

Holystone Primary School Pupil Premium Strategy Plan 2019-2020

Summary information					
School	Holystone Primary School				
Academic Year	2019-20	Total PP budget	£54,340	Percentage of school	9%
Total number of pupils	421	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Feb 20

Current attainment 2018-19			
Early Years			
Good level of development - FSM pupils (4) 50%, non FSM pupils 84%			
Key Stage 1			
	Disadvantaged Pupils	Non Disadvantage Pupils (school)	Non Disadvantage Pupils (national)
% achieving expected standard in Year 1 phonics screening	60% (5 children)	93%	84%
% achieving expected standard in Year 2 phonics screening	75% (4 children)	95%	93%
% making at expected level in reading (or equivalent)	25% (4 children)	77%	72%
% making at expected level in writing (or equivalent)	50% (4 children)	75%	73%
% making at expected level maths (or equivalent)	75% (4 children)	82%	79%
Key Stage 2			
	Disadvantaged Pupils	Non Disadvantage Pupils (school)	Non Disadvantage Pupils (national)

% achieving expected level or above in reading, writing & maths	33% (6 children)	70%	71%
% making at expected level in reading (or equivalent)	67% Average Scale Score 100.2	78% Average Scale Score 105.2	78% Average Scale Score 105.4
% making at expected level in writing (or equivalent)	50%	82%	83%
% making at expected level maths (or equivalent)	83% Average Scale Score 102.7	90% Average Scale Score 106.7	83% Average Scale Score 106.1
% making at expected level in SPaG	83% Average Scale Score 103.3	94% Average Scale Score 108.7	83% Average Scale Score 107.4

Within these figures, one child was receiving significant support around mental wellbeing.

Key Stage 1 to 2 Progress

Progress Score Reading	-2.26	-0.5 (All)	
Progress Score Writing	-1.8	+0.4(All)	
Progress Score Maths	-0.44	+0.44(All)	

1. BARRIERS TO FUTURE ATTAINMENT/DEVELOPMENT

In School Barriers

A.	Children's lack of ambition and aspirations
B.	Children have low levels of resilience and independence
C.	Low reading skills for some pupil premium children (lack of ability for parents to support)
D.	Mental health concerns around several disadvantaged children
E.	Behaviour of pupil premium children
F.	Significant SEND/SEMH needs of pupil premium children

External Barriers

G.	Limited life experiences
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H.	Poor diet/lack of food		
I.	Lower level of parental English and maths skills		
J.	Unsettled home life or childhood trauma (see point F)		
2.DESIRED OUTCOMES LINKED TO BARRIERS			
Barrier	Desired Outcome	Chosen Action / Approach	Costs / How will impact be measured?
A.	To raise the aspirations of PP pupils, alongside all other pupils.	<ul style="list-style-type: none"> Join North-East Primary Careers Pilot Audit current careers provision Devise action plan aimed at ensuring a clear careers thread throughout each year group House day (Big Me Day) Careers based assemblies Lego EV3 coding club - linked to architects NUFC PHSCE focus on banishing gender stereotypes in careers 	<ul style="list-style-type: none"> Review of pupil perceptions before and after the programme Ongoing research with pilot programme as to how this is best measured. <p>COST: £500 to cover the cost of careers house day £500 for lego EV3 coding club</p>
B.	To improve the resilience of PP children in school so they have the skills to deal with tasks which may at first appear difficult or challenging.	<ul style="list-style-type: none"> Use Commando Joe in school delivering PHSCE lessons across the school (in year groups PP pupils are showing a lack of resilience), specifically working on improving resilience. Continue to use the Core Values in school Local artist commissioned to help with promotion of characters linked to core values. 	<ul style="list-style-type: none"> Reduction in SEMH input Improved behaviour Improved attitude towards learning <p>COST: £3000 contribution to cover the cost of the Commando Joe programme £1000 for local artist</p>
C.	To improve the level of reading of PP children and promote a love of reading across the school	<ul style="list-style-type: none"> Purchase Accelerated Reader scheme in school for Y2-6 children. Provide training for all staff to ensure that all children are reading level appropriate books Through Pupil Progress meetings, ensure staff are aware of the PP children in their cohorts Two members of staff (CD and KS) to attend 'Raising Attainment in Reading' course to gain ideas which can be implemented in our school 	<ul style="list-style-type: none"> English team to monitor as part of termly M&E Specific target focus within AR tracking system <p>COST: £9500 for Accelerated Reader scheme £500 for 'Raising Attainment in Reading' course £500 for Launchpad for Literacy programme and CPD</p>

