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	Holyoakes Field First School
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	20% (52 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 2022/2023 2023/2024
Date this statement was published	2021
Date on which it will be reviewed	June 2022
Statement authorised by	Tasnim Koser
Pupil premium lead	Rachel Cerrone
Governor / Trustee lead	Justine Fitzer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,940
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£77,480

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an additional grant allocated to schools to support disadvantaged pupils. The amount of additional funding a school receives is dependent on the number of eligible pupils on roll. Eligible pupils include those pupils who have been eligible for Free School Meals (FSM) at any time in the last six years; those who are looked after (LAC); and those who are service children (SC).

Educational attainment is the best predictor of future success. At Holyoakes Field First School we are committed to maximising outcomes for all students; our approach is rooted in our whole school ethos. We pay particular attention to the progress of identified disadvantaged pupils (those in receipt of Pupil Premium funding) as they are often our most 'at risk' learners. However, we recognise that not all pupils who are disadvantaged are registered for or qualify for free school meals. We consider the following additional factors as likely to increase the degree of disadvantage a pupil may experience:

- Pupils who are on the Child Protection register or have a Child in Need plan or are close to meeting level 3 or 4 thresholds as outlined in the Worcestershire Levels of Need document
- Pupils who have experienced a significant bereavement/ loss or other traumatic event
- Pupils from families with very low levels of literacy
- Pupils who are 'new arrivals' to the country (sometimes separated from one or both parents)
- Pupils who have attended two or more schools by the time they are admitted to Holyoakes Field

At Holyoakes Field, decisions around the use of this funding will be based on guidance provided by leading educational research as well as our own analysis of the specific needs of our pupils and their families. The current pandemic has compounded the level of disadvantage experienced by our most vulnerable pupils as it has placed a greater number of families and their children into hardship. Schools really can make a difference. The Education Endowment Foundation (EEF) suggests that a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in their Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. This strategy sets out to outline the school's strategic approach to ensure this additional funding is effectively used to improve outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths (in particular with PPD pupils in Years 2 and 3)
2	Pupils' emotional well-being and resilience.
3	Lack of wider opportunities and experiences.
4	Parental engagement in pupils' learning.
5	Attendance and punctuality

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
Narrow the gap between pupil premium and national outcomes. Pupils' progress and attainment to be at least in line with national.	Difference between PPD and non-PPD pupils has been significantly decreased. Pupil outcomes in KS1 have increased to be more in line with national.
Vulnerable pupils will develop resilience and sustain effective learning behaviours.	Trained 'Thrive' practitioners have supported pupils through targeted individual or group support. Pupils are able are to manage their emotions and behaviour more effectively and readily. Vulnerable pupils are able to self-regulate. Family liaison officer to work closely with pupils and parents, where trusted and effective relationships are established.
Children will participate in a range of activities supplementary to the curriculum. This will include regular extra-curricular clubs and additional educational visits or experiences. Children will have regular PE sessions delivered by a sports coach specialist.	Enhanced learning opportunities are promoted and accessed. Participation in school sports increased and health and fitness improved.
Bespoke parent workshops enable parents to support their children with home learning more confidently and accurately.	Increased levels of parental participation and engagement in whole school matters.

	Parents are more confident in supporting their child with home learning tasks, in particular reading and maths.
Attendance figures for PPD pupils to be at least in line with national.	Ensure attendance of disadvantaged pupils is above 96%

Activity in this academic year

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: £ *6,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD and refreshers in the use of newer resources to strengthen staff pedagogical and subject knowledge in order to secure planning and greater consistency in the quality of teaching and learning. Staff CPD to focus on: -Oracy and language vocabulary development. -Questioning -Dyslexia Resources include: -'No Nonsense Literacy Sequences of Writing' (Babcock) -'Re-think Reading' (Babcock) -Whiterose Mastery materials -Teaching mathematics in Primary Schools (DFE) -Reading comprehension skills.	The EEF tiered approach states that quality first teaching, including CPD, is the top priority and will have the biggest impact on pupil outcomes. Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children'. ***EEF Guide To The Pupil Premium*** 'Professional development, training and support is vital for early career teachers and aids retention.' **EEF**	1
CPD for staff to strengthen teacher assessment and secure a consistent approach to marking and feedback.	'All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby	1

Including: -On going support and training in our online assessment package (Educator). -Internal and external moderation. -Pupil progress meetings.	closing the gap between where a pupil is and where the teacher wants them to be.' **EEF** We have looked at school assessment system alongside teacher assessments and recognise the need to support staff in making accurate judgements when using our online assessment system.	
TA professional development. Areas for development include: -Quality of TA talk. -Delivering high-quality interventions. -Effective questioning skills. -Supporting SEND pupils -Developing communication and language skills.	*'Making the best use if teaching assistants'* ***EEF documentation.*** Through conducting self-assessments of current practice, we have remodelled the deployment of TA's for 2021-2022. We recognise the importance of sharing effective practice when planning and delivering targeted intervention groups and want to develop clear TA leadership roles based on areas of expertise.	1,2

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

Budgeted cost: £ *48,380*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear baseline and end of intervention data is used to inform next steps and evaluate effectiveness of the chosen method of targeted support.	'Research of TA's delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 4 months'. ***EEF Making the best use of TA's guidance.*** We recognise the importance of only using effective and evidenced based interventions which have been proven to be successful in closing the attainment gap (1st Class @Number, Project X, Precision teaching etc). Assessments are used to identify appropriate pupils and a carefully tailored, timetabled programme of support is put in place for individuals/ groups of pupils, delivered by trained teaching assistants, to ensure the right support is delivered to the right child.	1, 2
Training and implementation of NELI (Nuffield Early Language Intervention) in EYFS	'Language provides the foundation of thinking and learning and should be prioritised.' ***EEF Early years guidance*** 'High quality adult-child interactions are important and sometimes described as talking with children	1,2,4

	rather than just talking to children.' ***EEF Early years guidance*** 'Adults have a vital role to play in modelling effective language and communication.' ***EEF Early years guidance***	
Morning maths, reading and writing booster sessions for identified groups.	EEF (+4 months impact) Small group tuition is defined as one teacher or educator working with two to five pupils together in a group. This arrangement allows the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining pupils or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or teach challenging topics or skills.	1, 5

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

Budgeted cost: *£22,600*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the attendance and punctuality of the vulnerable and liaise with the Educational welfare officer to support families in promoting school attendance. Implement a range of attendance initiatives. Flexible drop off arrangements.	'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.' **EEF- Parental engagement** We recognise that vulnerable/ disadvantaged pupils are more likely to have poorer attendance, therefore attendance and punctuality are monitored weekly and good communications takes place with our Educational welfare officer. We understand the importance of developing effective relationships with families whose children are persistently absent and/or late and we endeavour to support them through face to face communications, telephone calls, home visits and personalised letters. By employing an Educational welfare officer, we have a dedicated person in role, who builds a trusting relationship with parents where they feel listened to and supported.	1, 2, 5
Targeted fitness clubs (breakfast and lunchtimes) delivered by external coach.	Staff voice reflects that having skilled professionals promoting physical health and fitness to our most vulnerable pupils has a positive impact on pupils 'readiness' to learn in the classroom.	2, 3, 5
Bespoke workshops for parents	'Tips, support, and resources can make home activities more effective, for example, where they prompt longer and more frequent conversations during book reading.' ***EEF- Working with parents to support learner's guidance:*** 'Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support can	1, 2, 5

	be beneficial for supporting reading.' ***EEF- Working with parents to support learner's guidance:*** 'Support parents to create a regular routine and encourage good homework habits,' ***EEF- Working with parents to support learner's guidance:*** Through our evaluations of remote learning, parental surveys and monitoring of engagement in weekly home learning tasks (reading and homework), we have identified the need to support our parents with the knowledge and understanding of how better to support their children at home with early maths and reading skills. We have also identified an additional need with our Year 2 pupils, of supporting parents/ carers with establishing good routines at home.	
Provide a wider range of enrichment activities. (Examples include: Additional external visits linked to curriculum topics, more able workshops, drama club, music lessons/ clubs, sports clubs delivered by trained coaches.)	'We think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' ***EEF Teaching and learning toolkit.*** We recognise the impact that Covid 19 has had on all of our pupils, in particular our most vulnerable and disadvantaged pupils, and how this has limited their opportunities to partake in external trips and enrichment activities from external providers, such as music, sports and core curriculum specialists. We know from pupil and staff voice the enjoyment and positive impact that these experiences have our on pupils' progress and motivation to learn.	1, 2, 3
Continue to develop pupil voice and pupil leadership. Pupils to participate in a range of pupil bodies, linking to school matters.	'By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.' ***EEF- teaching and learning toolkit.*** We recognise the importance of developing pupils' leadership, personal and social skills to help better prepare pupils for success in later life. We plan to strengthen pupil voice and secure effective pupil participation and leadership through establishing various pupil bodies, around school matters, and implementing a prefect system in Year 4.	2, 3

Total budgeted cost: £ *77,480*

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.

