

# Holyoakes Field First School Pupil premium strategy statement 2019-2020

1. Summary information					
School	Holyoakes Field First School				
Academic Year	2019/2020	Total PP budget	£84,480	Date of most recent PP Review	July 18 by gov body
Total number of pupils at July 2019	243 Exc nursery	Number of pupils eligible for PP at July 2019	62 = 27%	Date for next internal review of this strategy	October 2019- Andy Packer SIP- Nov 19

2. Current attainment . <b>Only to end of Spring 20 due to Covid 19 closure of schools</b> Figures in red are to Spring 20									
	Pupils eligible for PP in school 2018/2019			Non PP pupils in school 2018/2019			All Pupils (NAT) 2018 (2019)		
	R	W	M	R	W	M	R	W	M
% achieving GLD in reading, writing, maths in Reception	77% <b>50%</b>	62% <b>50%</b>	77% <b>50%</b>	77% <b>80%</b>	62% <b>76%</b>	77% <b>82%</b>	75% <b>77%</b>	70% <b>74%</b>	76% <b>78%</b>
% achieving ARE in year 1 phonics (based on reading assessment)	88% <b>83%</b>			90% <b>74%</b>			82% <b>82%</b>		
% achieving EXP or above in reading in Year 2	77% <b>63%</b>			79% <b>74%</b>			75% <b>75%</b>		
% achieving EXP or above in writing in Year 2	62% <b>38%</b>			77% <b>54%</b>			70% <b>69%</b>		
% achieving EXP or above in maths in Year 2	77% <b>75%</b>			85% <b>82%</b>			76% <b>76%</b>		
% achieving EXP or above in reading, writing & maths in Year 2	70% <b>38%</b>			74% <b>54%</b>			65% <b>65%</b>		
% across school making at least 3 pts progress in reading, writing & maths across school	R	W	M	R	W	M	R	W	M
	89%	94%	90%	85%	79%	88%	NA	NA	NA
	<b>75%</b>	<b>63%</b>	<b>75%</b>	<b>95%</b>	<b>79%</b>	<b>97%</b>			

3. Barriers to future attainment (for pupils eligible for PP including high ability) In-school and external barriers	
A.	Low baseline on entry to school in communication and language particularly evident in terms of delayed receptive and expressive language skills.
B.	Limited life experiences on entry to school and throughout early schooling. Low levels of resilience and self-belief due to poor social and emotional skills on entry.
C.	Parental capacity and confidence to support pupils can be hampered by limited literacy skills and the degree of fluency in English.
D.	Parental understanding of the importance of regular attendance and punctuality can result in pupils missing significant periods of schooling and increased levels of persistent absence.
E.	High levels of social and economic deprivation (housing, nutrition, financial hardship) impact on physical health, attendance, concentration and retention skills and the emotional well-being of many pupils. Many families are disadvantaged/ vulnerable but may not meet the criteria for FSM.
4. Desired outcomes	Success criteria (Impacted by Covid 19 school closure)
A.	<p>To improve oral language &amp; vocabulary skills for pupils eligible for PP across school. All pupils in receipt of good or better teaching. High quality curriculum initiatives are targeted to address poverty of vocabulary.</p> <p><b>End of Year BPVS, Language Link assessments and other interventions show further improvement towards ARE in CL and PSE. Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority.</b></p> <p><b>Intense support from EYFS lead and Headteacher to promote and secure language and vocabulary acquisition. Nursery teacher is now lead for EAL and attending CPD which will also benefit early language development. End of Spring EYFS ARE in CL= 50% PP children.</b></p> <p><b>Across whole school CPD training on Word Aware for whole school approach and use of Mrs Wordsmith to promote the knowledge, use and understanding of new vocabulary. Also work on curriculum development and QFT to ensure high quality provision for all.</b></p>

