

Pupil premium strategy statement 2021-22

School overview

Metric	Data
School name	Holt VC Primary School
Pupils in school	159
Proportion of disadvantaged pupils	5.7%
Pupil premium allocation this academic year	£12,760
Academic year or years covered by statement	April 2021 – March 2022
Publish date	1.5.21
Review date	31.3.22
Statement authorised by	Jo Hodge
Pupil premium lead	Hannah Greenman
Governor lead	Simone Evans

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.5
Writing	0
Maths	-0.5

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Secure quality first teaching across the school so that it can be self-evaluated as good for all children.</p> <p>Quality first teaching is consistently identified as central to improving the progress of disadvantaged learners. “The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.” (‘The EEF guide to supporting</p>

	<p>school planning: A tiered approach to 2021', December 2020).</p> <p>Through a planned programme of CPD, teachers will be supported to keep on improving and develop their classroom practise through formalised CPD sessions and links with wider agencies. In particular, cognitive and metacognitive approaches are key components to high quality teaching, improving progress by 7 months (EEF toolkit). Staff knowledge and understanding in this key area will also be developed through the planned programme of CPD.</p> <p>High quality assessment will be implemented and monitored through the school's online assessment tracker to consistently identify what pupils have/have not learnt, enabling teachers to address loss of learning.</p>
<p>Priority 2</p>	<p>Assign the role of phonics leader with 1 day release to lead phonics across the school.</p> <p>Secure evidence consistently finds that a synthetic phonics approach is beneficial. Evidence also underlines the importance of high-quality implementation (EEF toolkit).</p> <p>The phonics leader will take responsibility for the implementation and monitoring of phonics across the school to ensure children receive high-quality phonics teaching in KS1 and that support is provided for children in KS2, where a need is identified.</p>
<p>Priority 3</p>	<p>Ensure all disadvantaged children are emotionally able to access a full and broad curriculum.</p> <p>The EEF toolkit evidences that social and emotional learning can improve progress by 4 months. Supporting children's social, emotional and behaviour needs is an effective strategy to support learning.</p> <p>Both planned and responsive support will be provided for those children who require emotional intervention in order to be ready for learning.</p> <p>This will be provided through nurture groups and 1:1 sessions delivered by a trained ELSA who will provide individualised support based on knowledge of the child and their circumstances. The SENCO and class teacher will carefully monitor progress and identify improvements to ensure long term benefits of the interventions.</p> <p>Regular play therapy sessions with a trained specialist will also 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>

Barriers to learning these priorities address	<p>Poor social skills</p> <p>Poor mental health</p> <p>Low literacy levels</p> <p>Low aspirations</p> <p>Low expectations</p> <p>Poor progress in comparison to non-disadvantaged peers</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 2020 when eligible.</p>
Projected spending	£2,525

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	100% of disadvantaged learners achieve at least national average attainment and progress scores in KS2 Reading	July 22
Progress in Writing	100% of disadvantaged learners achieve national average attainment and progress scores in KS2 Writing	July 22
Progress in Mathematics	100% of disadvantaged learners achieve at least national average attainment and progress scores in KS2 Maths	July 22
Phonics	Disadvantaged learners to achieve 75% expected standard in PSC	June 22
Other	Raise attendance of disadvantaged pupils to 95%	March 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Accelerate the progress of PP children in relation to their starting points through targeted intervention and quality first teaching.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective. In particular, Early Years interventions can improve progress by 5 months.</p> <p>Speech and language needs have been identified in the current reception class. These needs will be addressed through the implementation of the new synthetic phonics programme. In addition to this, oracy support will also be provided in small groups for those children in KS1 and Year 3 with an identified need. These sessions will be run</p>

	<p>by an experienced teaching assistant who will work closely with the phonics lead and SENCO.</p> <p>Additional phonics support and maths sessions centred around the mastery of number will also be facilitated for all pupil premium pupils in KS1 and Year 3.</p> <p>Additional reading and maths support will be delivered to address those pupils achieving below age related expectations in KS2 through additional TA support in the afternoons.</p> <p>These interventions will be overseen by the SENCO, ensuring children who require the support are identified and receive effective, targeted support. The impact will be monitored regularly through termly pupil progress meetings.</p>
Priority 2	<p>Accelerate the progress of PP children in relation to their starting points through the use of effective feedback.</p> <p>Teachers to use targeted intervention and feedback to improve progress. Evidence suggests effective feedback can improve progress by 8 months (EEF Toolkit). Mark for Impact is the school's chosen strategy for providing individualised and class feedback. Feedback sessions will take place weekly, with children being given the opportunity to practise targets weekly in small groups/1:1 sessions. Gaps analysis has taken place to identify clear gaps in learning (through the Mark for Impact process) and teachers will meet with children to complete 1:1 conferencing sessions, where targets will be set and reviewed on a 3-week cycle.</p>
Priority 3	<p>Implement a rigorous phonics programme in KS1 to improve attainment for disadvantaged pupils.</p> <p>School to purchase the Read, Write Inc. programme, training and texts.</p> <p>All staff in KS1 and Year 3 to receive phonics training for the Read Write Inc. approach. Assessment will be used to baseline and group pupils to ensure they receive effective, targeted support. Progress will be monitored termly through pupil progress meetings and responsive support put in place as a result.</p>
Priority 4	<p>To utilise technology to accelerate progress and access to the curriculum.</p> <p>When used effectively, digital technology can improve progress for learners by 4 months (EEF toolkit). Making use of the school's previous investment in Chromebooks for disadvantaged pupils in KS2, Clicker Writer will be used to overcome barriers in writing, promote progress and help children achieve writing success.</p>

