

Holbrook Primary School Pupil premium strategy statement 2021 – 2024

Reviewed Autumn 2023

(Next review due Sept 24 – including new 3 year plan)

This statement details our school's use of pupil premium (recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holbrook Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	Autumn 21
Date on which it will be reviewed	First review Dec 22 Second review Dec 23
Statement authorised by	Ian Holmes (HT)
Pupil premium lead	Catherine Brooks (AHT)
Governor / Trustee lead	Lisa Wright

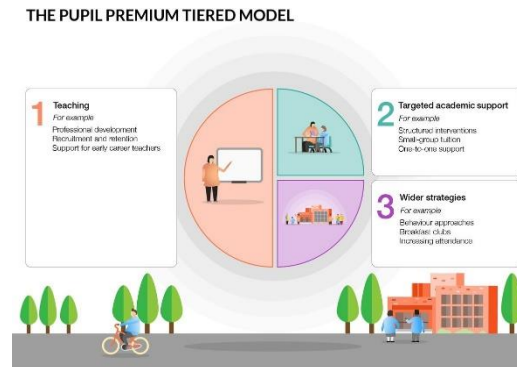
Part A: Pupil premium strategy plan

Statement of intent

At Holbrook provision funded through the pupil premium grant is informed by robust research evidence, evaluation of the impact of strategies implemented in previous years and needs assessment of current pupils in receipt of pupil premium funding. The aim being to ensure all children reach their full potential.

We allocate the Pupil Premium Grant to make sure all children have their needs met according to the tiered approach in line with Educational Endowment Fund (EEF) recommendations:

- Teaching;
- Targeted academic support;
- Wider strategies (non-academic barriers to success in school).



We carefully track the impact of this funding on the attainment, progress and welfare of our disadvantaged children including through termly Pupil Progress meetings between the Deputy Head, Assistant Head Teacher (Inclusion) and the child's class teacher. Meetings with parents also inform this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Teaching – Following the unsettled COVID period review and build upon our shared understanding of what QFT teaching looks like at Holbrook to ensure consistency for all pupils particularly for those children with identified barriers to learning and the most able
2	Teaching – new support staff are trained and feel confident to deliver structured interventions
3	Targeted academic support – narrow the gap in attainment of those working below ARE in reading including the development of enjoyment and engagement in reading and a love of books.
4	Targeted academic support – identifying skills and knowledge gaps for pupils following the disrupted education due to COVID or other factors
5	Targeted academic support – supporting identified pupils to narrow the gaps in attainment
6	Targeted academic support – funded curricular or extra-curricular activities which provide arts participation
7	Targeted academic support – funded curricular or extra-curricular activities which provide sports participation
8	Wider strategies – identifying pupils who have social and emotional barriers to learning
9	Wider strategies – providing targeted support for those children identified as having social and emotional barriers to learning
10	Wider strategies – therapeutic thinking model is embedded to support children’s behaviour for learning

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Teaching - All children, including the most able, at Holbrook will be supported in their learning through consistent and robust QFT which is consistent across the school.	Formal and informal monitoring will observe a variety of strategies being used to support all learners in the classroom. As outlined in Holbrook’s differentiation policy, QFT teaching booklet and the West Sussex Ordinarily Available Inclusive Practice guide.
2. Teaching - A range of structured interventions are being consistently	Support staff are delivering structured interventions consistently and measuring impact using quantitative data where

delivered by trained TAs in response to identified needs.	possible. Data shows interventions are having a positive impact.
3. Targeted academic support - Class teachers will have clearly identified skills and knowledge gaps for individual children.	Weekly records will show identified children and the gaps that are being addressed. Pupil progress meetings will discuss identified children and review progress.
4. Targeted academic support - Class teachers will be providing targeted support, during allocated time out of the classroom, narrowing the skills and knowledge gaps identified.	A range of measures (including ARE, standardised assessments) will show that there has been a narrowing of attainment gaps for all pupils including identified disadvantaged pupils.
5. Targeted academic support – Class teachers will be identifying, through termly meetings with AHT, disadvantaged pupils for whom they believe increased arts participation would have a positive impact on progress.	Identified disadvantaged pupils will be provided with funded opportunities to engage with curricular or extra-curricular opportunities to increase their arts participation. Qualitative and quantitative data will show an increase in academic progress and/or social & emotional wellbeing.
6. Targeted academic support – Class teachers will be identifying, through termly meetings with AHT, disadvantaged pupils for whom they believe increased sports participation would have a positive impact on progress.	Identified disadvantaged pupils will be provided with funded opportunities to engage with curricular or extra-curricular opportunities to increase their sports participation. Qualitative and quantitative data will show an increase in academic progress and/or social & emotional wellbeing.
7. Targeted academic support - Children who have social or emotional barriers to learning are quickly identified to enable targeted support to be put in place.	Termly analysis of the KS2 Wellbeing and Attitudes to Learning Survey will be supporting the identification of children who may need additional support. Other routes of identification will be partnership with parents and staff observation.
8. Wider strategies - Children with identified social and emotional barriers to learning are accessing targeted support e.g. Play Therapy, Learning Mentor, ELSA, Pastoral teacher, either in small groups or 1:1. (With outside agency referrals made when appropriate.)	Identified children, including those who are disadvantaged, are accessing timely, targeted social and emotional support. Interventions show impact on breaking down barriers to learning and in turn having a positive impact on attainment.
9. Wider strategies - the Therapeutic Thinking model is embedded across the school.	All children, including those who find self-regulation harder, are displaying more prosocial behaviours. There is a reduction in dysregulated behaviour and all children are developing further their emotional vocabulary, self-awareness and self-regulation strategies based on their age/stage.

Activity in this academic year – 2023/24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD for class teachers supporting QFT for all abilities including challenge for all, particularly the most able.	EEF: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	1
Embed Clicker 8 to provide alternative ways of recording/scaffolding as and when required.	Having now purchased a whole school licence for Clicker 8 on all school devices it is now being used even more successfully to support children with literacy difficulties across the school. Continued training in this area for staff will ensure that we are accessing all the package can provide.	2
Regular CPD for support staff in delivering structured interventions.	EEF: Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of structured interventions will be available to support identified children including: WordAware	EEF: Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. On average, oral language approaches have a high impact on pupil outcomes	2

	of 6 months' additional progress. (WordAware)	
Individual disadvantaged pupils may be offered funded curricular or extra-curricular arts activities.	EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.	6
Individual disadvantaged pupils may be offered funded curricular or extra-curricular sports activities.	EEF: The overall impact of sports participation on academic achievement tends to be positive but low.	7
Individual disadvantaged pupils will be supported to ensure they have access to age & stage appropriate books.	This has been a strategy at Holbrook for a number of years and we have seen consistent positive impact including developing a love of reading and expanding children's experience of a variety of authors.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructure learning mentor and ELSA support to provide a consistent package of social and emotional support for children including a mixture of 1:1 and group support.	EEF: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	8
Identified TA to support Mindfulness Mentors share mindfulness & yoga activities with their classes.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	
Employ a Play Therapist for 1 day per week to support identified children.		
KS2 children to complete Wellbeing	EEF: Wider strategy relating to the non-academic challenges - social	8

and Attitudes to learning survey termly to support identification of social and emotional barriers to learning.	and emotional support, which can negatively impact upon academic attainment	
Continue to use the Therapeutic Thinking model to support behaviour for learning across the school.	EEF: Wider strategy relating to behaviour which can negatively impact upon academic attainment	9

Total budgeted cost: £ 22,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

During the period 2022-23 there were 14 children who were on our Pupil Premium register this represented 3.3% of the whole school.

A significant focus continues to be on the mental health and wellbeing of all pupils. Our Learning Mentors and ELSA (Emotional Literacy Support Assistant), funded using the Pupil Premium Grant, continue to offer social and emotional targeted support when needed.

The termly Wellbeing and Attitudes to Learning Survey continue to help us identify children who may need some additional support. It is particularly valuable in helping us identify children who tend to internalise their feelings and may not be as easy to recognise. This now being an embedded part of our process means that we are able to compare individual children term to term but also identify trends across KS2.

A continued focus was on the learning attitudes of the pupils, including the most able; this included embedding our learning skills characters.