

Pupil premium strategy statement

School overview

Metric	Data
School name	Holymead Primary School
Pupils in school	607
Proportion of disadvantaged pupils	103
Pupil premium allocation this academic year	Anticipated 2023-2024 is £149,865.00 Recovery Pupil Premium is £11,527.50 = Total £161,392.50
Academic year or years covered by statement	2023-24
Published date	21.9.23
Reviewed date	28.09.24
Statement authorised by	Andrew Jones
Pupil premium lead	Jo Head and Steph Hughes
Governor lead	Sam Goss

Disadvantaged pupil progress scores for last academic year -2022 whole school

Measure	Score- 2022 2023 progress data not yet published
Reading	0.6
Writing	1.4
Maths	-1.5

Strategy aims for disadvantaged pupils- Teaching

Measure	Score- 2022 and 2023 for PP pupils
Meeting expected standard at KS2	<p>PP</p> <p>Reading 2022=64%, 2023=71% 2024</p> <p>Writing 2022=41%, 2023=77% 2024</p> <p>Maths 2022=41%, 2023=47% 2024</p>
Achieving high standard at KS2	<p>PP</p> <p>Reading 2022=14%, 2023=29% 2024</p> <p>Writing 2022=5%, 2023=6% 2024</p> <p>Maths 2022=0%, 2023=6% 2024</p>
Measure	Activity- whole school QFT for all
<p>Priority 1</p> <ul style="list-style-type: none"> Raising attendance of PP pupils. Reducing persistent absenteeism (<90%) amongst PP pupils. 	<p>Training for new Attendance Officers (DHTs)</p> <p>Embed new systems for tracking and monitoring attendance.</p> <p>Family Link Workers to engage with parents.</p> <p>Incentives introduced for individual pupils where this is considered appropriate.</p> <p>Attendance Officers and FLW's to research strategies for improving attendance.</p>
<p>Priority 2</p> <p>Ensure PP pupils have access to extracurricular activities.</p>	<p>Club Leaders to follow systems to prioritise PP pupils when allocating places to school clubs.</p> <p>Teachers, FLW, DHTs to identify opportunities for PP pupils.</p> <p>Teachers, FLW, DHTs to support PP pupils and /or parents in overcoming barriers to participation in extracurricular activities (including financial support where possible and appropriate).</p> <p>Music Leader to support staff in identifying PP pupils with an interest in learning a musical instrument and putting support in place for these pupils.</p>
<p>Priority 3</p> <p>Improve Reading and Writing outcomes for PP pupils in EYFS and KS1.</p>	<p>EYFS focus on Speech Communication and Language.</p> <p>EYFS and KS1 ensure effective delivery of Unlocking Letters and Sounds.</p> <p>Continued support for ULS in KS2 from KS1 English Leaders.</p> <p>Monitor ULS interventions in KS2- training for LSAs.</p> <p>KS2 English leader non-contact and training time. KS1 English leader time to support implementation in KS2.</p> <p>KS2 staff identify and track progress of pupils who did not meet the threshold in KS1 Phonics Screening.</p> <p>NTP in KS1 in Terms 1 and 2.</p>
<p>Priority 4</p>	<p>Staff Meeting in T1 to introduce new structure for Maths Lessons.</p>

<p>Improve progress of PP pupils in Reading Writing and Maths in KS2.</p>	<p>HLTA delivers Maths Catch Up interventions (groups and individuals) Assessment materials (Nfer) KS2 Maths Leader time out of class to research new strategies for teaching and learning. KS2 Maths Leader research and consider CPD for staff. Assessment Leader and Maths Leader to track attainment and progress of GDS and HA (EXS targeted for GD). Core Visit Focus Peer 2 Peer Visit focus for S3 Headteachers' Cluster Group</p>
<p>Barriers to learning these priorities address</p>	<p>Ensures disadvantaged pupils have firm foundations in the core subjects (English and Maths) to be able them to make good progress across the curriculum.</p>
<p>Actual Spend</p>	<p>£29,554.21</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>KS1 PP Pupils: increase number of pupils achieving EXS at end of Y2 compared to GLD at end of EYFS.</p> <p>KS2 PP Pupils: increase number of pupils achieving EXS/GDS at end of Y6 compared to GLD at end of EYFS and EXS/GDS at end of Y2.</p> <p>Close the gap in attainment between PP and Non PP.</p>	July 2024
Progress in Writing		July 2024
Progress in Mathematics		July 2024
Phonics	<p>Y1 PP Pupils: increase number of pupils meeting threshold compared to GLD in EYFS.</p> <p>Close the gap in attainment between PP and Non PP.</p>	July 2024

