

Holywell Pupil premium strategy statement

School overview			
School name	Holywell Primary School	Publish date	May 2021
Pupils in school	327	Review date	July 2022
Proportion of disadvantaged pupils	70/327 = 21%	Statement authorised by	Coert van Straaten
Pupil premium grant	£110,290	Pupil premium lead	Toyin Keshiro
Academic year or years covered by statement	2020-2021	Governor lead	Mr Abbass

Disadvantaged pupil progress scores for last academic year		Disadvantaged pupil performance overview for last academic year	
Reading	-1.27 (2019)	Meeting expected standard at KS2 in reading, writing and maths combined	52% (2019)
Writing	0.15 (2019)	Achieving high standard at KS2 in reading, writing and maths combined	11% (2019)
Maths	-2.24 (2019)		

Key challenges and barriers to learning for pupil premium pupils	
<p>As a school we have carefully considered the key barriers to learning faced by disadvantaged pupils. Although each individual pupils presents with their own unique strengths and challenges, we have identified that the most commonly occurring barriers to progress and attainment are:</p>	<p>Emotional well-being, social and behavioural needs that impact on learning unmet PSED needs on entry to EYFS</p> <p>Low levels of literacy on entry- basic reading and writing skills – compared to the National Average</p> <p>Poor language and communication skills in nursery</p> <p>Low maths skills on entry – basic number and calculation knowledge – compared to the National Average</p> <p>Lack of parental engagement in some hard to reach families across the school</p> <p>Low levels of academic proficiency and confidence in parents across classes</p> <p>Lack of focus and confidence due to poor mental health and wellbeing of some children.</p> <p>Lack of wider experiences our children have access to outside school</p>

A tiered approach to pupil premium spending at Holywell Primary School

Quality first Teaching

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners. All classes have provision maps which clearly maps out the support for all children including pupil premium children. Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident across the curriculum. We will continue to provide children with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports teaching assistants and teachers to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions. Support- 1:1 and small support within the class, TA support in class.

Interventions- These are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement. Meeting individual learning needs There is a strong understanding of the barriers to learning and how these barriers present in school. Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Teachers and teaching assistants will provide targeted academic support, including linking structured one-to-one or small group intervention to classroom teaching. Targeted Academic Support for some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, such targeted maths booster sessions or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective intervention follows assessment/precision monitoring, which can then be used to ensure that support is well-targeted and to monitor pupil progress. Tier 2 “pupil premium” support includes: after school boosters, 1:1 / small groups in English and maths, additional learning time, additional phonics in key stage one, speech and language support and SEND / EAL support groups.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. A range of other strategies can contribute to children’s success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents play a key role in supporting children to learn at home and it is important for us to work together to support this. Our tier 3 “pupil premium” support will include: a focus on improving attendance, providing curriculum enrichment opportunities such as nurture, play therapy, Rock steady and Wizard theatre sessions. There is support for wellbeing and mental health, interventions to increase parental engagement and to ensure there is equity for pupils.

Strategy aims for disadvantaged pupils			
<i>Desired outcomes and how they will be measured</i>	Barriers addressed	Tiered Approach used	<i>Success criteria</i>
To raise the profile of support for disadvantaged pupils Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic	Attainment and intervention support Closing the gaps identified.	Teaching Interventions Use of NFER assessments completed across school Autumn 2020 as baseline and similar completed in April 2021 to compare For Maths, NFER taken into account For English- Reading comprehension and writing tasks Amending Topic teaching to allow for application of skills across the curriculum.	Pupil premium children have access to a range of interventions in school. A maintained focused CPD on developing teaching assistants. All teaching staff engage in 'Quality First teaching' which ensures that provision is made in each lesson to meet the diverse needs of all learners including the effective deployment of Teaching Assistants. Targeted support from Teaching Assistants and 1:1 support in English and Maths lessons to improve disadvantaged attainment in Reading, Writing and Maths outcomes. The percentage of Pupil Premium pupils at ARE at the end of the year will be in line with the attainment of non-Pupil Premium children. Higher attaining Pupil Premium pupils sustain levels of progress and work at 'Greater Depth' in RWM. Rosenshine principles to continue to be embedded in teaching.
Increased proportion of pupil premium pupils reach expected standard in phonics screening check in year one -	Low attainment on entry Lock down due to covid Children not completing Phase 3 in reception	Teaching Targeted academic support Phased phonics interventions Extra phonics session Target reception children coming up to year one in September 2021.	Pupil premium pupils to progress by the end of the year so that all pupils eligible for PP meet age related expectations in phonics Tracking shows children in interventions are making rapid progress from baseline assessments.
Increase % attainment of disadvantaged pupils achieving age related expectations in reading writing and Maths across the school Monitor progress in reading, writing and Maths	Low attainment Presentation in books	Teaching Interventions SATs booster classes and class action plan for reading, writing, maths and phonics skills through delivery of one-to-one and small group	Teaching is consistently good or better across the school. Pupils achieve national average progress scores in KS2 Reading Tracking shows children in interventions are making rapid progress from baseline assessments. Pupils achieve national average progress scores in KS2 Writing

