



Pupil Premium Strategy Statement

PUPIL PREMIUM ACTION PLAN 2019-20

INTRODUCTION

The impact of the plan will be formally evaluated with a report reviewed with Governors. It was written by the school Pupil Premium leader and was informed by the Ofsted inspection judgements and a formal Pupil Premium review conducted by an external consultant. The plan has been structured around what the school sees as the key reasons that pupils from disadvantaged homes achieve less well than other pupils. The focus of the plan is on two broad areas: firstly the attainment and progress of disadvantaged pupils; and secondly readiness to learn including attendance, punctuality, behaviour and organisational skills.

We have high hopes and aspirations for all of our children, regardless of their social economic background.

One of the main contributors to raising the achievement of Pupil Premium pupils in the school is quality teaching for all. This is being developed across the school, including improvements to teachers' focus on particular groups, such as disadvantaged pupils, but are not specifically included in this plan (CPD for all teachers).

The school has identified the key barriers to the achievement of disadvantaged pupils, recognising that these are generalisations and do not apply to every family.

1. Summary information					
School	Holbeach Primary School				
Academic Year	2019-20	Total PP budget	£190,680	Date of most recent PP Review	April 2017
Total number of pupils	509	Number of pupils eligible for PP	144	Date for next internal review of this strategy	April 2020

KS2 Achievement								
	Reading		Writing		Maths		GPS	
	Disadvantaged	Others	Disadvantaged	Others	Disadvantaged	Others	Disadvantaged	Others
Percentage Meeting National Expectations	89%	83%	78%	76%	83%	81%	85%	84%
Percentage Reaching a Higher Standard	28%	26%	4%	7%	19%	21%	33%	44%
Progress Scores	+1.6		-1.6		-0.9		N/A	

KS1 Achievement						
	Reading		Writing		Maths	
	Disadvantaged	Others	Disadvantaged	Others	Disadvantaged	Others
Percentage Meeting National Expectations	50%	81%	50%	76%	35%	81%
Percentage Reaching a Higher Standard	0%	19%	0%	7%	0%	22%

Year 1 Phonics		
	Disadvantaged	Others
Percentage Achieving Phonics Threshold	70%	78%

Early Years Foundation Stage Profile		
	Disadvantaged	Others
Percentage Achieving Good Level of Development	75%	69%

2. Barriers to future attainment	
A.	A lack of reading at home for some children.
B.	A limited vocabulary for some children.
C.	Limited exposure to the wider world for some children
D.	In 2019, there was a huge gap in the attainment of PP pupils in Mathematics and their peers at Key Stage 1
E.	A number of the children who are eligible for Pupil Premium have additional barriers to their learning (e.g. SEND, EBD, Persistent Absence).
F.	The general welfare of some children is having a negative impact on their ability to concentrate in class.
G.	Attendance and punctuality of some Pupil Premium children low.

3. Targets for 2019-20	
A.	End of KS2 progress scores in Reading, Writing and Maths will all at least in line with the National Average.
B.	Rate of progress of disadvantaged pupils across the school to be broadly in line with that of other pupils.
C.	Enrich the Cultural Capital of all children.
D.	<ul style="list-style-type: none"> • Narrow the gap in attainment between PP pupils and their peers in Maths at Key Stage 1 (2019 = 32% gap, 2018 = 7% gap) • 90% of disadvantaged pupils receiving targeted support make progress from their baseline positions.
E.	<ul style="list-style-type: none"> • Tailored support put in place for children to help them to achieve good behaviour at playtimes and lunchtimes (the Sanctuary, support in the dining hall etc.) • CPD for teachers on how to support Pupil Premium children, especially how to develop higher attaining children.
F.	Identify specific needs of individual children and provided resources to address these (The Red Box, Hygiene Box, Breakfast Box in each classroom or year group).
G.	Increase in Attendance and punctuality for PP pupils (when compared with their peers) to within 0.5%

4. Pupil Premium Action Plan 2019-20					
Barrier: Key Focus: Parental Support (A, B. and C)					
Desired outcome	Chosen action / approach	Rationale	Monitoring, evaluation and impact	Staff lead	RAG
100% (unless SEND is identified) of targeted pupils to make good or better progress towards Speaking/Listening and Reading ELGs	Interventions – TAs to work with children in Reception, Year 1 and Year 2 to develop speaking and listening and reading skills.	<p>Some disadvantaged children enter the school with limited vocabulary and delays in speech and language</p> <p>Some disadvantaged children move from Reception to Year 1 without achieving the Early Learning Goal for Reading. Similarly, some children enter Year 2 having not passed the Phonics Check at the end of Year 1.</p> <p>Because of ability grouping of Phonics classes in Year 1, some children have not been exposed to all aspects and therefore do not have that knowledge of that aspect of phonics as they enter Year 2.</p>	<p>Early Years assessments are analysed by EYFS co-ordinator and KS1 Co-ordinator and reported to the Pupil Premium Lead.</p> <p>Pupil Premium Lead to monitor interventions to ensure that they are happening.</p> <p>Class teachers to assess the impact that the interventions are having.</p>	<p>EYFS Phase Leader</p> <p>KS1 Phase Leader</p>	
Reduce the percentage of non-SEND PP pupils who do not achieve a Good Level of Development by 50%	Every class in Nursery and Reception has at least three adults (with the additional adult focused on PP children)	<p>Developmental delays need to be picked up as early as possible before children fall further behind.</p> <p>Intervention is planned for a tailored to support those children, so that the gap can be bridged between them and the non-PP children.</p>	Early Years assessments are analysed by EYFS co-ordinator and reported to the Headteacher.	EYFS Phase Leader	

Children who are supported by volunteer readers to enjoy reading and to make good progress.	AHT to organise for Volunteer readers (parents, senior citizens) to visit the school and read with PP children	There is a discrepancy between the reading development and progress of PP children and non-PP children.	English Lead to support teachers when identifying the children who are most in need of extra reading time from the volunteers. English Lead to reach out to the community to increase the number of volunteer readers we have in school. Teachers to track impact on the reading outcomes of these children.	English Lead	
95% attendance of PP pupils who are provided with a place at one of these clubs.	Subsidised places at the Breakfast and Afterschool Club	Current figures show that PP children have a higher rate of lateness and a higher rate of being collected late at the end of the school day.	Breakfast Club Co-ordinator and After School Club Co-ordinator to report attendance of these clubs to the Headteacher	Head Teacher	
90% of children to have found the workshop engaging and worthwhile.	Urban Synergy Positive Role Model Workshop for Year 6 (as part of a transition project)	Some disadvantaged pupils can exhibit a lack of awareness of the range of employment opportunities there are and can show a lack of ambition.	SENDCo reports the children's feedback following the workshop to	SENDCo	
75% of PP children to participate in these trips.	Subsidise School Journey to Wick Court Farm & Isle of Wight.	Disadvantaged pupils would not be able to attend these residential trips and their experience of any areas beyond the local community is very limited. Cultural Capital- It has been identified that disadvantaged children are leaving school with gaps in their wider education.	Pupil Premium Leader to monitor take up of this opportunity and (in liaison with Headteacher) provide further support to families. Ensure that there is an opportunity for children who receive Pupil Premium to take part in the Shakespeare in Schools Ensure Subject Leaders are ensuring that there is a broad range of experiences available to the children throughout the years.	Pupil Premium Lead	
Total budgeted cost: £50,000					

Barrier: Key Focus: Mathematics (D)					
Desired outcome	Chosen action/approach	Rationale	Monitoring, evaluation and impact	Staff lead	RAG
Narrow the gap in attainment between PP pupils and their peers in Maths at Key Stage 1 to within 10%	Targeted intervention for children in Year 2 who have not made the expected amount of progress and have been highlighted through the Sandwell test.	Disadvantaged pupils not achieving as well in Mathematics. All children progress more rapidly when having more targeted support.	Maths Subject Lead to organise the identification and following intervention for the children who need support in Maths in KS1.	Maths Lead Year 6 TA	
Progress score for disadvantaged pupils in Mathematics to be broadly in line with the national average.	AHT teaching Maths to a targeted group including PP group of children in Year 6 every day.	Disadvantaged pupils not achieving as well in Mathematics. All children progress more rapidly when having more targeted support.	AHT will report progress of disadvantaged pupils at Pupil Progress Meetings (termly) and will provide regular updates at SLT meetings. Assessment co-ordinator will report progress of disadvantaged pupils to Governors (termly).	Maths Subject Lead	
100% attendance in the tutored classes 75% of children tutored at least meet the national standards by the end of the year	One-to-one tutoring in Mathematics in year 5 and year 6 by a designated teacher (including preparation for the 11+).	Targeted PP children who are tutored have more opportunities to develop their skills (including the more able)	Tutor reports progress and any other impacts half termly to Maths subject lead and Headteacher	Maths Subject Lead	
Children who are in receipt of PP to access and use the replacement system for Mathematics regularly at home.	Analysis of the participation by PP pupils and opportunities to access the program during school hours to raise the profile and usage.	Using an online Maths program leads to more positive attitudes to Maths by PP children. Children whose parents do not feel confident to support their children's learning feel empowered and supported by the program.	IT Technician and Maths Subject Lead to monitor and report the participation levels of PP and Non-PP children to Headteacher on a half-termly basis.	Head Teacher	
Total budgeted cost: £70,000					

Barrier: Key Focus: SEND (E)					
Desired outcome	Chosen action / approach	Rationale	Monitoring, evaluation and impact	Staff lead	RAG
The Rainbow Club to provide a regular, tailored support for targeted children's social skills.	Learning Mentor runs the Rainbow Club for PP children. Focused on developing social skills and self-esteem.	Some PP pupils find it difficult to organise their work and self-manage their learning behaviour. Acquiring and practicing these skills in a smaller group environment will allow them to engage in class and playground environments more fully.	Teachers and SENDCo to identify children with a particular need for intervention. SENDCo to evaluate the focus of the Rainbow Club.	SENDCo	
Children who have SEND and receive Pupil Premium to have fewer issues with behaviour.	For PP children with particular SEND diagnosis to use the Sanctuary regularly to support their behaviour and social needs.	Looking at the data from the behaviour books, children who have SEND and receive Pupil Premium are more likely to have to attend the Reflection Room at playtimes or visit their Phase Leader during lesson times.	Identified children to regularly visit the Sanctuary. Fewer instances of behaviour issues in the behaviour books.	Katie Drew SENDCo Class Teachers	
Higher levels of assessment and diagnosis in SaLT for PP pupils when compared with their peers	Employ Speech and Language Therapist for an additional half a day a week to ensure that PP pupils have access to assessment and therapy	Families of PP pupils may not have the same level of finance or knowledge of the 'system' as their peers and therefore be unable to support their child in obtaining a SEND diagnosis or assessment	SENDCo to monitor and evaluate the impact of this additional resource. SENDCo to provide termly report to Headteacher and Governors	SENDCo	

Higher levels of assessment and diagnosis in SpLD for PP pupils when compared with their peers	Employ Specific Learning Difficulty Teachers for an additional half a day a week to ensure that PP pupils have access to assessment and specialist teaching	Families of PP pupils may not have the same level of finance or knowledge of the 'system' as their peers and therefore be unable to support their child in obtaining a SEND diagnosis or assessment	SENDCo to monitor and evaluate the impact of this additional resource. SENDCo to provide termly report to Headteacher and Governors	SENDCo	
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Total budgeted cost: £30,000

Barrier: Key Focus: Welfare (F)

Desired outcome	Chosen action/approach	Rationale	Monitoring, evaluation and impact	Staff lead	RAG
Girls in KS2 are not missing school when on their periods.	Box of sanitary products, clean knickers and tights in each class in KS2.	One in ten girls are having to either go without sanitary products or improvise. More than a quarter of girls in the UK have missed school. Having a period at school can be distressing and distract from learning. We want to ensure that all children are comfortable and happy so that they can learn.	Pupil Premium Lead to monitor the 'take-up' and impact of this provision Teachers to keep track of if the box needs replenishing and what is being used. (Government to provide money now, not the Red Box Project charity).	Pupil Premium Lead	

<p>Children who have hygiene needs being supported and happy in school.</p>	<p>Box of deodorant, soap and toothbrushes in each year group.</p>	<p>Some children don't have access to clean clothes daily or haven't had the opportunity or resources to wash. This can become a real worry for them as they move up into KS2 as they start to perspire more and are becoming hormonal.</p> <p>It stops them from learning and can be really distracting for them. As well as this, it creates a real divide in the children depending on their economic background and can lead to unkind comments from others.</p> <p>Many teachers at Holbeach were using their own money to provide hygiene items for the children in their classes.</p>	<p>The need to be identified by teachers and then administered.</p> <p>Teachers to report to PP Lead when the boxes need replenishing.</p> <p>PP Lead to keep record of hygiene needs in the school.</p>	<p>Pupil Premium Lead</p>	
<p>Children who haven't had breakfast are quickly provided for so that they can concentrate on their learning and don't miss and input.</p>	<p>Box of breakfast biscuits, fruit in each class.</p>	<p>Many of our children (especially in KS2) come to school without any breakfast or without a suitable breakfast.</p> <p>It stops them from learning and can be really distracting for them.</p> <p>Many teachers at Holbeach were using their own money to provide breakfast for the children in their classes.</p>	<p>The need to be identified by teachers and then administered.</p> <p>Teachers to report to PP Lead when the boxes need replenishing.</p> <p>PP Lead to keep record of breakfast needs in the school.</p>	<p>Pupil Premium Lead</p>	

100% participation in all lessons of the curriculum	Spare PE kits purchased to be kept in School Office. Kits purchased for individual children where the need is great.	Some disadvantaged pupils might not participate in swimming lessons or PE as it these items might be difficult to maintain.	PP Coordinator to report to Link governors during Link Visits. PE Leads to assess need for kit and participation.	Head Teacher	
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Total budgeted cost: £10,000

Barrier: Key Focus: Attendance (G)

Desired outcome	Chosen action/approach	Rationale	Monitoring, evaluation and impact	Staff lead	
For the attendance rate of disadvantaged pupils to be at least within 0.5% of the whole school average at the end of the year.	Learning Mentor to have a specified part of the week to monitor attendance of PP children and support/address any attendance problems for individuals and families.	There is a close correlation between attendance and pupil's achievement.	Learning Mentor to report attendance figures for PP children to Head Teacher and Pupil Premium Lead on a half termly basis.	Learning Mentor and Pupil Premium Lead	
For the attendance rate of disadvantaged pupils to be at least within 0.5% of the whole school average at the end of the year.	Increase the Service Level Agreement with the Local Authority to have increased support from the Education Welfare Officer (EWO)	Local Authority intervention has a demonstrable impact on attendance levels	Learning Mentor to liaise with EWO to monitor and evaluate impact of meetings Headteacher to analyse impact of meetings and report to governors on a termly basis		

<p>Improvements to the attendance rate for disadvantaged pupils are sustained</p> <p>At least 50% of the places at extra-curricular clubs are filled by disadvantaged pupils (currently 45%).</p>	<p>Enriching the curriculum for Pupil Premium children by partially subsidising Educational Visits and broadening the extra-curricular provision</p>	<p>Pupils who have a rich bank of experiences are more successful writers and develop their communication skills.</p> <p>Some pupils have a very limited experience of the environment beyond their home.</p>	<p>Termly reports to Link Governor by Pupil Premium Co-ordinator on the attendance rates of disadvantaged pupils</p> <p>Termly report to Link Governor by Pupil Premium Co-ordinator on the attendance of extra-curricular clubs by disadvantaged pupils.</p>	<p>PP Co-ordinator</p>	
<p>Total budgeted cost: £30,000</p>					