

Pupil premium strategy statement – Holgate Primary School 2020-2021

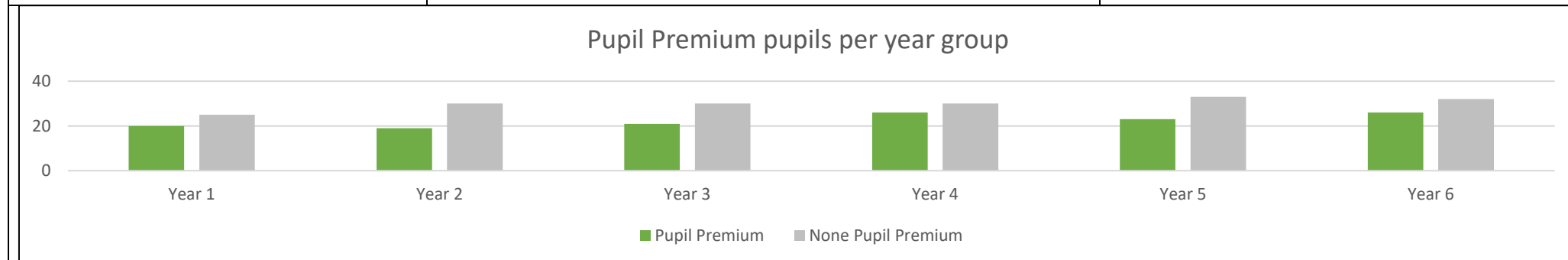


What Pupil Premium Funding is and what its Purpose is

Through lots of research The Government found underlying inequalities in the levels of attainment achieved by pupils from low income families (those eligible for free school meals) compared to those of pupils from higher income families. Because of this, each school now receives an additional amount of money each year called Pupil Premium. The amount of this is based on the number of pupils at the school who receive Free School Meals (FSM). Each school then uses this additional money in the best ways they feel are appropriate to address this inequality for the FSM pupils attending their school. School Governors and Ofsted hold every school to account for how schools use their Pupil Premium Funding.





















Our Pupil Premium Grant is received for each child who is entitled to Free School Meals or who has been entitled over the last five years and for any Looked after Children and children with Post Looked After arrangements. Our grant for this academic year is £182,780

Academic Year 2020-21	Total PP budget (allocated in May 2020) £178,885 – PP (£1345 per pupil) £0 - LAC (£2345 per pupil) £1550 – Forces (£310 per pupil) £2345- Adopted from care (£2345 per pupil) TOTAL £ 182,780 <small>figures correct at time of publishing</small>	Total expenditure to date £189,301 <small>figure does not include future expenditure</small>
Total number of pupils 353 (excluding EYFS)	Number of pupils eligible for PP (September 2020) 132– PP 0- LAC 4- Forces 3 – Post LAC Total 139 (excluding EYFS) <small>figures correct at time of publishing</small>	Date of most recent PP Review
		Date of review September 2021