		<p>Targeted support across the school</p> <p>Tutoring 1:1 / small group interventions</p> <p>Development of writing skills through one-to-one and small group targeted support</p> <p>Reading-Development of reading skills through delivery of one to-one and small group targeted support across the school</p> <p>Development of maths skills through delivery of one to-one and small group targeted support</p> <p>Development of phonics skills through one-to-one and small group targeted support</p>	
<p>Raise teachers and Teaching assistant awareness of pupil premium children and needs.</p>	<p>To ensure all teachers and support staff are aware of barriers and childrens needs</p>	<p>Pupil passports completed for Pupil premium children .</p> <p>All staff aware of Pupil premium children</p> <p>Pupil premium passports updated with support provided monitoring and tracking the progress</p> <p>Whole school data analysis and provision mapping</p> <p>Identify need in relation to staff development.</p>	<p>Staff aware of PP children</p> <p>Information on children updated regularly</p> <p>Progress of pupil premium children.</p>
<p>Higher rates of progress and attainment for pupils eligible for PP across the school with SEND needs</p>	<p>Higher than average proportion of pupil premium children with SEND needs in some classes.</p> <p>Specific learning barriers</p>	<p>Teaching</p> <p>Targeted Academic Support</p> <p>All PPchildren with SEND needs have support plans that are reviewed termly with class teacher and parent.</p>	<p>SATs booster classes and action development of reading, writing, maths and phonics skills through delivery of one-to-one and small group</p> <p>Targeted support across the school</p> <p>Development of writing skills through one-to-one and small group targeted support</p> <p>Development of reading skills through delivery of one to-one and small group targeted support across the school</p>

	Lack of support for learning at home (for some pupils)		Development of maths skills through delivery of one-to-one and small group targeted support. Development of phonics skills through one-to-one and small group targeted support.
SEMH issues of pupil premium children addressed.	Target pupil premium children with SEMH so that they are settled and ready to learn.	Wider strategies to support such as the behaviour support unit Nurture sessions Play therapy Chessbrook support Acorn support	Attendance of disadvantaged pupils to improve Routines, relationships and expectations are re-established after lockdown and, Pupil premium families supported to overcome any barriers to achievement. Pupils continue to experience a high quality, broad and balanced curriculum There is equity through access to enrichment activities, the curriculum and technology and through targeted funding (uniform, educational trips, childcare, clubs)
Increased attendance rates for pupils eligible for PP.	Low school attendance	Wider strategies Meeting with parents	Attendance levels for disadvantaged pupils are in line with national average (95%)

