

Holywell primary school - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	72 (32%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	31 December 2023
Date on which it will be reviewed	31 December 2024
Statement authorised by	Coert van Straaten
Pupil premium lead	Lisa Patrick
Governor / Trustee lead	Kaveeta Sonigra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93815
Recovery premium funding allocation this academic year	£9135
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£102,950.00

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 32% of our pupils in receipt of pupil premium have identified special educational needs of which 4 have an EHCP plan for Special Needs. 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 2023-24 focuses on the needs of this group.

Challenges

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

Challenge number	Detail of challenge
1	<i>Our assessment data, monitoring and pupil review processes have identified that a significant proportion of our disadvantaged pupils are working below ae related expectations in reading. We identify that there are particular challenges associated with fluent and accurate decoding which impact on overall comprehension and stamina.</i>
2	<i>Our assessment data, monitoring and pupil review processes have identified that a significant proportion of our disadvantaged pupils are working below ae related expectations in writing. We identify that there are particular challenges associated with fluency and accuracy linked to spelling and handwriting which impact on overall composition.</i>
3	<i>Our assessment data, monitoring and pupil review processes have identified that a significant proportion of our disadvantaged pupils are working below ae related expectations in mathematics. We identify that there are particular challenges associated with fluency and accuracy linked to counting and calculation which impact on reasoning and application to word problems,</i>
4	A significant proportion of disadvantaged pupils are assessed as having special educational needs and disabilities which impact on achievement.
5	A significant proportion of disadvantaged pupils have levels of attendance below our expected standards and this impacts on progress and attainment.

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
By summer 2026, attainment in reading for disadvantaged pupils will improve to be in line with or above national standards for similar pupils.	<ul style="list-style-type: none">Internal and statutory assessment data will indicate that a greater proportion of pupils will be assessed as reaching the expected standard in reading .By the end of reception a greater proportion of pupils will be assessed as working at the expected standard in reading which will contribute to a greater proportion of pupils achieving a good level of development. By 2026, this will be in line with or above national for disadvantaged pupils

	<ul style="list-style-type: none"> • By the end of Year 1, a greater proportion of pupils will pass the phonics screening test. By 2026, this will be in line with or above national for disadvantaged pupils • By the end of Year 2, a greater proportion of pupils will pass the retake of the phonics screening test. By 2026, this will be in line with or above national for disadvantaged pupils • By the end of Year 2, a greater proportion of pupils will reach age related expectations (ARE) in reading, and some will be assessed as working at greater depth (GDS). • In Years 3-5, a greater proportion of pupils will reach age related expectations in reading, and some will be assessed as working at greater depth. • By the end of Year 6, a greater proportion of pupils will be assessed as working at ARE and GDS in reading in the Year 6 SATS tests. By 2026, this will be in line with or above national for disadvantaged pupils
By summer 2026, attainment in writing for disadvantaged pupils will improve to be in line with or above national standards for similar pupils.	<ul style="list-style-type: none"> • Internal and statutory assessment data will indicate that a greater proportion of pupils will be assessed as reaching the expected standard in writing. • By the end of Reception a greater proportion of pupils will be assessed as working at the expected standard in writing which will contribute to a greater proportion of disadvantaged pupils reaching a good level of development. By 2026, this will be in line with or above national for disadvantaged pupils • By the end of Year 1, a greater proportion of pupils will pass the phonics screening test. By 2026, this will be in line with or above national for disadvantaged pupils • By the end of Year 2, a greater proportion of pupils will pass the retake of the phonics screening test. By 2026, this will be in line with or above national for disadvantaged pupils • By the end of Year 2, a greater proportion of pupils will reach age related expectations (ARE) in writing and some will be assessed as working at greater depth (GDS). • In Years 3-5, a greater proportion of pupils will reach age related expectations in writing, and some will be assessed as working at greater depth. • By the end of Year 6, a greater proportion of pupils will be assessed as working at ARE and GDS in writing in the Year 6 SATS tests. By 2026, this will be in line with or above national for disadvantaged pupils.
By summer 2026, attainment in mathematics for disadvantaged pupils will improve to be in line with or above national	<ul style="list-style-type: none"> • Internal and statutory assessment data will indicate that a greater proportion of pupils will be assessed as reaching the expected standard in writing. • By the end of Reception a greater proportion of pupils will be assessed as working at the expected standard in mathematics which will contribute to a greater proportion of disadvantaged pupils reaching a good