Targeted academic support for current academic year

Measure	Activity- group and individual
<p>Priority 1</p> <ul style="list-style-type: none"> Raising attendance of PP pupils. <p>Reducing persistent absenteeism (<90%) amongst PP pupils.</p>	<p>Attendance team monitor attendance of individual pupils, FLW discussing attendance with parents of individual children. Through tracking of individual pupil attendance, letters, attendance meetings to take place as required.</p> <p>EYFS/Yr 1 and Yr 2 pupils and parents to be invited to stay and play sessions.</p> <p>New LSA (Mr Ahmed) to work with targeted individuals to engage with sports activities.</p> <p>Year 5 and 6 pupils work with South Bristol Youth for trips and workshops.</p>
<p>Priority 2</p> <p>Ensure PP pupils have access to extracurricular activities.</p>	<p>In KS1 and KS2, teachers/DHT to encourage specific PP pupils to take up after school clubs.</p> <p>Target PP parents to help with in school activities and trips.</p> <p>Target specific PP pupils to represent the school in sports events.</p>
<p>Priority 3</p> <p>Improve Reading and Writing outcomes for PP pupils in EYFS and KS1.</p>	<p>LSAs deliver 1:1 specific ULS interventions identified by regular assessment in EYFS and Yr 1. Use Yr 1 PSC to target in school programme of support for Yr 2 who need Ph 3 and 5. EYFS and KS1 group reading linked to ULS. Guided reading in Yr 2 to develop comprehension strategies. KS1 free book scheme with reading teacher. KS1 in school tutor for Speech and Language support. Targeted PP pupils to take part in love of reading group.</p> <p>Yr 1 using locality project based upon engaging and motivating lowest 20% of writers to also be implemented in Yr 2 for PP pupils who arrive at school mid-year. Yr 2 Mighty Writer sessions for pupils not at ARE for writing. Drawing club, Helicopter stories and poetry basket in EYFS to engage pupils is story-telling.</p>
<p>Priority 4</p> <p>Improve progress of PP pupils in Reading Writing and Maths in KS2.</p>	<p>Use Yr 2 PSC recheck to target in school programme of support for Yr 3 who need phonics. Yr 3 follow no nonsense spelling and interventions. Intervention groups in KS2 including Nessy. 1:1 readers, comprehension groups and inference groups with LSAs. Targeted PP pupils to take part in love of reading group. KS2 DHT has selection of high interest novels for pupils to borrow to develop a love of reading. Performance Management action for all</p>

	<p>staff related to developing a love of reading for disadvantaged pupils.</p> <p>Spelling and handwriting interventions through assembly groups. High interest texts for English lessons chosen to engage pupils. Guided writing and modelled writing sessions with targeted pupils as part of the English Lessons.</p> <p>PP children targeted for targeted work with class teacher during the English lesson.</p> <p>Performance Management action for all staff related to ensuring accelerated progress for PP children in writing.</p> <p>Small group basic Maths Skills Group working with TA.</p> <p>TA training through the Maths hub for those identified as supporting children in Maths</p> <p>Small group Maths tuition with in-school tutor.</p> <p>Small group keep-up sessions run by teachers during assembly time unpicking misconceptions.</p> <p>Return to setting for maths to ensure appropriate challenge and support for pupils.</p> <p>Change to structure in Maths lessons to allow appropriate adapted teaching.</p> <p>Times tables focus in lessons. Parents invited for Times Tables Rock Stars sessions in at the end of the school day to raise the profile of times tables and support the link with home.</p>
<p>Barriers to learning these priorities address</p>	<p>Addresses reluctance to read by creating a love of reading, being able to access text and read with understanding.</p> <p>Addresses gaps in maths learning due to lack of early years' mathematical development before school age and as a consequence of lockdowns.</p> <p>Identify pupils for in-school catch up support.</p>
<p>Actual spend</p>	<p>£122,716.96</p> <p>Including £11,527.50 Recovery Pupil Premium Grant (not to be used for NTP school portion but rather to be spent on additional support eg phonic/maths interventions.)</p>

Wider strategies for current academic year

Measure	Activity
Priority 1 <ul style="list-style-type: none"> • Raising attendance of PP pupils. • Reducing persistent absenteeism (<90%) amongst PP pupils. 	Training for new Attendance Officers (DHTs) Embed new systems for tracking and monitoring attendance. Family Link Workers to engage with parents. Incentives introduced for individual pupils where this is considered appropriate. Attendance Officers and FLW's to research strategies for improving attendance.
Priority 2 Ensure PP pupils have access to extracurricular activities.	Club Leaders to follow systems to prioritise PP pupils when allocating places to school clubs. Teachers, FLW, DHTs to identify opportunities for PP pupils. Teachers, FLW, DHTs to support PP pupils and /or parents in overcoming barriers to participation in extracurricular activities (including financial support where possible and appropriate). Music Leader to support staff in identifying PP pupils with an interest in learning a musical instrument and putting support in place for these pupils.
Actual spend	£18,380.96

Total actual spend for 2023/24	£170,652.13
---------------------------------------	--------------------

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Time to train new staff in phonic schemes and Maths resources.</p> <p>Time-table for subject leaders to be able to monitor and support staff.</p>	<p>Support ECTs with phonic training.</p> <p>INSET days to train teachers in QFT strategies.</p> <p>Non-contact time for subject leaders to review Guided Reading/Class book outcomes.</p>
Targeted support	<p>Space to be able to run interventions.</p> <p>Missing class work to do an intervention.</p>	<p>Use corridor, tables in hall, resources rooms etc.</p> <p>Careful organising of TT along with CTs so pupils not always missing same lessons.</p>
Wider strategies	<p>Engaging families in difficult circumstances and overcoming barriers to bringing children to school.</p>	<p>Signpost parents to suitable external agencies for help.</p> <p>Support parents and make them aware of how much their child is missing out if they don't attend school.</p>

Review: last year's aims and outcomes 2022-23

Aim	Outcome
<p>Reading</p> <p>KS1 pupils to achieve slightly above national outcomes.</p> <p>KS2 pupils to achieve above national outcomes.</p>	<p>In EYFS and KS1, the new group reading system from ULS is developing comprehension of texts alongside decoding skills.</p> <p>New staff in KS2 have observed good practice in Guided Reading and observations show GR is having a good impact on developing higher order reading skills.</p> <p>In EYFS and KS1 the Group reading books are linked to ULS and pupils are enjoying the newly purchased books.</p> <p>In KS2 as well as 1:1 readers for PP pupils there are comprehension and inference groups with LSAs.</p> <p>Pupils enjoy being part of our free book scheme and love of reading groups. Following the success of the previous visit to Waterstones Bookshop, the Reading Teacher took a group of children again this year to buy books for themselves and</p>

	<p>the school. They talk enthusiastically about reading and read for pleasure. The after school Reading Club continues to be popular.</p> <p>Speech and language support has been provided by in-school staff using S&L therapists' input as early language development, especially pre-school, has clearly been affected by Covid.</p> <p>Reading:</p> <p>All Pupils KS1 71% (72%) PP KS1 60%</p> <p>KS2 SATs Pupils at EXS All Pupils 80% PP Pupils 71%</p> <p>KS2 SATs Pupils at GDS All Pupils 34% PP Pupils 29%</p>
<p>Writing</p> <p>KS1 and KS2 pupils to achieve slightly above national outcomes.</p>	<p>Pupils use their phonetic knowledge to sound out and write. Phonic lessons obviously teach writing alongside reading as part of the ULS SSP. Interventions and 1:1 tutoring have had an impact on PP children's confidence and outcomes in writing.</p> <p>The established approach to writing using good quality texts as the stimulus is having a positive effective on writing throughout the school.</p> <p>Writing:</p> <p>All Pupils KS1 61% (62%) PP KS1 40%</p> <p>KS2 SATs Pupils at EXS All Pupil 81% PP Pupils 77%</p> <p>KS2 SATs Pupils at GDS All Pupils 18% PP Pupils 6%</p> <p>EGPS (SPAG) KS2 SATs Pupils at EXS All Pupil 82% PP Pupils 82%</p> <p>KS2 SATs Pupils at GDS All Pupils 35% PP Pupils 24%</p>
<p>Maths</p>	<p>INSET training and monitoring has improved QFT.</p>

KS1 and KS2 pupils to achieve slightly above national outcomes.

