

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	Holt CP School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	1/1/22
Date on which it will be reviewed	Reviewed 17/4/22 Next review 31/7/22
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	£62775
Recovery premium funding allocation this academic year	£3045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22158
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	£87978

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 40% 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 (50%) – 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. A proportion of PP parents have learning difficulties and mental health issues.
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: £10657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 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 =£6171)
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.	3 (0.1 X HLTA = £3986)
Apply for Artsmark Award	Evidence from British Council	7 (£500)

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

Budgeted cost: £ 50886

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group and Circle time in KS2	This has shown good result in previous year – pupil questionnaire.	1 (0.1 X Teacher = £5701)(0.1 X TA = £1604)
ELSA intervention sessions.	Based on a recommendation from Educational Psychologist.	1 (0.1 X HLTA = £2161)
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 = £5701)
Reading 1-1 Tuition for 6 Y6 children.	This has produced good results in previous years – Will expand into other year groups later this year.	(1hr/ wk Teacher = £1699) (0.1 X Teacher = £8695)

More able Maths group and Maths 1-1 tuition for 8 Y6 children.		
Literacy Catch Up intervention sessions in KS2	Recommended by Cluster SEND group following successful introduction at High School.	TA X0.1 = £1570 HLTA X 0.1 = £1853 HLTA X 0.2 = £2022 Total = £5445
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= £1604+£1687+£1570+£1604+£2022+ £1853+£1570 Total = £11907
Employ HLTA to lead targeted phonic intervention.	This has shown good result in previous years	0.5 X HLTA = £7973

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 = £1528)
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: £70071

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.

Maths 1-1 tuition in Y5 and Y6 – Y6 Maths PP ch made 100.8 VA compared to 100.2
Reading 1-1 tuition in Y5 and Y6 – Y6 Reading PP ch made 100.8 VA compared to 100.1
Literacy Catch up in KS2 – Y6 Writing PP ch made 100.8VA compared to 100.1
Improve Reading in KS2 daily reading – KS2 PP ch made 100.6 VA compared to 100.1
Enrich the curriculum by applying for Arts Mark – Arts mark action plan completed
Nurture groups and ELSA intervention sessions restarted in KS2

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