

Pupil premium strategy statement – Holbeach Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	469
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Tom Bulpitt
Pupil premium lead	Karen Robertson
Governor / Trustee lead	Sharon Farnley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 202,210
Recovery premium funding allocation this academic year Post LAC	£0 £12,050
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£214,260

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Holbeach is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities
- Emotional well-being

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted interventions based on the assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and behaviour management. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils and their families with support networks to ensure that children's basic needs are met and to improve parenting skills. Enhanced partnerships between home and school will result in children's improved personal, social and emotional well-being and readiness to learn.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each child, based on formal and informal assessments. This will help us to ensure that we offer them the relevant knowledge, skills and experiences that they require to be prepared for life.

Challenges

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

Challenge number	Detail of challenge
1	Attitudes to reading and writing
2	Gaps in Speech and Language
3	Acquisition of Phonics as a reading strategy
4	Behaviour – social and emotional difficulties
5	Achievement in Maths
6	Parental financial difficulties - Poor housing/homelessness/financial difficulties
7	Parenting skills
8	Low take-up of extra-curricular clubs

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
1. A group of identified PP boys with poor attitudes to reading and writing become more engaged	Identified group: <ul style="list-style-type: none"> • Become more interested and engaged in reading and writing • Read for pleasure at school and at home • Help to choose a new range of books to be purchased based on their needs and interests. Review and recommend books to others • Receive tutor led Writing Web sessions to engage them • Are regular contributors to the Writing Web, Newsletters and Sharing Assembly

<p>2. To close gaps in speech and language by:</p> <ul style="list-style-type: none"> • assessing targetted children in EYFS and KS1 and using the outcomes to plan and deliver specific interventions • Increasing the number of PP children who receive specialist SALT interventions • SALT to run parent workshops for Nursery and Reception parents • Families of PP children referred to the NHS SALT Service where necessary 	<ul style="list-style-type: none"> • 80 – 90% of children receiving specialist intervention make accelerated progress (SALT data) • Families of PP children become engaged with the services available in the borough
<p>3. To improve the teaching and learning of Phonics by:</p> <ul style="list-style-type: none"> • Choosing a new scheme • Purchasing a range of phonetically decodable books • Engaging an expert trainer to deliver INSET to all staff • Implementing the new scheme consistently across the school • Reviewing the scheme each term • Assessing children regularly • Implementing interventions to close the gaps for identified PP pupils 	<ul style="list-style-type: none"> • School performance in Year 1 Phonics Assessment is in line with local and national results • Re-takes of the Phonics Test by Year 2 children show progress in line with local and national statistics • There is a consistent whole school approach to phonics • Improvement in spelling by Year 6 is evident
<p>4. To develop a whole school approach to behaviour management by:</p> <ul style="list-style-type: none"> • Implementing a relational approach in staff management of the children's behaviour • Training all staff to recognise and support children with a variety of SEND • Reducing the number of incidents of conflict occurring in the playground at playtimes and lunchtimes 	<ul style="list-style-type: none"> • Differentiated behaviour management strategies used by staff to improve children's behaviour • Opal programme engages children in play resulting in less conflict recorded in the Reflection Room Incident Book • Dedicated members of staff oversee the implementation of the Opal Programme
<p>5. To improve the teaching and learning of mathematics by:</p> <ul style="list-style-type: none"> • Planning for, implementing and monitoring maths interventions for identified PP pupils • Provide information and events for PP parents to enable them to understand how maths is taught in school so that they can support their children's learning in mathematics 	<ul style="list-style-type: none"> • Outcomes will be in line with the national average at each Key Stage • Parents/carers will have a better understanding of how to support their children

6. Children have basic needs of shelter, food and clothing met and are therefore ready for learning	<ul style="list-style-type: none"> • Improved relationships with families • Families have access to support networks • Children's readiness for learning improves
7. To ensure that a greater percentage of families eligible for PP are supported through the school's safeguarding work	<ul style="list-style-type: none"> • Families have access to support networks • Equity of access to services • Time for TAF processes for PP children to have greater impact
8. To increase the amount of PP children benefitting from extra-curricular opportunities such as school journeys and after school clubs	<ul style="list-style-type: none"> • 50% of all spaces at extra-curricular clubs are PP children • Any pupil who wants to go on a school journey goes

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: £73,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Maths Group	Historic impact of group	5
Opal Programme	Research based evidence	4
TA play co-ordinator (Opal)	Research based evidence	4
Phonics Training and scheme	Research and reviews	3
Leadership and admin time	Historic impact	3, 4, 5

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

Budgeted cost: £81,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT Intervention	Historic impact	2
Tutoring	Historic impact	6
Writing Intervention (Writing Web)	Historic impact	1
Reading/writing TA interventions	Historic impact	1
Catch-up reading intervention	Research and reviews	1
Phonics catch up interventions	Historic and research-based	3
Leadership and admin time	Historic impact	1, 2, 3

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

Budgeted cost: £59,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Animal Assisted Therapy	Research based evidence	4
School Journey	Research based evidence	8
Food and clothing	Maslow's Hierarchy of Need	6 & 7
Leadership and admin time	Historic impact	4, 6, 7 & 8
Parent workshops	Research based evidence	6 & 7

Total budgeted cost: £214,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes

EYFS Foundation Stage Profile

- 41% of disadvantaged pupils achieved GLD
- Average total score in EYFS profile for disadvantaged pupils was 30.4
- Good progress from starting points as only 10% of disadvantaged pupils were assessed as primary school ready at the start of the Reception year.

Year 1 & 2 Phonics

- 36% of disadvantaged pupils achieved the phonics threshold by the end of Year 1
- 80% of disadvantaged pupils achieved the phonics threshold by the end of Year 2

KS1 SATs

- 50% of disadvantaged pupils achieved the expected level in Reading
- 30% of disadvantaged pupils achieved the expected level in Writing
- 50% of disadvantaged pupils achieved the expected level in Maths

SaLT Specialist Intervention

- 100% of disadvantaged pupils made progress towards the SaLT targets set

Participation in Extra Curricular Opportunities

- 45% of Extra Curricular Club spaces were taken up by disadvantaged pupils
- 48% of the children who went on the Year 6 School Journey to the Isle of Wight were disadvantaged pupils

Attendance & Welfare

- The gap between Disadvantaged pupils and whole cohort is 0.9% (all = 94.5%, Disadvantaged = 93.6%) this has widened since 2019 but not as significantly as it may have done given the pandemic.
- Proportion of school identified as PP has increased from 29.4% to 30% due to increased identification of families eligible for FSM.

Behaviour

- 0% of disadvantaged pupils were suspended during the academic year 2021-22

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider