Pupil premium strategy statement

School overview

Metric	Data
School name	Holymead Primary School
Pupils in school	605
Proportion of disadvantaged pupils	113
Pupil premium allocation this academic year	2021-2022 is £141,225.00 Carry forward (from 2020-21) £3,947.95 Recovery PP is £15,660.00
Academic year or years covered by statement	2021-2022
Publish date	21.7.21 updated 3.12.21
Review date	21.7.22
Statement authorised by	Kate Slatcher
Pupil premium lead	Andrew Jones and Jo Head
Governor lead	Phil Wright

Disadvantaged pupil progress scores for last academic year -2019

Measure	Score- 2019
Reading	**1.67**
Writing	**2.37**
Maths	**-1.02**

Strategy aims for disadvantaged pupils- Teaching

Measure	Score- 2019
Meeting expected standard at KS2	**Reading 67% Writing 67% Maths 67% RWM 57%**
Achieving high standard at KS2	**Reading 5% Writing 19% Maths 5% RWM 0%**

Measure	Activity
Priority 1 Phonics and spelling	Ensure all relevant staff are competent and confident in delivering the current phonic scheme, Letters and Sounds. Identify, purchase and implement new SSP programme- English leader non-contact and training time.

	Ensure Y2 and Y3 teachers plan and use No-nonsense spelling scheme. KS2 staff identify, track and support progress of pupils who did not meet the threshold in KS1 Phonics Screening.
Priority 2 Reading	Implement the revised Guided Reading system in KS1. In KS2 review the impact of Guided Reading and whole class readers and ensure any necessary changes are put in place. KS2 staff identify, track and support progress of pupils who did not meet the threshold in KS1 Phonics Screening.
Priority 3 Maths	Use school's progression in calculation and selected parts of White Rose Maths and Busy Ants schemes to identify and address gaps in maths and develop depth of understanding in the four rules. Ensure daily arithmetic continues in all classes. Use DART to address misconceptions.
Barriers to learning these priorities address	Ensures disadvantaged pupils have firm foundations in English and Maths to be able to expand their learning and make good progress. Identify pupils for the National Tuition Programme and in-school tutoring. Monitor impact.
Projected spending	£34,107.00+ £3,947.95 +£620.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average outcomes in KS1 and slightly above in KS2. Increase the percentage of pupils reaching EXP at the end of KS2 compared to the percentage who reached EXP in their KS1 SATs, by 5%	July 2022
Progress in Writing	Achieve national average outcomes in KS1 and KS2. Increase the percentage of pupils reaching EXP at the end of KS2 compared to the percentage who reached EXP in their KS1 SATs, by 5%	July 2022
Progress in Mathematics	Achieve national average outcomes in KS1 and slightly above in KS2. Increase the percentage of pupils reaching EXP at the end of KS2 compared to the percentage who reached EXP in their KS1 SATs, by 7%	July 2022
Phonics	Achieve national average in phonic check and 98% cumulative by end of Y2 re-check.	July 2022
Other	Increase % of PP pupils attending to 94.5% (was 92.32% T1-2 2020 ie not during a lockdown)	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Phonics	Deliver Direct Phonics in Y1, Y3 and Y4. Catch up/ Recovery in-school tutor for Y1 phonic groups for Phase 2,3 &5. Use Y1 Phonic Check to target in-school programme of support for Y2 who need Phase 3&5. Use Y2 Phonic Re-check to target in-school programme of support for Y3 who need phonics. Y3 follow No-nonsense spelling. Intervention groups in KS2 use Nessy.

Priority 2 Reading	EYFS –follow NELI programme. Revise Reading Pets. KS1- Reading Recovery and BRP programme including 1:1 Catch up/Recovery tutor. Reading Protocol, Love of Reading groups. KS1 and KS2 Free Book Scheme with Reading Teacher. KS1 in-school tutor for Speech and Language support KS2- 1:1 readers; comprehension groups and inference groups with LSAs. Y5 disadvantaged boys' love of reading group. National Tuition Programme (NTP) in KS2 for Reading and Writing
Priority 3 Maths	Revised Mathemagicians in-school programme for KS1, develop into KS2- train LSAs. Numicon to support low ability in KS1 and 2. Precision maths strategy with individuals- lots of repetition and embedding basic concepts. 1:1 and small group Maths tuition with in-school tutors and NTP tutors in KS1 and KS2 Rapid response- unpicking misconceptions on individual basis.
Barriers to learning these priorities address	Addresses reluctance to read by creating a love of reading, being able to access text and read with understanding. Addresses gaps in maths learning due to lack of early years mathematical development before school age and as a consequence of lockdowns.
Projected spending	£101,218.00 Plus £15,040.00 for Recovery PP

Wider strategies for current academic year

Measure	**Activity**
Priority 1	FLW engaging families by building relationships. Supporting families to access support and external agencies. Inclusion forum- safeguarding team discusses the Vulnerable Pupils' list to identify need and therefore be able to provide targeted support to families.
Priority 2	FLW and Head teacher work with Educational Welfare Officer to support families with attendance.
Barriers to learning these priorities address	Addresses poor attendance so pupils are in school regularly and able to access learning.

Projected spending	£5,900.00

Monitoring and Implementation

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

Review: last year's aims and outcomes

Aim	Outcome
Click or tap here to enter text.	See previous year's document 2020-21
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.