

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Holymead Primary School				
Academic Year	2017-18	Total PP budget	£134,160	Date of most recent PP Review	10/17
Total number of pupils	600	Number of pupils eligible for PP	110	Date for next internal review of this strategy	09/18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2% achieving national standard or above in reading, writing and maths	31%	
% achieving the national standard or above in SPAG	62%	
Progress measure in reading		
Progress measure in writing		
Progress measure in maths		
KS1% achieving national standard or above in reading, writing and maths	55%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	PP pupils (especially PP boys) display lack of engagement in/and/or opportunities for reading.	
B.	PP pupils who achieved Level 2c/2b at end of KS1 lack the basic maths skills to achieve the national standard at end of KS2.	
C.	PP pupils (especially boys) enter KS1 below expectation because of low starting points.	
D.	PP pupils (especially boys) not interested in reading, writing or maths and therefore not meeting expectations at the end of KS1	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Lack of parental support for PP pupils in their learning.	
F.	Mental health and wellbeing of PP pupils (and their parents/carers).	
G.	PP pupils have limited opportunities to engage in extracurricular activities.	

H.	PP pupils (especially boys) enter YR with poor starting points e.g. poor oral skills, poor physical skills, can't sit still, don't want to listen	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Increase number of PP pupils who achieved Level 2c/2b at end of KS1 in reading achieve the national standard at end of KS2.</p> <p>Increase number of PP pupils achieving at least EXS in RWM combined at the end of KS2.</p>	<p>At least 71% (10/14) of Pupil Premium pupils achieve the expected standard in RWM combined at the end of KS2 2016-17.</p> <p>All pupils who attained a 2B at the end of KS1 meet the National standard at the end of KS2.</p> <p>64% of PPM pupils achieve EXS in RWM combined.</p>
B.	<p>Increase number of PP pupils who achieved Level 2c/2b at end of KS1 in maths achieve the national standard at end of KS2.</p> <p>Increase number of PP pupils achieving at least EXS in RWM combined at the end of KS2.</p>	<p>At least 79% (11/14) of Pupil Premium pupils achieve the expected standard in RWM combined at the end of KS2 2016-17.</p> <p>All pupils who attained a 2B at the end of KS1 meet the National standard at the end of KS2.</p> <p>64% of PPM pupils achieve EXS in RWM combined.</p>
C. D. E.	PP pupils more engaged in reading in school and at home.	<p>PP Library clubs take place in Years 3, 4 and 5.</p> <p>Year 6 PP Boys Reading group in Term 2.</p> <p>Reading diaries for PP pupils are checked and updated regularly.</p> <p>PP pupils at risk of not achieving expected outcomes receive 1:1 reading support in KS1.</p> <p>PP Pupil survey shows increased levels of engagement in reading.</p>
F.G.	Improve the emotional wellbeing of PP pupils (helping them focus on learning).	<p>Learning Mentor/Family Link Worker employed to support pupils and their families' emotional needs.</p> <p>Attendance rates for PP pupils remain in line with non PP pupils. Outcomes for PP pupils improve.</p> <p>PP pupils receive financial support to access trips, visits, clubs and residential visits.</p>
H.	Increase the number of PP pupils leaving the Early Years with a Good Level of Development by engaging parent/carers in their child's education.	At least 40% of PP pupils to achieve GLD by the end of YR. Parents of PP pupils are more engaged and participate in school and home learning.