1. Planned expenditure					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor the effectiveness of the chosen approach?	Staff lead	Date of Review
To raise the profile of support for disadvantaged pupils	The use of gap analysis to close the gaps	All staff will know children well and will plan effectively for their progress Close analysis of pupil premium data to provide timely interventions	Nurture provision is in place to support children to build confidence, self-esteem and resilience. Regular Pupil Progress meetings reviewing individual children's attainment and progress. Regular informal learning walks, book looks, lesson observations so triangulated evidence is good or better. Whole school training on using assessment data to plan for personalised lessons Regular monitoring of pupil premium data following NFER and writing moderation.	SLT	July 2021
Increased proportion of pupils reach expected standard in phonics screening check in year 1	Staff training on effective teaching of phonics	Phonics is the key means by which pupil will access the word of reading and books.	Previous data analysis of interventions has shown rates of progress Small group teaching in year one and year 2 for retakes.	SLT Teachers	Dec 2021
Increase % attainment of disadvantaged pupils achieving age related expectations in reading writing and Maths across the school	Early morning booster groups and after school booster classes. Pupils with gaps in their learning identified and targeted support provided.	Teachers and support staff working in each phase in KS1 and KS2 to provide targeted support and intervention in English, maths and phonics .Reception teachers to support language and social / emotional needs in EYFS Support provided to develop language skills, build vocabulary and support transition of new joiners to the school	Half termly review to see how support is going and if children need to move groups Reception teachers to monitor children's progress and highlight children at risk of falling behind. Capture entry and exit data. Provide targeted support.	DH and teachers	Termly

	Target pupils working at greater depth	.SEND support for children with complex disadvantage with a focus on the provision of earlier intervention to develop basic literacy and numeracy skills Provision of targeted speech and language support and screening.			
SEMH issues of pupil premium children addressed.	Some pupil premium children have emotional, social and behavioural issues Continued support for families and pupils who are vulnerable, anxious or have positive behavioural difficulties – emotional wellbeing. There is a need to improve confidence in identifying cause and effect in behaviour, emotional and social difficulties.	There is a need to support pupils in managing behaviour, emotional and social difficulties so that they can access learning. Through Nurture to facilitate Social skills, communication Emotional resilience sessions either 1:1 or small groups. A number of children have anxieties which are a barrier to learning. Communication and Emotional sessions support anxiety and development of social skills enhancing positive attitudes towards learning and raised self- esteem. One to one time with the Pastoral Care Leader.	A range of well-being support is in place. Weekly Pastoral Meetings with BB Targeted parents' meetings to provide support and signpost parents to external agencies A wellbeing lead is in place to drive wellbeing for children, parents and staff across the school. A range of targeted provision in place to support children's wellbeing and social, emotional and mental health needs – social and nurture groups, Play therapy/protective behaviour.	DH Pastoral lead care Class teachers	Termly
Improve presentation in books. Pupil premium children to be encouraged to work on presentation in all books.	Monitoring showed that the presentation in books could be better	Teachers and TA to remind children to present work in a neat and agreed manner. Monitoring showed that some work was untidy and messy. Teachers and support staff to check and remind children on presentation expectations	SLT and subject leaders to monitor books and provide feedback on improvement. Teachers and TAs to also remind children to present in a clear and tidy way.	SLT Class teachers Subject leaders	Termly

In topic work covered children to be encouraged to recall main facts from Previous topics.	Monitoring showed that some PP children were unable to recall facts from previous topics covered.	Subject leaders to device a list of key questions for each topic a So that children can easily refer to previous topics learnt.	SLT and subject leaders to facilitate pupil voice. SLT and subject leaders to speak to children and check some previous facts learnt using key questions.	SLT Class teachers Subject leaders	Termly
Total budgeted cost					£75,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor the effectiveness of the chosen approach?	Staff lead	Date of Review
Increased proportion of pupils achieve expected standard in phonics screening check	Small group and 1:1 phonics support – including training of support staff in assessing and teaching phonics BOOSTERS	To improve attainment in phonics in reception year one and year 2.	Regularly assess and move children's groups in phonics to ensure they are making progress as required,	TK and year one teachers	June 2022
Improved progress and attainment in reading	Reading Revival – a daily 10 minute reading intervention To provide opportunities for children to use knowledge of phonics and word analysis skills to decode unfamiliar words, supporting children to experience success, build fluency and develop good reading strategies.	Leaders were keen that intervention and additional learning sessions would take place at times that did not interfere with pupils' access to the wider curriculum. The tutoring sessions were delivered to pupils after assessments identified specific needs.	Through baseline and end of support assessments.	TK English subject leader	Dec 2021
Improved progress and attainment in mathematics	Development of maths skills through delivery of one-to-one and small group targeted support across the school.	To raise attainment of children who are falling behind.	Children make rapid progress in maths Pupils achieve national average progress scores in KS2 maths Tracking to show children in interventions are making rapid progress from baseline assessments.	Maths subject leader SLT	Dec 2021
Improved progress and attainment in writing	Development of writing through delivery of one-to-one and small group targeted support across the school	To raise attainment of children who are falling behind.	Children make rapid progress in writing Tracking shows children in writing interventions are making rapid progress from baseline.	English subject leader SLT	Dec 2021