Aim – 2020-2021	What we achieved
1. Strengthen the good quality of teaching, learning and assessment (with a particular focus on disadvantaged and vulnerable pupils) so that outcomes continue to improve for all pupils (in line with national data)	Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2021 – there is therefore no national data. The impacts from lockdown were identified and strategies were put in place to accelerate pupil progress during the delivery of our tailored recovery curriculum. The recovery curriculum prioritised the teaching and learning of reading, writing and maths, as well as focusing on pupils' emotional health and well-being, as we know these areas were significantly impacted during lockdown, particularly for our vulnerable pupils. As a result, internal teacher assessments show that good progress was made in most areas. We identified that pupils' fine and gross motor skills were impacted during lockdown, which inevitably impacted their writing skills and stamina for writing. Teacher's regularly revisited expectations for presentation and handwriting and taught daily or additional handwriting sessions which enabled most pupils to make rapid improvements. As a result of a targeted group of pupils receiving 1:1 and small group tuition in phonics, in addition to Read Write inc being fully embedded across the school, 79% of pupils passed the Year 1 phonics test (taken in Oct 2020) with all except 2 children passing the Year 2 retake in June. Pupils' engagement and levels of fitness were improved through our whole school theme 'Hope, skip and jump', where all pupils received a skipping rope, training from a skipping expert, motivating challenges and regular opportunities to develop their skipping skills. Pupil feedback demonstrated a positive attitude towards getting fitter and a sound understanding of the benefits of physical activity. Feedback from staff also demonstrated that pupils displayed an increased confidence when tackling new challenges. As a result of tracking pupils and whole school moderation tasks to establish gaps in learning, teachers have refined their practise and strengthened their assessments and quality of teaching in order to meet the needs of all pupils. SLT monitoring (book trawls, learning walks, planning scrutiny and pupil voice) following in house CPD training from the maths and English leads, showed that new resources/ training ideas are beginning to be used more effectively to plan and support pupils learning.
2. Build, strengthen and secure effective leadership and accountability to secure improved outcomes for all pupils (with a particular focus on disadvantaged and vulnerable pupils).	The Assistant Headteacher took on the role of Pupil premium lead. As a result of developing her own CPD in this area and her knowledge and understanding of the latest research developments, she has an increased confidence within this role, which has enabled her to effectively lead staff across the school. The Assistant headteacher led, developed and monitored remote learning effectively, by making changes based on regular parental and staff feedback. Parent surveys demonstrated that most parents made use of other areas of the remote learning page to enable them to support their child. The more frequently accessed

	areas were: Parental support, creating a home learning environment and skipping over the rainbow. An Associate Assistant Headteacher was appointed and leads on English and THRIVE across the school. As a result of becoming a THRIVE practitioner, she effectively monitors the targeted support that pupils receive either individually or as a group. Specific case studies show that pupils are able to manage their emotions and behavior more effectively and readily.
3. Review the deployment of teaching assistants	Following auditing, monitoring and training by SLT support staff have been redeployed for Autumn 2021, to maximise effective use of support staff's skill set and expertise. During lockdown, as well as inhouse training delivered by SLT, teaching assistants additionally sought the opportunity to access bespoke training online to enhance their own skills and knowledge through completing specific courses. As a result of training, teaching assistants have a greater clarity about their purpose and role in supporting all learners. Their knowledge and understanding of teaching early reading strategies and the use of concrete apparatus and pictorial representations linking to abstract calculations in maths has improved, and this has supported their delivery. Staff feedback demonstrates an increase in confidence and knowledge. Teaching assistant appraisals took place during Summer 2021 with initial target setting meetings taking place.
4. Improve attendance and punctuality of disadvantaged pupils so that it is in line with national expectations	Our Pupil premium attendance last year was 94.3% which is higher that the National average at 93%. Minutes late reports were compiled weekly, monthly and half termly. As a result of sending personalised half termly letters, the punctuality of some pupils improved. The attendance of two case study pupils has improved greatly from 50% to 85% in one case and 79% to 99% in the other.
5. Review the school's approach to parent partnership to enable quality interactions and purposeful decision making.	Parental workshops were unable to take place due to Covid restrictions, however, English and maths workshop materials were placed on line, to enable parents to support their child better at home. During lockdown, teachers kept in regular contact with parents via emails and phone calls. Parental surveys demonstrated that parents were very pleased with the level of communication received from their teacher. The average score was a positive 4.6 out of 5.0. The deputy head also monitored vulnerable pupils' engagement and welfare closely and made regular phone calls. Positive feedback from parents demonstrated that they felt supported during this challenging period of time. Structured conversations took place via phone calls, where teachers and parents discussed the child's current assessments and next steps. SLT responded to parent surveys and made changes to our remote learning offer in light of comments made. A section on our remote learning page was dedicated to 'Parental support and well-being' and results from parent surveys demonstrates that these areas were some of the areas accessed the most. Personalised packs were created for vulnerable pupils and those with SEND.

	These were either collected by parents or delivered by SLT to ensure that parents had the resources readily available to support their children with home learning. All of our vulnerable families were offered an electronic device and an internet data Simm card. 14 of our families in receipt of pupil premium loaned a laptop from school. Staff feedback reported that this improved the level of engagement and quality of remote learning tasks completed.