<p><b>B.</b></p>	<p>To increase the % of pupils eligible for PP who make accelerated progress toward ARE and above, both locally and nationally. Pupils well-being is supported effectively to ensure they are ready for learning and develop a passion for it.</p>	<p>All pupils eligible for PP make at least EXPECTED progress and outcomes in 2019/2020 are closer to/in line with national outcomes in core subjects. 70% of PP pupils reach ARE in core subjects. QFT &amp; targeted support ensure gaps are addressed and the % of children achieving at or above ARE increases.</p> <p><b>At end of Spring PP children across school:</b></p> <p><b>ARE: R= 79% W= 65% M=75%</b></p> <p><b>Progress expected or better: R= 90% W=75% M=88%</b></p> <p><b>Well-being is always a high priority and targeted Early Help support provided.</b></p>
<p><b>C.</b></p>	<p>To improve participation rates for pupils eligible for PP in extra-curricular activities &amp; enrichment opportunities. Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life.</p>	<p>Analysis of club attendance records show more pupils eligible for PP attending regularly. 100% of PP pupils attend at least one extra-curricular club each year. Lunchtime club provision for those hard to reach children. PP children are prioritised at cultural, sporting &amp; other external activities where appropriate. Aspirations of PP children for later life are evident.</p> <p>90% PP children attended clubs. Of 6 children not attending 4 are from year 1 and parents often think they are too young to attend.</p> <p>Pupil voice has been a focus this year and PP children have been a focus. Children's attitudes to learning are very positive and behaviour around school is very good.</p>

<p><b>D.</b></p>	<p>To improve parental confidence in engaging with and supporting their child's development and learning. Parents and carers encouraged to play an active role in their children's education.</p>	<p>Parent attendance, of pupils eligible for PP, at learning workshops increase. Parental confidence increases shown through engagement with child's learning and other agencies. Attendance of PP pupils moves closer to the national average of &lt;96% and number of PA's across school reduced to below 10%. (Attendance 18/19= 93.94% 19/20 end of Spring = 93.27% 18/19= 16% PP children were PA 19/20 end of Spring= 24.56% children were PA)</p>
------------------	---	--

5. Planned expenditure					
Academic year		2019/2020			
Quality of teaching for all and targeted support- Teaching and Learning					
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 dates/RAG rating
A. To improve oral language & vocabulary skills across school	1. Further staff training & development in improving vocabulary and understanding memory issues. 2. High quality planning meets the needs of all ability groups 3. Excellent use of daily formative assessment to inform daily planning adaptations 4. Team teaching programme to share good practice throughout school. 5. Increased opportunities for speaking & listening. 6. Purchase class copy of Mrs Wordsmith Word of the Day to promote new language acquisition. 7. Teaching of reading to be systematic and high quality.	<ul style="list-style-type: none"> <li>• A significant number of pupils need targeted support to improve their language skills.</li> <li>• These interventions have been shown to be effective and used widely in schools- EEF</li> <li>• Investment in long term change to help all pupils</li> <li>• Evidence &amp; historic school data shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary.</li> <li>• Nationally recognised PP vocabulary gap.</li> <li>• Reading an invaluable life skill.</li> <li>• Reading helps build vocabulary,</li> </ul>	<ul style="list-style-type: none"> <li>• Use INSET days and twilights to deliver training.</li> <li>• Half term pupil progress meetings to monitor progress.</li> <li>• Observations of lessons and interventions</li> <li>• Approaches selected using evidence of effectiveness</li> <li>• Monitoring through learning walks &amp; observations</li> <li>• Termly reviews of the impact of Team teaching programmes</li> <li>• Performance management objective setting &amp; reviews</li> <li>• Termly Subject reports by subject leaders re: progress and attainment.</li> <li>• All EYFS pupils screened on entry for S &amp; L deficit.</li> <li>• SALT intervention</li> <li>• TA led S &amp; L programmes</li> <li>• All children develop love of reading</li> <li>• Structured comprehension lessons</li> <li>• At least 3 x weekly school reads and expected 5 x home reads</li> </ul>	JH-SENCo/ PP Co RC LIT Co TK Head RJ-EY's lead	Dec 19 April 20 July 20 <b>To end of Spring 20 progress towards desired outcome had been steady and on track. A lot of CPD for promotion of language, vocabulary and planning so QFT improves.</b>

<p>B1. To increase the % of pupils eligible for PP who make accelerated progress toward ARE.</p> <p>B2. To increase the % of pupils eligible for PP who reach ARE or above.</p>	<ol style="list-style-type: none"> <li>1. Further staff training on Thrive, Memory, Autism awareness, Maths Intervention</li> <li>2. Moderation of work inter and intra school and across county</li> <li>3. Half term pupil progress meetings to analyse progress.</li> <li>4. High quality differentiated planning for all ability groups</li> <li>5. Team teaching programme to support CPD development throughout school</li> <li>6. Good use of resources to develop pupil's understanding of language</li> <li>7. External support for moving from good to outstanding</li> <li>8. Use of Educater to track &amp; analyse pupil attainment &amp; progress</li> <li>9. External support for children with specific SEND needs</li> </ol>	<ul style="list-style-type: none"> <li>• A significant number of pupils need targeted support to improve their language skills.</li> <li>• These interventions have been shown to be effective and used widely in schools and are discussed in reliable sources such as EEF Toolkit.</li> <li>• Attainment at the end of year 2 was in line or above national in 2019 for the first time so need to consolidate.</li> <li>• Research evidence highlights that good or better teaching impacts significantly on pupil outcomes.</li> <li>• All children have a right to a broad and balanced education.</li> <li>• % reaching ARE in certain year groups was lower in writing although progress was better than expected.</li> </ul>	<ul style="list-style-type: none"> <li>• Half term pupil progress meetings to monitor progress using SPTO.</li> <li>• Observations/learning walks of lessons and interventions</li> <li>• Approaches selected using evidence of effectiveness- EEF</li> <li>• Moderation dates set and adhered to</li> <li>• Termly reviews of the impact of Team teaching programmes</li> <li>• Performance management objective setting &amp; reviews</li> <li>• Termly Subject reports by subject leaders re: progress and attainment.</li> <li>• On-going review of external support and impact</li> <li>• Continued endorsement of Growth Mind-set and Thrive to promote positive mental attitudes and health.</li> <li>• TA's trained to deliver Maths Intervention regularly</li> <li>• TA's support children in class &amp; targeted support groups under direction of the teacher.</li> <li>• PP children get at least equal proportion of teacher time.</li> </ul>	<p>SLT JH- SENCo/PP Co LIT Co- RC Maths Co-AR TK-Head</p>	<p>Dec 19 April 20 July 20</p> <p><b>To end of Spring 20 progress towards desired outcome had been steady and on track. Staff CPD has taken place to improve knowledge and understanding of SEND needs. Focus on: moderation throughout year, quality of planning, pupil progress meetings, book and planning trawls, lesson observations.</b></p>
<p style="text-align: right;"><b>Total Amount</b></p> <p><b>Costings: TA class and targeted support- 11x £4000= £44000</b></p> <p><b>Speech and Language Link licences( share of with SEN)- £300</b></p> <p><b>Class vocabulary materials- £280</b></p> <p><b>Educater assessment system (share of)- £1000</b></p> <p><b>CPD &amp; staff release/monitoring - £ 10000</b></p>					<p>£65,580</p>

