

Pupil premium strategy statement (primary)

1. Summary information					
School	Holt CP School				
Academic Year	2017-18	Total PP budget	£70,260	Date of most recent PP Review	Sept 17
Total number of pupils	182	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Dec 17

Current attainment			
KS2	<i>Pupils eligible for PP (8 children)</i>	<i>Pupils not eligible for PP (nat ave)</i>	<i>Difference</i>
% achieving 100+ in reading, writing and maths	25%	79%	54%
% achieving 100+ in reading	38%	79%	41%
% achieving 100+ in writing	38%	94%	56%
% achieving 100+ in GPS			
% achieving 100+ in maths	63%	89%	26%
progress in reading	+2.6		
progress in writing	+0.5		
progress in maths	+1.5		
KS1	<i>Pupils eligible for PP (4 children)</i>		
% achieving Expected Standard + in reading	0%	67%	67%
% achieving Expected Standard + in writing	0%	67%	67%
% achieving Expected Standard + in maths	0%	75%	75%
Year 1 phonics			
Year 2 phonics			
EYFS			
5 achieving good level of development	25%	85%	60%

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 start school at far lower levels of development than other pupils. Particularly in early Reading and Writing skills.
B.	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.
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.
E.	Pupil Premium children have weaker independent learning skills. These include poor organisation, listening skills, concentration skills, stamina, memory, confidence and ability to take responsibility for their own learning.
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 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. (Gap currently 60%)
B.	Improved social skills by the end of KS1 and a fewer behaviour incidents involving PP children throughout the school.	Improved Boxhall profile /SDQ scores for PP children. Lower proportion of recorded behaviour incidents involves PP children (Currently 40%)
C.	Improved oral language skills in KS1 and Foundation stage.	PP children make rapid progress and meet age related expectations by the end of KS1.
D.	Improve Reading, Writing and Maths skills for PP throughout the school	PP children make rapid progress and make as much progress as non PP pupils.
E.	Improved Independent learning skills by PP children leading to PP children making better progress.	Improved Independent learning skills by PP children observed throughout the school. PP children make as much progress as non PP pupils.
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.	Increase in the number of trips/ visits attended by PP children

4. Planned expenditure					
Academic year	2017/18				
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	When will you review implementation?
B. Improve social skills/emotional wellbeing of PP children	Whole school adoption of PATHS (Promoting Alternative Thinking Strategies	PATHS is aimed at improving emotional understanding, self control, social problem solving, peer relations and self esteem.	Whole school training booked for Sept 17. PATH trainer to make regular visits to school to check on progress	KL	£5000 July 2018
C. Improved progress for children on SEND register	Carry out SEND audit and formulate action plan. SENCO to lead implementation of 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 18	KL	Jan 2018
D. Improved Reading skills for PP children	English Subject leader to attend Reading training and to lead review of guided reading.	Only 38% of KS2 PP children reached 100+ and 0% in KS1	Observations of guided reading with English Improvement Partner	SS	£650 April 2017
E. Improved independent learning skills by PP children	Whole school independent learning drive. Lead by SW in weekly independent learning assembly.	Identified as the main barrier for PP children in whole staff development day.	SW to attend training	SW	£500 July 2018
F. Rich curriculum for PP children	Apply for International schools award,	Evidence from British Council	Governors to monitor curriculum in meetings with subject leaders	HK	Jul 2017
G. Parents have many opportunities to have positive contacts with school and appropriate support available.	Encourage parents to come into school as much as possible. Maths/Reading cafe in each class Class assemblies Maths/Eng help sessions Parent support Advisor / SENCO/ SMT to be available every day. Introduce Parent walks Parent lunches	When parents have been more involved and supported by the school there has been an improvement in attendance, behaviour and progress of the children.	Parent questionnaire PP coffee morning Cluster workshops	SW	£500 for Reading Cafe training Mar 2018
Total budgeted cost					£6650

