



Holywell CE Primary School – Pupil Premium Spending Plan 2018/2019

Total Amount of Anticipated Funding - £27,300

| Barriers   | Plan to address barriers  | Cost                           | Intended Outcomes   | Impact – April 2019  |
|--|---|--------------------------------|---|--|
| <p>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.</p>  | <p>Sensory Circuits</p>   | <p>£2333.80</p>                | <ul style="list-style-type: none"> <li>• Pupils come to school early to attend circuits and therefore get to class on time</li> <li>• Pupils are calm and ready to learn when they go to class</li> <li>• Pupils personal welfare improves as a result of the coaching they receive</li> <li>• Pupils relate better to their peers and other adults; they are more confident</li> <li>• Pupils are valued and feel they make a worthwhile contribution to the school</li> </ul>   | <p>Children are in class on time due to attendance at Circuits.<br/>Pupils are eager to learn as a result of individual circuit programmes</p>   |
| <p>Low income families can not contribute financially to support trips, residential visits and nutrition schemes. 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.</p> | <p>Day trips, residential trips and enrichment activities, clothing</p> | <p>£3800</p>                   | <ul style="list-style-type: none"> <li>• All pupils will have equal access to the opportunities available to them.</li> <li>• Pupils will demonstrate increased levels of confidence and self-esteem.</li> <li>• Pupils will have good relationships with their peers and demonstrate high levels of motivation.</li> <li>• Pupils demonstrate ability and enjoy success in activities they may not normally access.</li> <li>• Pupils will demonstrate increased resilience and independence</li> <li>• Pupils will demonstrate good progress and make smooth transitions between phases/classes.</li> </ul> | <p>All pupils have accessed visits and trips improving knowledge about topics and confidence.<br/>Pride in pupil's attitude has been improved due to enjoying and being successful during these opportunities.<br/>Pupils showing resilience and able to model activities and skills for other pupils; contributing even more to confidence.<br/>Pupils showing eagerness and resilience at moving to next phase/class due to improved confidence.</p> |
| <p>Children who have gaps in learning</p>  | <p>1-1 tuition</p>  | <p>£3,561</p>                  | <ul style="list-style-type: none"> <li>• 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</li> </ul>  | <p>Children are writing more in a given time<br/>Children are applying strategies taught to make improvements and are growing in independence to do this.</p>  |
| <p>Additional support in class alongside the teacher to consolidate learning, offer pre-teaching sessions and run interventions so children catch up.</p>  | <p>Small group and 1-1 TA support</p>                                   | <p>£2422.14<br/>Level 3 TA</p> | <ul style="list-style-type: none"> <li>• Children can make accelerated progress to narrow the gap with their peers.</li> <li>• Children are more confident make mistakes</li> <li>• Children can edit and improve work themselves</li> </ul>  | <p>Through robust teaching of editing and strategies to develop more confidence, children are making this progress.<br/>Making mistakes is becoming part of children's dialogue.</p>   |



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|--------------------------|---|-----------|---|---|
| Gaps in phonic knowledge | Additional resources to support Phonics | £920      | • | Children have less gaps in phonic knowledge and are beginning to apply sounds in reading and writing. |
|                          |   | 13,036.94 | • |   |
| <b>TOTAL</b>             |   |           |   |   |