

Pupil premium strategy statement

School overview

Metric	Data
School name	Holt VC Primary School
Pupils in school	160
Proportion of disadvantaged pupils	5%
Pupil premium allocation this academic year	£16,000
Academic year or years covered by statement	Sept 2019-March 2021
Publish date	4.1.21
Review date	1.4.21
Statement authorised by	Jo Hodge
Pupil premium lead	Hannah Greenman
Governor lead	Simone Evans

Disadvantaged performance for last academic year (2018-19)

Measure	Score
Meeting expected standard at KS1	50%

Strategy aims for disadvantaged pupils for last academic year (2018-19)

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	<p>All children are emotionally able to access a full and broad curriculum.</p> <p>Planned and responsive ELSA support for those children who need emotional intervention in order to be ready for learning. This will be provided by a trained ELSA who will provide individualised support based on knowledge of the child and their circumstances. Class teachers will be able to identify improvements; dialogue between the ELSA and teacher will ensure long term benefits of the interventions.</p> <p>Regular play therapy sessions with a trained specialist to support children who are coping with difficult situations. The impact of these sessions will be regularly evaluated and reviewed by the SENCO and class teacher.</p>

Priority 2	<p>Accelerate the progress of PP children in relation to their starting points through the use of effective feedback.</p> <p>Feedback studies tend to show very high effects on learning (EEF Toolkit). Mark for Impact is the school's chosen strategy for providing individualised feedback. This will be delivered by class teachers through target setting and review cycles. Feedback sessions will take place once a week with children being given the opportunity to practise targets in small groups/1:1 sessions.</p>
Priority 3	<p>Continue to upskill staff members, explore new and creative approaches and develop knowledge of how to support disadvantaged learners.</p> <p>TAs to attend CPD for supporting disadvantaged learners. The Disadvantaged Lead to attend training, including the Make It Happen Network meetings to improve their skills and understanding of methods to support disadvantaged learners.</p>
Barriers to learning these priorities address	<p>Emotional ability to access the curriculum.</p> <p>Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning or returned to school in June when eligible.</p>
Projected spending	£8000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Close the attainment gap between disadvantaged pupils and their peers	March 21
Progress in Writing	Close the attainment gap between disadvantaged pupils and their peers	March 21
Progress in Mathematics	Close the attainment gap between disadvantaged pupils and their peers	March 21
Phonics	Rapid progress from starting points on entry	March 21
Other	Improve the attendance of disadvantaged learners to bring in line with that of non-disadvantaged learners	March 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To improve language and communication skills in Reception and KS1</p> <p>Speech and language needs to be identified using the Early Years Toolkit.</p> <p>Phonics and speech & language interventions to be provided for children in EYFS and KS1.</p> <p>TAs to provide ALK interventions.</p>
Priority 2	Increase access to the curriculum through the provision of additional TA support in class and the provision of 6 Chromebooks in KS2.
Barriers to learning these priorities address	<p>Poor language and communication skills which affect access to the curriculum and inhibit progress.</p> <p>Weak writing skills will be supported through the use of assistive technology.</p>
Projected spending	£6000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Increase the opportunities for PP children to experience enrichment activities across the curriculum.</p> <p>Some children have limited/no access to cultural/sporting experiences. We believe in developing the whole child and raising aspirations.</p> <p>Provide children with music lessons, trips, swimming lessons, books from author visits and access to holiday clubs.</p>
Priority 2	Increasing the attendance of pupils eligible for Pupils premium, whilst reducing the number of persistent absentees amongst this group of pupils.

Priority 3	<p>Increase parental engagement at parent's evening and whole school events.</p> <p>Parents will be engaged in their child's learning and know how to support them at home.</p>
Barriers to learning these priorities address	<p>Some children have limited/no access to wider enrichment opportunities, which can raise aspirations and develop the whole child.</p> <p>Parental anxieties about returning to school following the COVID-19 period where schools were open to only a small number of pupils. Parents not being able to come into school as previously.</p>
Projected spending	£2000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	<p>Use of assessments completed across school (September 2020). For Maths, following the new White Rose planning with 'lost learning' taken into account; use Power Maths resources to support teaching of the mastery approach.</p> <p>For English, following the English Lead's direction with relation to teaching SPaG, Spelling and English themes.</p> <p>Amending topic teaching to allow for application of skills across the curriculum.</p>
Targeted support	Ensuring Mark for Impact takes place effectively.	<p>Staff to receive 3 x in school training sessions.</p> <p>Sessions and cover to be timetabled for staff.</p>
Wider strategies	<p>Engaging families in remote learning during the Covid pandemic.</p> <p>Engaging the families facing the most challenges, in particular during the continuing current pandemic.</p>	<p>Provide devices and parental support to ensure disadvantaged children can access remote learning.</p> <p>TAs to provide 1:1 remote sessions, where deemed necessary, to support home engagement.</p>

Review: last year's aims and outcomes

Aim	Outcome
Provide emotional and social to PP children	Several children with specific, individual needs received ELSA and social skills support through our trained ELSA teacher. This supported their emotional resilience and self-esteem/ confidence to enable them to be more equipped for classroom learning.
All children to attend the Y5/6 residential trip to Mill on the Brue	All PP children had an enriching and engaging experience at Mill on the Brue and gained a huge amount from the experience.
Maintain the accelerated progress of PP children in relation to their starting points	The increased hours of the class TA allowed in-class support, as well as individualised interventions to take place. No data due to the Covid pandemic.
Parents to be engaged in their child's learning and know how to support them at home	Parental attendance of pupil progress meetings, school assemblies, performances and sports events increased.