

Holbrook Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	417
Proportion (%) of pupil premium eligible pupils	3.1%
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	Dec 21
Date on which it will be reviewed	First review September 22
Statement authorised by	Ian Holmes
Pupil premium lead	Catherine Brooks (AHT)
Governor / Trustee lead	Lisa Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,485
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,485

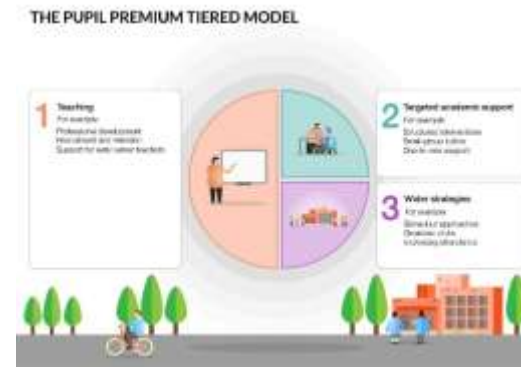
Part A: Pupil premium strategy plan

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 meetings between the Assistant Head Teacher (Inclusion) and the child's class teacher.

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

delivered by trained TAs in response to identified needs.	impact using quantitative data where 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 – 2021/22

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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD for class teachers supporting QFT for all abilities including 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
Purchase whole school licence for Clicker 8 to provide alternative ways of recording/scaffolding as and when required.	We have previously purchased a small number of licenses for Clicker 8 which have been successfully used to support children with literacy difficulties however a whole school licence will enable us to use it more widely and also enable access to children from home.	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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All class teachers will have regular, covered, allocated time to work with identified children 1:1 or in small groups.	EEF: On average, individualised instruction approaches have an impact of 4 months' additional progress. Small group learning might be another promising approach to meeting differing learner needs without reducing the total	1

	amount of teaching time that pupils receive.	
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 of 6 months' additional progress. (WordAware)	2
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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 3 additional Learning Mentors to provide social and emotional support for children.	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
Pastoral teacher (1 day per week) to support teachers in delivering	Social and emotional learning approaches have a positive impact, on	

new PSE curriculum as well as wellbeing strategies such as mindfulness & yoga.	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.	
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	8
Two further members of the Leadership Team complete the Therapeutic Thinking 3 day training.	EEF: Wider strategy relating to behaviour which can negatively impact upon academic attainment	9

Total budgeted cost: £ 21,000

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 2020 to 2021 academic year.

During the period 2020-21 there were 10 children who were on our Pupil Premium register this represents 2.4% of the whole school.

As with all schools it was a very disrupted year due to COVID including children working within bubbles which directly impacted on some of the provision available, particularly small group and 1:1 as we limited the movement of staff. Despite this the majority of children continued to make positive progress and this was reflected in the end of year attainment.

A significant focus throughout the year was on the mental health and wellbeing of all pupils. Three additional Learning Mentors were trained during this time, funded using the Pupil Premium Grant, to extend the social and emotional targeted support we can offer. Regular pastoral phone calls were made to specific families, including those identified as disadvantaged, to provide support, assistance and signposting.

Despite the disrupted year we continued to focus on the further development of the learning attitudes of the pupils, including the most able, this included the introduction of new learning skills characters. Therapeutic Thinking training was completed by the Head Teacher and Assistant Head which was then disseminated to staff. The Therapeutic Thinking model focuses on how all children and young people are supported, particularly in terms of their emotional wellbeing and mental health. The approach also helps to develop an understanding of how to respond to those who may be communicating through inappropriate behaviours.

Another focus remained developing basic reading and writing skills for those working below A.R.E. Creative ways were used to ensure families still had access to quality reading material throughout the lockdowns and a wide variety of resources, including technology, were used to support those learning from home. The use of SeeSaw enabled communication to still remain a key aspect of the home/school partnership.