standards for similar pupils.	<p>level of development. By 2026, this will be in line with or above national for disadvantaged pupils.</p> <ul style="list-style-type: none"> • In Year 1, a greater proportion of pupils will reach age related expectations in mathematics and some will be assessed as working at greater depth. • By the end of Year 2, a greater proportion of pupils will reach age related expectations (ARE) in mathematics and some will be assessed as working at greater depth (GDS). • In Years 3-5, a greater proportion of pupils will reach age related expectations in mathematics, and some will be assessed as working at greater depth. • By the end of Year 4, a greater proportion of pupils will pass the multiplication check. By 2026, this will be in line with or above national for disadvantaged pupils. • By the end of Year 6, a greater proportion of pupils will be assessed as working at ARE and GDS in mathematics in the Year 6 SATS tests. By 2026, this will be in line with or above national for disadvantaged pupils.
Internal assessment data, monitoring and review will indicate that all pupils with SEND are making demonstrable progress from clearly defined starting points	<ul style="list-style-type: none"> • Precise assessment of pupil attainment and progress for pupils with SEND will support planning and provision and will be used to demonstrate progress. • All pupils with SEND will make progress across the curriculum
By 2026, attendance for disadvantaged pupils will be in line with national levels for disadvantaged pupils or better.	<ul style="list-style-type: none"> • Incremental improvements in attendance for disadvantaged pupils will show increased attendance and punctuality for disadvantaged pupils. • There will be clear evidence of the impact of leaders actions to improve attendance.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 12884 (Reading (£6867; Training £2717; Music £2293; Residential £1007). Delivery of RWI to be included at TA - £16/h; Teacher at £45/h)]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation		1 (2)

<p><i>Deliberate and discreet regular teaching of handwriting and spelling to increase writing fluency leading to mastery of these two essential basic skills of writing to enable a stronger future focus on the content of writing including staff CPD</i></p>	<p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ +5 months</p> <div> <div> <p>5</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <ul style="list-style-type: none"> Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. </div> <div> <p>6</p> <p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</p> <ul style="list-style-type: none"> Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their </div> </div>	<p>2</p>
<p><i>Deliberate and discreet regular teaching counting and calculation to increase arithmetical fluency leading to mastery of these essential basic skills of to enable a stronger future focus on application of number knowledge to reasoning including staff CPD</i></p>	<p>4</p> <p>Enable pupils to develop a rich network of mathematical knowledge</p> <ul style="list-style-type: none"> Emphasise the many connections between mathematical facts, procedures, and concepts. Ensure that pupils develop fluent recall of facts. 	<p>3</p>
<p><i>Support learning across the curriculum through a focus on understanding and using vocabulary and</i></p>	<p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ +6</p> <p>Communication and language approaches</p> <p>Very high impact for very low cost based on moderate evidence.</p> <p>£ £ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ ⓘ +7</p>	<p>1,2,3,4</p>

<i>active listening including iCan CPD</i>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4656 (Tuition £2520; Easter school £2136, Small group intervention @ £16/h by TA to be included)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring of pupils through National Tutoring programme	One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3
Small group intervention	Small group intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (pre-teaching, small group intervention, reading fluency)	1, 2, 3
Additional learning opportunities	Easter school, SATS intervention groups after school. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £ 18167 (Art therapy £11600; Behaviour training £667; Wizard theatre £4900; Financial support for trips £1000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapy	Arts participation EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Attendance improvement	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Behaviour improvement	Behaviour EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5

Wizard theatre	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Financial support for all pupils to be able to attend educational visits.		All

Total budgeted cost: £

Budgeted cost: £ 12884 (*Reading (£6867; Training £2717; Music £2293; Residential £1007). Delivery of RWI to be included at TA - £16/h; Teacher at £45/h*)

Budgeted cost: £4656 (Tuition £2520; Easter school £2136, Small group intervention @ £16/h by TA to be included)

Budgeted cost: £ 18167 (Art therapy £11600; Behaviour training £667; Wizard theatre £4900; Financial support for trips £1000)

This does include staff costs to deliver and support additional interventions.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In Key stage 1 Reading and Writing more pupils entitled to pupil premium funding are reaching age related expectation compared to 2022-2023 (ASP). This is not the case in maths however even though more pupils achieved age related expectation over all in maths.

In phonics in Year 1 only half the pupils reached level threshold for phonics. This is lower than last year but a complexity of needs has meant that less pupils reached the expected standard. In year 2 100% of pupils reached age related expectation completed to 17% the year previous to that. RWI has had a major impact on the ability of pupils to be able to decode across year 1 and year 2 even though results don't show that.

At the end of Key stage 2 less pupils who are entitled to pupil premium funding reached age related expectation in reading, writing and maths. It is only a few percent lower but pupils locally has slightly improved.

Teachers have received training on the developing their awareness of adapting learning for pupils in their classes especially vulnerable pupils. From provision maps and pupil premium passports its clear that teachers are employing a range of strategies to support pupils learning – the school must develop strategies to measure the softer impact of this as the data is not supportive of these findings.

We know from the detailed feedback we receive from Wizard theatre that pupils are building in confidence – developing their knowledge and understanding of each other and their ability to be reflective.

Our internal RWI assessment data is clearly showing us the progress that pupils are making on the programme. We know that know who attended Reading fluency sessions also build in confidence in their fluency of reading. Because of pupils' low baseline we they have not yet reached age related expectation, but we know that long term this programme will increase attainment levels of reading throughout the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Play therapy	Play therapist
TT Rock stars	play.ttrockstars.com
1:1 Tutoring after school boosters	Supply agency

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.