

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 | Mar 18 |

| Current attainment | | | |
|---|--|--|-------------------|
| KS2 | <i>Pupils eligible for PP (8 children)</i> | <i>Pupils not eligible for PP (2016 Nat)</i> | <i>Difference</i> |
| % achieving 100+ in reading, writing and maths | 25% | 60% | -35% |
| % achieving 100+ in reading | 38% | 72% | -34% |
| % achieving 100+ in writing | 38% | 79% | -41% |
| % achieving 100+ in GPS | 38% | 78% | -40% |
| % achieving 100+ in maths | 63% | 76% | -13% |
| progress in reading | +2.6 | 0 | +2.6 |
| progress in writing | +0.5 | 0 | +0.5 |
| progress in maths | +1.5 | 0 | +1.5 |
| | | | |
| KS1 | <i>Pupils eligible for PP (4 children)</i> | <i>Pupils not eligible for PP (2016 Nat)</i> | |
| % achieving Expected Standard + in reading | 0% | 78% | -78% |
| % achieving Expected Standard + in writing | 0% | 70% | -70% |
| % achieving Expected Standard + in maths | 0% | 77% | -77% |
| Year 1 phonics (10 children) | 80% | 83% | -3% |
| Year 2 phonics (4 children) | 75% | 93% | -18% |
| | | | |
| EYFS | <i>Pupils eligible for PP (4 children)</i> | <i>Pupils not eligible for PP (2016 Nat)</i> | |
| 5 achieving good level of development | 25% | 72% | -47% |

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)*

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|-----------|--|
| 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 35% |
| 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. |
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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 40%). Improved scores by PP children on PATHs survey (To be completed at the beginning and end of school year) |
| 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 47% |
| C. | SEND children make accelerated progress in all the core subjects. Improved oral language skills in KS1 and Foundation stage. | SEND children make greater than average 6 points progress 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

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? |
|---|---|---|--|------------|---|
| A. 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. PATHS trainer to make regular visits to school to check on progress | KL | Training + resources £5000 July 2018 Commenced Sept 17 3 staff training. 1 MSA, 1 parent meeting completed. Initial survey completed Behaviour incidents reduced from 26 to 16 in Autumn term |
| 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 See Send Action Plan and SEND impact |
| 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 | Training £300 2 X supply = £370 April 2018 On track to get 43% KS2 and 55% KS1 PP ch to reach 100+ |
| E. Improved independent learning skills by PP children | Whole school independent learning drive. Lead by SW in weekly independent learning assembly. | Identified as the Key for PP children in whole staff development day. Introduce Mentors for PP children in KS2. PP children to meet with Mentors each term to discuss progress (Feb18) | SW to attend training in the Spring term. Pupil questionnaire (Who helps you) | SW | Training =£300 Resources = £300 July 2018 Assemblies started in Oct 17 |
| F. 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 /displays /Maths/Eng help sessions. 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 | TG/SS | Training = £300 Resources =£200 Reading Cafes/ Maths cafes commenced Dec 17 |

| G. Rich curriculum for PP children | Apply for International schools award and Artsmark | Evidence from British Council | Governors to monitor curriculum in meetings with subject leaders | HK SC/EH | £500 Jul 2018 £500 Oct 2017 Artsmark achieved Sept 17 |
|---|---|--|--|-------------|--|
| Total budgeted cost | | | | | £7770 |
| 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 social skills/ reduce behavioural barriers to learning. | Introduce Nurture group and play therapy sessions Set up KS2 wellbeing group | This has shown good result in previous year | KS to monitor | KS | £4870 Dec 2017 7.5 hrs per week TA time =£3677 Commenced Sept 17 Concern scores reduced by Ave 3 points |
| | 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 | 4 hrs per week TA time =£1990 Jul 2018 Reduction in behaviour incidents from 26 to 16 in Autumn term |
| | 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 £3012 + £3180 Increase in Emotional Literacy Scores by Ave 8 points |
| 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 | 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 Positive feedback from coffee morning | KS to report to governors. KS | KS | £4870 Dec 2017 Large increase in n.o of ch working at 40-60 month level on entry. £500 Jan 18 |
| 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 2017 |
| D. Improved Maths/ Literacy progress for PP children throughout the school. | Maths 1-1 tuition for 7 Y6 children and Reading 1-1 Tuition for 5 Y6 children. Introduce 1-1 tuition in Y5/4/3 from Feb 18 | This has produced good results in previous years – Will be started earlier this year. | HT to monitor | SW/G W | £2600 Jan 2017 Maths 1-1 group (7ch) made Ave +3.9 points of progress in Aut term Reading 1-1 group (5ch) made Ave +2.5 points progress in Aut |
| 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 = £7500 |

