



Pupil premia strategy statement



Holybrook Primary School Pupil premia strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the **2021 to 2022 academic 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	Holybrook Primary School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1 st September 2021
Date on which it will be reviewed	31 st July 2022
Statement authorised by	Christabel Shepherd
Pupil premium lead	Chris Lloyd
Governor / Trustee lead	Roger Butterfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,090
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£181,780

Part A: Pupil premia strategy plan

Statement of intent

At Holybrook Primary School we use our Pupil Premium and Recovery grants to ensure that the needs of every individual learner can be met and that any barriers to education or development resulting from socio-economic disadvantage are identified and effectively addressed. In this way, we ensure that any difference in achievement and life chances between those children who are disadvantaged and other learners, is diminished and the doors of opportunity open to all our children.

We want our disadvantaged pupils to:

- Develop high levels of literacy, language and communication skills
- Attend school regularly
- Access a broad and balanced curriculum which helps them to secure deep, long-term learning
- Develop high levels of cultural capital
- Be supported and nurtured at home by parents who understand and are confident in addressing their child's needs.
- Demonstrate excellent levels of well-being

Challenges

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

Challenge number	Detail of challenge
1.	Poor levels of communication and oral language skills on entry, particularly as regards breadth of vocabulary.
2.	Poor phonics, leading to low levels of fluency in reading compared with their peers.
3.	Low levels of comprehension, deduction and inference compared to their peers.
4.	Low standards of development as regards verbal reasoning (linked to A, above), particularly in maths.
5.	SEND needs: 58% of pupils in receipt of the Pupil Premium are on the SEND register of which: i. 80% have a range of complex learning needs ii. 60% have speech and language difficulties

6.	Range of behavioural and emotional needs: 43% of PP pupils with SEND. Including attachment difficulties, struggles to maintain social relationships and regulating the emotions
7.	Low levels of resilience as a result of an embedded fear of failure amongst our PP pupils.
8.	Poor attendance and punctuality rates (30% of PP parents who are hard to reach parents)
9.	A significant number of parents/carers have limited knowledge and skills as regards how to support pupils' learning at home
10.	Limited range of experiences to support learning beyond the school day, during weekends and during holidays
11.	Lower levels of parental engagement with school (30% of PP parents who are hard to reach parents)
12.	Chaotic and impoverished home lives leading to difficulties with concentration and disruptive behaviour.
13.	Lack of parental aspiration (in a significant number of cases) and a home culture of low expectations.
14.	More able disadvantaged pupils have developed a fixed mind set during lockdowns/remote learning and, as a result are more passive and lack resilience when approaching cognitively challenging activities.
15.	Specific challenges identified through diagnostic/formative assessment relating to individual subjects re disadvantaged children after school/bubble COVID closures: <ul style="list-style-type: none"> • Spelling • Presentation and handwriting • Gross motor skills have not had the opportunity to develop • EYFS limited social interaction • Pupils' basic Art skills/dexterity are not on track

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. Disadvantaged children develop high levels of literacy, language and communication skills	PP pupils' language/communication deficits are identified early and show improved levels of oracy, increased confidence in communication and use of wider breadth of vocabulary
	Pupils' reading, phonics and writing fluency improves with outcomes in line with non-PP nationally including greater depth.

	Resources (Wellcomm, Clicker7, LEXIA etc) are well used to support pupil learning progress
	All lessons, learning environments and curriculum have a vocabulary focus
	PP pupils read daily at school and more regularly at home with increased skill and fluency (as evidenced by reading records, assessments) and develop a love of reading.
2. Disadvantaged children attend school regularly	Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally
	Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school
	Attendance action plans are in place for all identified pupils
	Bespoke support is provided for disadvantaged families as required
3. Disadvantaged children access a broad and balanced curriculum	Disadvantaged pupils demonstrate use of a growth mind-set and are effectively engaged and challenged in all lessons
	Essential/foundation concepts are taught and children work through well sequences with purposeful clearly reviewed curriculum plans and learning sequences
	Curriculum drivers prepare disadvantaged children for the next stages of their lives ensuring they make the most of educational and employment opportunities
4. Disadvantaged children develop high levels of cultural capital	Disadvantaged pupils' develop are provided with the opportunity through the Holybrook curriculum to be a well rounded global citizen
	Disadvantaged pupils' have fresh opportunities beyond their local environment and appreciate the world beyond.
5. Disadvantaged children are supported and nurtured at home by parents who understand and are confident in addressing their child's needs.	Parents feel involved in, and actively contribute to, the life of the school
	Parents are provided with regular and supportive communications to increase further engagement with learning
	Parents are better equipped to support their children's emotional needs and help them to regulate at home. Leading to less conflict in their home environment.
	Parents are provided with and sign posted to development and training opportunities which increase their self-esteem and employment opportunities.

