

Pupil premium strategy statement (primary)

1. Summary information					
School	Holt CP School				
Academic Year	2020-21	Total PP budget	£61870	Date of most recent PP Review	Oct 20
Total number of pupils	188	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Mar 21

Current attainment			
KS2	<i>2019 PP (8 children)/ 2020 TA in brackets</i>	<i>Pupils not eligible for PP (2019 Nat)</i>	<i>2019 Difference (2020 in brackets)</i>
% achieving 100+ in reading, writing and maths	50% (63%)	71%	-21% (-8%)
% achieving 100+ in reading	63% (63%)	78%	-15% (-15%)
% achieving 100+ in writing	50% (63%)	83%	-33% (-20%)
% achieving 100+ in GPS	63%	83%	-20%
% achieving 100+ in maths	88% (63%)	74%	+14% (-11%)
progress in reading	-1.1 (-0.6)	+0.3	-1.4
progress in writing	-4.3 (+0.6)	+0.3	-4.6
progress in maths	+0.3 (+0.8)	+0.4	-0.1
KS1	<i>2019 Pupils eligible for PP</i>	<i>Pupils not eligible for PP (2019 Nat)</i>	
% achieving EXP+ in Read+Write+Maths	14%	68%	-54%
% achieving Expected Standard + in reading	57%	78%	-21%
% achieving Expected Standard + in writing	29%	70%	-41%
% achieving Expected Standard + in maths	43%	79%	-36%
Year 1 phonics (6 children)	83%	84%	-1%
EYFS	<i>2019 Pupils eligible for PP</i>	<i>Pupils not eligible for PP (2019 Nat)</i>	
5 achieving good level of development (3 children)	33%	75%	-42%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Pupil Premium children have weaker social skills on entry and tend to have more social and emotional issues throughout the school. PP children are involved in a far greater proportion of recorded behaviour incidents than non PP children (currently 40% of all logged behaviour incidents)
B.	Pupil Premium children start school at far lower levels of development than other pupils. Particularly in early Reading and Writing skills.
C.	Large % of Pupil Premium children on SEND register (50%) – particularly speech and language skills.
D.	Pupil Premium children tend to have lower level of core skills including phonic, reading, writing and maths skills throughout the school - KS2 gaps currently 21%
E.	Pupil Premium children have lower attendance rate and much higher level of persistent absenteeism
F.	Poor home learning environment. Some parents have had a poor experience of education and have low aspirations and a negative view of school. A proportion of PP parents have learning difficulties and mental health issues.
G.	Pupil Premium children tend to have limited experience of the world outside Holt.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved social skills shown by PP children and a fewer behaviour incidents involving PP children throughout the school.	Lower proportion of recorded behaviour incidents involves PP children (Currently 68%).
B.	Improved levels in reading and writing for PP child at the end of Foundation stage	PP children make rapid progress and a higher proportion meet age related expectations by the end of the Foundation stage - reduce the current gap of 42%
C.	SEND children make accelerated progress in all the core subjects. Improved oral language skills in KS1 and Foundation stage.	SEND children make value added (positive progress in scaled scores) in core subjects
D.	Improve Reading, Writing and Maths skills for PP throughout the school	PP children make rapid progress and make higher progress than non PP pupils in Reading, Writing and Maths.
E.	Improved attendance rate for PP children and lower persistence absenteeism	Attendance rate improves – reduce the current gap
F.	Parents have many opportunities to have positive contacts with school and appropriate support available.	Improved perception of the school and support available in the parents questionnaire / report feedback.
G.	PP children have had the opportunity to experience a enriched curriculum with opportunities to experience a wide range of trips and residential.	PP children attend higher number of trips/ visits/clubs than non PP children

4. Planned expenditure					
Academic year	2020/21				
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Resources
A. Improve social skills/emotional wellbeing of PP children	Embed PATHS (Promoting Alternative Thinking Strategies throughout the school	PATHS is aimed at improving emotional understanding, self control, social problem solving, peer relations and self esteem.	Kirsty L to lead staff training and work with class teachers on PSHE. KL to plan PATHS assembly each week.	KL	July 2021 0.1 X Teacher (KL) = £5926
B + D. Improved levels in reading and writing for PP child across the school.	Ensure high quality teaching throughout the school through staff training in the teaching of reading and writing.	Completion of PP toolkit	SS to attend English network training and feedback to staff. Whole staff to complete Inspiring writing training.	SS	Dec 2020 £500
C. Improved progress for children on SEND register	SENCO to lead implementation of SEND action plan aimed at improving SEND teaching and the learning environment.	Over 50% of SEND children are PP.	SEND action plan Follow up audit in July 21	KL	July 2021 £600
D. Improved Reading skills for PP children	English Subject leader to lead improvements in Guided Reading and train volunteers to read 1-1 with targeted children.	Percentage of KS2 PP children reaching 100+ in reading rose from 29% to 63% in 2019 due to targeted daily 1-1 reading with trained TA.	Observations of guided reading with English Improvement Partner	SS	2 X supply = £370 Apr 2021
G. Rich curriculum for PP children	Apply for Artsmark Award	Evidence from British Council	Governors to monitor curriculum in meetings with subject leaders	EH/SC	£500 Jul 2021
Total budgeted cost					£7895
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve social skills/ reduce behavioural barriers to learning.	Nurture group and Circle time in KS2	This has shown good result in previous year – pupil questionnaire.	KL to run circle time in KS2 and lead nurture groups.	KS	0.1 X Teacher (KL) = £5926
	Introduce Pupil Premium champions.	Discussed during Ofsted	SW to monitor	SW	All teachers Mar 21
	ELSA intervention sessions.	Based on a recommendation from Educational Psychologist.	3 Members of staff have received ELSA training.	KL	2 X 0.2 X HLTA (CR+CT) = £7579

