

Pupil premium strategy statement

School overview

Metric	Data
School name	Holymead Primary School
Pupils in school	600
Proportion of disadvantaged pupils	105
Pupil premium allocation this academic year	Anticipated 2022-2023 is £143,178 Recovery Pupil Premium is £15,225 = Total £158,403
Academic year or years covered by statement	2022-2023
Publish date	15.9.22
Review date	21.7.23
Statement authorised by	Kate Slatcher
Pupil premium lead	Andrew Jones and Jo Head
Governor lead	Cheryl Douglass

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

Measure	Score- 2022
Reading	1.4
Writing	0.2
Maths	-1.6

Strategy aims for disadvantaged pupils- Teaching

Measure	Score- 2022 for PP pupils
Meeting expected standard at KS2	PP Reading 64% Writing 41% Maths 41% RWM 32%
Achieving high standard at KS2	PP Reading 14% Writing 5% Maths 0% RWM 0%
Measure	Activity- whole school QFT for all
Priority 1 Phonics and spelling	Embed Unlocking Letters and Sounds in EYFS and KS1. Roll out ULS to KS2 Y3 and Y4.

	<p>Introduce ULS interventions into KS2- training for LSAs</p> <p>KS2 English leader non-contact and training time.</p> <p>KS1 English leader time to support implementation in KS2.</p> <p>INSET training and staff meetings for whole school.</p> <p>KS2 staff identify and track progress of pupils who did not meet the threshold in KS1 Phonics Screening.</p>
Priority 2 Reading	<p>In EYFS and KS1, embed and monitor new group reading system from SSP to develop comprehension of texts alongside decoding skills.</p> <p>In KS2 review the impact of Guided Reading and whole class readers and ensure any necessary changes are put in place.</p>
Priority 3 Maths	<p>Set up 2x GD Maths group in Y6. Cover Maths Leader to deliver these weekly sessions.</p> <p>Assessment Leader and Maths Leader to track attainment and progress of GDS and HA (EXS targeted for GD).</p> <p>INSET training and time for subject leaders to monitor QFT in maths at the higher level in Y2 to Y6.</p> <p>Meeting time between Y3 and Y4 teachers to set expectations for timetables. Support for pupils not fluent in expected timetables for their year group in Y3.</p>
Barriers to learning these priorities address	<p>Ensures disadvantaged pupils have firm foundations in English and Maths to be able to expand their learning and make good progress.</p>
Anticipated/Actual Spend	£33,403.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	KS1 pupils to achieve slightly above national outcomes. KS2 pupils to achieve above national outcomes. 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 2023
Progress in Writing	KS1 and KS2 pupils to achieve slightly above national outcomes. 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 2023
Progress in Mathematics	KS1 and KS2 pupils to achieve slightly above national outcomes. Increase the percentage of pupils reaching EXP at the end of KS2 compared to the percentage who reached EXP in their KS1 SATs, by 4%	July 2023
Phonics	Achieve above national average in phonic check and 94% cumulative by end of Y2 re-check.	July 2023
Other	Increase % of PP pupils attending to 93.5% (was 92.32% T1-2 2020 pre-Covid)	July 2023

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- group and individual
Priority 1 Phonics	LSAs deliver 1:1 specific ULS phonic interventions identified by regular assessment in EYFS and Y1. 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 and interventions.

	Intervention groups in KS2 including Nessy.
Priority 2 Reading	<p>EYFS – ULS new phonic programme and 1:1 linked interventions. Group reading linked to ULS.</p> <p>KS1 – ULS new phonic programme and 1:1 linked interventions. Group reading linked to ULS.</p> <p>KS1 and KS2 Free Book Scheme with Reading Teacher.</p> <p>KS1 in-school tutor for Speech and Language support.</p> <p>Love of reading groups in EYFS and Year 1.</p> <p>KS2- 1:1 readers; comprehension groups and inference groups with LSAs. Y5 disadvantaged boys' love of reading group.</p>
Priority 3 Maths	<p>Revised Mathemagicians in-school programme for KS1, develop into KS2- train LSAs.</p> <p>Numicon to support low ability in KS1 and 2.</p> <p>1:1 and small group Maths tuition with in-school tutors in KS1 and KS2</p> <p>Rapid response- unpicking misconceptions on individual basis.</p> <p>KS2 Maths Leader delivers 2x Y6 GD maths groups once a week</p>
Barriers to learning these priorities address	<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>
Anticipated/Actual spend	<p>£110,000</p> <p>Including £15,225 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	<p>FLW engaging families by building relationships. Supporting families to access support and external agencies.</p> <p>Inclusion forum- safeguarding team discusses the Vulnerable Pupils' list to identify need and therefore</p>

