

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Holt CP School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	29.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-24
Date this statement was published	1/1/23
Date on which it will be reviewed	Next review 31/7/23
Statement authorised by	S.Walters
Pupil premium lead	S.Walters
Governor / Trustee lead	M.Prior

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62645
Recovery premium funding allocation this academic year	£6416
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22274
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	£91335

Part A: Pupil premium strategy plan

Statement of intent

At Holt Cp School we believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

We aim :

- To raise the attendance rate of Pupil Premium children
- To narrow the attainment gap between Pupil Premium and non Pupil Premium pupils.
- To support PP children's health and wellbeing to enable them to access learning.
- To provide a rich and varied curriculum with a wide range of experiences.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children have weaker social skills on entry and tend to have more social and emotional issues throughout the school. PP children are involved in a far greater proportion of recorded behaviour incidents than non PP children (currently 68% of all logged behaviour incidents)
2	Pupil Premium children start school at far lower levels of development than other pupils. Particularly in early Reading and Writing skills.
3	Large % of Pupil Premium children on SEND register (29%) – particularly speech and language skills.
4	Pupil Premium children tend to have lower level of core skills including phonic, reading, writing and maths skills throughout the school -
5	Pupil Premium children have lower attendance rate and much higher level of persistent absenteeism
6	Poor home learning environment. Some parents have had a poor experience of education and have low aspirations and a negative view of school.
7	Pupil Premium children tend to have limited experience of the world outside Holt.

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
Improved social skills shown by PP children and a fewer behaviour incidents involving PP children throughout the school.	Lower proportion of recorded behaviour incidents involves PP children (Currently 68%).
Improved levels in reading and writing for PP child at the end of Foundation stage	PP children make rapid progress and a higher proportion meet age related expectations by the end of the Foundation stage - reduce the current gap of 42%
SEND children make accelerated progress in all the core subjects. Improved oral language skills in KS1 and Foundation stage.	SEND children make value added (positive progress in scaled scores) in core subjects
Improve Reading, Writing and Maths skills for PP throughout the school	PP children make rapid progress and make higher progress than non PP pupils in Reading, Writing and Maths.
Improved attendance rate for PP children and lower persistence absenteeism	Attendance rate improves – reduce the current gap
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.
PP children have had the opportunity to experience a enriched curriculum with opportunities to experience a wide range of trips and residential.	PP children attend higher number of trips/ visits/clubs than non PP children

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: £10905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a teacher 0.5 days a week to lead PATHS (Promoting Alternative Thinking Strategies throughout the school.	PATHS is aimed at improving emotional understanding, self control, social problem solving, peer relations and self esteem.	1 (0.1 X Teacher =£6226)
SENCO to lead implementation of SEND action plan aimed at improving SEND teaching and the learning environment. HLTA to lead Sp and Language interventions	Over 50% of SEND children are PP.	No additional cost 3 (0.2 X HLTA = £4179)
Apply for Artsmark Award	Evidence from British Council	7 (£500)

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

Budgeted cost: £ 56120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group and Circle time in KS2 ELSA intervention sessions.	This has shown good result in previous year – pupil questionnaire. Based on a recommendation from Educational Psychologist.	1 (0.1 X Teacher = £6226)(0.1 X TA = £1713) 1 (0.1 X HLTA = £2263)
Employ Reception teacher for an additional half 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.	2 (0.1 X Teacher = £5752)
Reading 1-1 Tuition for 6 Y6 children. More able Maths group and Maths 1-1 tuition for	This has produced good results in previous years – Will expand into other year groups later this year.	(1hr/ wk Teacher = £1775) (2hr/wk X Teacher = £4383)

8 Y6 children.		
Literacy Catch Up intervention sessions in KS2	Recommended by Cluster SEND group following successful introduction at High School.	TA X0.1 = £1680 HLTA X 0.1 = £1953 HLTA X 0.1 = £2263 Total = £5896
Holiday writing school (Easter 21)	This has shown good result in previous years	Included in 1-1 tuition cost
1-1 reading every day for children who do not read regularly at home.	This has shown good result in previous year.	0.1 X 7TA's= £1713+£1800+£1680+£1713+£2263+ £1953+£1680 Total = £12802
Employ TA /HLTA to lead targeted phonic intervention in KS1	This has shown good result in previous years	0.5 X HLTA = £8350 0.2 XTA= £3600 0.2XTA= £3360

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

Budgeted cost: £8528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendances lead to attend attendance network. Member of staff to contact home when PA children fail to arrive at school. Attendance lead to work with PA families to improve attendance	The Attendance Network has proved useful in previous years.	5 (0.1 X TA = £1639)
School to pay for PP children to attend residential trips and visits.	Evidence of positive effect on behaviour for some PP children	7 (£7000)

Total budgeted cost: £8639

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.

Gaps continued to close

KS2 Maths gap = 0

KS2 Reading gap = -13

KS2 Writing gap = -10

Pupil Premium children made better progress in Reading, Writing and Maths (VA = +0.8 compared to +0.3)

Maths 1-1 tuition in – 12ch made ave +7.5 points progress in maths scaled score

Reading 1-1 tuition – 7ch made ave +8.3 points progress in reading scaled score

Literacy Catch up in KS2 – 6ch made ave +9.8 points progress in reading scaled score

Reading in KS2 daily reading – PP 25 ch made ave +5.3 points progress in reading

Half term/Easter Holiday school – 12ch made +8.1 points progress in Maths/Reading

More able Maths group – 6ch made +5.5 points progress in Maths SS

Phonics booster groups not completed due to staff absence

Enrich the curriculum by applying for Arts Mark – Arts mark action plan completed

Nurture groups restarted in KS2

Pupil Premium children % of behaviour incidents fell to 31%

Pupil Premium children attendance rate remained very low = 87.3%

PP children attended residential trips to Horstead and Crowden and a wide range of other trips and sporting events.