

Pupil premium strategy statement - Holbrook Primary School –2024 - 25

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	8.6%
	2024 – 2027 (1 st year of 3-year plan)
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Ian Holmes
Pupil premium lead	Catherine Brooks
Governor	Shirley Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,315

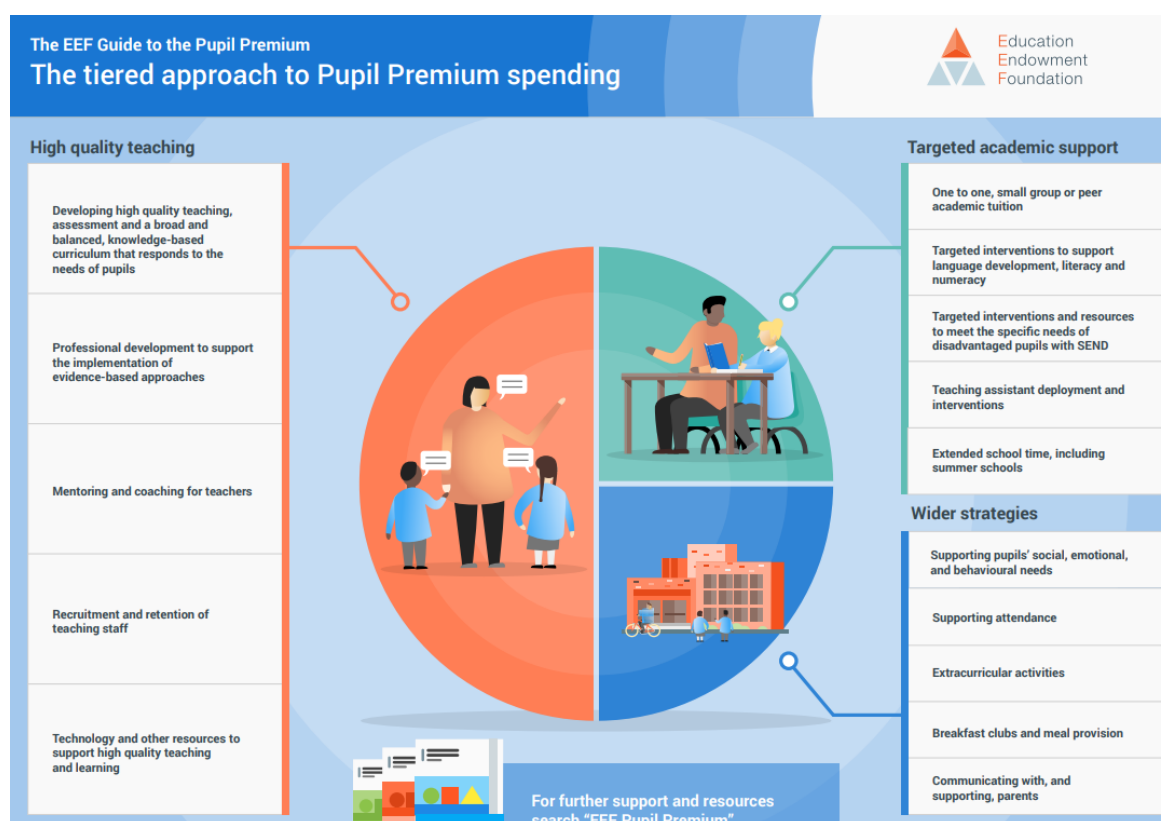
Part A: Pupil premium strategy plan

Statement of intent

At Holbrook our aim for all children to reach their full potential.

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.

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:



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	Improvement in phonics and reading skills to narrow the gap in attainment between our children eligible for PP funding and those who are not
2	Improvement in maths fluency to narrow the gap in attainment between our children eligible for PP funding and those who are not
3	Improve spelling knowledge and skills to narrow the gap in attainment between our children eligible for PP funding and those who are not
4	Close the discrepancy in attendance between FSM6 92.1% and Not FSM6 96.1% (all pupils 95.8%)
5	Improvement in how children view themselves in terms of their academic self-efficacy (their academic ability)

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. Improve phonics and reading skills to narrow the gap in attainment between our children eligible for PP funding and those who are not	
Progress in reading and phonics	A narrowing in the attainment gap between those eligible for PP funding and those who are not. At the start of the strategy plan in reading attainment at the end of summer 24 was: PP - EXS or above 55% Not PP – EXS or above 79% A difference of 24%
2. Improve maths fluency to narrow the gap in attainment	
Progress in maths	A narrowing in the attainment gap between those eligible for PP funding and those who are not. At the start of the strategy plan in reading attainment at the end of summer 24 was: PP - EXS or above 67% Not PP – EXS or above 82% A difference of 15%
3. Improve spelling knowledge and skills to narrow the gap in attainment	
Progress in spelling	A narrowing in the attainment gap between those eligible for PP funding and those who are not.

	At the start of the strategy plan in spelling attainment at the end of summer 24 was: PP - EXS or above 45% Not PP – EXS or above 66% A difference of 21%
4. Close the discrepancy in attendance between FSM6 92.1% and Not FSM6 96.1% (all pupils 95.8%)	
Decrease in absence of children eligible for PP funding	Overall attendance of children eligible for PP funding will be at or above a target of 95% At the end of summer 24 there was a difference of 4%
5. Improve how children view themselves in terms of their academic self-efficacy (their academic ability)	
Children will be more confident in their own academic ability	The termly Wellbeing and Attitude survey will reflect a more positive view of children's their own academic ability

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	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, 2, 3 & 5
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.	1,2 & 3
Embedding a DfE validated Systematic Synthetic Phonics	EEF: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	1 & 3

programme to secure stronger phonics teaching for all pupils	reading, particularly for disadvantaged pupils:	
Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	EEF: Mastery learning - the DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2
Mentoring and coaching for teachers	EEF: Mentoring & coaching can be an important source of support, particularly for ECT teachers. Schools should carefully consider the core components that make these strategies effective.	1, 2 & 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual tuition and interventions delivered in addition to class lessons to narrow the gap in their attainment	EEF: Intensive support – either one-to-one or part of a small group – can support pupil learning, if delivered in addition to, and explicitly linked with, normal lessons.	1, 2, 3 & 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	EEF: Small group tuition - Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	1
Targeted interventions to support language development and literacy from Locality S & L therapist	EEF: Targeted academic support can support pupil progress and can be employed to help boost language development and literacy as well as other subject areas. Interventions should be linked to individual pupils' needs.	1, 3 & 5
Ensuring key pupils read regularly to an adult in school, ensuring we have books/kindles that grab their interests	EEF: Targeted children read regularly with an adult in school. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read	1

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular SEMH training for staff to support pupils' social, emotional and behavioural needs	EEF: Social and emotional skills support effective learning are linked to positive outcomes later in life.	5
Pupil voice - KS2 children to complete Wellbeing and Attitudes to learning survey termly to support identification of social and emotional barriers to learning.	EEF: Wider strategy relating to the non-academic challenges - social and emotional support, which can negatively impact upon academic attainment	5
Supporting attendance - Learning mentor employed to work 1:1 with pupils and in small groups to help remove barriers to learning which are impacting on attainment and/or attendance.	EEF: Poor attendance at school is linked to poor academic attainment across all stages.	1, 2, 3, 4, 5
Communicating with and supporting parents - Parental engagement and support – regular information meetings and workshops on a range of issues including learning related as well as SEMH	EEF: Levels of parental engagement are consistently associated with improved academic outcomes.	1, 2, 3, 4 & 5
Whole staff training on behaviour management based around Therapeutic Thinking	EEF: Behaviour interventions – social and emotional skills support effective learning and are linked to positive outcomes later in life.	1, 2, 3 & 5
Extracurricular activities – funding uniform for vulnerable families and trips/clubs/sports activities etc	EEF: Extracurricular activities are an important part of education. These approaches may increase engagement in learning.	1, 2, 3, 4 & 5

Total budgeted cost:
£30,000

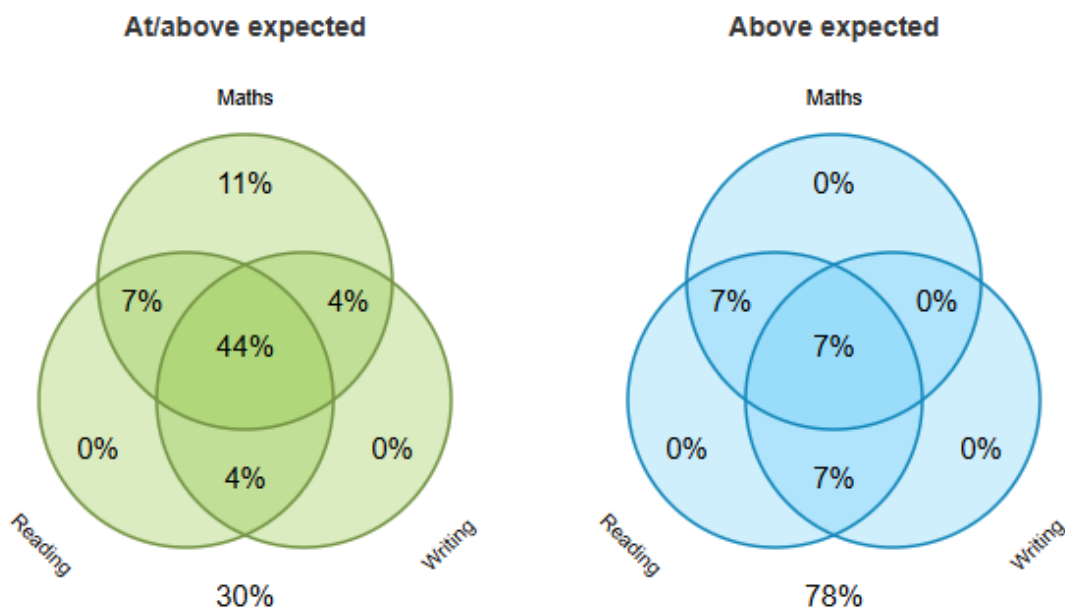
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This point is the end of our previous 3-year cycle and plan. At the start of this cycle, the proportion of pupils eligible for pupil premium was 3.1% during these three years it has risen to 8.6% of the school population.

The attainment of the current children eligible for PP funding (including service and post looked after children) at the end of Summer 24 was:

Combined attainment



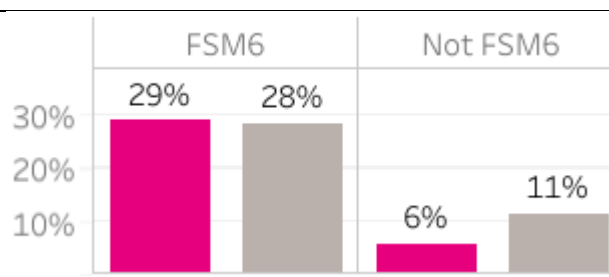
Of the children eligible for Pupil Premium funding 2 children (5.7%) had EHCPs and 5 children (14%) were on the SEN register.

Attendance (data gathered from FFT):

Attendance Headlines		YEAR TO DATE				4 Sep 23	- 19 Jul 24
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees		
95.8%	95.5%	96.2%	92.1%	96.1%	7.3%		

YTD Persistent Absenteeism (% of persistently absent pupils)

School FFT National



Wellbeing and Attitudes to Learning Survey (termly Key Stage 2)



The intended outcomes at the start of this 3-year plan were:

Intended outcome	Review
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.	QFT continues to be a focus of training and is part of the Horsham School Partnership locality focus. Supporting more able pupils has also been a focus and the development of provision has been acknowledged by outside teams such as our school improvement partner as well as being reflected in our attainment data. The end of summer term attainment data showed that children working at GDS was higher for children eligible for PP funding in writing and spelling: Writing PP GDS 15% Not PP GDS 11%

	Spelling PP GDS 28% Not PP GDS 15%
Teaching - A range of structured interventions are being consistently delivered by trained TAs in response to identified needs.	
Targeted academic support - Class teachers will have clearly identified skills and knowledge gaps for individual children.	Teachers are now even more confident and effective at identifying children's gaps and next steps, through a variety of ongoing refreshers and training
Targeted academic support - Class teachers will be providing targeted support, during allocated time out of the classroom, narrowing the skills and knowledge gaps identified.	No longer applicable
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.	Disadvantaged pupils are discussed individually at every pupil progress meeting with the DHT & AHT & supportive strategies identified.
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.	
Targeted academic support - Children who have social or emotional barriers to learning are quickly identified to enable targeted support to be put in place.	The termly Attitudes to Learning and Wellbeing survey in Key Stage 2 has proved really valuable in monitoring children's wellbeing, particularly those who internalise their feelings. As this has now been in place for some time pattern or dips can be identified across cohorts as well as individuals. Alongside this pupil mentoring meetings across the school, with their class teachers, in the autumn and spring terms allow for individual discussions to monitor wellbeing. From this support can be put in place, signposted or referred to.
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	Due to budget restraints the pastoral support available has slimmed but our Learning Mentor continues to work with children both 1:1 and in small groups,

outside agency referrals made when appropriate.)	this includes regular check-ins with a number of children eligible for PP funding.
Wider strategies - the Therapeutic Thinking model is embedded across the school.	The Therapeutic Thinking model underpins our behaviour for learning policy which is now embedded across the school and supports the positive behaviour of the vast majority of pupils. As with any behaviour strategy for a very small group of pupils, currently not those eligible for PP funding, a more bespoke behaviour plan is required.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider