

Pupil premium strategy statement – Holbrook Primary School

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	132
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Full governing body
Pupil premium lead	Ingrid Taylor
Governor / Trustee lead	John Maxwell-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21825
Recovery premium funding allocation this academic year	£2320
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£24,145

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all children, regardless of background, make good progress across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In order to make decisions about how to use pupil premium to improve disadvantaged pupils' attainment, we follow the principles set out by the EEF (Education Endowment Foundation). This recommends firstly analysing the needs of all pupils in school. An analysis of children who attract pupil premium money shows there are broadly three needs. The first is academic underachievement. Not all children with pupil premium underachieve, around 18% achieve in some or all key areas.

However, there are also other pockets of underachievement through school which are not related to disadvantage. This is a result of children's progress slowing during successive lockdowns. This means that our strategy first and foremost focusses on quality teaching for all children. The EEF state that 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending' in their Pupil Premium Guidance Report. Money is allocated to develop effective teaching in the key areas of reading, writing and maths. We also address this wider need through targeted academic support. Using the catch up premium money, Holbrook is using a school led tutoring approach to support identified disadvantaged and non-disadvantaged children.

A second challenge for our disadvantaged pupils is that a proportion have significant SEND needs. 25% of our children with pupil premium are on the SEND register. 12% of the pupil premium children have an ECHP, so some of our SEND pupil premium children have complex learning needs. Beyond our disadvantaged children, the SEND register includes other children with complex needs – the overall school population includes 5% of children with high level ECHPs or IP funding. Therefore some of our pupil premium money is allocated to developing good quality SEND provision across school.

A final area of need identified within our pupil premium children is emotional and social development. Again, the pandemic has mean that this is a wider issue across school. Holbrook is committed to ensuring that children have the opportunity to 'experience life in all its fullness' (John 10:10). Providing children with the emotional tools to access learning and self-regulate is important to help children achieve their academic potential, but is also key to helping wider development, to help children prepare for the next stage of their education and eventually to become adults who are resilient and who can achieve in life. As part of this, the opportunity for children to access rich cultural experiences is important and we make provision for all children

for this, but provide financial support for children with pupil premium *funding to ensure they can access culturally rich experiences in line with their peers.*

Challenges

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

Challenge number	Detail of challenge
1	Lower achievement in line with peers – particularly in reading and maths
2	A range of SEND needs which require skilled teaching and support to ensure good progress
3	Children’s ability to self-regulate, to identify and deal with emotions and to be resilient can stand in the way of their readiness to learn. Children can lack rich cultural experiences to help them find their passions and talents.

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
The percentage of pupil premium children achieving EXS+ outcomes in reading, writing and maths is in line with their peers, excepting in the case of complex SEND needs	100% of pupil premium children without complex SEND needs achieve results in line with their peers. 100% of pupil premium children achieve the in-year targets set for them. For SEND children this will be measured against IEP targets, targets set by speech and language teachers or by specialist visiting staff, and in school tracking using Cromford Grids.
Lessons for children with SEND are inclusive and allow children to make good progress	For children with SEND, school can demonstrate that children are meeting targets set for them through IEPs or through outside agencies, or through their in-school assessment tracking. Observations show a commitment to quality first teaching in all lessons
Children are able to identify and name emotions, ask for help when they are	The Boxall Profile is used to assess emotional need in key children.

worried and demonstrate good self-esteem when it comes to learning.	Key staff have attended training on emotional literacy or trauma-aware teaching and this is evident in classroom approaches. Behaviour policy is reviewed to focus on development of learning routines and positive framing
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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: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further training for all staff in phonics to support children in KS1 particularly who still need phonics teaching	EEF: Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	1
Investment in 'rapid catch up' phonics scheme for KS2 children – resources, staff training, extra TA time to deliver, assess, track	EEF guidance document for 'Improving Literacy' collates best practice in the teaching of reading and emphasises these approaches.	1
Access to Little Wandle Phonics scheme – assessment tracker, planning, keep up resources	EEF: While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. If an older reader is struggling with decoding, phonics approaches will still be appropriate.	1
Resources for KS2 phonics – books, flashcards		
Opportunity for teachers to observe each other teach reading/phonics		1

Improve engagement of pupils in reading for pleasure through books available in classrooms and in the library	EEF 'Improving Literacy' – 'progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.'	1
Setting up nurture provision in school – training for key staff, staff hours to deliver group work, investment in Boxall Profile for identification of needs and tracking of progress	EEF shows meta-cognition and self-regulation are good drivers for progress. Social and emotional learning also shows a moderate impact, though there is less of a body of evidence for this.	2, 3
Training for staff in quality first teaching for SEND; further CPD for key staff to develop approaches to a range of SEND needs and best use of TAs in the classroom	EEF guidance report advises 'ensure all pupils can access the best possible teaching' for SEND pupils EEF report 'Making Best Use of Teaching Assistants'	1, 2

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

Budgeted cost: £ 10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of small group interventions for reading and maths using the National Tutoring Programme	DFE National Tutoring program document: 'We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress'	1
Extending hours of existing TAs to support Literacy and Numeracy interventions through school		1
Use of TA support for a targeted group of Y3 pupils who require support with maths using White Rose Maths resources		

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

Budgeted cost: £2725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff in meta-cognition strategies and the working memory model	<p>EEF shows meta-cognition and self-regulation are good drivers for progress. Social and emotional learning also shows a moderate impact, though there is less of a body of evidence for this.</p> <p>DfE Research report ‘The Impact of Pupil Behaviour and Well-Being on Educational Outcomes’ – ‘Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years’</p>	3
Children to access a range of enriching activities including a performance, good quality books, specialist teaching (e.g. music) and outdoor adventurous activities	Supporting the aims of the National curriculum to build children’s cultural capital	3

Total budgeted cost: £21825

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for 22/23

In all year groups 75% of children in receipt of pupil premium achieved standardised scores at least in line with their year group. Within the PP group, 13% of children have a high level EHCP, 6% have high needs funding and a further 6% are on the SEND register.

	Average standardised score for PP children, including those with EHCP/high needs funding	Average standardised score for PP children excluding those with EHCP/high needs funding	Average standardised score for non PP children
Reading	100.5	105.6	105.7
Writing	100.4	106.3	103.8
Maths	101.4	107.7	105.2

80% of PP children met or exceeded the in-year targets set for them in all areas (Reading, writing, maths).

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
Little Wandle Phonics	Little Wandle
White Rose Maths	White Rose Education

