



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holywell Village First School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Brett
Pupil premium lead	Sarah Brett
Governor / Trustee lead	Adrian Dougherty/Chris Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,435

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

Our School Vision: *'At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.'*

We believe that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The impact of Covid 19 has been more pronounced in this cohort of pupils and it is our duty to ensure that this group of pupils make good progress and achieve highly.

Though the activity outlined in this statement has been designed to address the specific needs of our pupils from a disadvantaged background, it is our intention that pupils beyond this cohort also see the benefit

This strategy forms part of wider school improvement plans to ensure the education of all pupils can recover from the effects of the pandemic. Other programmes will be implemented for pupils whose education has been worst affected, including non-disadvantaged pupils e.g the National Tutoring Programme.

Our objectives and planned activities are informed by educational research from trusted institutes (most notably the Education Endowment Fund - **EEF**), clear and robust assessments, and professional observations and discussions. All recovery and pupil premium funds have been and will continue to be implemented following the EEF guidance document ***PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION: 'Explore, Prepare, Deliver, Sustain'***.

To ensure our plans are effective we will:

- 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

There are three core elements to our plan:

A. Teaching (for example, CPD, recruitment and retention)

High quality teaching and pastoral support is the principle driver in raising pupils' achievement and improving their emotional well-being. *'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'* EEF

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

Teaching Assistant Interventions. The EEF states: ‘Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.’

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

Nurture and Emotional Literacy Support: Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.

These strategies are developed following careful assessment and based upon strong evidence from trusted organisations. We will:

- ensure disadvantaged pupils are provided with a broad and balanced education, tailored to their particular needs, which ensures they can achieve well across the curriculum
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, lesson observations and discussions with staff and pupils indicate underdeveloped language skills and vocabulary gaps among a significant proportion of the pupil population. These gaps are evident from Nursery through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Prior to 2019, the gap between Disadvantaged and Non Disadvantaged had closed; 100% of Disadvantaged pupils passed the check at Year 1. Assessments, lesson observations and discussions with staff and pupils show disadvantaged pupils currently have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In the 2021 Year 2 phonic screen, 33% of Disadvantaged pupils passed the check compared to 72% of their peers.
3	Assessments, lesson observations and discussions with staff and pupils indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	On entry to Reception class in the last 2 years, between 75-100% of our disadvantaged pupils arrive below age-related expectations compared to 50-60 % of other pupils. This gap narrows but does not close by the end of Year 4.
4	<p>Assessments, lesson observations and discussions with staff and pupils indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 63-100% of our disadvantaged pupils arrive below age-related expectations compared to 30-40 % of other pupils. This gap narrows but does not disappear by the end of Year 4.</p>
5	<p>Our assessments and observations indicate that the education and wellbeing 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social contact, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 11% of pupils, comprising 18% of the Disadvantaged cohort and 10% of the Non-disadvantaged cohort, currently require additional support with social and emotional needs. These pupils are accessing small group or one-to-one nurture support.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and subject tracking.
Improved reading attainment among disadvantaged pupils.	KS1 and Y 4 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. This is evident when triangulated with other sources of evidence, including engagement in

	lessons, book scrutiny and ongoing formative assessment and subject tracking.
Improved phonics attainment among disadvantaged pupils.	Year 1 and 2 phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils	KS1 and Y 4 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and subject tracking.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £3700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding activities to develop oracy, language and vocabulary skills across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. <i>Talk Boost</i> <i>NELI</i> <i>Language Innervations</i> <i>Babcock Vocabulary</i> <i>and Language CPD</i></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>£1000</p>	1,2,3 & 4
<p>CPD and release time for members of staff to improve early number sense through the Mastering Number programme. approach.</p> <p>CPD and release time for a member of staff to embed the 'Sustaining' phase of</p>	<p>Enrolled Reception, Year 1 and Year 2 teachers 'Mastering Number' via The Great North Maths Hub programme to improve early number sense in order to:</p> <ul style="list-style-type: none"> develop skills in working in a professional learning community, reflecting with other colleagues on their own practice, and refining skills through support and challenge within a community develop a secure understanding of how to build firm mathematical foundations with a stronger subject 	4

<p>the Mastery in Maths approach.</p>	<p>and pedagogical understanding for EYFS and KS1</p> <ul style="list-style-type: none"> • work to develop intentional teaching strategies focused on developing fluency in calculation and number sense for ALL children • develop understanding and their use of appropriate manipulatives to support their teaching of mathematical structures. <p>Enrolled Year 3 teacher into the ‘Sustaining Mastery in Maths’ via the Great North Maths Hub in order to:</p> <ul style="list-style-type: none"> • enhance their mathematical subject knowledge, emphasising key areas of maths • learn how to establish an effective collaborative planning culture • plan, teach and reflect collaboratively to provide a coherent mastery curriculum • continue to refine school structures and systems to embed and sustain mastery • continue to ensure a sustainable model for collaborative planning and ongoing specialist subject knowledge development for all teachers. <p>A guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 was published in November 2017. It endorses many of the components of teaching for mastery. Links between its recommendations and a teaching for mastery approach are made explicit in this blog.</p> <p>A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.</p> <p>NCETM – Research into Mastery in Maths</p> <p>£1200</p>	
<p>CPD and release for staff to embed the</p>	<p>Achievement for All</p>	<p>5,6</p>

principles and practice around 'Emotion Coaching' – Achievement for All. Using peer-to peer coaching and lesson studies.	£1000	
CPD for key members of staff to introduce and embed the 'Sand Story' approach for children who are experiencing or have experience emotional distress or upset due to the pandemic or other reasons.	<p>SandStory Skills SSS® combines sensitive storytelling with time to reflect, creating space in which practitioner can discover new insights into the familiar dilemmas and challenges they face when working with 'resistant' or neglectful families. SandStory Skills® equips practitioners who are not therapeutically qualified with essential, safe skills to support the emotional wellbeing and personal development of children and young people. It uses sand and symbols as well as other media (cards, board games etc.) as a creative means for storytellers of all ages to express their inner stories in a gentle and safe way.</p> <p>This approach to training enables practitioners to understand the children's lived experience and the need to place the child at the centre of everything they do.</p> <p>£500</p>	5,6