Barriers to learning these priorities address	Poor literacy levels Low expectations Lack of self-confidence and self-esteem Poor progress in comparison to non-disadvantaged peers
Projected spending	£5,189

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Increase cultural capital by providing opportunities for PP children to experience enrichment activities across the curriculum.</p> <p>Some children have limited/no access to cultural and sporting experiences. We believe in developing the whole child and raising aspirations.</p> <p>We will ensure disadvantaged pupils are able to access after school clubs, school trips, swimming lessons and holiday clubs. They will also be provided with additional resources that they would otherwise not have access to, for example books from author visits and the opportunity to learn to play a musical instrument in KS2. We believe that access to these enrichment opportunities will improve their wellbeing and engagement with school.</p>
Priority 2	<p>Increasing the attendance of pupils eligible for pupil premium, whilst reducing the number of persistent absentees amongst this group of pupils.</p> <p>Attendance will be carefully monitored for this key group to ensure they are in school and able to access learning. Parents will be supported carefully where poor attendance is a barrier to progress.</p> <p>Increasing parental engagement to raise aspirations and improve home support.</p> <p>Parental engagement will also be a key focus in ensuring parents attend parent's evenings and key school events, e.g. sports day and assemblies. This can play a key role in improving aspirations for and self-confidence of children. There will be a clear focus on building strong home-school links by all members of the school community.</p>
Priority 3	<p>Develop staff awareness of the impact of childhood trauma on a child's development. Developmental trauma, as well as other childhood trauma, can have a significant impact on a child's ability to access learning.</p> <p>Staff will receive trauma awareness training to develop their understanding of how to apply evidence based</p>

	practical strategies and interventions to support individual's development and learning.
Barriers to learning these priorities address	Reduced contact between the school and families due to COVID-19. Narrow experiences outside of school School absence (for some PP children) Poor mental and physical health Lack of parental support at home Low aspirations
Projected spending	£5,046

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to the Covid-19 pandemic.	Use of PUMA and PIRA maths and reading assessments completed w/c 26 th April 2021 to inform catch-up curriculum. Use teacher assessments from term 4 to plan recovery curriculum and identify key skills to be focused on. Use Ready to Progress criteria to deliver the maths curriculum for the rest of the academic year. Foundation subject teaching to be scaled back to allow a focus on delivery of key skills in reading, writing, maths and learning skills, with an increased focus on well-being.
Targeted support	Ensure consistent delivery of Mark for Impact and specific targeted interventions.	Interventions and cover to be timetabled to ensure consistent delivery of interventions.
Wider strategies	Provide children with enrichment opportunities, despite the restrictions in place due to the Covid pandemic. Increase parental engagement despite the restrictions in place due to the Covid pandemic.	Identify enrichment opportunities that can be delivered onsite e.g. forest school, remote visitor workshops, sports clubs Provide opportunities for parental engagement through remote parent's evenings and weekly email correspondence from the headteacher

Review: last year's aims and outcomes (2020-21)

Aim	Outcome
<p>All children are emotionally able to access a full and broad curriculum.</p>	<p>1:1 play therapy positively improved pupil's resilience and ability to access the curriculum. This was evidenced in the individual progress pupils made in relation to their specific targets.</p> <p>Several children with specific, individual needs received ELSA and social skills support from our trained ELSA. This supported their emotional resilience, self-esteem and confidence, enabling them to be more equipped for classroom learning. Teacher evaluations demonstrated an improvement in skills for some pupils.</p>
<p>Accelerate the progress of PP children in relation to their starting points through the use of effective feedback.</p>	<p>Progress has been significantly disrupted due to Covid-19 related school closure.</p> <p>50% of disadvantaged learners attended school at least part time during school closure.</p> <p>End of year data not available due to the Covid-19 pandemic.</p>
<p>Continue to upskill staff members, explore new and creative approaches and develop knowledge of how to support disadvantaged learners.</p>	<p>The new to role disadvantaged lead attended Wiltshire Council's 'Make it happen' network sessions and disadvantaged lead workshops. As a result, learner's needs have been evaluated and spending for the next financial year has been carefully allocated in line with the EEF toolkit.</p> <p>TA training supported disadvantaged learners by developing their awareness of pupil's needs.</p> <p>Training led to the effective implementation of Mark for Impact, where learners made progress towards their individual targets.</p> <p>End of year data not available due to the Covid-19 pandemic.</p>