Support pupil premium children who also have SEND needs.	SEND support Speech and Language Educational Psychology	To raise attainment of SEND children.	The progress of targeted pupils with SEND is carefully monitored and tracked and a range of strategies are put in place to support them in making good progress – e.g. effective differentiation, pre-teaching of key vocabulary, visual timetables, communication in print, language groups, sensory resources Targeted speech and language support is provided	TK Teachers	Dec 2021
Total budgeted cost					£50,000

iii. Wider strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor the effectiveness of the chosen approach?	Staff lead	Date of review
Increased attendance rates	Head to meet with families with attendance issues. Pastoral lead to work to support families with attendance and acute needs.	To improve attendance of some PP children	Rigorous monitoring to ensure early identification of pupils and early intervention First day calling. Targeted parent meetings to follow up on persistent absence .Regular review of attendance data .Close working with the child and pastoral lead.	Head Pastoral lead	Termly
Reduction in behavioural incidents recorded	A range of well-being support is in place Weekly Pastoral Meetings, Targeted parents' meetings to provide support and signpost parents to external agencies. Pastoral lead is in place to drive wellbeing for children, parents and staff across the school. A range of targeted provision in place to support children's wellbeing and social, emotional and mental health needs – social and nurture groups, therapy drop-in sessions. Alternative provision is in place to support children to build confidence, self-esteem and resilience and to support them in finding new interests.	To ensure children with SEMH are ready to learn and are more settled.	Ongoing conversation with parents Communication with all staff who work with child Talking to the child and	TK SLT Pastoral lead	Termly
Increased engagement in arts and sporting	Target children, Clubs, Rock steady, Nurture music sessions	To ensure children have access to a range of	Monitor take up place for pupil premium children	SLT Teachers	Termly

activities for pupils eligible for PPG		extracurricular activities.			
Total budgeted cost					£30,000

Review of effectiveness of PPG provision 2020-21		
<i>Desired outcomes and how they will be measured</i>	Date of Review	Evaluation of effectiveness of PPG strategy
Increased proportion of pupils reach expected standard in phonics screening check	July 2021	PPG children have made some progress in phonics. There is still a need to close the gaps due to the recent pandemic.
Higher rates of progress and attainment for pupils eligible for PP across the school	July 2021	<p>Reading- Summary of headline data</p> <p>Year 1- 57% at PRE ,Year 2- 33% WTS, Year 5- 69% WTS</p> <p>Year 6- 53% WTS</p> <p>Targeted interventions daily, TA training for phonics intervention</p> <p>TA training closing gaps, Phonics, Reading revival training for TAs, Bug club reading</p> <p>Writing-</p> <p>Year 1 57% at PRE, Year 4-50% WTS, Year 5- 53% WTS, Year 6-46% WTS</p> <p>TA training on Dyslexia, Colourful semantics, Magic spells, Closing the gaps training</p>

		<p>Maths -</p> <p>Year 3- 41% WTS, Year 4-50% WTS, Year 5- 69%-WTS</p> <p>Morning boosters- 8:10-840am, TA dyscalculia training to help support in class</p> <p>Maths assessment</p>
Behavioural issues of pupils addressed.	July 2021	Reduction in the incidents involving targeted children
Increased attendance rates for pupils eligible for PP.	July 2021	One third of the pupils with attendance issues are pupil premium – Identified families being monitored.
Increased engagement in arts and sporting activities for pupils eligible for PPG	July 2021	Clubs have recently restarted so its early days.