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. 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.	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	£4850 Dec 2017
	Provide book bags with books, writing equip and numicon on entry	Positive feedback from coffee morning	KS		£500 Jan 18
B. Improved social skills by the end of KS1	Introduce Nurture group and play therapy sessions Set up KS2 wellbeing group	This has shown good result in previous year	KS to monitor	KS KL	£4850 Dec 2017
	Set up behaviour group to teach skills like taking turns, sharing etc	Evidence from last year showed that removing certain children from vulnerable time (eg end of playtime) reduced behaviour incidents.	SMT to monitor	SW	£1000 Jul 2018
	Introduce ELSA intervention sessions.	Based on a recommendation from Educational Psychologist.	3 Members of staff have received 6 days ELSA training.	KL	2 X HLTA 5 Hours each week £4025 + £3950
C. Improve oral language skills in KS1 and Foundation stage.	Employ a speech therapist to work with children 1 day a week.	This was introduced by the cluster last year and appears to be making a positive impact.	Cluster to Audit impact	KS	Dec 2016
D. Improved Maths progress for PP children throughout the school.	1-1 tuition for 8 children	This has produced good results in previous years – Will be started earlier this year.	HT to monitor	SW	£2000 Jan 2017
D. Improve Reading and writing skills for PP boys.	Employ a poet to lead Boys writing intervention group	This has shown good result in previous years	SMT to monitor progress of boys	SW	£900 Dec 2017
D Improved writing skills for PP ch	Introduce 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 5 hrs a week = £6540
	Holiday writing school	This has shown good result in previous years	SW to monitor	SW	£640 Apr 2018
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	£13000 Oct 2017
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	£16500 Oct 2017

Total budgeted cost					£58,755
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	Support PP ch to attend Karate, Holt Youth project etc 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	£5000 July 18
Total budgeted cost					£5000

5. Review of expenditure				
Previous Academic Year 2016/17		Needs updating Oct 17		
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
Improved Maths progress for PP children	All teachers to complete IMP/OMP. All staff to complete numicon training. Whole staff P.D day	A sharp increase in proportion of PP children achieved expected level in Year 6 (63%) with a value added of +1.5. Average PP progress across school was +6.6 points	Try similar approach to reading this year.	£2500
Improved progress for PP children on SEND register	Carry out SEND audit and formulate action plan	SEND children made accelerated progress last year.	Continue the high priority to implementing SEND action plan. Book follow up audit for end of the year	£1000
Rich Curriculum for PP children	Whole school work towards applying for the Arts Mark	Awaiting judgement on Artsmark Positive feedback from Local community, Parents and Pupils about the topics used for the award.	Will continue this year with an application for International Schools Award.	£1000
Improved understanding of Barriers to learning for PP children	Pupil Premium self Audit Whole staff PD day on Barriers to Learning	Outcomes included Whole school agreement to implement PATH, ELSA, Catch up, Reading/ Maths Cafe's	Need to revisit this each year as part of PD day.	

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. 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. Provide book bags with books, writing equip and numicon on entry	Awaiting Results on entry – Oct 17		£4800 £500
Improve Oral language skills in KS1 and Foundation stage	Employ a Speech Therapist to work with children 1 day a week.	See Cluster impact		
Improved Maths and English results in year 6	1-1 tuition to target 6 children Maths Subject Leader Lead Year 6 Maths Lower Ability Intervention group.	Made an average of 6.6 points of progress in Maths.	Need to start 1-1 tuition earlier in the year.	£1050 £13180sxcv
Improved writing results in year 6	Holiday writing school	Group made 7 points progress in writing compared with 6.3 for other.	Will continue next year	£640
Improve boys writing	Employ poet to lead boys writing group	PP children made 6.4 points of progress in KS2 compared to 5.9	Will continue next year but will extend the group to girls to improve the balance of the group.	£900
Improve reading in KS2	1-1 reading every day for children who do not read regularly at home. Sound discovery intervention groups in Years 3,4,and 5	PP ch made an average of 6.5 points of progress	Will continue next year Will move to using Catch up intervention next year	£12500 £6250

Improve phonic skills in KS1	Employ HLTA to lead targeted phonic intervention.	8/8 children achieved expected level in phonics. 2/5 year 1 children achieved expected level in Phonic screening.	Will continue next year	£15221
Improve behaviour in KS1	Set up nurture group Introduce play therapy group	6 children attended nurture group	Will continue next year	£4633 £6250 £520

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk