

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|-------------------------------|----------------------------------|---------|--|-----------|
| School | Holywell Village First School | | | | |
| Academic Year | 2018-2019 | Total PP budget | £13,500 | Date of most recent PP Review | First |
| Total number of pupils | 172 | Number of pupils eligible for PP | 13 | Date for next internal review of this strategy | July 2019 |

| 1. Current attainment KS1 | | | | |
|---------------------------|---|---|---|---|
| | 2016 | 2017 | 2108 | |
| | <i>Pupils eligible for PP (school) 2 pupils</i> | <i>Pupils eligible for PP (school) 5 pupils</i> | <i>Pupils eligible for PP (your school) 0</i> | <i>Pupils not eligible for PP (national average 2017)</i> |
| % in reading | 100% | 100% | Na | 79% |
| % in writing | 100% | 60% | Na | 72% |
| % in maths | 100% | 100% | Na | 79% |

| 1. Current attainment Year 4 | | | | |
|------------------------------|---|---|---|---|
| | 2016 | 2017 | 2108 | <i>End of KS 2 data (none available for Year 4)</i> |
| | <i>Pupils eligible for PP (school) 6 pupils</i> | <i>Pupils eligible for PP (school) 7 pupils</i> | <i>Pupils eligible for PP (your school) 5</i> | <i>Pupils not eligible for PP (national average 2017)</i> |
| % in reading | 50% | 85% | 100% | 77% |
| % in writing | 50% | 85% | 100% | 81% |
| % in maths | 50% | 71% | 80% | 80% |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Poor speech, language and communication upon entry to school (Nursery and Reception) |
| B. | Poor literacy skills – particularly writing. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | 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> |
| A. | 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. | To develop a mastery approach to learning across the curriculum –maths then English – writing focus | % of Number and SSM in line with non-disadvantaged peers nationally % of reading, writing and maths compared to other pupils nationally diminishes or disappears. |
| C. | 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 | % 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 | | | | | |
|--|---|--|---|----------------------------------|---|
| Academic year | | 2018-2019 | | | |
| 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? |
| Literacy, confidence and communication skills in EYFS | EYFS: Helicopter Stories Class core book approach | An inclusive, whole-class approach which values every child's contribution; Facilitates high levels of engagement; Creates confidence and self-assurance; Supports the development of speaking skills as children express and share their ideas; Helps to develop accurate, active listening skills and understanding; Supports co-operative and collaborative and creative learning; Develops positive relationships within a shared storytelling experience; Allows children to explore early literacy and the power of words as they see their stories come to life, and develop their ability to use and adapt language to communicate; Offers children a bridge into the world of creative writing as they begin to see the links between the oral stories they compose and the words on a page. £3000 | Literacy coordinator EYFS coordinator to monitor. Head to evaluate with School Improvement Partner and EYFS consultant in Spring term visits. | L Storey H Stewart S Brett | EYFS consultant visit Spring 2019 Literacy monitoring and evaluation Summer tem 2019 |

| | | | | | |
|--|--|--|--|--------------------|---|
| To develop a mastery approach to learning across the curriculum – maths then English | Mastery approach to learning –peer support and collaborative approach to supported learning experiences. Numicon and Literature Works | Progress equivalent to an additional five months' progress. Schools are able to make a profound difference to pupils' progress in comprehension, inferential thinking and writing. Pupils are enthused, enjoy reading, are encouraged to share their views on what they have read, develop the ability to compare texts, express opinions and think critically. In writing, pupils are motivated, are able to write with a clear purpose and apply grammar and vocabulary appropriately to different writing purposes. Teachers teach to gaps in pupil learning, are able to reduce unnecessary 'scaffold' and consequently pupils achieve more. £2000 | Literacy monitoring and evaluation each term. Book and planning scrutiny, lesson observations. | J Dodds S Brett | Spring term literacy monitoring and evaluation. |
| 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. | TAs can help all pupils develop essential skills underpinning learning, such as self-scaffolding: encouraging pupils to ask themselves questions that help them get better at managing their learning. Recent research shows that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills , which are associated with improved learning outcomes . EEF - Making Best Use of Teaching Assistants Guidance Report £5000 | L Storey and H Stewart – appraisal procedures, EYFS consultant visit Spring 2019. Lesson observations and pupil progress meetings will evaluate the impact. | S Brett L Storey | EYFS consultant visit Spring 2019 Literacy and maths monitoring and evaluation weeks in Autumn, Spring and Summer terms. |
| Total budgeted cost | | | | | £10000 |

