

# Pupil premium strategy statement (primary)

1. Summary information					
School	Holywell Village First School				
Academic Year	2020-2021	Total PP budget	£20140	Date of most recent PP Review	20.11.2020
Total number of pupils	170	Number of pupils eligible for PP	15% (24 pupils 20 FSM 2 Ever 6 1 LAC 1 AFC)	Date for next internal review of this strategy	July 2021

1. Current attainment KS1					
	2017	2018	2019		2020 as at March 2020
	<i>Pupils eligible for PP (school) 5 pupils</i>	<i>Pupils eligible for PP (your school) 0</i>	<i>Pupils eligible for PP (your school) 3</i>	<i>Pupils not eligible for PP (national average 2018)</i>	
% in reading	100%	Na	100%	79%	80%
% in writing	60%	Na	100%	74%	83%
% in maths	100%	Na	67%	80%	86%

1. Current attainment Year 4					
	2017	2018	2019	End of KS 2 data (none available for Year 4)	2020 as at March 2020
	<i>Pupils eligible for PP (school) 7 pupils</i>	<i>Pupils eligible for PP (your school) 5</i>	<i>Pupils eligible for PP (your school) 7*</i>	<i>Non-Disadvantaged Pupil (national average 2017)</i>	
% in reading	85%	100%	86%	78%	88%
% in writing	85%	100%	57%	83%	85%
% in maths	71%	80%	71%	84%	85%
			* One child of this cohort has been at HVFS since start of Reception. Other 6 are admits.		
Progress	•				

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor speech, language and communication upon entry to school (Nursery and Reception)
<b>B.</b>	Poor literacy skills – particularly writing.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Impact of <b>COVID</b> closure and future closures/absences due to <b>COVID</b>
<b>D.</b>	Financial constraints upon family budgets hinder uptake in enrichment, out-of-hours or tuition activities provided by school.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure Good Level Of Development is above National Averages for 2021 To develop secure early speech, language, communication and confidence skills in EYFS	% of PSE and CL is in line with non-disadvantaged peers nationally
<b>B.</b>	To develop and implement a coherent phonics teaching programme across EYFS, Year 1 and Year 2. For pupils to achieve well compared to 2021 National Averages in Reading, Writing and maths in EYFS, Year 1 and 2 Phonics check and KS 1 SATS.	% of pupils who attain Reading and Writing ELG improves and is above National Average by Summer 2021 % of Pupils who pass Year 1 and Year 2 Phonics Check improves and is above National Averages by the end of 2021 % of pupils who attain 'Working at Expected' in reading and writing in Year 1 is above 80% % of pupils who attain 'Working at Expected' in reading and writing in Year 2 is above National Average
<b>C.</b>	Pupils in receipt of PP can access remote learning during closure and periods of self-isolation. Pupils' learning continues and they receive high quality learning experiences during any closure or self-isolation.	PP pupils will be provided with appropriate technology outside of the 1 device allocated by the DfE. Pupils will have additional checks made on their learning by class teachers and intervention manager.
<b>D.</b>	To ensure all children in receipt of Pupil premium are offered funding and proactively targeted for: music tuition, subsidised residential visit to Robinwood, visits out of schools where a voluntary contribution of requested, out-of-hours clubs ( <b>when out of hours clubs can resume</b> )	% of pupils in receipt of Pupil Premium who attend out-of-school clubs increases. All pupils attend Year 4 residential. % of pupils in receipt of Pupil Premium who receive musical tuition increases.

4. Planned expenditure					
<b>Academic year</b>					
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

This year's allocated budget has been amalgamated with the [Catch up Premium](#). The focus will be on offering bespoke small group and individual interventions based on timely and robust assessments.

**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?
Pupils in receipt of PP can access remote learning during closure and periods of self-isolation. Pupils' learning continues and they receive high quality learning experiences during any closure or self-isolation.	Identify and engage parents/carers of pupils who are not accessing the remote learning platform Google Classroom. Deploy older, decommissioned IT to families in most need.	<ul style="list-style-type: none"> <li>DfE have only provided one device for vulnerable pupils. There are 9 pupils who will benefit from a device so that they can continue their learning out of school; this includes during enforced closures and self-isolation periods.</li> </ul>	Monitor access and work uploaded to the remote learning platform.	S Brett S Hogarth	January 2021 March 2021
To provide additional adult support in EYFS to allow for targeted interventions. To progress towards previous levels of attainment by July 2021	Additional adult for two hours in Nursery and three hours in Reception to allow teacher to deliver targeted support to lower ability children: <b>Speech language and communication, early reading-</b> <ul style="list-style-type: none"> <li>Helicopter Stories</li> <li>Early Talk Boost</li> </ul> <b>Early Maths</b> Small group intervention using loose parts building number sense to 5	<ul style="list-style-type: none"> <li>Teacher to support small cohort of children identified for additional support.</li> <li>HLTA to release teacher to deliver targeted support to allow teacher to deliver bespoke provision and improve cohort development.</li> <li>Previous CPD in middle leadership roles in Early Mastery in Maths, Loose parts approach and Helicopter stories have all proved to be effective in helping pupils make rapid gains in these Prime Areas of EYFS.</li> </ul>	Lesson observations and pupil progress meeting will evaluate the impact of the targeted intervention, Target pupils are tracked and data collected after 4-6 weeks. (Spring term)	S Brett H Stewart S Hogarth	Literacy and maths monitoring and evaluations in each term.

<p>To Embed the Floppy's Phonics intervention program across both key stages. To progress towards previous levels of attainment by July 2021</p>	<p>Embed <b>Floppy's Phonics</b> scheme and Intervention</p>	<ul style="list-style-type: none"> <li>All staff have had recent CPD to deliver this programme. The Floppy's Phonics approach has ensured pupils can make rapid gains in learning therefore this will be effective in helping children make rapid gains in lost learning.</li> <li>Built in revision to ensure every child succeeds, Step by step learning to engage children.</li> <li>Pupils are aware of this approach and it will feel familiar to them.</li> <li>Resources are in school to support the small group interventions required.</li> <li>Targeted assessment to identify gaps in learning.</li> </ul>	<p>Initial assessments in September 2020 to indicate pupils in most need of catch up. Track phonics across groups of identified pupils. Initial assessment followed by half termly evaluations by intervention manager.</p>	<p>S Brett J Dodds S Hogarth</p>	<p>Termly SLT meetings Pupil progress meetings. Half termly monitoring of progress.</p>
<p>Pupils to achieve well compared to National Average in Reading, Writing in EYFS, Year 1 and 2, Phonics check in Year 1 and re check in year 2 To progress towards previous levels of attainment by July 2021</p>	<p><b>Floppy's Phonics Action Words</b> Small group targeted intervention in class / out of class</p>	<ul style="list-style-type: none"> <li>Floppy's phonics will boost the phonic teaching in key stage 1 and 2 to children who are responding slower and achieving lower than their peers are.</li> <li>Action words(year 3), and whole word approach (year 4 ) to reading and spelling program must be valuable to those pupils who, after quality first teaching and several waves of phonic intervention.</li> </ul>	<p>Meetings with intervention manager Appraisal targets Initial assessment followed by half termly evaluations by intervention manager.</p>	<p>S Brett S Hogarth</p>	<p>Termly SLT meetings Pupil progress meetings. Half termly monitoring of progress,</p>
<p>Pupils to achieve well compared to National Averages in maths in all key stages To progress towards previous levels of attainment by July 2021</p>	<p>Targeted intervention using <b>Numicon and White Rose</b> resources</p>	<ul style="list-style-type: none"> <li>Numicon is a proven intervention strategy that is effective in improving progress in maths.</li> </ul>	<p>Regular meetings with Intervention manager. Appraisal targets Initial assessment followed by half termly evaluations by intervention manager.</p>	<p>S Brett S Hogarth S Endacott</p>	<p>Termly SLT meetings Pupil progress meetings. Half termly monitoring of progress,</p>

	<b>budgeted cost</b>	1 x HLTA for two terms = £13800 1 x NQT = £22600 Total = £36400 (shared costs with <b>Catch up Premium</b> - £12000) – <b>£24400</b>
--	----------------------	--

**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 implementation?
To ensure PP pupils enjoy a rich and varied wider curriculum	Provide financial assistance: <b>when allowed:</b> music tuition, subsidised residential visit to Robinwood, visits out of schools where a voluntary contribution of requested, <b>When allowed:</b> out-of-hours clubs	Historical school based evidence showed poor or little participation in musical tuition, clubs and residential visits. <b>Learningaway.org:</b> Improving students' engagement with learning: <i>79 per cent of secondary students indicated that the residential has made them realise that what they had learnt at school was important to them. Improving students' knowledge, skills and understanding</i> <i>In long-term follow-up studies, 82 per cent of KS2 pupils said their teachers and lessons on the residential visits helped them to learn.</i>  <i>Supporting students' achievement</i>  <i>61 per cent of students who attended a residential achieved higher than their predicted grade, compare to 21 per cent who did not attend.</i>  <i>Fostering deeper relationships between peers and between students and teachers</i>  <i>In long-term follow up studies 84 per cent of secondary students said that because of the residential they got on better with other pupils in the class.</i>  <i>Improving students' resilience, self-confidence and wellbeing</i>  <i>78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.</i>  <i>Boosting cohesion and a sense of belonging</i>  <i>82 per cent of KS2 students said their residential experience helped them realise they could get on</i>	Office staff have lists for eligible pupils Letters sent to relevant families. Hard to reach families contacted directly and sensitively Analyse the participation rates in clubs, tuition and residential.	Emma Reed S Brett	June 2021 – review % participation and pupil feedback.

		<p>with people from other classes and schools.</p> <p>Widening and developing pedagogical skills.</p> <p>78 per cent of staff involved felt that Learning Away had a significant or transformative impact in their understanding of their student strengths and limitations.</p>			
<b>budgeted cost</b>					£2000
<b>Total budgeted cost</b>					<b>£26400</b>

5. Review of expenditure				
Previous Academic Year		2019-2020		
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.	Lessons learned (and whether you will continue with this approach)	Cost
To provide additional adult support within EYFS to support self-led and independent learning	Additional adult 0.75 of weekly timetable, small group interventions, intervening and supporting learning through play.	<p><b>Up to March 2020 – COVID closure</b></p> <p><b>100% of the PP cohort were on track to attain 'expected'</b></p> <p>83% - this whole cohort was very a settled group. They had grasped the new Floppy Phonics approach.</p> <p>Pupil Premium – 100% on track to reach ELG by end of year</p> <p>37% of pupils on track to achieve exceeding in some area/s.</p>	Additional adult had desired impact. This person was deployed so that the teacher could offer 'in-the-moment' interventions as well as planned interventions with vulnerable pupils..	£7500 additional adult in Reception

<p>To develop and implement a coherent phonics teaching programme across EYFS, Year 1 and Year 2.</p>	<p>Implement Floppy's Phonics scheme across EYFS, Year 1 and Year 2</p>	<p><b>Up to March 2020 – COVID closure</b>  <b>EYFS 100% of the PP cohort were on track to attain 'expected'</b>  83% - this cohort was very a settled group. They had grasped the new Floppy Phonics approach/ .  Pupil Premium – 100% on track to reach ELG by end of year  Year 1  PP Cohort- 33% on track (1 pupil out of 3)  Phonics – 25/29 86%  Reading  PP Cohort- 33% on track (1 pupil out of 3)  EXS+ – 24/29 83%  Year 2  Reading  PP Cohort- 33% on track (1 pupil out of 3)  Working Toward – 6/29 % (1 child PKS)  EXS+ – 80% 23/29  GD Depth – 27% 8/29</p>	<p>Having a new and systematic singular phonics approach ensured the vast majority of pupils reached the expected level in phonics.  Unfortunately the COVID closure meant we could not conduct the Year 1 and Year 2 phonics check.</p>	<p>£ 6000 – for resources and CPD for Floppy's Phonics</p>
---	---	---	--	--

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To ensure Good Level Of Development is above National Averages for 2020.  To develop secure early speech, language, communication and confidence skills in EYFS  Literacy, confidence and communication skills in EYFS</p>	<p>Talk Boost (EY)  Talk Boost (KS1)</p>	<p><b>Up to March 2020 – COVID closure</b>  Pupil Premium – 100% on track to reach ELG by end of year  83% - this cohort was very a settled group.</p>		<p>£2000</p>

For pupils to achieve well compared to National Averages in Reading and Writing in EYFS, Year 1 and 2 Phonics check and KS 1 SATS	Floppy's Phonics Direct Phonics Action Words – small group and individual intervention	<b>Up to March 2020 – COVID closure</b> EYFS 100% of the PP cohort were on track to attain 'expected' 83% - this cohort was very a settled group. They had grasped the new Floppy Phonics approach/. Pupil Premium – 100% on track to reach ELG by end of year Year 1 PP Cohort- 33% on track (1 pupil out of 3) Phonics – 25/29 86% Reading PP Cohort- 33% on track (1 pupil out of 3) EXS+ – 24/29 83% Year 2 Reading PP Cohort- 33% on track (1 pupil out of 3) Working Toward – 6/29 % (1 child PKS) EXS+ – 80% 23/29 GD Depth – 27% 8/29		£3000
For pupils to achieve well compared to National Averages in maths in EYFS, Year 1 and 2	Numicon – small group intervention	<b>Up to March 2020 – COVID closure</b> Maths EYFS PP Cohort 100% on track to be 'expected' Year 1 PP Cohort- 33% on track (1 pupil out of 3) Year 2 PP Cohort 80% ( 4out of 5 pupils) Working Toward – 4/29 17% EXS + – 25/29 -83%		£3000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure PP pupils enjoy a rich and varied wider curriculum	Provide financial assistance: music tuition, subsidised residential visit to Robinwood, visits out of schools where a voluntary contribution of requested, out-of-hours clubs	Pupil could not attend Robinwood due to COVID closure and subsequent restrictions.	Continue	£1000 –(no costs for Robinwood as cancelled due to COVID)

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.