

# Pupil premium strategy statement (primary)

1. Summary information					
School	Holywell Village First School				
Academic Year	2019-2020	Total PP budget	£17460 + proportion of £2300 LAC	Date of most recent PP Review	First
Total number of pupils	172	Number of pupils eligible for PP	13 FSM + Ever6 1 Forces 1LAC	Date for next internal review of this strategy	July 2020

1. Current attainment KS1				
	2017	2018	2019	
	<i>Pupils eligible for PP (school) 5 pupils</i>	<i>Pupils eligible for PP (your school) 0</i>	<i>Pupils eligible for PP (your school) 3</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% in reading	100%	Na	100%	79%
% in writing	60%	Na	100%	74%
% in maths	100%	Na	67%	80%

1. Current attainment Year 4				
	2017	2018	2019	
	<i>Pupils eligible for PP (school) 7 pupils</i>	<i>Pupils eligible for PP (your school) 5</i>	<i>Pupils eligible for PP (your school) 7*</i>	<i>End of KS 2 data (none available for Year 4)</i> <i>Non-Disadvantaged Pupil (national average 2017)</i>
% in reading	85%	100%	86%	78%
% in writing	85%	100%	57%	83%
% in maths	71%	80%	71%	84%
			* One child of this cohort has been at HVFS since start of Reception. Other 6 are admits.	

## Progress

- 100% of pupils who leave Year 4 make typical progress from entry to EYFS in Reading, Writing and Number
- 71% of pupils make rapid progress in Reading
- 71% of pupils make rapid progress in Writing
- 57% of pupils make rapid progress in Maths

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

**A.** Poor speech, language and communication upon entry to school (Nursery and Reception)

**B.** Poor literacy skills – particularly writing.

### External barriers (*issues which also require action outside school, such as low attendance rates*)

**D.** Financial constraints upon family budgets hinder uptake in enrichment, out-of hours or tuition activities provided by school.

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure Good Level Of Development is above National Averages for 2020. To develop secure early speech, language, communication and confidence skills in EYFS	% of PSE and CL is in line with non-disadvantaged peers nationally
<b>B.</b>	To develop and implement a coherent phonics teaching programme across EYFS, Year 1 and Year 2. For pupils to achieve well compared to National Averages in Reading, Writing and maths in EYFS, Year 1 and 2 Phonics check and KS 1 SATS.	% of pupils who attain Reading and Writing ELG improves and is above National Average by Summer 2020 % of Pupils who pass Year 1 and Year 2 Phonics Check improves and is above National Averages by the end of 2020 % of pupils who attain 'Working at Expected' in reading and writing in Year 1 is above 80% % of pupils who attain 'Working at Expected' in reading and writing in Year 2 is above National Average
<b>C.</b>	To ensure all children in receipt of Pupil premium are offered funding and proactively targeted for: music tuition, subsidised residential visit to Robinwood, visits out of schools where a voluntary contribution of requested, out-of-hours clubs	% of pupils in receipt of Pupil Premium who attend out-of-school clubs increases. All pupils attend Year 4 residential. % of pupils in receipt of Pupil Premium who receive musical tuition increases.

4. Planned expenditure					
Academic year		2019-2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide additional adult support within EYFS to support self-led and independent learning	Additional adult 0.75 of weekly timetable, small group interventions, intervening and supporting learning through play.	TAs can help all pupils develop essential skills underpinning learning, such as self-scaffolding: encouraging pupils to ask themselves questions that help them get better at managing their learning. Recent research shows that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills , which are associated with improved learning outcomes . EEF - Making Best Use of Teaching Assistants Guidance Report £5000	L Storey and H Stewart – appraisal procedures, EYFS consultant visit Spring 2020 Lesson observations and pupil progress meetings will evaluate the impact. #Monitor referrals to specific interventions (Talk Boost, numbersense)	S Brett L Storey H Stewart	EYFS consultant visit Spring 2019 Literacy and maths monitoring and evaluation weeks in Autumn, Spring and Summer terms.
To develop and implement a coherent phonics teaching programme across EYFS, Year 1 and Year 2.	Implement Floppy's Phonics scheme across EYFS, Year 1 and Year 2	Floppy's Phonics Sounds and Letters will provide the structure and resources needed to deliver effective synthetic phonics teaching.  The scheme uses favourite characters to engage children as they learn to read, they are matched to the National Curriculum.  Systematic and structured with built-in revision to ensure every child succeeds Step-by-step phonics teaching using Biff, Chip and Kipper will engage children Rigorous teaching sequence to ensure phonics teaching is effective and simple Matched to Letters and Sounds	School Improvement Plan section –J Dodds will have this as an appraisal target. Senior Leadership Team to prioritise actions to ensure implementation is effective. Track phonics acquisition across the groups of pupils every half term.	Jill Dodds S Brett	Termly SLT meeting, Termly Pupils Progress meetings and via end of year data in June 2020.

<b>Total budgeted cost</b>	£7500 additional adult in Reception £ 6000 – for resources and CPD for Floppy's Phonics
----------------------------	--

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure Good Level Of Development is above National Averages for 2020. To develop secure early speech, language, communication and confidence skills in EYFS Literacy, confidence and communication skills in EYFS	Talk Boost (EY) Talk Boost (KS1)	Talk Boost is a targeted intervention that narrows the gap between 4-7 year olds with language delay and their peers. It is a 10-week programme delivered by trained teaching assistants that can boost a child's communication by up to 18 months. This has been shown to have an impact on progress in reading – 90% of children with delayed language met or exceeded progress in reading after Talk Boost. Talk Boost helps children with delayed language development who would not usually qualify for specialist help, but are not thriving at school because of a speech and language need.	Rigorous timetabling HLTA to monitor delivery weekly SLT to monitor impact at termly Pupil Progress meetings. Track Communication and Language Prime area 'expected' % each term.	Sandra Hogarth Sarah Brett	Pupil progress meetings November 2019, February 2020 and June 2020.
For pupils to achieve well compared to National Averages in Reading and Writing in EYFS, Year 1 and 2 Phonics check and KS 1 SATS	Read Write Inc Direct Phonics Action Words – small group and individual intervention	Educational Psychologists advised that a significant proportion of pupils (sometimes up to 40%) will not learn to read phonetically. Tread Write Inc. will 'Boost' the phonic teaching to pupils in Year 2 3 and 4 who are responding albeit slower. Action words, and whole word approach to reading Spellings programme must be valuable to those pupils who, after quality first teaching and several waves of phonics based intervention	Regular meetings with the Interventions manager Appraisal targets	Sandra Hogarth Sarah Brett	Pupil progress meetings November 2019, February 2020 and June 2020.

For pupils to achieve well compared to National Averages in maths in EYFS, Year 1 and 2 Phonics check and KS 1 SATS	Numicon – small group intervention	Numicon is a proven intervention strategy that is effective in improving progress in maths: <i>‘...The exception to the above was NIP which consistently appeared to improve mathematics attainment and progress rates, particularly for FSM pupils, and irrespective of the analytical model used to assess its efficacy.’</i>	Regular meetings with the Interventions manager Appraisal targets	Sandra Hogarth Sarah Brett	Pupil progress meetings November 2019, February 2020 and June 2020.
---	------------------------------------	---	--	-------------------------------	---

**Total budgeted cost**

£8000

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure PP pupils enjoy a rich and varied wider curriculum	Provide financial assistance: music tuition, subsidised residential visit to Robinwood, visits out of schools where a voluntary contribution of requested, out-of-hours clubs	<p>Historical school based evidence showed poor or little participation in musical tuition, clubs and residential visits.</p> <p><b>Learningaway.org:</b> Improving students' engagement with learning: <i>79 per cent of secondary students indicated that the residential has made them realise that what they had learnt at school was important to them. Improving students' knowledge, skills and understanding</i> <i>In long-term follow-up studies, 82 per cent of KS2 pupils said their teachers and lessons on the residential visits helped them to learn.</i></p> <p><i>Supporting students' achievement</i></p> <p><i>61 per cent of students who attended a residential achieved higher than their predicted grade, compare to 21 per cent who did not attend.</i></p> <p><i>Fostering deeper relationships between peers and between students and teachers</i></p> <p><i>In long-term follow up studies 84 per cent of secondary students said that because of the residential they got on better with other pupils in the class.</i></p> <p><i>Improving students' resilience, self-confidence and wellbeing</i></p> <p><i>78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.</i></p>	Office staff have lists for eligible pupils Letters sent to relevant families. Hard to reach families contacted directly and sensitively Analyse the participation rates in clubs, tuition and residential.	Emma Reed S Brett	June 2020– review % participation and pupil feedback.

		<p><i>Boosting cohesion and a sense of belonging</i></p> <p><i>82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools.</i></p> <p><i>Widening and developing pedagogical skills.</i></p> <p><i>78 per cent of staff involved felt that Learning Away had a significant or transformative impact in their understanding of their student strengths and limitations.</i></p>			
<b>Total budgeted cost</b>					£2000

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Literacy, confidence and communication skills in EYFS	EYFS: Helicopter Stories Class core book approach	<p>% of PSE and CL is in line with non-disadvantaged peers nationally –</p> <p>100% of PP pupils achieved Communication and Language goal + 13% compared to non FSM nationally</p> <p>% of reading, writing and maths compared to other pupils nationally diminishes or disappears.</p> <p>100% of PP pupils achieved Reading goal + 21% compared to non FSM nationally</p> <p>100% of PP pupils achieved Writing goal + 24% compared to non FSM nationally</p> <p>100% of PP pupils achieved Maths goal + 11% compared to non FSM nationally</p>	Continue the approach as had significant impact.	£3000
Improve reading and writing across KS1 and 2	Read Write Inc	<p>% of reading, writing and maths compared to other pupils nationally diminishes or disappears.</p> <p>KS 1 Reading</p> <p>100% Reached Expected Standard -33% made accelerated progress from EYFS</p> <p>Writing</p> <p>100% Reached Expected Standard -33% made accelerated progress from EYFS</p> <p>Year 4</p> <p>Reading: 86 % of pupils in Receipt of PP achieved Expected of Greater Depth Progress from EYFS: 3 pupil made accelerated progress = 43% and 7 pupils made expected or better progress100%</p> <p>Writing 57 % of pupils in Receipt of PP achieved Expected of Greater Depth Progress from EYFS: 3 pupil made accelerated progress = 57% and 7pupils made expected or better progress100%</p>	In light of current recommendations, school will switch to a single, fully decodable phonics scheme.	

To develop a mastery approach to learning across the curriculum – maths	Mastery approach to learning –peer support and collaborative approach to supported learning experiences. Numicon and Literature Works	<p>% of Number and SSM in line with non-disadvantaged peers nationally_</p> <p>EYFS Maths - 100% of PP pupils achieved Number and the Shape, Space Measure goal + 11% compared to non FSM nationally</p> <p><b>KS1</b></p> <p>Maths</p> <p>67% Reached Expected Standard* -33% made accelerated progress from EYFS</p> <p>Year 4 maths 71 % Pupils in receipt of Pupil Premium</p> <p>Progress from EYFS: 3 pupil made accelerated progress = 43% and 7pupils made expected or better progress100%</p>	Continue to engage in the Maths mastery approach and Great North Maths Hub. *One child who has not made expected progress to be targeted for bespoke intervention.	
---	---	--	--	--

**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Literacy, confidence and communication skills in EYFS	Talk Boost (EY) Talk Boost (KS1)	<p>% of PSE and CL is in line with non-disadvantaged peers nationally –</p> <p>100% of PP pupils achieved Communication and Language goal + 13% compared to non FSM nationally</p> <p>Progress for EYFS reading to Year 1 phonics for cohort</p> <p>100% of PP pupils achieved Year 1 phonics check and 100% made accelerated progress from Reception Early Learning Goals from Emerging to passing the Phonics Check.</p> <p>100% of PP pupils Expected in Reading at Year 1 compared to Reading Early Learning Goal. 100% made accelerated progress from Reception Early Learning Goals Reading from Emerging to achieving Expected in Reading at Year 1.</p>		
Improve reading and writing across KS1 and 2	Read Write Inc	see above		

**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost
-----------------	------------------------	--	--	------

		pupils not eligible for PP, if appropriate.		
To ensure PP pupils enjoy a rich and varied wider curriculum	Provide financial assistance: music tuition, subsidised residential visit to Robinwood, visits out of schools where a voluntary contribution of requested, out-of-hours clubs	100% of pupils in receipt of Pupil premium attended a club and enjoy a varied enriched experience that they may not otherwise. This is through a positive discrimination approach. Pupils in receipt of Pupil premium are allocated places first. Parent/carers are contacted directly. More disadvantaged pupils re able to attend clubs and experiences that they may not have otherwise. 100% of Year 4 pupils attended the residential.	Continue – participation rates are 100%. All pupils have attended all visits and the residential. Direct communication is required to engage with 'hard-to-reach' parents/carers.	£2000

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.