



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL
 Tel: 01923 225188 email: admin@holywell.herts.sch.uk
 Headteacher: Mr Coert van Straaten MA. Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

Holywell Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holywell Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	61/231 = 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Coert Van Straaten
Pupil premium lead	Lisa Patrick
Governor / Trustee lead	Mrs Jess Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92756
Recovery premium funding allocation this academic year	£9520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102276



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: admin@holywell.herts.sch.uk

Headteacher: Mr Coert van Straaten MA, Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

Part A: Pupil premium strategy plan

Statement of intent

At Holywell Primary School it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage. We endeavour to understand every child's strengths and needs, making the best use of time and resources to move learning forwards.

As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs all PP children have PP passports
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- Children in receipt of pupil premium are monitored
- Gaps are identified and addressed

We recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support. Our curriculum ensures that we take account of the whole child and aim to prepare our pupils for the future. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

We will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and acting promptly. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Almost 31% of our pupils in receipt of pupil premium have identified special educational needs of which 4 have a EHCP plan. We strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2022-23 focuses on the needs of this group.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: admin@holywell.herts.sch.uk

Headteacher: Mr Coert van Straaten MA, Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

Challenge number	Detail of challenge
1	Higher rates of progress and attainment for pupils eligible for PP across the school with SEND needs
2	To raise the profile of support for disadvantaged pupils ensuring teaching is targeted and takes into account starting points or individual pupils
3	Ensure consistencies in high quality teaching for reading, writing and maths across school
4	Reading End of Key Stage assessments show disadvantaged pupils generally have greater difficulties with reading than their peers. We know that early reading success is crucial for future success overall.
5	Attendance not in line with non-disadvantaged peers

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Priority 1 – Sustaining high quality first teaching in reading and writing, to improve outcomes for children	KS2 outcomes and KS1 outcomes improve to at least national.
Priority 2-Increased proportion of pupil premium pupils reach expected standard in phonics screening check in year one -	Pupil premium pupils to progress by the end of the year so that all pupils eligible for PP meet age related expectations in phonics Tracking shows children in interventions are making rapid progress from baseline assessments.
Priority 3 - Raise teachers and Teaching assistant awareness of pupil premium children and needs.	Pupil passports completed for Pupil premium children. All staff aware of Pupil premium children Pupil premium passports updated with support provided monitoring and tracking the progress Whole school data analysis and provision mapping Identify need in relation to staff development.
Priority 4-Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment	Half termly review to see how support is going and if children need to move groups Reception teachers to monitor children's progress and highlight children at risk of falling behind. Capture entry and exit data. Provide targeted support.



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL
 Tel: 01923 225188 email: admin@holywell.herts.sch.uk
 Headteacher: Mr Coert van Straaten MA. Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

standards. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.	
Priority 5-To achieve and sustain improved attendance for all pupils, particularly our Disadvantaged pupils.	Attendance gaps between PP and non-PP pupils close.
Priority 6 – Children requiring additional support and intervention receive bespoke intervention to accelerate learning	Interventions ensure gaps are closing.
Priority 8 - Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding so that PP pupils are ready for learning, able to access academic work and make good or accelerated progress.	Range of well-being support is in place. Weekly Pastoral Meetings with BB Targeted parents' meetings to provide support and signpost parents to external agencies A wellbeing lead is in place to drive wellbeing for children, parents and staff across the school. A range of targeted provision in place to support children's wellbeing and social, emotional and mental health needs – social and nurture groups, Play therapy/protective behaviour.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1 – Sustaining high quality first teaching in writing, to improve outcomes for children	<p>Writing structure and ensure consistency across school. Staff training and coaching. Internal and external moderation.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the</p>	1



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: admin@holywell.herts.sch.uk

Headteacher: Mr Coert van Straaten MA, Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

	<u>Classroom: A Review of the Evidence' summarises the evidence for teachers.</u>	
Priority 2-Increased proportion of pupil premium pupils reach expected standard in phonics screening check in year one -	<p>Teaching Targeted academic support Phased phonics interventions Extra phonics session Target reception children coming up to year one in September 2021.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
Priority 3 - Raise teachers and Teaching assistant awareness of pupil premium children and needs.	<p>Pupil passports completed for Pupil premium children. All staff aware of Pupil premium children Pupil premium passports updated with support provided monitoring and tracking the progress Whole school data analysis and provision mapping Identify need in relation to staff development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,3
Priority 4 - Embedding a consistent and progressive approach to the teaching of reading at Key Stage 2	<p>Structure for teaching of reading. Training for staff including TA colleagues who support reading. Development of resources to support. Assessment grids used to identify targets for improvement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,4
Priority 5- Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-	<p>Teaching Interventions Use of NFER assessments completed across school Autumn 2020 as baseline and similar completed in April 2021 to compare For Maths, NFER taken into account For English- Reading comprehension and writing tasks Amending Topic teaching to allow for application of skills across the Curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3,4



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: admin@holywell.herts.sch.uk

Headteacher: Mr Coert van Straaten MA, Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

quality intervention monitored by intervention leader.		
Priority 6 Improve presentation in books. Pupil premium children to be encouraged to work on presentation in all books.	<p>There is a need to support pupils in managing behaviour, emotional and social difficulties so that they can access learning.</p> <p>Through Nurture to facilitate Social skills, communication Emotional resilience sessions either 1:1 or small groups. A number of children have anxieties which are a barrier to learning. Communication and Emotional sessions support anxiety and development of social skills enhancing positive attitudes towards learning and raised self-esteem. One to one time with the Pastoral Care Leader.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	6
Priority 7 Opportunities to revisit key vocabulary in topic work.	<p>SLT and subject leaders to monitor books and provide key vocabulary to be revisited</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	7
Priority 8 – Sustaining high quality first teaching in maths, to improve outcomes for children	<p>High quality teaching of maths to increase attainment and speed up progress of pupils entitled to pupil premium funding</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 5-Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the	<p>One to one tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: admin@holywell.herts.sch.uk

Headteacher: Mr Coert van Straaten MA, Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

<p>previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>Small group teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
---	---	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased attendance rates	Head to meet with families with attendance issues. Pastoral lead to work to support families with attendance and acute needs.	
Parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=communication%20with%20parents	
Physical activity	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	

Total budgeted cost: £



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL
Tel: 01923 225188 email: admin@holywell.herts.sch.uk
Headteacher: Mr Coert van Straaten MA, Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners. All classes have provision maps which clearly maps out the support for all children including pupil premium children. Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident across the curriculum. We will continue to provide children with an education of the highest quality. A programme of training supports teaching assistants and teachers to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions. Support- 1:1 and small support within the class, TA support in class. Interventions- There is an understanding of the barriers to learning and how these barriers present in school. Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Teachers and teaching assistants provided targeted academic support, including linking structured one-to-one or small group intervention to classroom teaching. Targeted Academic Support for some children and there is additional, time-limited provision outside of normal classroom activities. Children received targeted booster sessions, after school boosters, 1:1 / small groups in English and maths, additional learning time, additional phonics in key stage one, speech and language support and SEND / EAL support groups.

Wider strategies

Our tier 3 "pupil premium" support will include: a focus on improving attendance, providing curriculum enrichment opportunities such as nurture, play therapy, Rock steady and Wizard theatre sessions. There is support for wellbeing and mental health, interventions to increase parental engagement and to ensure there is equity for pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
-----------	----------



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: admin@holywell.herts.sch.uk

Headteacher: Mr Coert van Straaten MA. Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

Play therapy	Play therapist
TT Rock stars	play.ttrockstars.com
1:1 Tutoring after school boosters	Teachers