Use Of Pupil Premium At Holgate Primary School and Nursery

Ref	Barriers to future attainment (for pupils eligible for PP)	Desired outcome	Success criteria	Review of the impact
A	Some pupils eligible for pupil premium make less progress in core subjects than none pupil premium pupils. SIP Priority 2	Higher rates of progress across school for pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> PP pupils have access to a wide range of high quality, engaging and motivational learning opportunities that consistently promote pupils' social and moral development and awareness, alongside their academic progress. PP pupils have access to interventions which address gaps in learning and accelerate progress. An increased proportion of 'previously at risk' pupils in receipt of PP have secured their age-related expectations. Increased proportions of PP pupils achieve age related expectations and greater depth in core subjects Feedback from PP pupils is positive about the way the curriculum is being planned and implemented and pupil outcomes positively reflect the adapted curriculum intent. 	<ul style="list-style-type: none"> Planned learning opportunities exhibit purposeful, engaging and inspiring learning opportunities that are maximising pupils' conscious awareness of their own self and their place within our society alongside their academic progress. The profile of diversity and equality within Curriculum Vehicles has been raised significantly. The interventions implemented were delivered to a high level and progress was evident and gaps were addressed in a timely manner. Monitoring demonstrated that staff have used the refined curriculum to ensure that planning and provision met the needs of the pupils, particularly considering the school closure period.
B	Some pupils eligible for pupil premium access fewer opportunities for improving the rates of reading. SIP Priority 1	All pupils in receipt of PP will have increased opportunities for improving the rates of progress in reading.	<ul style="list-style-type: none"> PP Pupils increasingly contribute to discussions around their personal reading for pleasure and make links between theirs' and others' reading. They can make insightful recommendations based on their knowledge of texts. PP Pupils have access to a wider range of different authors and texts and are able to have increasing knowledgeable discussions around texts that they have accessed. PP Pupils actively participate in Reciprocal Reading sessions, at an ability appropriate level, taking on roles within a group. The majority of PP pupils readily read aloud with fluency appropriate to their reading level, demonstrating confidence when doing so to a range of audiences. Pupils eligible for PP make progress in reading. 	<ul style="list-style-type: none"> Children are actively contributing regularly to their class Reading River. They have shared their reading preferences across the collaboration, across key stages and across year groups. This has enabled pupils of different ages to draw links between books they have read for pleasure under certain themes. Year groups have selected texts from the Reading Spine for their English and Reading units for the summer term. This enabled discussions to take place between English Leads and class teachers around books suitable for different outcomes and purposes. Therefore, pupils were exposed to a

				<p>greater range of high-quality texts, authors and genres including classic texts and picture books.</p> <ul style="list-style-type: none">• Due to restrictions having to remain in place within classroom organisation and social distancing requirements, this has been postponed until the next academic year• Classes and year groups use reading lesson time for buddy reading sessions, ensuring that children have time to read aloud more regularly which is beginning to demonstrate that pupils have an increased confidence in reading aloud.														
C	<p>Some pupils eligible for Pupil Premium have negative mental health which impacts on their emotional wellbeing, engagement, stability, development, aspirations and ability to make progress.</p> <p>SIP Priority 3</p>	<p>Mental Health difficulties experienced by pupil premium children are addressed.</p> <p>Pupils knowledge, skills and abilities in how to use their soft skills has significantly improved</p>	<ul style="list-style-type: none">• Monitoring outcomes demonstrate that PP pupils and their families have significantly improved levels of engagement with the school well-being offer.• The school has a comprehensive offer that caters effectively for the well-being of PP pupils in response to Covid related issues.• Monitoring outcomes demonstrate that PP pupils and their families feel well informed, safe and well supported in all aspects of Covid related issues.	<ul style="list-style-type: none">• A comprehensive offer for our pupils and parents was evolved and a range of approaches, support and provision was put in place to cater for these.• Parents and their families had high levels of engagement in both whole school initiatives, including the website, as well as more tailored provision.• The school's provision is reflective of the needs of pupils and their families wide ranging and individual needs. The increasingly comprehensive offer caters for the well-being of all stakeholders, by providing a range of opportunities to engage with.														
D	<p>Some pupils eligible for PP have lower rates of attendance and some fall into the category of persistent absenteeism. This is a contributing factor in pupils levels of progress and attainment.</p> <p>SIP Priority 2</p>	<p>Attendance has continued to improve for all PP children through increased support and accountability and in developing a range of effective incentives.</p>	<ul style="list-style-type: none">• Attendance tracking information shows a reduction in the percentage of PP pupils with persistent absenteeism in comparison to previous year.• End of year attendance tracking information shows that attendance of PP pupils has improved in comparison to the previous year.• Successful positive strategies and incentives have been rigorously implemented throughout the year that have increased the level of parental engagement with school and impacted on increased	<ul style="list-style-type: none">• Attendance comparison for pupils in receipt of PP (the arrows show improvement on the previous year)   <table><tr><th>Cohort</th><th>Holgate</th></tr><tr><td>1</td><td>96.64% (1.7 )</td></tr><tr><td>2</td><td>97.58% (2.95 )</td></tr><tr><td>3</td><td>97.89% (1.23 )</td></tr><tr><td>4</td><td>96.79% (1.74 )</td></tr><tr><td>5</td><td>96.80% (0.73 )</td></tr><tr><td>6</td><td>96.95% (0.72 )</td></tr></table>	Cohort	Holgate	1	96.64% (1.7 )	2	97.58% (2.95 )	3	97.89% (1.23 )	4	96.79% (1.74 )	5	96.80% (0.73 )	6	96.95% (0.72 )
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			<p>levels of attendance being demonstrated for PP pupils compared to the previous year</p>	<ul style="list-style-type: none"> • The data is for those pupils of statutory school age as of the 31st August and the date range used was for the 2nd Sep 20 -28th May 2021 • The data in brackets represents the movement of the same group of pupils from the same time period in the previous year. • A large proportion of the Attendance Officers time is spent working with parents, carrying out doorstep /home visits, and building relationships with families to support school attendance and to collaboratively work together on the barriers to secure improvements.
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This grid shows the interventions and support in place for pupils at Holgate Primary School and the cost of these. Some of our Pupil Premium allocation for the year is utilised to provide these.

