

Pupil premium strategy statement (primary)

1. Summary information					
School	Holt CP School				
Academic Year	2019-20	Total PP budget	£64680	Date of most recent PP Review	Sept 19
Total number of pupils	182	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Dec 19

Current attainment			
KS2	<i>Pupils eligible for PP (8 children)</i>	<i>Pupils not eligible for PP (2019 Nat)</i>	<i>Difference</i>
% achieving 100+ in reading, writing and maths	50%	71%	-21%
% achieving 100+ in reading	63%	78%	-15%
% achieving 100+ in writing	50%	83%	-33%
% achieving 100+ in GPS	63%	83%	-20%
% achieving 100+ in maths	88%	74%	+14%
progress in reading	-1.1	+0.3	-1.4
progress in writing	-4.3	+0.3	-4.6
progress in maths	+0.3	+0.4	-0.1
KS1	<i>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>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 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 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 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 higher progress than 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.	PP children attend higher number of trips/ visits/clubs than non PP children

4. Planned expenditure					
Academic year	2019/20				
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 2020 0.1 X Teacher (KL) = £5633
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 20	KL	July 2020
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% last year	Observations of guided reading with English Improvement Partner	SS	2 X supply = £370 Apr 2020
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 2020
Total budgeted cost					£6503
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	KL to run circle time in KS2 and lead nurture groups.	KS	0.1 X Teacher (KL) = £5633 0.4 X TA time (SK)= £5859
	Introduce Pupil Premium champions.	Discussed during Ofsted	SW to monitor		All teachers Jan 19
	ELSA intervention sessions.	Based on a recommendation from Educational Psychologist.	3 Members of staff have received 6 days ELSA training.	KL	2 X 0.2 X HLTA (CR+CT) = £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.	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) = £5212

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 6 Y6 children. Introduce 1-1 tuition in Y5f	This has produced good results in previous years – Will expand into other year groups this year.	HT to monitor	GW	£612
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,NC) = £8788
	Holiday writing school (Easter 20)	This has shown good result in previous years	SW to monitor	SW	2 days supply
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) = £10253
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) = £9250
Total budgeted cost					£52931
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	Crowden 10X £400 =£4000 Horstead = 10 X £100= £1000 Karate = £200
Total budgeted cost					£5200

5. Review of expenditure

Previous Academic Year 2018/19

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	Whole school adoption of PATHS (Promoting Alternative Thinking Strategies	3 staff training. 1 MSA, 1 parent meeting completed. See Pupil Premium Survey	Continue next year. KL to lead whole staff training	£3000
C .Improved progress for PP children on SEND register	Carry out SEND audit and formulate action plan	SEND children made accelerated progress last year (Maths +3.6 and Reading +1.2)	Continue the high priority to implementing SEND action plan. Book follow up audit for end of the year	Cluster
D. Improved reading skills for PP children	English Subject leader / Y6 class teacher top attend Reading training and to lead whole staff training.	KS2 PP ch made an average of +6.9 Value Added in Reading. 63% of PP children achieved expected level in KS2 Sats.	Need to evaluate current Guided reading and train volunteers to teach reading 1-1.	£670
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/Class assemblies/museums / SENCO/ SMT to be available every day.	Maths cafes held in YR,1,2,3,4 Reading cafe held in YR	Maths cafe/ Reading cafes well attended Resources =£200 Continue next year.	Resources £200
Rich Curriculum for PP children	Apply for International Schools award	very successful Multi cultural day held Jun 19 International School Awarded July 2019	Repeat Multicultural day next year	£480

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 play therapy sessions Set up KS2 wellbeing group Introduce 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	£4917 £3466 £6692																					
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. Provide book bags with books, writing equip and numicon on entry	Standard on entry (Sept 18) for PP children was above or equal to non PP children in most strands. <table border="1"> <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.	£4971 £500
	All	PP																							
Listening	67%	67%																							
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C. Improve Oral language skills in KS1 and Foundation stage	Employ a Speech Therapist to work with children 1 day a week.	See Cluster impact	Cluster will no longer fund this next year	Cluster																					
C. Improved Maths and English results in year 6	Maths 1-1 tuition for 12 Y5/6 ch Reading 1-1 tuition for 5 Y6 ch	KS2 PP ch made an average of +2.8 Value Added in Maths. 88% 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. Will continue next year.	£2660																					
D. Improve boys Reading and writing skills for PP ch	Employ poet to lead boys writing intervention group	KS2 PP ch made an average of +6.9 Value Added in Reading. 63% of PP children achieved expected level in KS2 Sats. Writing remains an issue for PP children with only 50% achieving expected level in KS2 Sats	Will continue next year but will extend the group to girls to improve the balance of the group.	£450																					
D. Improved Reading and writing skills for PP ch	Literacy Catch Up intervention sessions in KS2 Holiday writing school	KS2 PP ch made an average of +6.9 Value Added in Reading. 63% of PP children achieved expected level in KS2 Sats. Writing remains an issue for PP children with only 50% achieving expected level in KS2 Sats	Will continue next year.	£8322 £740																					

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 Value Added in Reading	Will continue next year	£9709
D. Improve phonic skills in KS1	Employ HLTA to lead targeted phonic intervention.		Will continue next year	£17860