| 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? |
| Literacy, confidence and communication skills in EYFS | Talk Boost (EY) Talk Boost (KS1) | Talk Boost is a targeted intervention that narrows the gap between 4-7 year olds with language delay and their peers. It is a 10-week programme delivered by trained teaching assistants that can boost a child's communication by up to 18 months. This has been shown to have an impact on progress in reading – 90% of children with delayed language met or exceeded progress in reading after Talk Boost. Talk Boost helps children with delayed language development who would not usually qualify for specialist help, but are not thriving at school because of a speech and language need. £3000 | Rigorous timetabling HLTA to monitor delivery weekly SLT to monitor impact at termly Pupil Progress meetings. Track Communication and Language Prime area 'expected' % each term. | Sandra Hogarth Sarah Brett | Pupil progress meetings November 2018, February 2019 and June 2019. |
| Improve reading and writing across KS1 and 2 | Read Write Inc | Read Write Inc. Phonics is a whole-school approach to teaching literacy for 4 to 9-year olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting using engaging partner work and drama: £5000 | Rigorous timetabling HLTA to monitor delivery weekly HLTA and teachers to ensure writing skills acquired in intervention settings are transferred into independent work in the classroom. SLT to monitor impact at termly Pupil Progress meetings. | Sandra Hogarth Sarah Brett | Pupil progress meetings November 2018, February 2019 and June 2019. |
| Total budgeted cost | | | | | £8000 |
| 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: music tuition, subsidised residential visit to Robinwood, visits out of schools where a voluntary contribution of requested, out-of-hours clubs | Historical school based evidence showed poor or little participation in musical tuition, clubs and residential visits. Learningaway.org: 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.</i> <i>Improving students' knowledge, skills and</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 2019 – review % participation and pupil feedback. |

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|----------------------------|--|---|--|--|-------|
| | | <p><i>understanding</i></p> <p><i>In long-term follow-up studies, 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn.</i></p> <p><i>Supporting students' achievement</i></p> <p><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></p> <p><i>Fostering deeper relationships between peers and between students and teachers</i></p> <p><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></p> <p><i>Improving students' resilience, self-confidence and wellbeing</i></p> <p><i>78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.</i></p> <p><i>Boosting cohesion and a sense of belonging</i></p> <p><i>82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools.</i></p> <p><i>Widening and developing pedagogical skills.</i></p> <p><i>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.</i></p> | | | |
| Total budgeted cost | | | | | £2000 |

| 5. Review of expenditure | | | | |
|---|---|---|---|-------|
| Previous Academic Year | | | | |
| 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 |
| Improved Reading and Writing outcomes for disadvantaged pupils. | Read Write Inc Direct Phonics | See data below: Pupils in receipt of Pupil premium perform well compared to their non-Pupil Premium peers. All pupils make rapid progress at some point across school and leave Year 4 at the expected or greater depth in reading and writing unless they have a specific special need. | Continue the Read Write Intervention. LSas and HLTA to ensure that there is greater application of what is learnt in the interventions across all lessons. This is part of the appraisal targets for the HLTA 2018-2019. | £5000 |
| 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 |
| Improved Mathematics outcomes for disadvantaged pupils. | Numicon | See data below: Pupils in receipt of Pupil premium perform well compared to their non-Pupil Premium peers. All pupils make rapid progress at some point across school and leave Year 4 at the expected or greater depth in reading and writing unless they have a specific special need. | Targeted fun with numbers clubs and pre-teaching approaches have been found to have immediate impact on pupils' attainment. This approach will be expanded across the National Curriculum classes 2018-2019. S Endacott will lead this project as part of the mastery in Maths as maths co-ordinator; she will evaluate the impact each term. | £5000 |
| 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 |
| 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 | 100% of pupils in receipt of Pupil premium attended a club and enjoy a varied enriched experience that they may not otherwise. This is through a positive discrimination approach. Pupils in receipt of Pupil premium are allocated places first. Parent/carers are contacted directly. More disadvantaged pupils re able to attend clubs and experiences that they may not have otherwise. One child was invited to attend an orchestral group on a Saturday as a result of one-to-one tuition arranged by school and paid for with Pupil premium. 100% of Year 4 pupils attended the residential. | Continue Direct communication is required to engage with 'hard-to-reach' parents/carers. | £2000 |

