Pupil premium strategy statement – Holyport CE 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	212 (Rec – Y6) (Pre reception 6)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 – 2026
Date this statement was published	11th October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Amanda Featherstone Head Teacher
Pupil premium lead	Katie Healy (SENCO/PPG Lead)
Governor / Trustee lead	Dominic Andersen (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 are mindful and supportive of the challenges faced by vulnerable pupils, such as those who have asocial 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school lead tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils flourish academically and holistically. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are supported pastorally as well as educationally

Challenges

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

Challenge number	Detail of challenge
1	Data from our Trajectories show half PPG pupils in 2024 (largest cohort) are not on track to achieve expected standard. Of all PP pupils only a few are regularly engaging with the reading stars (4 x weekly reading) rewards last year: 3/9 in Year 5, 1/3 in Year 4, 1/3 in Year 3, 2/2 in Year 2, 0/3 in Year 1 and 0/4 in Rec. Most took part once. This will have an impact of children's developing language capabilities and this is an area we wish to address.
2	Data from Trajectories and past attainment, show that 63% pupils are at risk of not reaching their targets in mathematics.
3	Data indicates that the gap between PPG and Non-PPG is highest in writing.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to increased anxiety, isolation from peers and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils feelings towards school and learning, including their attainment. Teacher, DSL and Parent Requests for referrals for support have markedly increased during and since the pandemic Of the current Pupil Premium pupils; Almost 50% had Internal CPOMS referrals by staff 50% referred or part of Early Help Services or MASH for emotional/mental health/family related needs
5	Attendance remains below national (96%) for PP children compared to non PP children.

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

Improved attainment in Reading and Language capabilities for *disadvantaged pupils at end of KS2 and across the school.*	**KS2 Mathematics outcomes in 2024/25 show that more than 60 - 70% of disadvantaged pupils met the expected standard.**
This cohort, needs improved attainment for Mathematics for disadvantaged pupils at end of KS2	**KS2 Mathematics outcomes in 2024/25 show that more than 60 - 70% of disadvantaged pupils met the expected standard.**
Improved writing attainment for disadvantaged pupils at the end of KS2.	**KS2 writing outcomes in 2024/25 for current cohort show that more than 60% of disadvantaged pupils met the expected standard.**(Target set on current predictions with challenge)
To achieve and sustain improved wellbeing for all pupils in our school, particularly of our disadvantaged pupils.	**Sustained high levels of wellbeing from 2024/25 demonstrated by:** • qualitative data from student voice, student and parent surveys and teacher observations • increased attendance of most vulnerable SEMH pupils • a significant reduction in pupils' dysregulation and anxiety regarding coming to school • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	***Sustained high attendance from 2024/25 demonstrated by:*** ***• the overall absence rate for all pupils being no more than 5%, and attendance gap between PP and non-PP being reduced by at least 1%.*** ***• Support for a small group who struggle, aim to increase their days in school*** Attendance Officer will promptly call families who have an absent child without reason. • Weekly Parentpay email messages sent to children under 95 % every Friday • Attendance audit completed for any PP child below 95% • Fines have been introduced for non- attendance due to unauthorised holidays. • Extremely poor attendance/persistent absence (below 85%) will be challenged with communication by the AHT for Attendance. Family learning days will be implemented during the new academic where families of disadvantaged pupils will be invited into school to learn alongside their child.

	This will expose and support families in helping their child at home with reading and homework.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. NFER Training time for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessment can be used to assess the best way to target support. (EEF) Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,3
Mathematics Mastery and Arithmetic and use of manipulatives strategies training for Teachers and Tas by Nathan Crook	Evidence to support this: Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. However, manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact. There must be a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Manipulatives should be temporary; they should	1,2,3

	act as a 'scaffold' that can be removed once independence is achieved. EEF Report Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk)	
Introduction and use of new low – stakes quizzes within the curriculum *(Through purchase of KAPOW Primary for Art, DT, History and Geography and PHSE)*	By focusing on effective diagnostic classroom assessment, such as low-stakes retrieval quizzes, teachers can find the gaps in their pupils' understanding. This can provide important insights at a class level, by identifying whole topics in need of revisiting or reteaching, and supporting curriculum prioritisation; or, at an individual level, by indicating those pupils who would benefit from targeted interventions or additional support. EEF Blog: New case studies - Making effective use of diagnostic… | EEF (educationendowmentfoundation.org.uk)	1,2,3
CPD for subject specialists and middle leaders to support curriculum development using our knowledge rich curriculum.	Children have experienced disrupted learning due to school closures. The importance of high quality teaching supported with effective CPD can close the disadvantage gap is highlighted by EEF. The impact of this is still being seen and experienced now. Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	1,2,3
Staff meeting to look at PPG focus and complete Pupil profiles and set individual targets.	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children.	1,2,3,4,5
PPG Lead will identify targeted groups and discuss with teachers at pupil progress meeting. PP lead will track PPG children's progress and attendance throughout the year	Staff who feel skilled and confident leading an intervention will see better progress from the children. Specific TA intervention leaders identified and responsible for delivery and progress tracking of PP children.	1,2,3,4,5

to ensure progress is made each		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified Teacher tuition for small groups, incl PP pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Homework advice sessions 1:1 with parents of PP pupils by AHTS	Homework | EEF (educationendowmentfoundation.org.uk)	1,2,3
Morning Booster Group with Headteacher	**Use structured Maths interventions to provide additional support** • Selection should be guided by pupil assessment. • Interventions should start early, be evidence-based and be carefully planned. • Interventions should include explicit and systematic instruction. • Even the best designed intervention will not work if implementation is poor. • Support pupils to understand how interventions are connected to whole class instruction. Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk) (No. 7)	3
1:1 pupil progress meetings with teachers and the headteacher & the assistant	**Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority**. There is an understanding of the shared responsibility for PP children's progress in order to make accelerated progress.	1,2,3,4,5,6

headteachers (academic/semh/ attendance)	Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	
Improve the quality of social and emotional support. Extend and further embed the 2 new ELSAs using Boxall profiles and self – assessment criteria Development of Spaces for ELS Approaches such as Emotion Coaching will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) The EEF states 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four	
ABC to Read volunteers supporting 2 weekly to increase reading mileage and engagement in Reading	ABC to Read has evidence to show that by raising a pupil's confidence and enjoyment of reading and by regular reading, pupils make good progress. Some of the pupils eligible for PP will benefit from increased confidence with their reading and reading a range of books regularly. The EEF suggests that overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The DFE has reported on reading for pleasure and how there is growing evidence that illustrates the importance of reading for pleasure for educational and personal purposes.	1, 4,5
Holyport College Y12 mentoring and reading comprehension	1:1 support weekly from mentors/tutors, to read and discuss the texts to improve language capabilities as well as an opportunity for mentoring. Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop	1,4

	resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
NELI Programme in Reception	After screening using the diagnostic tool, the speech and language programme is used to develop skills and confidence in language development NELI has been evaluated in robust trials and has been shown to improve children's oral language https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention This will go ahead for a PP pupil should the diagnostic assessment or group be appropriate.	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on anxiety, sensory processing, behaviour management and de-escalation approaches with the aim of developing our school ethos and improving behaviour across school.	Targeted interventions and universal approaches can have positive overall effects on pupils and staff leading to increased engagement and purposeful learning environments: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) School to continue Expression groups, social communication interventions and restorative approach	4,5

Focus on Attachment Awareness and Safeguarding Expand ELSAs by 1 or 2 ELSAs, And five DSLs (incl 1 on mat leave)		
Role of new Assistant head teacher 1 hour/weekly dedicated to attendance improvement incl PP pupils Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/ support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Also, ensuring an exciting rich curriculum also leads to improved attendance, connections with pupils and a desire to be in school	1,2,3 and notably 4,5

Variety of Trips and Clubs *Funding set aside to enable attendance if a barrier – leading to improved self – confidence*	Many families of pupils eligible for PP struggle to provide enriching activities for their children which extend beyond the curriculum. The EEF toolkit states that overall, studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these Historical experience. Parents/ students may not commit to school trips especially when there are multiple siblings.	4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5
Breakfast Club places needed as emergency for PP pupils, inorder for them to attend school	Identified on an individual needs basis. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20cl	4,5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In year Expected progress or above 2022-2023 (Target Tracker)

	Reading		Writing		Maths	
Year Group	Non - PP	PP	Non PP	PP	Non PP	PP
Rec						
1						
2						
3						
4						
5						
6						

EYFS – ALL 67% GLD PPG GLD % NON PPG %

End of Key Stage 1 outcomes

	Reading		Writing		Maths		Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All								
PP								
Non - PP								

End of Key Stage 2 outcomes

	Reading		Writing		Maths		Combined	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All								
PP								
Non - PP								

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
PPG Reading Mileage and Engagement Project	ABC to Read

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Supporting 1 pupil with additional learning support to engage in lessons.
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.