Pupil premium strategy statement: Holyport CE Primary School

1. Summary information					
School	Holyport CE Primary				
Academic Year	2021/2022	**Total PP budget**	£49,347 + £4930	**Date of most recent PP Review**	February 2017
Total number of pupils	214	**Number of pupils eligible for PP**	33	**Date for next internal review of this strategy**	

2. Outcomes (*Use 2015 data & levels until the alternative is established)*	**Low**		**Middle**		**High**	
*As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number, you may wish to present 3 year averages here.*	Pupils eligible for PP (our school)	Other pupils not eligible for PP (national)	Pupils eligible for PP (our school)	Other pupils not eligible for PP (national)	Pupils eligible for PP (our school)	Other pupils not eligible for PP (national)
% achieving ARE or above in Year 6						
% achieving ARE + in Reading	0%		75%		100%	
% achieving ARE + in Writing	25%		100%		100%	
% achieving ARE + in Maths	0%		50%		100%	
Expected progress or above in Reading	100%		75%		0%	
Expected progress or above in Writing	75%		100%		0%	
Expected progress or above in Maths	100%		50%		100%	
*** Please note that there were 6 pupils eligible for PP in Year 6 last year.**						

2. Barriers to future attainment (for pupils eligible for PP including high ability)
Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers *(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)*	
A.	Attitudes to learning are not as resilient and focussed
B.	Overlap with PP and SEN needs (15% of PPG children are identified as SEN SUPPORT)
External barriers *(issues which also require action outside school, such as low attendance rates)*	
C.	Families with designated Child Protection, Child in Need, Early Help needs requiring additional services
D.	Family engagement and support with their child's learning is lower compared to non PPG children
E.	Attendance, including Lockdowns and participation in home-learning
F.	Changing family structures leading to stress and reduced resilience

3. Outcomes *(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)*		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Expected or accelerated progress and attainment for children in writing	Expected and accelerated progress and attainment shown on Target Tracker
B.	Expected or accelerated progress made in interventions for low and middle attaining children	Intervention Analysis shows good progress and application in to work completed in class
C.	Close the gap created by Covid Lockdowns	Progress and attainment on Target Tracker
D.	Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	ELSA evaluations, progress shown in subjects, positive attitudes to learning observed

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NfER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year	**2021/2022**

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?**
Expected or accelerated progress and attainment for children in writing Close the gap made by Covid Lockdowns Expected or accelerated progress made in interventions for low and middle attaining children Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	Implement Kagan Training	Covid Restrictions meant that we were unable to implement strategies last academic year when we had Kagan training in January 2021. The EEF toolkit states that "The impact of collaborative approaches on learning is consistently positive" and "Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains." Now that children can work together again in groups, teachers can facilitate more structure to the group work, allowing better involvement in tasks, discussion and ensuring all children are actively engaged.	Lesson observations. Performance management. Staff-Meetings: sharing good practice. Target Tracker Data	AF	In line with lesson observations

Expected or accelerated progress and attainment for children in writing Close the gap made by Covid Lockdowns Expected or accelerated progress made in interventions for low and middle attaining children Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	Implement Learning Heads (growth mind-set approach)	The EEF states that "Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress." This will also work well with the Kagan approach as the EEF states "These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion."	Lesson Observations/performance management and pupil conferences. Staff-Meetings and assemblies to support the implementation. Target Tracker Data	DB	In line with lesson observations
Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	Emotional Regulation Training for all staff	The EEF states that "Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning." Several of our disadvantaged children struggle with their emotions and this would benefit many of them so they are emotionally ready to learn and can participate more freely at break and lunch times.	Staff-Meeting time allocated. Lesson Observations/performance management and pupil conferences.	AF/PG	1 term after training
				Total budgeted cost	£0