B. Improved levels in reading and writing for PP child at the end of Foundation stage	Employ Reception teacher for an additional half day each week to work with Preschool groups.	This worked well last year and children have started school better prepared. The emphasis now needs to switch to the acquisition of Early Literacy skills.	KS to report to governors.	KS	0.1 X Teacher (KS) = £5495
D. Improved Maths/ Literacy progress for PP children throughout the school.	Maths 1-1 tuition for 6 Y6 children and Reading 1-1 Tuition for 6 Y6 children. Introduce 1-1 tuition in Y5	This has produced good results in previous years – Will expand into other year groups this year.	HT to monitor	SW	£2000 Nov 20
D Improved writing skills for PP ch	Literacy Catch Up intervention sessions in KS2	Recommended by Cluster SEND group following successful introduction at High School.	3 TA's have received training KL to lead group and monitor progress	KL	3 TAs X 0.2 (MW, ETB,CT) = £8994
	Holiday writing school (Easter 20)	This has shown good result in previous years	SW to monitor	SW	£370
D. Improve Reading skills for PP ch in KS2	1-1 reading every day for children who do not read regularly at home.	This has shown good result in previous year.	SMT to monitor progress in reading	KL	7 X 0.1 X TA time (MF,LM,CR,NC,CT,ETB, MW) = £10493
D. Improve Reading skills for PP ch in KS1	Employ HLTA to lead targeted phonic intervention.	This has shown good result in previous years	SMT to monitor progress in reading	JF	0.5X HLTA (JF) = £9469
E. Improve attendance rate for PP children	Attendances lead to attend attendance network. Member of staff to contact home when PA children fail to arrive at school. Attendance lead to work with PA families to improve attendance	The Attendance Network has proved useful in previous years.	SMT to monitor progress in attendance.	TG	£800 TA time = £1499
Total budgeted cost					£67216
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Enriched curriculum for PP children	School to pay for PP children to attend residential trips and visits.	Evidence of positive effect on behaviour for some PP children	SW to monitor	SW	Crowden 6X £400 =£2400 Horstead = 8 X £100= £800
Total budgeted cost					£3200

5. Review of expenditure

Previous Academic Year 2019/20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve social skills/emotional wellbeing of PP children	Embed PATHS (Promoting Alternative Thinking Strategies throughout the school	2 staff training. 1 MSA, 1 parent meeting completed.	Complete whole staff training next year. KL to lead whole staff training	£5633
C .Improved progress for PP children on SEND register	Carry out SEND audit and formulate action plan	SEND audit postponed until 2021	Continue implementing actions in SEND action plan. Book follow up audit for end of the year	
D. Improved reading skills for PP children	English Subject leader / Y6 class teacher top attend Reading training and to lead whole staff training.	Training attended and follow up staff meetings completed (See Reading Action Plan) 63% of PP children achieved expected level in KS2 Sats.	Need to evaluate current Guided reading and train volunteers to teach reading 1-1.	
D. Rich Curriculum for PP children	Apply for Artsmark Award	Application and Action plan completed	Implement action plan.	£500

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A. Improve social skills/ reduce behavioural barriers to learning.	Nurture group and Circle time in KS2 ELSA intervention sessions.	Concern scores reduced by Ave 3 points Increase in Emotional Literacy Scores by Ave 8 points	Continue nurture group in KS2 Introduce Pupil Premium champions instead of wellbeing group Continue Elsa	£5633 £5859 £7324																					
B. Improved levels in reading and writing for PP child at the end of Foundation stage	Employ Reception teacher for an additional day each week to work with Preschool groups.	Standard on entry (Sept 19) for PP children was above or equal to non PP children in most strands. <table border="1" data-bbox="674 387 1209 571"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Listening</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>understanding</td> <td>71%</td> <td>67%</td> </tr> <tr> <td>Speaking</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Reading</td> <td>21%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>33%</td> </tr> <tr> <td>Number</td> <td>75%</td> <td>100%</td> </tr> </tbody> </table>		All	PP	Listening	67%	67%	understanding	71%	67%	Speaking	67%	67%	Reading	21%	67%	Writing	8%	33%	Number	75%	100%	Will continue next year.	£5212
	All	PP																							
Listening	67%	67%																							
understanding	71%	67%																							
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D. Improved Maths/ Literacy progress for PP children throughout the school.	Maths 1-1 tuition for 8 Y6 children and Reading 1-1 Tuition for 8 Y6 children.	KS2 PP ch made an average of +2.9 Value Added in Maths. 63% of PP children achieved expected level in KS2 Sats with a Value Added of +0.3 KS2 PP ch made an average of +6.9 Value Added in Reading. 63% of PP children achieved expected level in KS2 Sats.	Will continue next year.and extend throughout KS2	£612																					
D. Improved writing skills for PP ch	Literacy Catch Up intervention sessions in KS2	KS2 PP ch made an average of +6.9 points (NFER) Value Added in Reading. 63% of PP children achieved expected level in KS2 Sats. 63% achieving expected level in Writing KS2 Sats	Will continue next year.	£8788																					
D. Improve reading in KS2	1-1 reading every day for children who do not read regularly at home.	KS2 PP ch made an average of +6.9 (NFER) Value Added in Reading last year	Will continue next year	£10253																					
D. Improve phonic skills in KS1	Employ HLTA to lead targeted phonic intervention.	Not completed last year	Will continue next year	£9250																					
F. Enriched curriculum for PP children	Support PP ch to attend Karate, Holt Youth project etc School to pay for PP children to attend residential trips and visits.			Crowden 10X £400 =£4000 Horstead = 10 X £100= £1000 Karate = £200																					