupil Premium (currently 83%)
4. To increase achievement in communication and language in Early Years.	ELG in communication and language will be at least in line with national and Nottinghamshire averages.
5. To provide Pupil Premium pupils with wide opportunities for rich life experiences.	All children experience a wide range of visits and memorable experiences, both as part of the curriculum and wider opportunities, that enhance their learning, knowledge and life experiences. All Pupil Premium children have access to school trips. All Pupil Premium children have equal access to a wide range of extracurricular clubs. The representation of Pupil Premium pupils is in line with demographic across enriching provisions: e.g.: school council, playleaders

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: £21,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce a new writing system from YR – Y6 to further improve quality first teaching and provide a consistent approach to the teaching of writing.</p> <p>£1,300</p>	<p>High quality first teaching (adaptive teaching) is the most effective way of targeting the needs of all pupils. EEF, SEND Code of Practice. This approach is supported by Rosenshine's principles of effective instruction:</p> <ul style="list-style-type: none"> <li>• Present new material in small steps with student practice to support cognitive load theory.</li> <li>• Provide models to support connections in learning</li> <li>• Guide student practice</li> <li>• Check for student understanding to ensure they have a secure foundation before moving on</li> <li>• Provide scaffolding for difficult tasks</li> <li>• Require and monitor independent practice</li> </ul> <p><a href="#">Early literacy approaches   EEF</a>  <a href="#">Improving Literacy in Key Stage 1   EEF</a>  <a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	1, 3
<p>Refine the teaching of reading comprehension in KS1 and KS2 following new guidance from the DFE Reading Framework. Opportunities to develop fluency, read for pleasure and gain key comprehension strategies.</p>	<p>DFE Reading Framework Summary:</p> <ol style="list-style-type: none"> <li>1. Identify pupils who need most support and ensure catch up teaching happens daily.</li> <li>2. Choosing the best reading material</li> <li>3. Promote book clubs to get children reading</li> <li>4. Promote discussions in class</li> <li>5. Text selection across a school: the bigger picture</li> </ol> <p>Early Years language approaches  <a href="#">Communication and language approaches   EEF</a></p>	1,3
<p><i>Sustain DfE validated Systematic Synthetic Phonics Programme including training for new teachers, to ensure high level of phonics achievement continues.</i></p>	<p>DFE Reading Framework: Evidence shows that teaching phonics is the best way to teach children to read words, the EEF considers phonics to be one of the most secure and best</p> <ul style="list-style-type: none"> <li>- evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005.</li> </ul> <p>Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for Pupil Premium pupils:  <a href="#">Phonics   EEF</a></p>	1,3

<p>Metacognition refresher training</p> <p>£2,000</p>	<p>Metacognition and self-regulation enables pupils the tools to think about their own learning.</p> <p>‘Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.’ EFF</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	2, 1
<p>CPD for EYFS staff.</p> <p>EYFS lead to attend training and feed information to the staff.</p> <p>£7,020 (£195 x 6 networks x 6 staff)</p>	<p>Evidence from Education Endowment Foundation – EYFS Teaching and Learning.</p> <p>EYFS lead to attend all relevant training and feed information back to the team.</p> <p><a href="#">Communication and language approaches   EEF</a></p>	1,3
<p>Whole school focus to embed Assessment and Feedback, including time invested in SLT monitoring and evaluating including pupil voice</p>	<p>Having a robust assessment framework will allow teachers to confidently assess and feedback to the children about their learning and future targets.</p> <p>Subject Leaders and PP Lead liaise to help signpost needs for targeted intervention.</p> <p><a href="#">Feedback   EEF</a></p>	1,3

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

Budgeted cost: £10,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pre – teaching and same day interventions for maths, reading and writing.</p> <p>Wrap around time used to address needs.</p> <p>6 chn x 5 days x £3.50 + £6.50 x 39 = £1950</p>	<p>Providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas, can be effective in raising attainment.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a>  <a href="#">Reading comprehension strategies   EEF</a></p>	1,2,3
<p>Targeted group interventions for Maths, reading and writing.</p> <p>£7.50 x 31 chn x 39 weeks £9,067</p>	<p>Providing targeted maths interventions allows pupils to rectify misconceptions. Identifying gaps in children's learning can raise attainment as well as improve self-esteem.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	1,2,3
<p>Additional one to one support following pupil progress meetings.</p> <p>£7.50 x 31 chn x 39 weeks £9,067</p>	<p>This high impact approach allows teachers and TAs to deliver intensive individualised support where needed. This is within and outside of the classroom.</p> <p><a href="#">One to one tuition   EEF</a></p>	1,2,3
<p>Additional afternoon phonics boost time for fixed period.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p><a href="#">Phonics   EEF</a></p>	1,3