Other approaches- Enrichment, Engagement and Well-being					
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 dates/RAG rating
C.To improve participation rates in extra-curricular activities & enrichment opportunities	1. Variety of clubs offered, including lunchtime provision. 2. No charge policy 3. Parent/child audit about interests 4. PPG used to subsidise cost of visits 5.All children properly equipped for school	<ul style="list-style-type: none"> <li>We can't improve wider opportunities and enrichment if pupils do not attend clubs and or money is a barrier to participation.</li> <li>Visits support classroom learning through high quality first hand experiences to develop oracy, vocab, PSE skills &amp; basic skills in Lit &amp; Maths.</li> <li>Extra-curricular programmes can have positive impact on attendance, engagement and attainment.</li> <li>Costs of visits should not prohibit children participating</li> <li>Lack of uniform &amp; equipment can alienate PP pupils.</li> <li>Being properly equipped adds to a child's sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor club attendance and actively promote with PP eligible children</li> <li>Audit of interests carried out and clubs/provision adjusted to meet needs.</li> <li>All PP chn attend educational and residential visits</li> <li>Clubs initially aimed at PPG chn</li> <li>Learning walk of clubs by SLT to review quality of provision</li> <li>Those not attending after school club to attend lunchtime provision.</li> <li>Contributions to uniform made and children attend school appropriately dressed.</li> <li>Regular checks made by staff to ensure PP children have necessary equipment and uniform- parents contacted if not to identify barriers.</li> </ul>	HG-PE Co Admin staff SLT	Half termly  <b>To end of Spring 20 progress towards desired outcome had been steady and on track. 90% PP children access an after school club. Enrichment opportunities increased.</b>

<p>D. To improve parental confidence in engaging with and supporting their child's development and learning and in turn developing child's resilience, independence and well-being.</p>	<p>1. Range of Child/parent interactive workshops offered throughout the school year  2.Regular structured conversations  3.Signpost and support parents engagement with other agencies  4. Resources partly funded by PPG to allow parents to learn strategies in school &amp; work alongside their child at home  5. Support of school nurse, EWO and family support for parents where child's attendance is issue  6. On going whole school Thrive approach- developing children's social emotional well- being.  7.SLT member to receive Mental-Health first aid training</p>	<ul style="list-style-type: none"> <li>• EEF toolkit provides evidence of parental engagement benefits</li> <li>• This is already an improving area in school and the impact on learning is being seen so we wish to capitalise on the confidence growth</li> <li>• Parents lack knowledge of latest methods &amp; strategies used to teach their children.</li> <li>• Attendance of PP children is below national and has a high PA..</li> <li>• Good attendance improves outcomes.</li> <li>• Impact of mental health and well-being issues for the child and the family as a whole is a growing concern.</li> <li>• Mental health focus for Ofsted</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor attendance at workshops</li> <li>• Monitor attendance at SC's</li> <li>• Actively support parents in engaging with outside agencies such as EWO and family support.</li> <li>• Pupil views</li> <li>• Parent views</li> <li>• Regular monitoring of individual pupil attendance</li> <li>• Discussions/communication with parents</li> <li>• Pressure on punctuality initiative</li> <li>• Exciting and engaging curriculum to encourage good attendance</li> <li>• Family support worker supporting families with various parenting programmes-also JF &amp; JH promoting Reducing Parental Conflict initiative.</li> </ul>	<p>TK-head  JD-EWO  JF- Family Support  Subject leaders</p>	<p>Weekly for attendance  Half termly for other areas</p> <p><b>To end of Spring 20 progress towards desired outcome had been steady and on track.</b></p> <p><b>Attendance at Structured Conversations by parents is good. Learning workshops for parents also heavily subscribed. During Covid 19 lockdown an enormous amount of resources have been made available to parents to support home-learning. Mental Health First Aid qualification achieved. Continued employment and use of EWO and family support.</b></p>
---	---	--	---	---	--

<p><b>Costings: Subsidised uniform and belongings: £1,500</b></p> <p><b>Subsidised trips, events and clubs:£7,000</b></p> <p><b>Outside agency EWO/FS ( share of): £3,000</b></p> <p><b>Thrive Licence and staff CPD: £2,000</b></p> <p><b>Parenting workshops – resources/staffing/time: £5,000</b></p> <p><b>Mental Health First Aid Training: £400</b></p>	<p><b>Total Amount</b> £18,900</p>
---	------------------------------------

**6. Review of expenditure for 2018-2019 is in REVIEW OF STRATEGY FOR THAT YEAR**