

Holmer Lake Primary School

Pupil Premium Grant action Plan 2019-2020

Diminishing the difference in achievement

‘Funding is not always targeted on those who need it, or on interventions with a track record of successfully raising achievement’

(Unseen children: access and achievement 20 years on)

Pupil Premium Grant Allocation 2019 – 2020 Figures calculated on January 2019 census	
Number of pupils	259 total 111 PP eligible
Children in Care	6
Armed Forces	4
Total Allocation of Pupil premium Grant	£156,755
Research Evidence from: High impact	EEF DISS evaluation Sutton Trust Toolkit – High impact spending The Pupil Premium OFSTED Teaching Assistants – A guide to good practice – Oxford Using the Pupil premium Effectively – John Dunford Achievement for All

The priorities for PPG spending for 2019-2020 are based on the barriers to learning for pupils in receipt of the Pupil premium Grant

Holmer Lake Primary School - Pupil Premium Strategy Statement

1. Summary information					
School	Holmer Lake Primary School				
Academic Year	2019/20	Total PP budget	£156,755	Date of most recent PP Review	July 2019
Total number of pupils	259	Number of pupils eligible for PP	111	Date for next internal review of this strategy	January 2020

2. 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.	Communication and Language at EYFS and KS1 – Speech and Language
B.	Outcomes in EYFS in personal, social and emotional development, CLLD and motor skills development.
C.	Attainment outcomes for PP pupils when compared to non-PP pupils in reading, writing and mathematics across the school.
D.	Coupled vulnerability – many PP pupils can be identified as SEND or in need of additional in class support.
E.	Progress of underachieving pupils who are also PP
F.	Behaviour expectations are raised to ensure that no PP pupil has lower than expected behaviour, which does not become a barrier to learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Attendance of PP pupils currently 95.5% compared to 96.5% non PP pupils and 96.3% for all pupils
B.	Lack of parental engagement and commitment – linked to poor attendance.
C.	Increased demand for support for Emotional health and wellbeing – pupils and parents

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The difference between disadvantaged and non-disadvantaged pupils diminishes as a result of improved speech and language and language acquisition in EYFS and across the school, particularly in Year 1.	<ul style="list-style-type: none"> • The % of pupils working at ARE in reading, writing and maths is in line with national outcomes at GLD. • Disadvantaged pupils are motivated to learn and attend school at least 96% of the time. • Disadvantaged pupils make more than expected progress in order to diminish the difference. • Spoken and written vocabulary is in line with age-related expectations • Language acquisition is accelerated and this is evident in the % of pupils achieving GLD at the end of EYFS and ARE at the end of KS1 in reading. • All Disadvantaged pupils pass the Year 1 Phonics Screening test, with any Year 2 retakes receiving intervention to pass.
B.	Outcomes in EYFS in personal, social and emotional development are no longer a barrier to pupils achieving a Good Level of Development, coupled with an increase in motor skills development for pupils.	<ul style="list-style-type: none"> • Pupils make rapid progress in PSED during their Reception year • Good PSED is evident in children's play, conduct within school, behaviour for learning and their ability to manage relationships in their classroom and when outside with other children • Self-regulation is evident in pupils, especially in independent play activities. • Pupils are able to manage their emotions and are able to identify when they are unable to do so without the intervention and support from staff. • Pupils are resilient and resourceful. They show that they are reciprocal and are able to reflect on the choices they make and can recognise when others have made successful choices.
C.	The gap in attainment outcomes for PP pupils when compared to non-PP pupils in reading, writing and mathematics diminishes across the school.	<ul style="list-style-type: none"> • There is very little difference in the % outcomes for PP and non-PP pupils in reading, writing and mathematics. • PP pupils make accelerated progress to diminish the attainment difference. • PP pupils are in school for 96% of the time, and accessing high quality, first teaching. • PP pupils are well-supported in their learning at home and in school. • Parental engagement with school expectations is high, with support offered to parents who require it. • % of pupils achieving ARE is in line with national outcomes for all pupils at each statutory assessment phase.
D.	SEND pupils make accelerated progress from their starting points to be in line with all pupils nationally.	<ul style="list-style-type: none"> • Disadvantaged pupils make at least sufficient progress; where there are differences, they make more than sufficient progress. • Interventions match those recommended by SEND professionals. • SEND pupils make accelerated progress from their low, medium and high starting points. • The differences between SEND and non-SEND pupils diminish • Support staff are effectively deployed and are able to meet the learning needs of every child; making adjustments where necessary.

External Barriers

A.	Attendance of all pupils is at 96%	<ul style="list-style-type: none">• Attendance will be recorded to be at least 96%• Percentage of Persistent Absentees diminishes• Barrier of school is removed so that parents are confident in bringing in their child to school• Difference between outcomes for PP and non-PP pupils is diminished• Accelerated progress is evident as a result of improved attendance• Attendance action group to be established, consisting of attendance admin support, Education Welfare Officer, Head of School and Inclusion manager – to meet every six weeks to monitor attendance.
B.	Parental engagement will increase as a result of home/school relationships	<ul style="list-style-type: none">• Parents of PP pupils attend as many events as those who are not in receipt of PP monies• Parents view school as a positive place for them and their child, with positive relationships between staff and parents evident.• Parents engage in learning opportunities with their child.• Increased contact with school via newly established Inclusion team.

4. Planned expenditure – How the Pupil Premium Grant is to be used to improve classroom pedagogy, provide targeted support and support whole school initiatives.

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	Review date
<p>The difference between disadvantaged and non-disadvantaged pupils diminishes as a result of improved speech and language and language acquisition in EYFS and across the school, particularly in Year 1</p>	<p>Access to phonics resources to ensure that high quality teaching of phonics is an entitlement for all.</p>	<p><i>Phonics approaches have been consistently found to be effective in supporting younger readers</i> EEF foundation 2019</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>Our Literacy and Phonics leads will ensure that Phonics is monitored at regular points in the year.</p> <p>Staff CPD will be a priority to ensure that pedagogical expertise remains the key component of successful teaching of early reading and phonetic development.</p> <p>High quality teaching resources will be used to ensure consistency in the approach to the teaching of phonics.</p>	<p>HT AHT</p>	<p>At termly intervals – sooner if required.</p>
<p>Outcomes in EYFS in personal, social and emotional development are no longer a barrier to pupils achieving a Good Level of Development, coupled with an increase in motor skills development for pupils.</p>	<p>Staff CPD to be undertaken to ensure that all staff working in the Early Years are encouraging CLLD as a way of overcoming the PSED barrier in pupils.</p> <p>Additional speech and language interventions will be run for pupils who have identified speech and language needs, led by a trained HLTA.</p> <p>Planned opportunities for pupils to develop increased personal, social and emotional development will be put in place.</p>	<p><i>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills... All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> <p><i>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/social-and-emotional-learning-strategies/v</p>	<p>Our EYFS lead will ensure that teaching is of a high quality, supported by the Head of School, Executive Head teacher and EYFS link Governor.</p> <p>Speech and Language intervention will be tracked and monitored by our SENDCO. Additionally, sessions will be observed by the link Speech and Language teacher to ensure high quality provision.</p> <p>Planning for Early Years will be monitored by the AHT for KS1 with curriculum responsibility.</p>	<p>HT AHT SENDCO</p>	<p>At termly intervals – sooner if required.</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
The gap in attainment outcomes for PP pupils when compared to non-PP pupils in reading, writing and mathematics diminishes across the school.	<p>Additional resources purchased to support pupils in their learning inside and outside of school e.g.</p> <ul style="list-style-type: none"> • Timestable Rockstars • Spelling Shed • Third Space <p>Staff capacity increased, with a higher level of TA support within the classes.</p> <p>Proportion of non-teaching SENDCo time allocated to the specific tracking and monitoring of PP / SEND pupils to ensure acceleration in progress.</p>	<p><i>The idea underpinning learning styles is that individuals all have a particular approach to or style of learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/learning-styles/</p> <p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p><i>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p>	<p>Curriculum leads for Literacy and Numeracy to monitor provision, along with Head of School, executive Head and linked Governors.</p> <p>SENDCO to line manage new members of staff within TA team to ensure that they are providing high quality support and intervention.</p> <p>SENDCO to share with stakeholders in school community the progress of the PP pupils who have coupled vulnerability with SEND.</p>	HT DHT SENDCO Inclusion Manager	At termly intervals – sooner if required.
SEND pupils make accelerated progress from their starting points to be in line with all pupils nationally.					At termly intervals – sooner if required.
Behaviour and attendance are raised to ensure that no disadvantaged pupil has lower than expected attendance and behaviour does not become a barrier to learning.	<p>Support for pupils to target social and emotional learning.</p> <p>Effective behaviour strategies are in place.</p> <p>Respond quickly to poor attendance.</p> <p>Work with specific families in need.</p>	<p>NFER research: www.nfer.ac.uk/publications/PUPP01 www.gov.uk/government/organisations/department-for-education/about/research</p> <p><i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i></p> <p>EEF foundation 2019</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Our Pastoral team will continue to support Disadvantaged pupils and families across the school. Parents and extended family members (where appropriate) will be invited into school to work alongside their child to encourage and build bonds.</p> <p>Tracking of the impact of the interventions that are run by the pastoral team are scrutinised by SMT and shared with Governors.</p> <p>CPOMS system analysed for behaviour trends and to ensure targeted support is offered.</p>	HT DHT SENDCO Inclusion Manager	At termly intervals – sooner if required.
Total budgeted cost:					£128,512.75

i. 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	Review date
Attendance of all pupils is at 96%	We will use the Education Welfare Officer (EWO) to support us in helping families understand the importance of ensuring that their children are in school, regularly and on time.	We know that regular school attendance is crucial for PP pupils to diminish the difference between them and their peers.	Attendance action group established and meet every 6 weeks to look for patterns and trends in PP pupils' absence. Pastoral team to offer support to parents to get children into school e.g. breakfast club provision.	HT Attendance team EWO	EWO visiting regularly – action taken promptly.
Parental engagement will increase as a result of home/school relationships	We will continue to support Disadvantaged families to access low cost wrap around provisions (breakfast club/ After school club) and ensure that families are aware of what we are able to do to help their child access school.	<i>We define parental engagement as the involvement of parents in supporting their children's academic learning.</i> EEF foundation 2018 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/	Analysis of numbers of PP pupils who are accessing the wrap around care will be undertaken. Pastoral trackers will track the support offered to families and monitored by the SENDCO. Additionally, CPOMS will also be used to record behaviour interventions and support which has been offered to parents.	HT DHT	
Total budgeted cost					£28,242.25