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|--|---|---|--|-------------------|---|
| | Holiday writing school (Easter 18) | This has shown good result in previous years | SW to monitor | SW | 25 ch made Ave+ 2.8 points of progress in Reading in Aut term 4 X supply = £740 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 | 7 X 5 hrs per week TA time £17500 Dec 2017 33 ch made Ave +3.5 months progress in Aut term. |
| 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 | £17310 Dec 2017 On track for 95% to pass Y1 Phonics screening check. |
| Total budgeted cost | | | | | £68649 |
| 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 8 PP ch attended Crowden 9 PP ch attended Horstead Nature Day Orienteering Day |
| Total budgeted cost | | | | | £5000 |

| 5. Review of expenditure | | | | | |
|--|---|---|--|--|---------------------------|
| Previous Academic Year 2016/17 | | | | | |
| 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 Maths -Year 6 (63%) with a value added of +1.5. Average PP progress across school was +6.6 points in Maths. | Try similar approach to improve progress in Reading next year. | | Training £1210 £330 |
| Improved progress for PP children on SEND register | Carry out SEND audit and formulate action plan | SEND children made accelerated progress last year(Average 7.2 points progress in KS2 compared to 6.3) | Continue the high priority to implementing SEND action plan. Book follow up audit for end of the year | | Cluster |

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|--|--|--|--|------------------------------|
| Rich Curriculum for PP children | Whole school work towards applying for the Arts Mark | Artsmark Gold Award achieved Positive feedback from Local community, Parents and Pupils. | Will continue this year with an application for International Schools Award. | £125 £500 £160 £150 |
| Improved understanding of Barriers to learning for PP children | Pupil Premium self Audit Whole staff PD day on Barriers to Learning | Outcomes included a clearer understanding of barriers to learning. Follow up actions include 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 start and 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 17) 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 understanding</td> <td>67%</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 understanding | 67% | 67% | Speaking | 67% | 67% | Reading | 21% | 67% | Writing | 8% | 33% | Number | 75% | 100% | Will continue next year. | £4871 £269 £159 £682 |
| | All | PP | | | | | | | | | | | | | | | | | | | | |
| Listening understanding | 67% | 67% | | | | | | | | | | | | | | | | | | | | |
| Speaking | 67% | 67% | | | | | | | | | | | | | | | | | | | | |
| Reading | 21% | 67% | | | | | | | | | | | | | | | | | | | | |
| Writing | 8% | 33% | | | | | | | | | | | | | | | | | | | | |
| Number | 75% | 100% | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | |
| 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. 63% of PP children achieved expected level in KS2 Sats with a value added of +1.5 Group made an average of +7.8 points progress last year | Will continue next year. Need to start 1-1 tuition earlier in the year. Maths leader will work with a group from Y5/6 next year. | £2640 £13190 | | | | | | | | | | | | | | | | | | |
| Improved writing results in year 6 | Holiday writing school 4 X days supply | Group made 7 points progress in writing compared with 6.3 for other. | Will continue next year | £740 | | | | | | | | | | | | | | | | | | |
| 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. | £775 | | | | | | | | | | | | | | | | | | |

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|------------------------------|--|---|--|------------------------|
| Improve reading in KS2 | 1-1 reading every day for children who do not read regularly at home. | PP children made an average of 6.5 points of progress in reading. | Will continue next year | £17505 |
| | Sound discovery intervention groups in Years 3,4,and 5 2X HLTA X 5hrs | | Will move to using Catch up intervention next year | £6594 |
| Improve phonic skills in KS1 | Employ HLTA to lead targeted phonic intervention. | 8/8 Year 2 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 | £4871 £4902 £520 |