6. Additional detail

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

Impact data from 2017-2018 academic year

Year 1 Phonics

Year 1 Phonics - Percentages Attaining the Expected Standard 2018

This report shows the percentage of pupils meeting the expected standard and the average mark attained in the year one phonics screening check for each pupil group alongside the national value for the same pupil group.

| | Cohort | Number A/D* | Number Achieving Expected Standard | % School | % National 2017 | Average Mark | |
|------------------------------|--------|----------------|---|----------|--------------------|--------------|---------------|
| | | | | | | School | National 2017 |
| All Pupils | 29 | 0 | 26 | 89.7 | 81 | 35.34 | 34 |
| Gender | | | | | | | |
| Male | 20 | 0 | 18 | 90.0 | 78 | 35 | 33 |
| Female | 9 | 0 | 8 | 88.9 | 85 | 36.11 | 34 |
| Free School Meals* | | | | | | | |
| FSM | 1 | 0 | 1 | 100.0 | 84 | 37 | 34 |
| Non FSM | 28 | 0 | 25 | 89.3 | 84 | 35.29 | 34 |
| Children Looked After | | | | | | | |
| CLA | 0 | - | - | - | 81 | - | 34 |
| Not CLA | 29 | 0 | 26 | 89.7 | 81 | 35.34 | 34 |
| Disadvantaged Pupils | | | | | | | |
| Disadvantaged Pupils | 1 | 0 | 1 | 100.0 | 84 | 37 | 34 |
| Other Pupils | 28 | 0 | 25 | 89.3 | 84 | 35.29 | 34 |

Year 2 phonics – no PP pupils

No Disadvantaged Pupils

Year 2 Reading

No Disadvantaged Pupils

Year 2 Writing

No Disadvantaged Pupils

Year 2 Maths

No Disadvantaged Pupils

Year 4 Reading

| Cohort number in (32) | Not yet working at the expected standard | | Working Towards -Emerging | | Working Towards -Developing | | Working at Expected Standard | | Working at a greater depth | | Expected & Greater Depth | |
|-----------------------|--|----|---------------------------|----|-----------------------------|----|------------------------------|-----|----------------------------|------|--------------------------|------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| All (32) | 0 | 0% | 0 | 0% | 2 | 6% | 18 | 56% | 12 | 38% | 30 | 94% |
| PP (5) Inc 1 SEND | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 60% | 2 | 40% | 5 | 100% |
| Non-pp (25) | 0 | 0% | 0 | 0% | 2 | 7% | 15 | 56% | 10 | 37% | 25 | 93% |
| LAC/ (1) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 1 | 100% |

Year 4 Writing

| Cohort number in (32) | Not yet working at the expected standard | | Working Towards -Emerging | | Working Towards -Developing | | Working at Expected Standard | | Working at a greater depth | | Expected & Greater Depth | |
|-----------------------|--|----|---------------------------|----|-----------------------------|----|------------------------------|-----|----------------------------|------|--------------------------|------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| All (32) | 0 | 0% | 1 | 3% | 2 | 6% | 19 | 56% | 10 | 31% | 29 | 87% |
| PP (5) Inc 1 SEND | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 5 | 100% |
| Non-pp (25) | 0 | 0% | 1 | 4% | 2 | 7% | 15 | 56% | 9 | 33% | 24 | 89% |
| LAC/ (1) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 1 | 100% |

Year 4 maths

| Cohort | Not yet working at the expected standard | | Working Towards -Emerging | | Working Towards -Developing | | Working at Expected Standard | | Working at a greater depth | | Expected & Greater Depth | |
|----------------|--|----|---------------------------|----|-----------------------------|-----|------------------------------|-----|----------------------------|-----|--------------------------|------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| All | 0 | 0% | 0 | 0% | 4 | 13% | 21 | 66% | 7 | 22% | 28 | 88% |
| PP Inc SEND | 0 | 0% | 0 | 0% | 1 | 20% | 4 | 80% | 0 | 0% | 4 | 80% |
| Non-pp | 0 | 0% | 0 | 0% | 3 | 11% | 17 | 63% | 7 | 26% | 24 | 89% |
| LAC/ | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% |