	Chosen action / approach	Required resources linked to budget plan
Staff Training	Staff training on the teaching of reading with a focus on making informed choices of texts to be used across the curriculum. Reference to A + B Staff training on reciprocal reading as a whole class and intervention strategy and further developing reading for pleasure Reference to A + B Staff training to assist and support staff in effectively identifying pupil's gaps and those who need additional support / catch up interventions. Reference to A + B Staff training and support in implementing speaking and listening and performance opportunities into provision, ensuring that there is a clear focus on how this links to pupils developing as readers Reference to A + B	Leadership preparation time 2 staff x 2 days = £1200 x 4 staff meetings = £2400 Staff meeting time Leadership time equivalent to 10 days per person = £3,000 Education Library Service - £1194 per year
	Staff training to regularly support the planning and review of curriculum plans and vehicles Reference to A + B Staff training on integrating well focussed writing opportunities effectively within their curriculum vehicle planning Reference to B Staff training for implementing well focussed blended learning within their planning Reference to B	Leadership preparation time 2 staff x 2 days = £1200 x 4 staff meetings = £2400 Staff meeting time Leadership time equivalent to 10 days per person = £3,000
	Staff training on the soft skills progression tool in order to launch, develop and embed its use. Reference to C Staff training and guidance that equips them in supporting pupils' and their family's wellbeing more effectively Reference to C	Leadership preparation time 2 staff x 2 days = £1200 x 4 staff meetings = £2400 Staff meeting time Leadership time equivalent to 10 days per person = £3,000
Inclusion	To deploy the TA's to implement learning groups in all year groups to reduce class sizes which promotes pupil progress. Reference to A + B To implement a range of interventions and support packages to promote the progress of PP pupils. Reference to A + B	Leadership Time x 6 days over the year x 2 staff £3,600 See Appendix below for breakdown of intervention costings £142,812.50
	To implement a range of interventions and support packages including ELSA and positive play to promote the emotional stability of PP pupils. Reference to A + C	Leadership Time x 6 days over the year x 2 staff £3,600 ELSA Network cost £200 per person = £200 Cover costs x 3 half days per ELSA = £100
Attendance	Attendance Leader employed to monitor pupils and to follow up quickly on attendance and concerns Reference to D Rewards such as weekly incentives are funded. Reference to D	3 days a week of AL salary £15,694.50 3 days Leadership time x 2 staff £1800 per term = £5,400 Attendance rewards / incentives = £500
	Total expenditure to date:	£189,301

