

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Holt VC Primary School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Hodge
Pupil premium lead	Hannah Greenman
Governor / Trustee lead	Simone Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,140 Budget year: April 22 - March 23
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,155.46
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	£24,295.46

Part A: Pupil premium strategy plan

Statement of intent

At Holt Primary School, our intention is that all pupils leave our school having established a love of learning and fulfilled their potential. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. The focus of our pupil premium strategy is to support disadvantaged learners to make good progress by overcoming a wide range of barriers which may impact their learning.

Our ultimate objectives:

- Reduce the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Meet the social and emotional needs of pupils, enabling them to develop resilience and access learning across the curriculum
- Ensure the outcomes for pupil premium pupils are at least in line with those of their peers in school across the curriculum, including pupil premium pupils who also have an identified special educational need (42%).
- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school

How we will achieve our objectives:

- Provide targeted intervention and support to address identified gaps in learning including the use of small group work, TA support and 1:1 tuition
- Provide appropriate emotional support to enable pupils to access learning through ELSA/ELTA sessions and trauma training for staff
- Provide all teachers with high quality CPD to ensure that pupils access quality first teaching
- Provide pupils with access to a wide range of enrichment activities including trips, clubs, residential, sporting opportunities and music lessons
- Implement a systematic synthetic phonics programme to improve outcomes for pupils in reading and phonics
- Address poor attendance to ensure pupils are in school and accessing learning

Our key principals:

Ensure that all pupils with social and emotional needs access high quality provision from appropriately trained adults. Ensure that effective teaching, learning and assessment meets the needs of all pupils through effective monitoring and data analysis. Through the completion of pupil premium profiles, class teachers to identify and plan intervention and support for individual pupils, reviewing these at least termly.

Challenges

Challenge number	Detail of challenge
1	Observations and assessments indicate that our disadvantaged pupils are falling further behind age-related expectations, particularly due to school closure.
2	Teacher assessments currently indicate that Year 1 pupils are not making the same progress as their peers in phonics.
3	Pupils' emotional well-being, social and behavioural needs are affecting their ability to make progress and their readiness to learn.
4	Some pupils who qualify for pupil premium funding have specific SEND needs.
5	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.

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

Intended outcome	Success criteria
Outcomes for pupil premium pupils are at least in line with those of their peers through high quality teaching and targeted intervention.	100% of Year 1 pupil premium pupils pass the phonics screening check. 100% of Year 2 children pupil premium pupils pass the phonics screening check (Dec 21) and meet the expected standard at the end of the year in reading, writing and maths. 100% of Year 6 pupils achieve at least expected in reading, writing and maths.
Well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are emotionally able to access a full and broad curriculum.	Pupil's well-being needs are addressed to ensure they are able to access high quality teaching and, where needed, targeted interventions to support them in making progress. This will be measured through teacher evaluations.
Raise the attendance of pupil premium pupils in line with their peers, reducing the proportion classed as persistent absentees.	Close the gap (2.6%) between whole school attendance and pupil premium pupils. Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (18%).

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Secure quality first teaching across the school so that it can be self-evaluated as good for all children.</p> <p>Through a planned programme of CPD, teachers will be supported improve their classroom practice through formalised CPD sessions and links with wider agencies.</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 school planning: A tiered approach to 2021’, December 2020).</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p> <p>In particular, cognitive and metacognitive approaches are key components to high quality teaching, improving progress by 7 months (EEF toolkit).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>High quality teaching for disadvantaged pupils has the potential for pupils to gain 1.5 years’ worth of teaching over the school year.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p>	1,2,4,5
<p>Implement a rigorous phonics programme (Read, Write, Inc) in KS1 to improve attainment for disadvantaged pupils.</p> <p>Phonics sessions to address vocabulary needs through the reinforcement/teaching of specific subject/technical vocabulary and modelling of use in sentences.</p> <p>Assign the role of phonics leader with 1/2 day release to lead phonics across the school and 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>Secure evidence consistently finds that a synthetic phonics approach is beneficial. Evidence also underlines the importance of high-quality implementation (EEF toolkit).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year’. – EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,4

<p>Work with the Boolean Maths Hub to take part in 'Möbius Maths Hub Teaching for Mastery Embedding Work Group' across Key Stage 1 & 2</p>	<p>EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 2 4 6 https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/early-maths</p> <p>Maths's mastery approaches can improve progress by 5+ months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints teaching for mastery as a key factor in their success. https://www.faireducation.org.uk/news/2017/2/23/closing-the-numeracy-attainment-gap</p>	<p>1,4</p>
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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: £2,555

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

Budgeted cost: £8,972.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 intervention (Mark for Impact) to improve progress in writing through individualised feedback and target setting.</p>	<p>Teachers to use targeted intervention and feedback to improve progress. Evidence suggests effective feedback can improve progress by 8 months (EEF Toolkit). 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p>1,2,4</p>

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further support in KS1 and Year 3. These sessions will include the teaching/reinforcement of specific subject/technical vocabulary and modelling of use in sentences.</p> <p>Implementation of Wellcomm to identify speech and language needs in EYFS and provide intervention.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2,4
<p>Provide 1:1 tuition for pupils in KS2 whose education has been impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,4
<p>Purchase of Clicker to support pupils with specific SEND needs by utilising technology to accelerate progress and access to the curriculum.</p> <p>Making use of the school's previous investment in Chromebooks for disadvantaged pupils, Clicker Writer will be used to overcome barriers in writing, promote progress and help children achieve writing success.</p>	<p>When used effectively, digital technology can improve progress for learners by 4 months (EEF toolkit).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	4
<p>In class TA support for disadvantaged learners.</p>	<p>We believe that access to TA support in class both directly and indirectly supports disadvantaged pupil's mental health and wellbeing, as well as their academic needs. TAs will be utilised to provide opportunities to reinforce and embed knowledge, skills and positive learning behaviours in response to losses due Covid 19.</p> <p>'For disadvantaged pupils and Pupil Premium in recipients in particular, having TAs and other support staff to lean on, for their academic and social and emotional needs, is of crucial importance this year.'</p> <p>https://blog.insidegovernment.co.uk/schools/pupil-premium-covid-19</p>	1,2,3,4

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

Budgeted cost: £12,767.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school staff training on the impact of childhood trauma on a child's development and evidence based practical strategies and interventions to support individual's development and learning.</p> <p>1:1 highly specialised trauma sessions provided through the Trauma Recovery Centre to support individual pupils who have experienced trauma.</p>	<p>Developmental trauma, as well as other childhood trauma, can have a significant impact on a child's ability to access learning.</p> <p>'2017 Government Green Paper on Children's Mental Health Provision, 'There is evidence that appropriately trained and supported staff... teachers... teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems.'</p> <p>https://www.traumainformedschools.co.uk/</p>	1,3
<p>Provision of planned and responsive support will be provided for those children who require emotional intervention in order to be ready for learning. This will be provided through nurture groups and 1:1 sessions delivered by trained ELSA and ELTA who will provide individualised support based on knowledge of the child and their circumstances.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,3,5

<p>Increase cultural capital by providing opportunities for PP children to experience enrichment activities across the curriculum.</p> <p>Provide access for disadvantaged pupils to after school clubs, school trips, swimming lessons, music lessons and holiday clubs.</p>	<p>We believe that access to these enrichment opportunities will improve pupil's wellbeing and engagement with school.</p> <p>Research has found that cultural enrichment, amongst other approaches, had a positive impact for the most academically able disadvantaged pupils.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</p>	1,3,5
<p>Embed principles of good practice set out in DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> - Attendance monitoring and meetings when needed - Identify and provide support for parents - Engage relevant support professionals in line with the Attendance policy to encourage good attendance - Designated teacher to liaise with virtual school to support LAC/PLAC children where there are attendance concerns - Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings - Increase parental engagement to raise aspirations and improve home support 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
<p>Respond to emerging needs through the use of a contingency fund</p>	<p>Our experience has identified a need to respond quickly to emerging needs.</p>	1,2,3,4,5
<p>Disadvantaged lead to engage with 'Disadvantaged lead network' to improve the whole school approach to supporting disadvantaged learners.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,3,4,5

Total budgeted cost:

£2,555

£8,972.50



£12,767.96

£24,295.46

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.

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.

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.

Progress has been significantly disrupted due to Covid-19 related school closure. 50% of disadvantaged learners attended school at least part time during school closure. End of year data not available due to the Covid-19 pandemic.

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.

TA training supported disadvantaged learners by developing their awareness of pupil's needs. Training led to the effective implementation of Mark for Impact, where learners made progress towards their individual targets.

End of year data not available due to the Covid-19 pandemic.

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
Read, Write, Inc	Ruth Miskin