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

Budgeted cost: £ 22320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. <i>Talk Boost and NELI</i>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>£6720</p>	1,2,3 & 4
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive	2

disadvantaged pupils who require further <i>phonics support</i> . <i>Floppy's Phonics</i>	impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF £3120	
Additional phonics into writing/spelling sessions targeted at disadvantaged pupils who require further phonics support. <i>Word Aware</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF £3120	3
Pre-teaching small group interventions for mathematics in support of the Mastery for Maths teaching strategy in school.	EEF Recommendation 5 Use high quality targeted support to help all children learn mathematics £9360	4

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

Budgeted cost: **£ 7420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture for well-being	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. In this school this is delivered through Emotional Literacy Support, Sand Stories Training and Emotion Coaching.	5 & 6

	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Social and Emotional Interventions EEF (£3120)</p>	
<p>Emotion Coaching – all staff will participate in peer-to-peer lesson study activities to identify their own practice in supporting children to regulate their emotions. Once emotionally regulate pupils will be 'ready To learn'.</p>	<p>Research shows that emotion coached children :</p> <ul style="list-style-type: none"> • are more emotionally stable. • are more resilient. • achieve more academically. • are more popular. • have fewer behavioural problems. • have fewer infectious diseases. <p>Achievement For All Alliance For Learning (£2100)</p>	5 & 6
<p>SandStory Skills SSS®</p>	<p>SSS® can be beneficial for any child or young person. Most children at some point will struggle to adjust to life's challenges, not all of these children will need or want therapy, however there are benefits to soft touch interventions such as SSS®.</p> <p>SSS® is particularly beneficial for those children who;</p> <ul style="list-style-type: none"> • find it difficult to express themselves • struggle with low self-esteem • struggle with low confidence/self-belief • communicate through challenging behaviours • have difficulties with peer relationships <p>When children and young people are really listened to and able to tell their stories they are less likely to develop more serious emotional difficulties.</p> <p>£1200</p>	5 & 6
<p>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</p>	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	5

<p>requested, out-of-hours clubs</p>	<p>Outdoor adventure learning EEF</p> <p>Learningaway.org:</p> <p>Improving students' knowledge, skills and understanding:</p> <p>In long-term follow-up studies, 82 percent of KS2 pupils said their teachers and lessons on the residential visits helped them to learn.</p> <p>Supporting students' achievement: 61 per cent of students who attended a residential visit achieved higher than their predicted grade, compared to 21 percent who did not attend.</p> <p>Improving students' resilience, self-confidence and wellbeing: 78 percent of KS 2 pupils felt more confident to try new things they would not have done before the residential.</p> <p>Boosting cohesion and a sense of belonging: 82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools.</p> <p>Widening and developing pedagogical skills: 78 percent of staff involved felt that Learning Away had a significant or transformative impact in their understanding of their student strengths and limitations.</p> <p>£1000</p>	
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Total budgeted cost: £ 33440

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

A.	<p>To ensure Good Level Of Development is above National Averages for 2021</p> <p>To develop secure early speech, language, communication and confidence skills in EYFS</p>	<p><i>No school, local or national Data was available.</i></p>
B.	<p>To develop and implement a coherent phonics teaching programme across EYFS, Year 1 and Year 2.</p> <p>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</p>	<p><i>Although COVID 19 impacted on our ability to embed the Floppy's Phonics approach across our school, pupils were able to engage in the programme in various ways remotely or in school. As a result 70% of the Year 2 cohort passed the phonics check. However only 33% of pupils in receipt of Pupil premium passed the check. This is a major contributing factor in our plans for Pupil Premium Spend over the next three years.</i></p> <p><i>End of Reception assessments for 2020-2021 show that reading, writing and maths have been significantly impacted due to COVID. This is also evident in years 1-4 but achievement improves as pupils move through the year groups.</i></p> <p><i>However pupils in receipt of Pupil premium appear to be more adversely affected than for peers who do not receive the premium. For these reasons This is a major contributing</i></p>

		<i>factor in our plans for Pupil Premium Spend over the next three years.</i>
<i>C.</i>	<p>Pupils in receipt of PP can access remote learning during closure and periods of self-isolation.</p> <p>Pupils' learning continues and they receive high quality learning experiences during any closure or self-isolation.</p>	<p><i>Through rigorous and relentless communications and offers of support, all pupils accessed remote learning or had alternative methods of provision except for an extremely small number of pupils whose parents/carers failed to engage –this represented 1% of the cohort. School staff will continue to monitor and address these issues on a personalised basis using the knowledge about the families, to ensure all children have adequate access to devices and connectivity when required.</i></p>
<i>D.</i>	<p>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 (when out of hours clubs can resume)</p>	<p><i>Unable to offer a residential or out of hours clubs due to restrictions. Pupil Premium funding was diverted to early interventions for those pupils who were falling behind their peers academically, or were experiencing social and emotional difficulties</i></p>