



Holywell CE Primary School – Pupil Premium Spending Plan 2017-18

Total Amount of Anticipated Funding - £15,520.00

Barriers	Plan to address barriers	Cost	Intended Outcomes	Impact – End of year
Pupils who are not 'ready to learn' when they arrive in class. Often because they have arrived late or because they are distracted by events (worries) outside of school. Some pupils have SEN and sensory processing needs and others display SEMH as a result of things that are troubling them outside of school.	Sensory Circuits	£3418.00	<ul style="list-style-type: none"> • Pupils come to school early to attend circuits and therefore get to class on time • Pupils are calm and ready to learn when they go to class • Pupils personal welfare improves as a result of the coaching they receive • Pupils relate better to their peers and other adults; they are more confident • Pupils are valued and feel they make a worthwhile contribution to the school 	<ul style="list-style-type: none"> • Pupils have their pastoral needs met leading to better concentration and application in learning. • There has been time for these children to be 'ready' for learning. There has been an improvement observed by senior leaders and class teachers reported that children are quicker to access their learning in the morning. • Individual programmes have allowed children to work on individual targets which support other areas of the curriculum such as motor control and PE which has supported the closing of gaps with their peers in such subjects.
Low income families can not contribute financially to support trips and residential visits. Pupils have less access to wider learning opportunities such as sports coaching, swimming and music lessons. There is inequality between pupils in terms of the opportunities they have. This can lead to low self-esteem and poor emotional well-being. Pupils do not get the opportunity to show their potential capabilities.	Day trips, residential trips and enrichment activities	£3064.00	<ul style="list-style-type: none"> • All pupils will have equal access to the opportunities available to them. • Pupils will demonstrate increased levels of confidence and self-esteem. • Pupils will have good relationships with their peers and demonstrate high levels of motivation. • Pupils demonstrate ability and enjoy success in activities they may not normally access. • Pupils will demonstrate increased resilience and independence • Pupils will demonstrate good progress and make smooth transitions between phases/classes. 	<ul style="list-style-type: none"> • Confidence has grown for these children due to time spent on residential visits and day trips so they have experienced activities they would not normally have accessed. This has led to a rise in these children taking up a range of after school clubs from swimming to dance clubs. Ultimately, this has led to improved friendship developments in and around school.
Children who have gaps in learning	1-1 tuition	£3058.65	<ul style="list-style-type: none"> • Children more confident writers and able to write more in given time. They have strategies to check their own work and can make improvements independently 	<ul style="list-style-type: none"> • 81% of children are now working at age related expectations or greater depth for reading, writing and maths.



Additional support in class alongside the teacher to consolidate learning, offer pre-teaching sessions and run interventions so children catch up.	Small group and 1-1 TA support	£5,064.35	<ul style="list-style-type: none"> • Children can make accelerated progress to narrow the gap with their peers. • Children are more confident make mistakes • Children can edit and improve work themselves 	<ul style="list-style-type: none"> • Targeted support has meant there is an improved confidence to discuss individual targets and 81% of these children have made the progress to close the gap with their peers. • Pupils explain vocabulary they meet in their reading and apply to written work. • Grammar errors are identified and children have then benefitted from discussions on a 1-1 basis with an adult to support further consolidation. • Confidence has grown for children with lower ability in maths and writing to gain confidence, not worry about errors, and ask for help and support if needed allowing them to make greater progress across the curriculum
Children not having the skills to articulate their feelings in words	Art Therapy	£915	<ul style="list-style-type: none"> • Giving children the time and space to take while completing tactile activities linking their left and right brain hemispheres 	<ul style="list-style-type: none"> • Children able to express how they feel about issues that cause anxiety and stress. • Considerably less friendship issues and transitions to new classes at the end of the year were positive.
TOTAL		£15,520.00		