		<ul style="list-style-type: none"> • Encourage a love of reading through a termly 'Reading Café' in which parents are invited in to read with their child while enjoying a drink and biscuit • Create a display board in which staff are photographed reading in unusual places - challenge the children to add their pictures to the board • Launchpad for Literacy programme for EYFS for those children missing specific needs 	
D.	<p>To provide whole classes and year groups with strategies to improve their mental health and wellbeing.</p> <p>To identify specific children who may benefit from one to one psychotherapy work with a counsellor.</p> <p>To identify children for which Thrive may help them with a gap in their emotional development.</p>	<ul style="list-style-type: none"> • Northern Guild of Psychotherapists - final year students and employed member of staff to work with children as and when needed. • Thrive Practitioner Training, analysis of impact and group work. • NSPCC workshops, whole school assemblies and fundraising work to increase children's awareness of their rights to be safe. • Use yogabugs in school to help children with relaxation techniques and how to keep their mind positive. • Take part in national events to raise awareness and offer support such as Anti-bullying week and Red Cross Kindness Advent Calendar throughout December. • PSHCE work to promote the mental wellbeing of children, offer strategies to help in different situations and increase their resilience. • Mentors/allocated staff members to support individuals who staff have identified need specific help or support. • Allocated staff member to support the wellbeing of PP child with additional feeding needs. 	<ul style="list-style-type: none"> • Counsellor work to be reviewed in termly meetings. Impact is anonymised since sessions are confidential. • Thrive practitioner to produce impact statement. • Monitor children's engagement with NSPCC project: how much money is raised for charity, are they aware of the helpline etc. • Yogabugs produce reports to school to review impact on children. • Survey children at the end of the year to find out how much they enjoyed/learnt from/developed as a result of school's participation in national events. <p>COST: £ 2750 for contribution to counsellor costs £ 1500 for Yogabugs (matched funding with Sports Premium Funding) £ 2000 for Thrive programme £2000 towards HT staffing costs for pupil feeding</p>
E.	To improve the behaviour of PP children in school,	<ul style="list-style-type: none"> • High expectations from all staff at all time. • Specific focus of M&E to ensure all children follow school rules and behave appropriately. 	<ul style="list-style-type: none"> • Review in M&E and monitor any areas for development - is behaviour standard high

	especially in unstructured times such as lunchtime.	<ul style="list-style-type: none"> • Staff modelling good behaviour and manners at all times to demonstrate to children how to behave and respond in different situations. • Use proportion of PP funding to pay for staff to work with PP children at lunchtimes, promoting positive behaviour and friendships (LS) • Year 6 / reception buddies to run throughout the year to offer support for younger children and a sense of responsibility to the older year groups. 	<p>in school. Has this been confirmed by external reports.</p> <ul style="list-style-type: none"> • Has there been a reduction in behaviour issues at lunchtime following the employment of LS and SH? • Survey Y6 and Rec to review impact of buddy system. <p>COST: £6300 part funding salary of LS.</p>
F.	To support the significant SEND/SEMH needs of pupil premium children	<ul style="list-style-type: none"> • Appoint new PP champion • Allocate support time for senior leaders around SEND and SEMH support (time to organise counselling programme, pastoral release time etc) • Ensure small steps of progress are evident in SEND PP pupils • Offer support including OOSC if needed to ensure children are in school. • Work with vulnerable families to offer support and if necessary Early Help Assessment/family partners to help these families in times of need. 	<ul style="list-style-type: none"> • Has there been a reduction in incidents of SEMH concern • Monitor the progress of SEND PP pupils • Monitor the impact of EHA and TAF to support PP families at times of need. • Offer emergency assistance as required. <p>COST: £1000 emergency funding available. £2400 for PP TLR £14000 contribution towards release time of senior staff to support vulnerable families</p>
G.	Provide opportunities for PP children to visit new places, have new experiences and meet new people.	<ul style="list-style-type: none"> • Ensure there are opportunities for PP children to attend visits out school with match funding if needed. • Offer PP children wider experiences in school such as music clubs, judo, lego club etc. 	<ul style="list-style-type: none"> • Review take up of match funding for trips- has it been utilised and was the budgeted correct or is additional funding needed? • Review the uptake on clubs etc by PP children - has this figure increased since last year? <p>COST: £1000 match funding available for trips and clubs.</p>