	be able to provide targeted support to families. Therapy and movement sessions for pupil wellbeing. Trips and activities and support with uniform.
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.
Anticipated/Actual spend	£15,000

Anticipated Total spend for 2022/23	££158,403
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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 train teachers in QFT strategies. Non-contact time for subject leaders to review Guided Reading/Class book outcomes.
Targeted support	Space to be able to run interventions. 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 2021-22

Aim	Outcome
Reading Achieve national average outcomes in KS1 and slightly above in KS2.	School KS1 72% School KS2 84% PP KS1 36%

	<p>PP KS2 64%</p> <p>Pupils enjoy being part of our free book scheme and love of reading groups. They loved their visit to Waterstones Bookshop to buy books for themselves and the school. They talk enthusiastically about reading and read for pleasure.</p> <p>All interventions monitored for impact, including RR, comprehension and inference groups, NELI, Nussy, and School-Led tutoring. As a result of adopting the new SSP, the school has now ended the Reading Recovery programme and moved to a phonics first approach.</p> <p>A new approach to Guided Reading has been started throughout the school and will need embedding next year.</p>
<p>Writing</p> <p>Achieve national average outcomes in KS1 and KS2.</p>	<p>School KS1 64%</p> <p>School KS2 71%</p> <p>PP KS1 36%</p> <p>PP KS2 41%</p> <p>Interventions have had an impact on PP children's confidence and outcomes in writing following disengagement during lockdowns.</p> <p>The new approach to writing using good quality texts is having a positive effective on writing throughout the school.</p> <p>External moderators of Y6 writing commented on the good quality and quantity of writing in Y6 where they felt children's enjoyment of writing was clear to see.</p>
<p>Maths</p> <p>Achieve national average outcomes in KS1 and slightly above in KS2.</p>	<p>School KS1 76%</p> <p>School KS2 77%</p> <p>PP KS1 36%</p> <p>PP KS2 41%</p> <p>In EYFS/KS1 Numicon and Mathemagicians interventions along with 'rapid response' and daily arithmetic for all pupils are building firm foundations for number and calculation.</p> <p>In KS2 small school-led tutoring groups and 'rapid response' have closed gaps for PP children.</p>

	<p>A whole school Maths in Real Life focus has engaged PP children who can see a purpose for learning maths.</p> <p>Gaps in maths knowledge have been identified and much has been caught up following lockdowns. However, maths is still an area where there are gaps to bridge. This will continue to be a focus next year.</p>
<p>Phonics</p> <p>Achieve national average in phonic check and 95% cumulative by end of Y2 re-check (2019).</p>	<p>Y1 89%</p> <p>Y2 recheck 60%</p> <p>Cumulative by end of KS1 93%</p> <p>New SSP purchased along with new decodable books, resources and training package from SPP providers at the Reading Hub. New SSP being implemented from January 2022 in YR and Y1 with SSP interventions starting in YR-Y2 from May 2022.</p> <p>Previous phonic scheme and interventions were being followed before this and had a positive impact on phonic outcomes.</p> <p>Rolling the SSP into KS2 will be a focus for next year.</p>
<p>Attendance</p> <p>Increase % of PP pupils attending to 94.5% (was 92.32% T1-2 2020 ie not during a lockdown)</p>	<p>FLW and other staff have built good relationships with parents to help them see the importance of attendance.</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 after sporadic attendance following Covid disruption. All other PP pupils were already attending regularly and absences are for authorised reasons.</p>