Intervention	Y1	Y2	Y3	Y4	Y5	Y6	duration	Cost x 1 child or group	Total per intervention
English Literacy Support Learning Group / In class / Bubble support Differentiated curriculum in small groups of high adult :child ratios	6 pupils (3 PP)	12 pupils (6 PP)	12 pupils (6 PP)	12 pupils (6 PP)	26 pupils (10 PP)	12 Pupils (6 PP)	1¼ hours x 5 days x 32 weeks	£2,500 per TA	£2,500 for Y1 £2,500 for Y2 £2,500 for Y3 £2,500 for Y4 £2,500 for Y5 £5,000 for Y6 £17,500 Total 80 pupils / 37 PP £218.75 per pupil £8,093.75
TA support To support on a 1:1 basis to address SEN needs			3 Pupils (3 PP)				5.5 hours x 5 days x 52 weeks	£17,875 per TA	£35,750 Total 3 pupils / 3PP £17,875 per pupil £35,750
TA support To support on a 1:1 basis to address SEMH / behaviour needs					6 pupils (3 PP)		5.5 hours x 5 days x 52 weeks	£17,875 per TA	£17,875 Total 6 pupils / 3PP £17,875 per TA £17,875
Pre and post teaching - English Small group tuition focussing on gaps in learning	45 pupils (20 PP)	49 pupils (19 PP)	51 pupils (21 PP)	56 pupils (26 PP)	56 pupils (33PP)	58 pupils (26 PP)	1 hour x 10 weeks	£250 per child	£110,750 270 pupils / 135 PP £250 per pupil £33,750
1:1 Reading support focusing on reading fluency and accuracy					8 pupils (4PP)		30 mins x 2 days x 10 weeks	£125 per child	£125 8 pupils / 4 PP £125 per child £500
Maths Support Learning Group / In class / Bubble support Differentiated curriculum in small groups of high adult :child ratios	6 pupils (3 PP)	12 pupils (6 PP)	12 pupils (6 PP)	12 pupils (6 PP)	26 pupils (10 PP)	12 Pupils (6 PP)	1¼ hours x 5 days x 32 weeks	£2,500 per TA	£2,500 for Y1 £2,500 for Y2 £2,500 for Y3 £2,500 for Y4 £2,500 for Y5 £5,000 for Y6 £17,500 Total 80 pupils / 37 PP £218.75 per pupil £8,093.75
Pre and post teaching - Maths Small group tuition focussing on gaps in learning	45 pupils (20 PP)	49 pupils (19 PP)	51 pupils (21 PP)	56 pupils (26 PP)	56 pupils (33PP)	58 pupils (26 PP)	1 hour x 10 weeks	£250 per child	£110,750 270 pupils / 135 PP £250 per pupil £33,750
Handwriting / letter formation Programs intervention that develops fine motor control			8 Pupils (6 PP)	12 pupils (6 PP)			30 mins x 2 days x 10 weeks	£125 per child	£2,500 20 pupils / 12 PP £125 per child £1500

Attention Autism Small group intervention that focuses on developing communication skills			4 Pupils (3 PP)				1 hour x 10 weeks	£250 per child	£1000 Total 4 pupils / 3 PP £250 per pupil £750
ELSA / Positive Play 1:1 intervention that focuses on emotional support	2 pupils (2 PP)	1 pupil (1PP)	1 pupil (1PP)		5 pupils (2 PP)	2 pupils (2 PP)	1 hour x 10 weeks	£250 per child	£2750 Total 11 pupils / 8 PP £250 per pupil £2000
Time to Talk Small group intervention that focuses on developing social skills			6 pupils (3 PP)				1 hour x 10 weeks	£250 per child	£1500 Total 6 pupils / 3 PP £250 per pupil £750
Total expenditure of Pupil Premium Funding on intervention: £142,812.50									