

Pupil premium strategy statement (primary)

1. Summary information					
School	Holt CP School				
Academic Year	2016-17	Total PP budget	£71,580	Date of most recent PP Review	N/A
Total number of pupils	184	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Mar 17

Current attainment			
KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (nat ave)</i>	<i>Difference</i>
% achieving 100+ in reading, writing and maths	43%	60%	17%
% achieving 100+ in reading	57%	71%	14%
% achieving 100+ in writing	71%	79%	8%
% achieving 100+ in GPS	71%	78%	7%
% achieving 100+ in maths	43%	75%	32%
progress in reading	0.66		
progress in writing	0.76		
progress in maths	-2.84		
KS1			
% achieving Expected Standard + in reading	63%	78%	15%
% achieving Expected Standard + in writing	50%	70%	20%
% achieving Expected Standard + in maths	50%	77%	27%
Year 1 phonics	40%	83%	43%
Year 2 phonics	100%	93%	+7%
EYFS			
5 achieving good level of development	0%	69%	69%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupil Premium children start school at far lower levels of development than other pupils. Particularly in early Reading and Writing skills.	
B.	Large % of Pupil Premium children on SEND register (50%) – particularly speech and language skills.	
C.	Pupil Premium children made less progress in maths	
D.	Pupil Premium boys tend to have low phonic, reading and writing skills.	
E.	Pupil Premium children have weaker social skills on entry.	
F.	Pupil Premium children tend to have limited experience of the world outside Holt.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Poor home learning environment. Parents often have had a poor experience of education.	
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 meet age related expectations by the end of the Foundation stage
B.	Improved oral language skills in KS1 and Foundation stage.	PP children make rapid progress and meet age related expectations by the end of KS1.
C.	Improved Maths progress for PP children throughout the school.	PP children make rapid progress and make as much progress as 'other' pupils.
D.	Improve Reading and Writing skills for PP throughout the school	PP children make rapid progress and make as much progress as 'other' pupils.
E.	Improved social skills by the end of KS1	Improved Boxhall profile /SDQ scores for PP children
F.	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
G.	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.

4. Planned expenditure					
Academic year	2016/17				
The three 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. 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 17	KL	£1000 July 2017
C. Improved Maths progress for PP children	All teachers to complete IMP/OMP. All staff to complete numicon training.	Have seen improved progress for PP children in classes where teacher has attended OMP.	Follow advise from maths improvement partner/ maths network	TG	£2000 Jan 2017
D. Improved Reading and writing skills for PP children	TA's to attend training on teaching phonics. Improve learning environment.	PP writers lack independence and need to build up basic skills and become self sufficient.	Learning walk with English Improvement Partner	SW/KL	£1000 Mar 2017
F. Rich curriculum for PP children	Apply for International schools award Mantel of the expert training.	Evidence from British Council	Governors to monitor curriculum in meetings with subject leaders	EH,SC,HK	£1000 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 cafes Class assemblies Coffee mornings Maths/Eng help sessions Parent support Advisor / SENCO/ SMT to be available every day	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	£3500 Mar 2017 £1500 £3500 Sept 16
Total budgeted cost					£13500
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	£9600 Dec 2016
B. 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
C. Improved Maths progress for PP children throughout the school.	1-1 tuition for 4 children	This has produced good results in previous years – Will be started earlier this year.	HT to monitor	SW	£2000 Jan 2016
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 2016
D Improved writing skills for PP ch	Holiday writing school	This has shown good result in previous years	SW to monitor	SW	£1000 Mar 2016
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	SW	TA time
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	SW	£16500 Oct 2016
E. Improved social skills by the end of KS1	Introduce Nurture group and play therapy sessions	This has shown good result in previous year	KS to monitor	KS	£6500 Dec 2016
Total budgeted cost					
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	Oct 16
Total budgeted cost					£5000

5. Review of expenditure				
Previous Academic Year 2015/16				
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.	Have seen improved progress for PP children in classes where teacher has attended OMP. Mixed results in other classes.	Need to embed the mixed ability groups that Year 3 and 4 have introduced. Will continue next year.	£2500
Improve Grammar and spelling	Whole school training in teaching of Grammar and spelling	71% of year 6 achieved 100+ compared to 78% other.	Teaching of grammar and spelling has become embedded in English lessons.	£650
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
Improved Maths and English results in year 6	Employ an additional teacher to split year 6 maths and English	PP children made 6.8 points of progress in Maths compared to 4.9 for other. PP children made 7.6 points of progress in writing compared to 6.3 for other.	PP ch made good progress but did not all meet the expected level. Need to start interventions earlier. Although this was effective it was also very expensive	£28263 £19760
Improved Maths and English results in year 6	1-1 tuition to target 6 children	Made an average of 6.6 points of progress in Maths but 2/3 narrowly missed the pass mark in maths	Need to start 1-1 tuition earlier in the year.	£1050
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
Improved boys writing results in year 5.	Employ a teacher 0.5 days a week to work with 6 year 5 boys on handwriting/ spelling	Mixed success – group made an average +4.3 points of progress. Handwriting improved considerably	Will not continue next year	£2434

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.	PP ch made an average of 6.5 points of progress	Will continue next year	TA time
Improve Standards in KS2	Set up homework club for children who struggle to do homework at home	Mixed results due to unreliable attendance at sessions.	Will not continue next year. Will try and introduce positive homework model based on the success of encouraging better attendance.	TA time
Improve standards on entry/ smooth transition	Provide time for Reception teacher to visit and support Pre-school groups. Provide a book bag, Maths equipment and writing kit for each child prior to entry.	Improved transition and base line data.	Will continue next year with an emphasis on Early Literacy skills	£4633 £980 £530
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 – behaviour appears to have improved	Will continue next year	£4633 £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