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

Budgeted cost: £10,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School mental health lead in place. Training accessed.</p> <p>Take 5 delivered within school. £1,449</p>	<p>As a school we encourage staff to discuss mental health and well-being. Having a lead in place, promotes positive conversations to aid support.</p> <p><a href="#">Senior mental health lead training - GOV.UK</a></p> <p>This breathing intervention trains children to self-regulate and allow them time to ready their selves for learning.</p> <p><a href="#">Self-regulation strategies   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Social and emotional learning   EEF</a></p>	1, 2, 4, 5
Embed Forest School Provision for EYFS and KS1 to support personal development.	Evidence suggests that Forest School benefits children and the physical and pedagogical environment are particularly beneficial to children with social and emotional difficulties.	3,4,1
<p>Emotional Literacy Support Assistants in place</p> <p>£15 x 3 chn x 39 = £1,755 3 TAs = £5,265</p>	<p>3 highly trained TAs to provide emotional and social skills support to children.</p> <p><a href="#">Self-regulation strategies   EEF</a></p>	2, 4
Attendance and wellbeing support.	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A Tiered Approach to Spending Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p><a href="#">Parental engagement   EEF</a></p>	2
Behaviour Hub	<p>Holly have been working closely with the DFE on a project led by the Behaviour Hub Team.</p> <p><a href="#">What Is the Behaviour Hubs Programme?</a></p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Self-regulation strategies   EEF</a></p>	2,1,5



Teaching Assistant leading After-School clubs.	Activities have important benefits in terms of health, wellbeing and physical development.	4,5
£2,800	<a href="#">Physical activity   EEF</a>	
Sports coaches led activities		

## 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.

With the small number of disadvantaged children, data should be treated with caution. The below will be a review of each of the intended outcomes using a variety of data including pupil voice, internal, local and national data.

#### **Outcome 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.**

From our recent Y1 phonics screening check 2 of 5 children passed – 40% of our children pass in comparison to 66.9% of the local area and as a cohort 72.5% passed in comparison 80% nationally. All of these children received additional support with their phonics. Moving forward into year 2, those who did not meet the threshold will have targeted intervention to allow them to pass their resit. Little Wandle will continue to be delivered across the school in the next academic year. The end of KS2 data shows 100% of Y6 FSM6 children passed (4 children) is above the national of 62.6%.

#### **Outcome 2 - To increase the attendance of disadvantaged children in line with remainder of school.**

Our whole school data for 2023-24 attendance was 94.5% of all children attending school. For the Autumn 23 – Spring 24 terms our FSM6 absences was 7.6% against the local data of 11.1%. The whole school attendance for the autumn and spring terms were 94.8% and 92.4% of FSM children. Persistence absenteeism for the two for FSM was 25.3% in comparison to 34% of the Nottinghamshire data. We will strive to further narrow the gap in the coming year. There are certain year groups which will be a priority for the new pupil premium strategy. The importance of attendance will be communicated via our school website.

#### **Outcome 3 - For disadvantaged pupils to have an aspirational opportunity for the Key Stage 1 & 2 Curriculum, in line with their non – disadvantaged students.**

From pupil voice data, it is clear that disadvantaged pupils enjoy and engage with the curriculum. Ofsted commented on the positive attitudes children (including FSM) had towards their learning and opportunities which were provided. This is something we will continue to focus on so all children will have the same experiences.

#### **Outcome 4 - To increase student articulation of their learning and its placement within the wider curriculum and the world around them. To achieve and sustain improved well-being within school particularly for our disadvantaged pupils.**

Breakfast club provision was used for targeted interventions, improve attendance and improve well-being. This has been successful as it has improved attainment along with

chn's positive attitudes towards their learning. Assessment logs by highly skilled TA clearly show impact and progress being made by pupils. With more pupils accessing this provision, it has improved attendance for targeted pupils ensuring they are ready to learn. 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 9 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.

**Outcome 5 - All children will have the access to all curriculum opportunities.**

All FSM children attended trips and residentials across the year. The subsidised prices allowed children to access all opportunities. There were lower numbers of FSM attending after school clubs but an increase in breakfast club. This is something we will continue to prioritise for future years.

**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 <a href="https://www.eachamazingbreath.org/">https://www.eachamazingbreath.org/</a>

### 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.