

Pupil premium strategy statement Holway Park CP 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	355
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 years 2024-2027
Date this statement was published Date this update was published	September 2024 February 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor	CofG

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£197540.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£31,000.00
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>	£228540.00

Part A: Pupil premium strategy plan

Statement of intent

High quality first teaching is still the top priority

Inclusion is essential and disadvantaged pupils progress and outcomes is an important contribution to inclusion.

Our three tier approach linking with EEF research

- High Quality First Teaching
- Targeted academic support
- Non academic support

The focus of our pupil premium strategy is to support disadvantaged pupils in their learning experiences and development of knowledge and skills. We have recognised that a significant number of pupils experience a cultural deprivation that can go hand in hand with financial deprivation but not exclusive to financial deprivation. Many do not have wider experiences out of school. We 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 and are referred to the attendance worker. The activities we have outlined in this statement are 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 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' learning, knowledge & skills development 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 and ongoing formative teacher assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure disadvantaged pupils are challenged in the work that they're set
- act to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary gap on entry. Poor early language skills, slow the progress in phonics, verbal acquisition, vocabulary, writing and key areas of development. Many children's communication is through screens-mobile phones, tablets or gaming. The social isolation of both parents and pupils during the pandemic has had lasting impact on communication skills.
2	Reading progress is also impacted on by the vocabulary gap, can be slower because many pupils come from homes less able to support and develop a positive reading culture. Many homes rely on screens for reading and do not have books or other reading material as an everyday resource.
3	Many pupils do not have access to resources and the wider experiences needed for a rounded education, for example visiting museums, libraries, galleries etc. This can also manifest itself in a lack of expectation within the family that a child can achieve academically.
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 low and therefore reduce their school hours and opportunities for learning. Some families do not appreciate the importance of regular attendance.
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
All pupils have access to high quality first teaching	Teachers assessment informs planning for next steps learning. Reading & Maths co-ordinators identify PP pupils with analysis of summative assessments. Majority of PP children are making progress in Reading & Maths
Desired outcomes:	Classes regularly visit the Somerset Museum and Taunton Library to support learning. Local weeks and Global weeks

<ul style="list-style-type: none"> • All pupils have access to, first hand experiences and wider opportunities and resources irrespective of their family's financial status • All pupils to have access to woodlands EYFS upwards- Forest School worker funded by PPG • Support for residential experiences 	<p>provide enrichment opportunities and expose pupils to wider aspirations.</p> <p>Classes to visit Taunton Library during the 24/25 academic year at least once</p> <p>Classes participate in community visits/walks</p> <p>Visits to local Care Homes</p> <p>Each Class has Forest School experience once each half term</p> <p>Classes have Read Alongside and Board games sessions each term.</p> <p>All pupils to have access to story telling & author visits</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. Employ ELSA, PFSA, Forest School Worker, pastoral worker</p>	<p>Sustain high levels of wellbeing</p> <ul style="list-style-type: none"> • pupil voice, • ELSA de brief sessions, • PFSA family support, • Trauma informed Key workers • pupil and parent surveys • teacher observations • Trauma informed key worker training
<p>Speech, Language and Communications Skills</p> <ul style="list-style-type: none"> ○ Speech & language Therapist employed from PPG & High Needs funding to support staff and pupil language development. ○ Occupational Therapist ○ Talk Boost Kits and CPD 	<p>Talk Boost CPD September 24</p> <p>Talk Boost intervention Groups in place- Autumn 24 in KS1- EYFS from November 24. Pupils will reach the expected level for the specific talk boost programme.</p> <p>Speech and Language care Plans updated</p> <p>OT care plans updated</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"> ○ intervention Sounds Write CPD ○ Pupils eligible for PPG make progress in line with their non-PPG peers. ○ Continue with 2 TAs funded through PPG. 	<p>Assessments and observations indicate significantly improved phonics acquisition and usage disadvantaged pupils.</p> <p>Improved outcomes in Phonics screening June 24 and June 25</p> <p>EYFS and KS1 are using SoundsWrite system</p> <p>Additional phonics intervention groups Y1 & Y2</p>
<p>Pupils enjoy reading and make good progress. 2023/24 Y4 & Y5 (current Y5 & Y6) cohorts were identified as suffering turbulence due to long term Sickness and recruitment issues.</p> <p>PPG funding used to support intervention teachers in the 24/25 academic year- Lightning Squad Reading Intervention-</p>	<p>24/25- Year 5 & 6 plus other PPG children across the school to access Lightning Squad interventions & Pixl interventions and making progress.</p> <p>Year 3 & 4 Reading Lightning Squad (PP paid TA)</p> <p>KS1- Lightning Squad groups making progress</p>

Majority of PPG Pupils' attendance and punctuality is not in the persistently absent group. Attendance Worker and PFSA – PPG funds	Pupils with previous poor attendance have been targeted for family support and improved attendance PP severely absent pupils received TAF/TAC, improvement notices, school attendance contracts.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Resources- £1500 + £1000 CPD- Talk Boost £1000 T4Writing CPD £4000 SALT- £3000 OT- £2000	EEF High Quality Teaching <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> <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>	

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

Budgeted cost: £126000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support for early language sessions, phonics sessions & Talk Boost- <i>TA support LKS2 Lightning Squad</i> £46,000</p>	<p>EEF Phonics <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> <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> <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> <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>Teacher for Lightning Squad Reading intervention- Teacher for Y6 Reading & Maths interventions Lightning Squad, PiXL Read & Maths £77000</p>	<p>EEF Phonics <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> <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</i></p>	

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<p>Widen pupils' cultural capital- Lyfta- Lyfta's storyworlds</p> <p>Lyfta Membership</p> <p>Their award-winning storyworlds present people, places and perspectives from around the world to show diverse cultures and ways of life in an authentic and relatable way.£3000.00</p>	<p>Lyfta storyworlds lift students out of their everyday surroundings with transformative opportunities to explore different countries, languages, cultures and lived human experiences from all around the world.</p> <p>Inside every Lyfta storyworld you can interact with 360° spaces, rich media, soundscapes and powerful documentaries.</p> <p>A two year academic study has shown that using Lyfta reduces social anxiety around meeting people from different backgrounds and identities.</p>	

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

Budgeted cost: £82536

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Worker</p> <p>PFSA- ELSA CPD</p> <p>£45666</p> <p>Trauma Informed CPD</p> <p>£1450</p>		

<p>Purchase of high quality texts- £750 Museum Membership £1000</p>	<p><i>One problem with developing vocabulary- Mary Myatt- The Teachers Collection</i></p> <p>We know that background knowledge makes all the difference to pupils' ability to comprehend new material. The solution to developing background knowledge is very often framed as learning vocabulary and spellings. Learning vocabulary and spellings are necessary, but not sufficient. A solution? What's one way to address this? Well it turns out that we all know more and remember more if we hear new information in a story. An interesting study just published by Science Direct, shows that even for undergraduates, outcomes are better if students are learning new concepts, including new vocabulary, in a narrative form.</p>	
<p>Woodlands/Forest School £11670 Family Support including clothing and uniform support- £2000 Provide fruit/snack & breakfast support £8000 Enrichment activities £12000</p>		

Total budgeted cost: £220036

Amended budget cost: £221036

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal progress data shows pupil premium pupils have made progress from their starting points. Years 2, 3 & 6 have a higher percentage making better progress.

We are still navigating the impact of the pandemic and teachers are still adapting learning for children still catching up on lost learning.

The legacy of Covid 19 pandemic particularly on language and communication is still impactful. Holway Park School has introduced programmes such as Talk Boost and Trauma Informed key strategies in response to the increased number of children starting school with speech and communication difficulties and mental health impacts of both the families and children.

With older pupils in the school the impact of communication and language is not only evident in children's speaking but also in their development of reading and writing skills which impacts across the whole curriculum. There is an expectation that teachers will still focus on developing fluency in foundational skills and knowledge such as composing simple sentences and correct pencil grip.

RBA pupil premium pupils had insufficient or very low starting points in literacy, this group made good progress during Reception although not a high percentage meeting the standard GLD.

Year 1 Phonics Screening- there has been a small improvement in the percentage of pupils meeting the national standard in the phonics screening 42% to 46%.

Year 6- Pupil Premium lower attaining pupils out-performed the Non-Pupil Premium lower attaining pupils in Reading and Maths combined. (FFT)

60% of reception pupils made good progress with Phonics

*Year 2 77% of pupil premium made good or better progress in Writing (Teacher assessment)
Year 2 53% of pupil premium made good or better progress in Reading (Teacher assessment)
Year 2 77% of pupil premium made good or better progress in Maths (Teacher assessment)*

Year 2- 75% of pupil premium made expected progress and 17% of pupil premium exceeded expected progress in Maths (Pixl)

Year 3- 82% of pupil premium made expected progress and 9% of pupil premium exceeded expected progress in Maths (Pixl)

Year 4- 14% of pupil premium made expected progress and 7% of pupil premium exceeded expected progress in Maths (PiXL)

Year 5- 55% of pupil premium made expected progress and 9% of pupil premium exceeded expected progress in Maths (PIXL)

Significant mobility across the school and staff long term illness had an impact on outcomes particularly when teachers employed to deliver Pupil Premium interventions needed to cover classes with teacher illness. Talk Boost materials although ordered halfway through the year

did not arrive until July so unable to implement this intervention programme during the 23-24 academic year.

Internal progress data from intervention sessions showed good progress within year.

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
Lightening Squad	FFT
PiXL Therapies	PiXL
SoundsWrite Synthetic Phonics	SoundsWrite