H.	Ensure all children in school have breakfast and access to a full school lunch.	<ul style="list-style-type: none"> • Speak to parents if needed to ensure all eligible families access financial support with school dinners. • Offer breakfast in school if it quickly becomes apparent a child hasn't eaten. • Match fund breakfast club if this helps families and ensure children can come to school fed and ready to learn. • Offer PP children healthy snacks and access to tuck shop if staff become aware that they haven't eaten enough to sustain concentrations. 	<ul style="list-style-type: none"> • Review take up of help by families with supplying breakfast - is provision in school sufficient or do we need to consider alternative support/breakfast clubs? • Review percentages of PP children - have any additional families completed paperwork. Are families accessing everything they are entitled to? <p>COST: £500 for breakfast in school or funding breakfast club at OOSC.</p>
I.	<p>To give parents skills to support their children with homework, especially if their own experiences of school were negative.</p> <p>Provide opportunities to help develop parents English and maths skills in order to help them support their own child's learning.</p>	<ul style="list-style-type: none"> • Offer workshops to all parents (for example in reading and maths) to improve their subject knowledge/their skills to support children at home. If staff feel it would be appropriate or benefit children speak to parents prior to workshop to ensure they are attending. • Send home targets to allow parents to support their children with specific areas of the curriculum. • Offer children the possibility to attend homework clubs, especially if using mymaths, to ensure work is completed in a suitable environment. 	<ul style="list-style-type: none"> • What percentage of parents attending workshops? • Survey parents to ask for feedback following events. Is there any other things parents would like workshops in?
J.	See point F above		
3. DESIRED OUTCOMES LINKED TO ATTAINMENT AND PROGRESS			
Barrier	Desired Outcome	Chosen Action / Approach	Costs / How will impact be measured?
	Improve numbers of PP children reaching national standard in reading and	<ul style="list-style-type: none"> • Reading action plan which is overseen by English subject leader. • Purchase new termly assessments in reading to allow for clear results and tracking from all year groups 	<ul style="list-style-type: none"> • Reading results to exceed national expectations by the end of the year. <p>COST:</p>

	writing at the end of KS1 and KS2.	<ul style="list-style-type: none"> • Three sets in Year 6 to reduce pupil numbers and ensure all pupils, including PP pupils benefit • Detailed reading tracking of all children using new Aspire tracking system alongside Target Tracker • AR purchased as outlined above. • Improved inference skills - NT training 	<p>£5000 towards additional costs (total costs include additional sets teacher £30,000 and £3,600 for tests)</p>
	Ensure classroom's are appropriately resources for learning to maximise outcomes.	<ul style="list-style-type: none"> • SATs materials for KS1 and KS2 • Use of mymaths programme • Spelling shed • Update maths resources, especially numicon, in classrooms to make sure all children have access to appropriate equipment to support their learning. • Purchase necessary phonics materials to support teaching and learning. • 	<ul style="list-style-type: none"> • Review the impact of specific computing programmes - what is the uptake with pupils? Had this resulted in a rise in standards? • Are new resources which have been purchased being used to support the learning of PP children, especially in maths. • Are SATs materials being utilised but pupils to support their learning - what is the impact of these? <p>COST: £250 for extra resources</p>