



# Pupil premium strategy statement

## Holway Park Community Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 financial 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	Holway Park Primary School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023- 2026
Date this statement was published	January 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Headteacher
Pupil premium lead	S.Brewer Headteacher
Governor	R.Ward Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£181,115
Recovery premium funding allocation this financial year	£18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,000
<b>Total budget for this academic year</b>	<b>£218,385</b>

#### GOV UK

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. **Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils.**

It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are provided with the opportunities to make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are referred to the PFSA, have FIS (family intervention support), are referred for emotional support, have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' progress will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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	Poor early language skills, slow the progress in phonics, verbal acquisition, writing and key areas of development.
2	Reading progress can be slower because many pupils come from homes less able to support and develop a positive reading culture.

3	Many pupils do not have access to resources and the wider experiences needed for a rounded education. This can also manifest itself in a lack of expectation within the family that a child can achieve academically to their full potential.
4	Several pupils eligible for the PPG have experienced trauma and have less well developed social and emotional skills. This makes them unprepared for learning, reduces the opportunity for successful friendships and playtimes and can lead to disruptive behaviour.
5	Attendance rates, for some pupils, are below target and reduce their school hours.
6	Some pupils eligible for the PPG have lower levels of engagement, confidence, motivation or independence which reduces their retention and progress rates.

## 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
<p>Provision of Quality First Teaching – keeping each class in UKS2 a single year group from September 23 to further support bridging the gap and recovery of lost learning. By providing an extra teacher in KS1 to particularly support the pupils below GLD at the end of Reception.</p> <p>Full Time Class Teaching Assistant for Year 3 class as a large class in excess of 30 pupils.</p>	<p>2023-24</p> <p>UKS2 Classes all single Age Reception/Year 1 class.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To develop pupils resilience and mental and emotional health. Providing specific learning on how to develop and understand their emotional health and develop friendships and further promote higher engagement in learning.</p> <p>Employ ELSA &amp; PFSA.</p>	<p>Sustained high levels of wellbeing from 2023/24</p> <ul style="list-style-type: none"> <li>• ELSA de brief sessions,</li> <li>• PFSA family support,</li> <li>• Pupil voice</li> <li>• pupil and parent surveys</li> </ul>
<p>access to Residential trips Y4+ supported for pupils with PPG.</p> <ul style="list-style-type: none"> <li>• Pupils to have opportunities to visit local museums- Covid restrictions and- 19 infection rates allowing- supported by enrichment funding from PPG</li> </ul>	<p>Disadvantaged pupils have had the opportunity to participate in residential trips at a reduced cost.</p>

<p>Pupils make good progress in Phonics in EYFS and Year 1 to reduce the attainment gap-</p> <ul style="list-style-type: none"> <li>• Re train EYFS teachers in Sounds Write</li> <li>• Train Y2 teacher in Sounds Write</li> </ul> <ul style="list-style-type: none"> <li>• Pupils eligible for PPG make progress in line with their non PPG peers.</li> <li>• Continue with 2 TAs funded through PPG.</li> <li>• Speech &amp; language Therapist employed from PPG to support staff and pupil language development.</li> <li>• PiXL collaboration and resources support Y1- Y6 from PPG.</li> </ul>	<p>Assessments and observations indicate improved oral language among pupils.</p> <p>Year 1 phonics screening shows gap closing between PP and NPP pupils June 2024.</p> <p>EYFS progress in phonics PP in line with Non PP children by July 2024</p>
<ul style="list-style-type: none"> <li>• Pupils enjoy reading and make good progress. 2022-23 Y2 cohort (current Y3) were slightly below the Pixl national average and some of these pupils have been placed into the tutor programme. This cohort have intervention teacher available to support reading interventions for PPG pupils falling behind.</li> <li>• Year 6 pupils reading being targeted</li> </ul>	<p>Pixl reading outcomes in 2022/23 show an improvement made to the 22/23 y3 cohort- this cohort improved against Pixl National data by 5%.</p> <p>Current Y3 (23/24) will show an improvement against Pixl national outcomes by July 2024.</p> <p>22/23/ showed an improvement in Y5 reading- this cohort to show further progress at the end of KS2.- July 2024</p>
<ul style="list-style-type: none"> <li>• Majority of PPG Pupils' attendance and punctuality close to national expectations, those who fall below are supported through HSLW and PFSA – PPG funds for HSLW &amp; PFSA.</li> <li>• HSLW funded through PPG</li> </ul>	<p>Sustained improved attendance for 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils closer to the National Average- July 24</li> <li>• the attendance of disadvantaged pupils and vulnerable pupils improved on previous year.</li> </ul>

## Activity in this financial year

This details how we intend to spend our pupil premium (and recovery premium funding) **this financial year** to address the challenges listed above.

### Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ teacher to ensure single age teachers in UKS2. £78,864</p> <p>PiXL Resources &amp; development for Teachers.</p> <p>CPD- Soundwrite synthetic phonics SCERTS- ( Social Communication, Emotional Regulation and Transactional Support ) £1200</p>	<p><b>EEF High Quality Teaching</b></p> <p><i>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching</i></p> <p><i>It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.</i></p>	
<p>EYFS &amp; KS1 classroom support or language, reading and maths interventions and support. TAs £20952</p>	<p>Increased link between phonics and Reading. Large number of pupils coming into Year 1 below GLD and with poor phonics knowledge.</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early language &amp; Phonics TA support for early language sessions, phonics sessions-£22716 Sounds Write Phonics CPD x3 staff- £1500- re train EYFS teachers to ensure consistent fidelity to scheme.</p>	<p><b>EEF Phonics</b> <i>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</i></p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p> <p><i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i></p>	
<p>Reading intervention teaching. Contribution towards Teacher £2,221</p>	<p><b>EEf Reading Comprehension Strategies</b> <i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</i></p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Transition supported by SENCO &amp; PFSA</p>	<p><b>EEF Transition</b></p> <p><i>The evidence that attends transition is largely focused on the move from primary to secondary. However, principles can be learned for other potentially vulnerable transition points.</i></p>	
<p>PP supported across the school by Pastoral Worker, TA, ELSA, PFSA &amp; Play Therapist ,MTAs enabling a high quality, calm learning environment.</p> <p>School has a PFSA to overcome emotional and financial barriers and link families with wider support available.</p> <p>School uniform, access to food bank and support at appointments with housing, medical etc..</p> <p>Cost of:</p> <p>PFSA-£35832</p> <p>HSLW-£26100</p> <p>Woodlands-</p> <p>PFSA travel cost £500</p> <p>PFSA mobile cost £200</p> <p>HSLW mobile cost £200</p> <p>PP Family support £6,400</p> <p>Free fruit for KS2 £4000</p>	<p><b>EEF- Well being &amp; Mental Health</b></p> <p>‘</p> <p><i>Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</i></p>	
<p>Financial support for families on PP to attend Residential trips.</p> <p>£15,000</p> <p>All pupils have access to, first hand experiences and wider opportunities and resources irrespective of their families financial status</p> <p>All pupils to have access to woodlands EYFS upwards-</p> <p>Woodlands activity staff are funded by PPG</p>	<p><b>EEF- Well being &amp; Mental Health</b></p> <p>‘</p> <p><i>Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</i></p>	

**Total budgeted cost: £ 215,685**