6. Disadvantaged children demonstrate excellent levels of well-being	Pupils are supported make good decisions about their own health and wellbeing.
	Pupils are able to recognise personal issues in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources
	The curriculum promotes pupils' self-control, ability to self-regulate, and strategies for doing so
	Pupils are emotionally ready to access their learning
	In-school and community negative attitudes/stigma attached to mental health and wellbeing issues reduce
	Parents have access to a range of resources to support their child's well-being.
	The number of children requiring pastoral support reduces

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: £ 32,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ two p/t Speech and Language Therapists (£10,800 per year) to target disadvantaged pupils with communication and language deficits, working with these children fortnightly in order to improve language development, communication and oracy and provide support and training to staff.	Education Endowment Foundation – Oral Language Interventions - + 5/6 months All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).	1,2,3,4,5,10
Further develop and embed Talking School strategies at each key stage	Education Endowment Foundation – Staff Development and Deployment – +1months	1,2,3,4,5,10,15

	<i>It is widely accepted that CPD can play a crucial role in teacher development and that it can lead to improvements in teacher practice. Recent reviews have also suggested that CPD can have a significant effect on pupils' learning outcomes, and may well be a particularly cost-effective route in comparison to other interventions. Aside from pupil outcomes, high-quality CPD may also positively impact teacher-level outcomes, such as retention, confidence and knowledge.</i>	
Provide high quality 'teaching vocabulary' training for all new staff	Education Endowment Foundation – Oral language interventions +5 /6 months <i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i>	1,2,3,4,5,10,15
Vocabulary training for all staff targeted at enabling vulnerable /disadvantaged groups to access higher tiers of language	Education Endowment Foundation – Oral language interventions +5 /6 months <i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i>	1,2,3,4,5,10,15
Work with the English Hub to embed new phonics program	Education Endowment Foundation – Phonics + 4 months <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i>	1,2,3,4,5,10,15
Provide staff training via the English Hub on the teaching of early reading and embed the recommended teaching sequence to ensure that targeted disadvantaged children are taught reading, daily.	Education Policy Institute <i>Providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcome has shown.</i>	1,2,3,4,5,10,15

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

Budgeted cost: £ 98,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
To establish structured small group interventions, to support pupils who have fallen behind furthest to make accelerated progress towards their individual targets	<p>Education Endowment Foundation – Small group tuition– +3months</p> <p><i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</i></p> <p><i>‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</i></p>	2,3,4,5, 8,15
Fresh Start intervention in UKS2 for vulnerable/disadvantaged to fill gaps in phonics and catch up	<p>Education Endowment Foundation Fresh Start (FS) – +3months progress in Reading.</p>	2,3,4,8,15
Targeted phonics in small groups in KS1	<p>Education Endowment Foundation – Small group tuition– +3months</p> <p><i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</i></p> <p><i>‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.’</i></p>	2,3,4,8,15
1 to 1 reading for our vulnerable/disadvantaged pupils to take place for 30 minutes daily with skilled adults	<p>Education Endowment Foundation –One to one tuition. – +5months</p> <p><i>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</i></p>	2,3,4,8,15
Deploy Learning Mentor to deliver precision teaching for phonics and high frequency words to KS2 target group (disadvantaged).	<p>Education Endowment Foundation –One to one tuition. – +5months</p> <p><i>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</i></p>	2,3,4,8,15
Deploy 2 skilled Teaching Assistants to run phonics interventions for PP pupils in Reception.	<p>Education Endowment Foundation summary of recommendations (Improving Literacy in Key Stage 1).– +5months</p> <p><i>‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.’</i></p>	2,3,4,8,15

Provide designated, highly qualified and skilled KS2 teachers (including highly skilled, Deputy Head Teacher) to teach English and Maths daily to identified vulnerable groups (mainly PP pupils) in, Year 6.	Education Endowment Foundation – Small group tuition– +3months <i>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</i> <i>‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</i>	2,3,4,8,15
Embed LEXIA for use with Y1 upwards both at home and at school. Deploy skilled TA for 1:1 work with PP pupils daily.	Brooks’s What Works for Literacy Difficulties? <i>‘Three studies (Norfolk, York, Cumbria) were based on the computer-installed system. Norfolk and York showed useful to substantial gains in comprehension, Cumbria demonstrated useful gains in reading accuracy, and York and Cumbria showed useful gains in spelling. A project in Darlington using the web-based system showed a useful gain in reading.</i> <i>EEF Impact Report due Autumn 2021</i>	2,3,4,8,15
WELLCOMM Primary purchased and training delivered in order to identify children throughout school (including new starters) who have language deficit	Education Endowment Foundation – Early Language Development: – +5months <i>Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds.</i> <i>Oral Language Interventions of this nature have been identified to have potential gains in progress of +5months by the EEF.</i>	2,3,4,8,15

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

Budgeted cost: £ 68,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop and embed zones of regulation approaches across the school.	Education Endowment Foundation – Metacognition and self-regulation – +7months <i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</i>	6,7,12,14

	<i>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	
Continue to identify pupils who would benefit from weekly mentoring through school referral and assessment processes	Education Endowment Foundation – Behaviour Intervention - +3 months <i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	6,7,8,12,14
Weekly mentoring sessions with Learning Mentors	Education Endowment Foundation – Mentoring - 0 months <i>Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour</i>	6,7,8,12,14
Further develop the pastoral support section of the website to include resource and resources for support	Education Endowment Foundation – Self-regulation – +7months <i>Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</i> <i>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	6,7,8,9,10,11,12,13,14
Embed and extend the Chatter Box system for pupils to self-refer when they are feeling emotionally vulnerable	Education Endowment Foundation – Mentoring - 0 months Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.	6,7,8,12,14
Resources about wellbeing including Zones of Regulation shared with staff and parents	Education Endowment Foundation – Metacognition and self-regulation – +7months <i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</i> <i>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	6,7,8,9,10,11,12,13,14
Extend the range of ‘pop-up’ parental engagement/after-school activities.	Sutton Trust – Parental Engagement Network - PEN <i>The analyses showed a significant effect of the intervention on the children’s Home Learning Environment scores, suggesting that the PEN programme positively influenced parental support for home learning.</i>	6,7,8,9,10,11,12,13,14

	Almost all the staff (94%) said they had gained confidence and skills in working with parents through the training and implementing the project	
Further develop Stay and Play sessions for parents of pupils in Foundation Stage - targeting disadvantaged.	Education Endowment Foundation – Parental Engagement - +3months <i>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</i>	6,7,8,9,10,11,12,13,14
Work with the Lollipop Scheme to develop a Baby and Toddler group, weekly, targeting disadvantaged families	Education Endowment Foundation – Parental Engagement - +3months <i>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</i>	6,7,8,9,10,11,12,13,14
Introduce NEESIE classes for mothers of disadvantaged pupils	Education Endowment Foundation – Parental Engagement - +3months <i>Running parent workshops (about £80 per session) and improving communications between parents and school (Texting Parents costs about £6 per year per pupil) are relatively cheap, while intensive family support programmes with specially trained staff are more costly.</i>	6,7,8,9,10,11,12,13,14
Continue to reward and celebrate with parents and children - attendance Rewards to include Most Improved, punctuality awards which will be targeted mainly at disadvantaged families	The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i> <i>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</i>	8 & 11
Parental workshops run to promote attendance as school starts	Education Endowment Foundation – Parental Engagement - +3months <i>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.</i>	8 & 11

<p>Attendance action plans are in place for all identified pupils</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i></p> <p><i>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</i></p>	<p>8 & 11</p>

Total budgeted cost: £ 198,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Reference 2020-21 report

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds
Maths Mastery	White Rose Maths Hub

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.