ii. Targeted support					
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?**
Expected or accelerated progress and attainment for children in writing Expected or accelerated progress made in interventions for low or middle attaining children Close the gap made by Covid Lockdowns	TA led interventions:	Intervention analysis at the school has shown that interventions that are run regularly over several weeks have had a positive impact on children's learning and progress, particularly those with SEN needs. Interventions that proven to be effective are used primarily e.g. 1stclassnumbers2 in KS2 and phonics in KS1. Disadvantaged pupils' progress within an intervention is in-line with non-disadvantaged pupils. Interventions led by teaching assistants are planned with clear direction from teachers and the SENCo. The NFER report on supporting children from disadvantaged backgrounds suggests that having targeted interventions, catering for individual needs had more success in raising attainment. 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. It also states that research suggests that TAs can have a positive impact on academic achievement.	Interventions are assessed at the beginning and end of them. Intervention folders are closely monitored. Observations of interventions. Feedback from TAs. Interventions where children work outside of the classroom primarily take place outside of core subject times.	PG All teachers & TAs	Half termly

Expected or accelerated progress and attainment for children in writing Expected or accelerated progress made in interventions for low or middle attaining children Close the gap made by Covid Lockdowns	Teacher Led Interventions	Data from past interventions have shown children to make good progress both in the intervention and in tests and classwork when working in an intervention led by a teacher. The interventions will focus on writing and other areas within subjects that have been identified. The NFER report on supporting children from disadvantaged backgrounds suggests that having targeted interventions, catering for individual needs had more success in raising attainment. The EEF states: 'Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. …. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.'	Interventions are assessed at the beginning and end of them. Intervention folders are closely monitored. Feedback from Teachers. Interventions where children work outside of the classroom primarily take place outside of core subject times. Target tracker data	PG Teachers: LB & KA	Half termly
Expected or accelerated progress made in interventions for low or middle attaining children Close the gap made by Covid Lockdowns	ABC to Read	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.	Intervention assessments. Observation of intervention. Intervention takes place outside of core subject times. Reading data on TT shows progress. Salford reading age test.	PG	Half termly

Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	ELSA ELSA training for 1 more staff member	The impact of Covid has exacerbated current difficulties for our most vulnerable families. Our ELSA list is currently very long and with children needing the support more immediately we need to train another staff member. To ensure children eligible for PP are socially and emotionally ready to raise their attainment and address their wider needs. Many of our PP children need ELSA to help raise self-esteem and aspirations, to enable them to face new challenges to them in their learning. Pupils' evaluations and observations from our ELSAs have shown improvements in the pupil's or group's focus area. Well-being sessions run regularly to help support the needs of our most vulnerable disadvantaged children. 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	ELSA evaluation and assessments suggested during the ELSA conference.	PG ARL - ELSA SD – ELSA trainee	Half termly
Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	Canine Assisted Learning	Many of our pupil's mental health has been impacted by Covid and the changes it has brought. Our ELSA list has increased dramatically and there is a waiting list for outside agencies to work with children to support their mental well-being too. Canine Assisted Learning state on their website "Our bespoke therapeutic programmes show continuous improvement in targeted areas of emotional and academic development." The EEF state "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 months' additional progress on attainment."	ELSA scores Observations from parents and teachers	PG	Half termly
				Total budgeted cost	£45000

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 implement ation?**
Expected or accelerated progress and attainment for children in writing Expected or accelerated progress made in interventions for low or middle attaining children Close the gap made by Covid Lockdowns Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	Pupil Premium Lead: Monitoring of progress and attainment Monitoring of attendance Monitoring of interventions EEPs	The Pupil Premium Lead will monitor the progress, attainment and individual needs of children eligible for PP. They will analyse the effectiveness of interventions The NFER report for supporting children from disadvantaged backgrounds suggests that successful schools have a lead for Pupil Premium.	Monitor progress and Attainment of pupils eligible for PP. Pupil Premium Partnership meetings. Governor challenges. Progress of pupils. Book Looks for those pupils of concern.	PG	Ongoing
Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	Trips and Clubs	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.	Staff observations of pupils. Discussions with families.	PG & JM	Annually
Expected or accelerated progress made in interventions for low or middle attaining children Close the gap made by Covid Lockdowns	Parenting workshop - How to support your child at home with reading and writing.	Some children have shown poor engagement with homework. Some parents have described frustrations at not being able to engage their child with home-learning during Lockdowns. By providing a series a tips and strategies that parents can try out, they might feel more confident and able to manage homework more effectively.	Monitoring of homework completion and reading records Target Tracker Data	PG & AP	Half termly
				Total budgeted cost	£5000

4. Review of expenditure

Previous Academic Year *This is a review of the previous year, so the outcomes and success criteria will be different to above.*	**Year 2020-2021**			
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. *Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.*	**Lessons learned** (and whether you will continue with this approach) *Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.*	**Cost**
Accelerated progress for middle attaining children	Kagan Training	Unfortunately, the Kagan training came right at the start of a Lockdown and so collaborative work was unable to take place and strategies not able to be trialled or implemented.	We will aim to implement the training next academic year.	£0
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**
Accelerated progress for middle attaining children Expected or accelerated progress made in interventions for low or middle attaining children (KS2 focus)	Training for TAs: Sharing of good practise in TA meetings Sharing of good practise through observations Teachers/SENCo to model interventions refresher on assessments for interventions	Due to Covid restrictions and the Lockdown, the TA training was not able to run as regularly as we wanted. As such, the impact on children's progress was minimal.	As the EEF and other studies have shown, the importance of CPD for TAs is high to ensure interventions are run effectively and make an impact on pupil progress.	£0

Accelerated progress for middle attaining children Expected or accelerated progress made in interventions for low or middle attaining children (KS2 focus)	TA led interventions: Following questionnaires to ensure TAs use their strengths to run effective interventions	Due to Covid restrictions and the Lockdown, interventions were unable to run as regularly as we would have liked.	TAs have shown a positive impact on pupil progress in the past when interventions have run regularly and children have been able to attend the sessions regularly. Ta interventions will continue.	£22200
Accelerated progress for middle attaining children Accelerated progress and attainment for high attaining children Expected or accelerated progress made in interventions for low or middle attaining children (KS2 focus)	Teacher Led Interventions	We used a named teacher to work 1:1 with a child. This child made 7% better progress on her maths test.	A teacher working with 1:1 or in a small group has shown positive outcomes and so this will continue, particularly with our most vulnerable of children.	£5000
Accelerated progress for middle attaining children Expected or accelerated progress made in interventions for low or middle attaining children (KS2 focus)	ABC to Read	ABC to Read was not able to run regularly due to both the Lockdown and the impact of Covid. The monitoring of the interventions were hard to record – we use Salford Reading age – due to Lockdowns and pupil or volunteer absences.	ABC to Read remains an invaluable intervention and we will continue with this.	£420

Accelerated progress for middle attaining children Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	ELSA	Children continue to benefit. An example of this is a child's emotional literacy core which went from 79 to 93.	The amount of children on the waiting list is increasing, partly as a result of Covid and impact this has had on families. This needs to continue.	£2500

iii. Other approaches				
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**
Accelerated progress for middle attaining children Accelerated progress and attainment for high attaining children Expected or accelerated progress made in interventions for low or middle attaining children	Pupil Premium Lead: Monitoring of progress and attainment Monitoring of attendance Monitoring of interventions EEP	PP Lead monitored children's progress and identified children to work with ABC to Read volunteers.	Pupil Premium Lead is still needed to monitor progress and help plan in provision when needed.	£5000
Improved confidence, resilience, focus, self-esteem and ability to manage emotions.	Trips and Clubs	The school was fortunate to be able to support disadvantaged pupils for extra-curricular activities through charities rather than use the PPG.	We will continue to have this available to disadvantaged children where needed, should we not be able to find the funding from elsewhere.	£500

5. Additional detail
In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk