



# 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	Holgate Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sam Arnold – Head of School
Pupil premium lead	Sally Harvey
Governor lead	Rebecca Jackson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,885
	+£18,830 estimated adjustment
Recovery premium funding allocation this academic year	£19,285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£217,000</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The spending of our Pupil Premium budget considers the context of our school and the challenges faced. These decisions are research based around the effectiveness of a range of strategies and their value for money (primarily EEF) and the outcomes of Ofsted Section 8 monitoring visit on 22.06.21 carried out at our collaboration school.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium.

Common barriers to learning for disadvantaged children, can be less parental support at home (or less effective), poor speech, language and communication skills, increased mental health difficulties, language barriers to accessing educational activities, alongside attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and each family requires a personalised approach.

Our school Mission Statement is that every member of the school, both adults and children, should at all times strive to take **PRIDE** in all they do.

**P**ersonal, **R**esponsibility **I**n **D**elivering **E**xcellence

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils eligible for pupil premium make less progress in core subjects (Maths and Writing) than none pupil premium pupils
2	Some pupils eligible for pupil premium access fewer opportunities for improving the rates of reading.
3	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. This had been adversely affected by Covid school closures, periods of isolation and national lockdowns.
4	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
5	Different aspects of speech and language development has been significantly affected by Covid 19 for some of our pupils including those eligible for pupil premium.

## 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
Higher rates of progress across school for pupils eligible for Pupil Premium.	Pupils will have made at least expected progress in core subjects (Maths & Writing), with a large proportion of pupils making better than expected progress.
All pupils in receipt of PP will have increased opportunities for improving the rates of progress in reading.	Pupils will make at least expected progress in reading with a large proportion of pupils making better than expected progress.
Mental Health difficulties experienced by pupils in receipt of pupil premium are being actively supported.	Pupils and their families have significantly improved levels of engagement with the school well-being offer and referrals to services are positive and effective.
Attendance has continued to improve for pupils in receipt of PP through increased support and accountability and in developing and personalising a range of effective incentives.	The attendance of our pupils in receipt of PP has improved overall in comparison to the previous year.
Improved speech, language and communication skills for our pupils in receipt of PP.	Pupils will have made at least good progress in the language / speech link intervention and in observations of social situations.

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: £9896**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><i>CPD sessions to regularly support the planning and review of Curriculum plans and Vehicles</i></b>	Ashfield (36th worst out of 324) rank in the bottom 20% of English local authorities for social mobility cold spots ( <a href="https://bit.ly/3ziqYZb">https://bit.ly/3ziqYZb</a> - Social Mobility Commission - June 2016). In addition, the most recent indices of deprivation (Income, Employment, Health & Disability, Education, Skills & Training, Barriers to Housing & Services, Crime and Living Environment) (published 26/09/19) show Ashfield 68th worst out of 317 local authority districts.	1

CPD and ongoing support for staff on the use of Reciprocal Reading, early reading, effective story time, and interventions	Senior Leaders have identified the need to further refine and enhance the collaboration's approach to Early Reading due to the findings in Holgate Primary School's Ofsted Section 8 monitoring visit on 22.06.21 <i>'the teaching of phonics in EYFS is a strength, however, in other year groups, the teaching of early reading is inconsistent.'</i>	1,2
CPD on the delivery of Bug Club, Monster phonics and decodable texts and deliver the associated CPD.		1,2
CPD and ongoing support to staff on the use of age appropriate Mathematical vocabulary and manipulatives within Maths provision and intervention.	Following the release of the DfE Maths Guidance, leaders identified a strategy to embed the use of age appropriate vocab. <a href="#">DfE - Teaching Mathematics In Primary Schools</a>	1

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

**Budgeted cost: £184,205**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language link intervention	Language link data shows that a large proportion of pupils in F2 – Y4 are performing below ARE in their speech, language, and communication skills  EEF Oral Language Interventions + 6 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	5
1:1 and small group work and in class support	EEF small group tuition + 4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  EEF teaching Assistant Interventions +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,5

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

**Budgeted cost: £35,294.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering interventions that support and promote positive mental health	<p>EEF Social and Emotional learning + 4  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	3
Developing further the role of the Attendance Leader to monitor pupils and to follow up quickly on attendance and concerns. Rewards such as individualised or weekly incentives are funded.	<p>EEF parental engagement + 4  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a></p> <p><a href="#">Improving School Attendance</a></p>	4

**Total budgeted cost: £229,395.50**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Barriers to future attainment (for pupils eligible for PP)	Review of the impact
Some pupils eligible for pupil premium make less progress in core subjects than none pupil premium pupils.	<ul style="list-style-type: none"> <li>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.</li> <li>The interventions implemented delivered were of a high quality and resulted in progress being made and gaps being addressed through a timely and effective approach.</li> <li>Monitoring demonstrated that staff refined the curriculum to ensure that planning and provision specifically met the most pressing needs of the pupils, particularly considering the school closure period.</li> </ul>
Some pupils eligible for pupil premium access fewer opportunities for improving the rates of reading.	<ul style="list-style-type: none"> <li>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.</li> <li>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 greater range of high-quality texts, authors and genres including classic texts and picture books.</li> <li>Due to restrictions having to remain in place within classroom organisation and social distancing requirements, our Reciprocal Reading approach had to be postponed</li> <li>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.</li> </ul>
Some pupils eligible for Pupil Premium have negative mental health which impacts on their emotional wellbeing, engagement,	<ul style="list-style-type: none"> <li>An increasingly comprehensive offer for our pupils and parents was evolved and a range of approaches, support and provision was put in place to effectively cater for these.</li> <li>Parents and their families had high levels of engagement in both whole school initiatives, including the website, as well as more tailored provision</li> <li>The school's provision is reflective of the needs of pupils and their families wide ranging and individual needs. The increasingly comprehensive</li> </ul>

stability, development, aspirations and ability to make progress.	offer caters for the well-being of all stakeholders, by providing a range of opportunities for all to engage with.														
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.	<ul style="list-style-type: none"> <li>Attendance comparison for pupils in receipt of PP (the arrows show improvement on the previous year) <span style="color: green;">↑</span> <span style="color: red;">↓</span></li> </ul> <table border="1"> <thead> <tr> <th>Year group</th><th>Holgate</th></tr> </thead> <tbody> <tr> <td>1</td><td>94.55 (1.55) <span style="color: green;">↑</span></td></tr> <tr> <td>2</td><td>95.94 (1.76) <span style="color: green;">↑</span></td></tr> <tr> <td>3</td><td>96.95 (1.4) <span style="color: green;">↑</span></td></tr> <tr> <td>4</td><td>95.97 (2.65) <span style="color: green;">↑</span></td></tr> <tr> <td>5</td><td>94.94 (1.28) <span style="color: green;">↑</span></td></tr> <tr> <td>6</td><td>95.92 (1.98) <span style="color: green;">↑</span></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>The data is for those pupils of statutory school age as of the 31<sup>st</sup> August and the date range used was for the 2<sup>nd</sup> Sep 20 -28<sup>th</sup> May 2021</li> <li>The data in brackets represents the movement of the same group of pupils from the same time period in the previous year.</li> <li>A large proportion of the Attendance Officers time is now being spent working with hard to reach parents, carrying out door stop /home visits, and building relationships with families to support school attendance and to collaboratively work together on the barriers to secure improvements.</li> </ul>	Year group	Holgate	1	94.55 (1.55) <span style="color: green;">↑</span>	2	95.94 (1.76) <span style="color: green;">↑</span>	3	96.95 (1.4) <span style="color: green;">↑</span>	4	95.97 (2.65) <span style="color: green;">↑</span>	5	94.94 (1.28) <span style="color: green;">↑</span>	6	95.92 (1.98) <span style="color: green;">↑</span>
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## 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
Bug Club	Active Learn - Pearson
Monster Phonics - DfE validated programme	Monster Phonics
Speech Link	Speech Link Multimedia Ltd

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included as part of the information above
What was the impact of that spending on service pupil premium eligible pupils?	Included as part of the information above