E.H.	Increase the number of PP pupils achieve the national standard in R,W,M in KS1.	50% of PP pupils to achieve national expectation in Reading. 40% of PP pupils to achieve national standard in writing. 40% of PP pupils to achieve national standard in Maths. 40% of PP pupils to achieve EXS in RWM combined.
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5. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment in Reading, Writing and Maths.	Focus on monitoring the quality of teaching of writing in Year 4 and supporting teachers in Year 5 in bringing the % of pupils working at EXS to at least in line with national outcomes.	Outcomes in writing were significantly lower in Year 4 compared to other year groups in KS2 in 2016-17.	Lesson observations in Year 4 Term 2. Book scrutiny in Year 4 Terms 2, 3, 4. Book scrutiny in Year 5 Terms 2, 3, 4. Pupil progress meeting Terms 2, 4 and 6.	KS2 English SL	July 2018
	Focus on monitoring the quality of teaching Maths in Year 1. Support teachers in Year 1 in increasing the % of pupils working at EXS. Use of Maths skills tracker and arithmetic test to monitor and address gaps in arithmetic skills.	Outcomes in Maths were significantly lower in Year 1 compared to other year groups in 2016-17.	Book scrutiny in Terms 2, 3 and 4. Pupil progress meetings in Terms 2, 4 and 6. Lesson observations in Terms 2, 3 and 4.	Maths SL KS1 DH	

Total budgeted cost					£24,705.95
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes at end of KS2 in maths.	Rapid response intervention in Years 3, 4, 5 & 6. One to one tuition in Years 3, 4, 5 and 6.	Interventions based on the Shanghai Maths model. This model has been championed by the DfE over the last few years. Some of the students need targeted support to catch up. 1:1 tuition has been independently evaluated and shown to be effective in both our school and other schools.	Timetables organised to ensure staff delivering provision have sufficient preparation and delivery time. Impact of Rapid Response intervention monitored by maths leader. Impact of 1:1 tuition monitored by assessment leader.	Maths Leader DHT KS2	T2 T4 T6 2017-18
Improved outcomes at end of KS2 in reading.	One to one reading support delivered by HLTA/LSAs,	Some of the students need targeted support to catch up. 1:1 tuition has been independently evaluated and shown to be effective in other schools. Our own data provides evidence of the impact of 1:1 reading support used at our school.	Timetables organised to ensure staff delivering provision have sufficient preparation and delivery time. Impact of reading interventions monitored by assessment leader using pre and post assessment data. All reading intervention to be observed by SENCO, RR teacher, and feedback given.	SENCO RR Teacher DHT KS2 DHT KS1	T2 T4 T6 2017-18

Improved outcomes at end of KS1 in reading	Majority of EYFS pupils to have received the A-Z reading and writing intervention by the end of EYFS. Reading Recovery in Y1. BRP in Y1 and Y2. 1:1 reading.	Students are identified in Y1 for the RR programme. PP are prioritised. Evidence shows it allows pupils to bridge the gap.	From Term 2, each FS class will deliver the A-Z intervention program to selected pupils. PP LSA will deliver A-Z intervention to pupils during EYFS. Children are selected for the RR programme through a set criteria. The programme rigorously monitors and track pupils through KS1 and KS2. They are also internally tracked by assessment lead. RR teacher is assessed yearly by the programme. Children having received RR are then provided with at least 1 round of BRP to ensure continued progress. Yr 1 pupils will be selected for BRP during Term 3.	RR teacher DHT KS1	T2 T4 T6 2017-18
Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	End of KS1 data showed that 95% of pupils 2015-16 passed the phonic check. Above national. Tracking shows interventions impact on pupil outcomes.	Pupils are tracked in Y1 and Y2. They are tested in T2, T3 and T4 to assess progress. Dedicated LSA timetabled in Y2 to deliver phonic interventions.	DHT KS1	T2 T3 T4 T5 2016-17
Improved outcomes at end of KS1 in writing	Rapid Write in Y2	Internal data shows that RW allows the 'gap' to be narrowed between pupils that are age related and those that aren't.	EYFS and Y1 data will be used to identify individuals for the intervention. Pre and post assessment data will be used to monitor progress.	DHT KS1 English lead KS1	T1, T2, T3, T4 T5, T6
Improved outcomes at end of KS1 in maths	Maths intervention groups. Numicon intervention. Maths skills tracker sheet used in Yr 1. Arithmetic test in Yr 1.	Internal data shows that Numicon is good at identifying gaps in children's learning and then addressing those 'gaps'. The maths intervention groups will partially use the Shanghai same day intervention method which has been successfully trialled in KS2.	Numicon has a structured programme which is overseen by the Maths lead. Pupils are tracked regularly. KS1 DH to work with Maths SL to ensure Numicon is being used as an in class support strategy and an intervention strategy for PP children in EYFS and KS1. KS1 DH and Maths SL to ensure Arithmetic test and Maths skills tracker sheet is used in Yr 1.	DHT KS1 Maths lead	T2, T4, T6

Improved outcomes at end of EYFS	1:1 support for PP pupils.	National and school evidence shows that PP pupils, particularly boys are entering Reception behind their peers, especially in reading, writing and maths.	EYFS lead is to work closely with a dedicated LSA in YR to provide tailored interventions for PP to meet their needs and bridge the 'gap'. Evidence is monitored regularly to ensure progress. PP LSA to provide targeted in class support in English and Maths. Interventions such as A-Z and Numicon will be provided. Yr 1 PP LSA to follow this model of support for Yr1 PP children.	EYFS lead KS1 DHT	Ongoing monitoring and assessment.
Total budgeted cost					£70,782.37
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased levels of engagement in reading.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional support. Boys PP reading intervention in Year 6. PP Library clubs in Years 4&5. Increase in 1:1 Reading support. PP pupils targeted for additional phonic support in KS1. They may also receive extra reading, BRP and Reading Recovery. PP pupils to receive free books throughout the year. EYFS PP children have story book learning pack lending scheme.	We had previously used a similar model of leadership to address poor levels of attainment in boys' writing. This model of distributive leadership coupled with a macro management approach had achieved very positive results. There is a long established tradition of extra reading support to help bridge the 'gap', from all staff in KS1. Evidence shows impact.	Performance Management target setting. PM mid-term reviews. Regular reviews at staff terms each term. Pupil progress meetings in terms 2, 4 and 6.	HT DHT KS1 DHT KS2 English SL Learning Mentor/Family Liaison Officer	Termly staff meeting PM Mid-term reviews Pupil progress meetings T2 T4 T6

Effective support for PP emotional needs is in place.	Learning Mentor/Family Liaison Officer employed to support pupils and their families' emotional needs (includes delivering programmes to support family's needs).	Pupils' mental health issues have been highlighted as a barrier to learning nationally. Disadvantaged pupils often require greater emotional support as a result of the pressures on families from disadvantaged backgrounds. This is a major barrier to their learning.	PP database to track PP pupils. Ensure all PP pupils receive additional support. Pupil Progress meetings to identify pupil's academic and emotional needs. Track PP attendance.	HT SENCO Learning Mentor/Family Liaison Officer	Ongoing meetings between HT (DHT) and Learning Mentor/Family Liaison Officer Pupil progress meetings T2 T4 T6
Prepare children for entry to school.	EYFS lead is to liaise with local nursery provision to talk about school readiness.	Evidence from local cluster schools shows that children who attend a school's nursery are much better prepared for school.	EYFS lead will attend local nurseries to discuss expectations for the start of school. They will share good practice such as 'Dough Gym' and discuss the expectations for starting school such as pencil grip, fine motor skills and name writing. Regular visits will be arranged to monitor progress.	EYFS lead DHT KS1	Meetings to be organised in T2, T4, T6
Total budgeted cost					£ 38,671.68
2017-18 Grand Total					£ 134,160.00

6. Review of expenditure				
Previous Academic Year ie 2016-17				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment in Reading, Writing and Maths.	Targeted CPD for Year 5 teachers. Additional in class support.	Progress of PP pupils in Years 3, 4, 5 and 6 is at least expected. In years 4, 5 and 6 PP pupils' progress exceeds non-PP pupils in reading, writing and maths. There is an improving picture of attainment of PP pupils in KS2 e.g. RWM at EXS+ in Year 4 was 56% and Year 5 47% compared to 20% at end of KS2 in 2015-16.	The change in how we organise interventions has had a significant impact on the attainment of PP pupils in KS2. This involved providing targeted 1to1 tuition for PP pupils as opposed to group interventions for lower ability pupils. The greater focus on PP pupils during performance management and pupil progress meetings helped focus in class teaching on these pupils.	£68,720.74 intervention £17,167.00 (additional support)
ii. Targeted support				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes at end of KS2 in maths.	Rapid response intervention in Years 3, 4, 5 & 6. One to one tuition in Years 3, 4, 5 and 6.	KS2 SATs outcomes: PP pupils at EXS+ was 77% compared to 35% in the previous year. This represents 10/13 PP pupils achieving the expected standard in maths including 8/10 PP boys. All PP pupils who achieved at least a level 2b at the end of KS1 achieved the expected standard at the end of KS2.	The impact of 1 to 1 tuition, as opposed to group interventions, for PP pupils was significant. At the same time, results for all pupils increased significantly. A greater focus on PP pupils during pupil progress meetings and performance management meetings also supported this process. Where possible we will continue to provide 1 to 1 tuition for PP pupils in years 3, 4 and 5 as well as 6.	£13,328.33
Improved outcomes at end of KS2 in reading.	One to one reading support delivered by HLTA/LSAs,	KS2 SATs outcomes: PP pupils at EXS+ was 46% compared to 30% in the previous year. This represents 6/13 PP pupils achieving the expected standard in reading including one boy who achieved level 1 at the end of KS1; 5/8 PP pupils who achieved at least a level 2b at the end of KS1 achieved the expected standard at the end of KS2. 31% of PP pupils achieved EXS in RWM combined; this is still an area for development.	Reading outcomes have improved but not as significantly as in maths. PP tuition was predominantly focused on maths; this year we plan to have a more balanced focus on maths and reading. The increased focus on PP pupils during pupil progress meetings and performance management meetings has supported this process. Our whole school focus on promoting a love of reading had a significant impact on PP and non-PP pupils and will remain as a focus for 2017-18.	£12,672.06
Improved outcomes at end of KS1 in reading	Reading Recovery in Y1. BRP in Y1 and Y2. 1:1 reading.	KS1 SATs outcomes: 42% of PP pupils achieved ARE in reading (5/12 pupils). This is a 4% increase compared to last year. Reading Recovery: PP children made 17.7 months reading age progress in a typical 20 week block receiving Reading Recovery. BRP: PP children made on average 3.7 months progress in reading age over 30 sessions for typically 10 weeks.	For the coming year, we are focussing Yr 1 LSAs to support Yr 1 children. They will identify BRP children from Term 3. Yr 2 children are currently having BRP with Yr 2 LSAs. We aim to provide those children who have received RR with at least 1 round of BRP in Yr 2 as they tend to struggle. PP children have been identified for the A-Z reading and writing intervention. This starts in Yr R and then will continue into Yr 1 with PP children until the intervention is finished.	£5,072.28 £38,288.50 (RR)

Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	59% of Yr 1 PP children passed the phonic check (11/18) – a decrease from last year; there are a number of PP children that have IEPs which impacts greatly. 60% of Yr 2 PP children passed the phonic re-check (3/5) – a significant increase from last year.	Yr 1 PP LSAs is currently using A-Z reading and writing intervention with children identified from EYFS. Identified children will then move on to Direct Phonics/Phase 3 phonic interventions. Yr 2 phonic re-check: phonic intervention groups will continue in Yr 2. Progress of all PP children will be closely monitored.	£5,483.24
Improved outcomes at end of KS1 in writing	Rapid Write in Y2	KS1 SATs outcomes: 42% of PP pupils achieved ARE in writing (5/12) which is an increase of 19% from last year. Rapid Write – An overall average increase in pre and post intervention test scores of 6.9 for PP children.	This will continue in academic year 2017-18. KS1 DH to ensure that children are identified for this support in Yr 2 and monitor impact.	£6,084.62
Improved outcomes at end of KS1 in maths	Maths intervention groups. Numicon intervention.	KS1 SATs outcomes: 42% of PP children achieved ARE in Maths (5/12), this is an 11% increase on last year. Rapid response was used on a weekly basis to identify children who needed further consolidation on a particular topic and/or children who had misconceptions which were leading to mistakes in their Maths skills. Often MAG children with a focus on PP children and those at risk of not converting. Numicon Intervention Programme was given to two PP children who were identified as children who could reach ARE. On average these children made 18 months progress over a period of fifteen weeks.	KS1 DH to work with Maths SL to ensure Numicon is being used as an in class support strategy and an intervention strategy for PP children in KS1. Track progress regularly.	5,609.69

Improved outcomes at end of EYFS	1:1 support for PP pupils.	EYFS outcomes: 50% of PP children achieved GLD, a 30% increase on last year. PP LSA provides targeted in class support in English and Maths. Interventions such as A-Z and Numicon have been provided. Numicon – PP children made on average of 9.75 months increase in maths age in 6 months. A-Z/1:1 reading – 58% of Pupil Premium children achieved the expected standard or above in reading. 67% of PP children left Reception on book level 6 or above.	We will continue to use this model in FS during year 2017-18 and monitor progress of PP children closely. Liaise with Yr 1 to bring this model of support for Yr1 PP children and monitor impact.	£6,797.96
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased levels of engagement in reading in KS2.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional support. Boys PP reading intervention in Years 5&6. PP Library clubs in Years 4&5. Increase in 1:1 Reading support.	Over the course of 2016-17 the following initiatives, led by teachers, have taken place: <ul style="list-style-type: none"> Lunch time library club in Year 5 Reading Cafes in Year 4 (x2) and Year 3 World Book Day led by Year 5 teachers Author visits led by BRP Lead teacher PP Boys Reading lessons in Years 5&6 (DHT) New books for PP pupils to choose and keep Various book/reading groups Interventions: <ul style="list-style-type: none"> Direct phonics Nessy BRP/individual reading Inference Boys' reading groups Pupil Survey: Years 5&6 Attitudes to Reading <ul style="list-style-type: none"> 85% of pupils said they like reading; 39% said the love reading 64% of pupils aid they are now reading more 86% of pupils said that reading is something they do for pleasure. Staff and pupils commented very positively about the focus on promoting a love of reading. Most notably, teachers' showing a personal interest in pupils' reading and using class budgets to buy contemporary quality fiction for pupils to share were reported as having the most impact on pupils' attitudes.	Our whole school focus on promoting a love of reading had a significant impact on PP and non-PP pupils and will remain as a focus for 2017-18. The significance of teachers showing a personal interest in pupils' reading and investing in quality contemporary fiction books is essential. Year 6 teachers talked about developing a 'community of readers' in their year group where teachers and pupils would read the same books, recommend books to each other and swap book between them.	£5,046.91 £1,200

Effective support for PP emotional needs is in place.	Learning Mentor/Family Liaison Officer employed to support pupils and their families' emotional needs (includes delivering programmes to support family's needs). Additional lunchtime support.	KS1: Learning Mentor/Family Liaison Officer meets regularly with families that need continued support. Parents are signposted to relevant services as needed. The relationship between parents and school is good, with parents dropping in to ask for support. During transition from pre-school, PP children's emotional needs are identified. PP LSA is used during the first term of school in EYFS to ensure children are developing social and emotional skills, any identified needs are passed on to Family Liaison Officer.	Continue current successful strategy. Introduce cpoms as a means of communicating between staff.	£3,553.35 £3,360 (lunchtime support)
Increased levels of engagement in reading in KS1.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional phonic support in KS1. They may also receive extra reading, BRP and Reading Recovery.	All staff have enjoyed having 'Promoting a love of reading' as a PM target. The following initiatives have taken place: <ul style="list-style-type: none"> • Scheduled library times for KS1 • EYFS PP LSA library slots for PP children weekly • Home learning packs were sent home for PP children in EYFS • Free books for PP children at regular intervals. • World Book Day • Author Visit Interventions include: <ul style="list-style-type: none"> • Direct Phonics • Phase 3 phonics • Phase 5 phonics • Reading Recovery 	Our whole school focus on promoting a love of reading had a significant impact on PP and non-PP pupils and will remain as a focus for 2017-18. Reading records will be monitored regularly to ensure pupils are reading regularly at home. Discussions held with individual parents.	£5,072.28

7. Additional detail

Support for costs eg camps, trips, clubs £4581.00 + £327.00