The Assessment and Maths Leaders have tracked the attainment and progress of GDS and HA (EXS targeted for GD). Through observations, Peer to Peer observations and Local Authority visits they have seen an improvement in the teaching of maths. In particular, it has been noticed that pupils are getting onto higher level challenges more quickly. Where the expectations were not high enough in one year group this was picked up by the maths leaders and fed back to the teachers who have raised expectations and pupils are now working at a more challenging level.

Y3 and Y4 teachers met to set expectations for times tables. Y3 have been supporting pupils not fluent in expected times tables to get ready for the Y4 MTC.

NTP tutoring took place in terms 1-4 with positive results. As funding had been used up pupils were moved to Numicon and Mathemagicians. The latter has been revised and the assessments changed so development in maths skills can be seen.

1:1 and small group Maths tuition in KS2 continues as the school has employed the tutor on a permanent basis. The focus has been on Y6 PP pupils needing to close the gap. In term 6 the focus is Y3.

KS2 Maths Leader has delivered 2x Y6 GD maths groups once a week and the pupils have found this extremely helpful in unpicking challenging word problems. When told they wouldn't need to come to the group on the afternoon of SAT's week all the children were so disappointed that the teacher ran the session anyway and they were excited to attend; demonstrating a real love of maths!

Maths:

All Pupils KS1 71% (72%)

PP KS1 50%

KS2 SATs Pupils at EXS

All Pupil 68%

PP Pupils 47%

KS2 SATs Pupils at GDS

All Pupils 14%

PP Pupils 6%

<p>Phonics</p> <p>Achieve above national average in phonic check and 94% cumulative by end of Y2 re-check.</p>	<p>New SSP started in January 2022 in YR.</p> <p>During 2022- 2023 Unlocking Letters and Sounds (ULS) became embedded in YR-Y2 and was rolled out into KS2.</p> <p>There has been INSET training and several staff meetings for the whole school. The whole school have assessed pupils' phonic knowledge using the same system and used this to initiate interventions.</p> <p>KS2 staff have identified and tracked progress of pupils who did not meet the threshold in KS1 Phonics Screening. Interventions have been put in place.</p> <p>The phonic leader met with KS2 LSAs to train them using the ULS interventions and returned to observe and coach throughout the year. Y3 and Y4 have dedicated phonic teaching for groups who need it and use No-nonsense spellings to teach pupils as they move on.</p> <p>Phonic Check outcomes: Y1 83% PP Y1 64% Y2 recheck 38% Y2 PP recheck 50% Cumulative by end of KS1 91% PP Cumulative by end of KS1 80%</p>																
<p>Attendance</p> <p>Increase % of PP pupils attending to 93.5% ie pre-Covid levels</p>	<p>FLW and other staff have built good relationships with parents to help them see the importance of attendance.</p> <p>Teachers are talking to parents about the need for good attendance and letters are sent home where there are concerns.</p> <p>Worked with small number of individuals with the EWO and/or social services has led to all pupils re-engaging with full time education. Where necessary parent agreements are drawn up with the EWO and legal action is used (although rarely) to ensure pupils attend regularly.</p> <table border="1" data-bbox="687 1727 1398 1995"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>95.55</td> <td>93.61</td> <td>95.95</td> </tr> <tr> <td>2021-22</td> <td>93.9</td> <td>91.33</td> <td>94.46</td> </tr> <tr> <td>2022-23</td> <td>94.05</td> <td>91.43</td> <td>94.65</td> </tr> </tbody> </table>		All Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	2018-19	95.55	93.61	95.95	2021-22	93.9	91.33	94.46	2022-23	94.05	91.43	94.65
	All Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils														
2018-19	95.55	93.61	95.95														
2021-22	93.9	91.33	94.46														
2022-23	94.05	91.43	94.65														