

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Holywell Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	8.11.23
Date on which it will be reviewed	8.11.24
Statement authorised by	Kate Espley Head of School
Pupil premium lead	Jackie Warner SENCo/Inclusion Leader
Governor / Trustee lead	Emily Walker-Smith SEND & PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,284
Recovery premium funding allocation this academic year	£4,204
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring grant	£1,958
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	£45,446

Part A: Pupil premium strategy plan

Statement of intent

At Holywell, we are passionate about our role in ensuring that socio-economic background is not a proxy for academic achievement. We recognise the important role that schools play in closing the achievement gap between disadvantaged pupils and those from other backgrounds. We are very proud of our track record in ensuring that our disadvantaged children leave Key Stage 2 with attainment broadly in line with other children nationally. We aim to ensure that our high attaining pupil premium children also progress in line with their non-disadvantaged peers. We regularly consider the challenges faced by our pupil premium children and use this to help us form any decisions with allocation of support.

Our key principles for supporting disadvantaged children are:

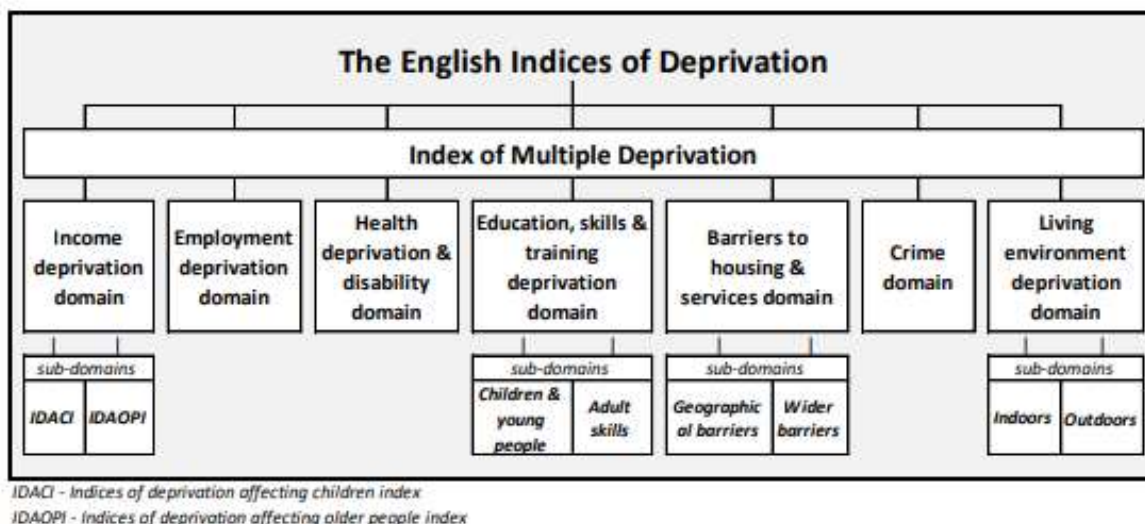
- Remaining up to date with the challenges and barriers to learning faced by our disadvantaged children;
- Strategically using the Pupil Premium Grant to ensure that the challenges and barriers identified are met;
- Relentlessly tracking the achievement of disadvantaged children, including the impact of the interventions implemented;
- Maintaining the highest aspirations and expectations for all learners, regardless of socio-economic status.

Our current pupil premium strategy plan demonstrates the strategic use of funding to address challenges and barriers identified by us as a school in our planned activities to support our disadvantaged children. Planned activities such as additional resources and reading support to provide quality first teaching, have proven to be the most effective method at closing the attainment gap. Another example would be the investment in well-being and pastoral support to support the high percentage of pupil premium children who demonstrate low self-esteem and social and emotional needs.

Our process will be receptive to needs of our learners and we will use assessments to monitor the impact of disadvantage and activities implemented. Where we feel that there is a need, we will implement this support as early as possible. We will work with teaching staff to ensure we all have responsibility for disadvantage children's outcomes and that every child can achieve.

Challenges

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



What challenges do our disadvantaged children face?

Holywell serves the community of Upchurch (58% on roll) and the remaining 42% of pupils coming from sounding areas; Rainham, Gillingham and Sittingbourne.

Referring to the Index of Multiple Deprivation (IMD), The majority (84%) of our pupils in receipt of Pupil Premium Funding would be categorised under the Income Deprivation Domain. In addition, 6% of our PP children are Post Looked After Children, and 9.7% % are Service Children.

Using our professional knowledge of the families that we have in school, of those receiving Pupil Premium funding due to being categorised under the Income Deprivation Domain, we feel 60% could be classified with multiple deprivation domains.

As of September 2023, these are the barriers to learning that face our disadvantaged children.

Challenge number	Detail of challenge
1	Our assessments (including staff voice), observations, provision maps and discussions with pupils and families demonstrate that 94% of our pupil premium children have limited confidence or self-esteem.
2	Pupil voice and discussions with teaching staff demonstrate that 29% pupil premium children have been identified as having limited home engagement with school and academic support.
3	Provision maps, discussions with teachers and wellbeing mentors' assessments have identified that 58% pupil premium children currently require additional support with social and emotional needs.
4	Teacher assessment shows that at the end of KS2 there remains a gap of 24% when comparing disadvantaged and non-disadvantaged reaching age-related expectations in the combined measure (R, W, M) having reduced from a gap of 32% at the beginning of KS1.
5	Interaction (currently or recent historic) with outside agencies demonstrates that 35% of our PP children face difficulties at home, are receiving Early Help, are CiN or have Child Protection Plan.

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
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Improved well-being for our students from qualitative data from student voice, parent surveys and teacher observations. Increased participation in curriculum enrichment activities.
Sustained reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 will continue to align or be better than national other so that at least 73% of disadvantaged pupils meet at least the expected standard.
Writing attainment will improve to at least match that of national other for disadvantaged pupils.	KS2 writing outcomes in 2023/24 will continue to align or be better than national other so that at least 71% of disadvantaged pupils meet at least the expected standard.
Improved home engagement and home support among disadvantaged pupils.	Parent/ Carer surveys demonstrate high levels of engagement and support. Well-attended curriculum events. Well-being and pastoral support are accessed by parents and carers who are most vulnerable.

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: **£18,670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT Quality of Teaching and Learning</p>	<p>EEF shows us that supporting high-quality teaching is pivotal in improving children’s outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap.</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>Improved outcomes have been identified in English, Mathematics and Science. Wider benefits such as more positive attitudes to learning and staff CPD. increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 3, 4</p>
<p>‘Developing Maths Mastery’ in collaboration with Kent and Medway Maths Hub</p> <p>Year 3 of this program</p>	<p>Like “mastery learning”, “teaching for mastery” aims to support all pupils to achieve deep understanding and competence in the relevant topic.</p> <p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>See also the NCETM Teaching for Mastery approach: https://www.ncetm.org.uk/teaching-for-mastery/</p>	<p>1, 3, 4</p>
<p>Forest School activities for the whole school led by the Forest School Leader.</p>	<p>Active Learning has proven to be a successful creative intervention to engage all pupils in learning opportunities.</p> <p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in confidence, social skills, communication, motivation, physical skills, knowledge and understanding.</p>	<p>1, 3, 4</p>

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

Budgeted cost: £28,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
Better Reading Partnership (BRP)	EEF research shows us that if we teach pupils to use strategies for developing and monitoring their reading comprehension and effectively implement a systematic phonics programme it will improve literacy attainment.	1, 3, 4
Little Wandle Letters and Sounds,	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
School based Tutoring Programme	The evidence for the efficacy of tutoring is strong. The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year. https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers/independent-review-of-tutoring-in-schools-phase-1-findings#:~:text=The%20evidence%20for%20the%20efficacy,course%20of%20an%20academic%20year.	1, 3, 4
Teaching Assistants target support through in class support and interventions Sensory Circuits, 1:1 reading, Early morning catch up, Lego therapy, Pre teaching	Planned and targeted Intervention can improve progress and enable the gap between PP pupils and non-PP pupils to narrow https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4
EYFS offer high quality language provision to develop oral language skills through the Speech/ Language Link interventions	EEF Research demonstrates the effectiveness of quality early intervention and feedback and its impact on progress. Some children with speech and language difficulties find learning new concepts a barrier. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	1, 2, 3, 4

ELSA training and ELSA support in school	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning (SEL) can lead to learning gains of +4 months over the course of a year. Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 2, 3
Post LAC support 1:1 counselling support		
The FLO works with vulnerable families, supporting with attendance and pastoral support	Some PP children remain on the persistent absence list; this needs to be addressed. Some children are not arriving to school well prepared for their learning. https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ "Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well."	1, 2, 3, 5

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

Budgeted cost: **£8,625**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising school trips, events, swimming for PP pupils.	Many PP pupils wish to take part in after school events or extra-curricular activity but are hindered by financial difficulties. This intervention will allow opportunity for all children to take part and achieve. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1, 2,
Subsidising Year 6 Residential visit	"At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."	
Calm Club and Lunchtime provision for vulnerable pupils and nurture check-ins from Pastoral Team daily.	Some of our PP children can feel dysregulated and upset due to challenges they face and SEMH issues. Our observations show a safe space allows these children the opportunity to to address anxieties and behavioural difficulties.	1-5

Specific Pastoral Support – Uniform etc	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-5
Purchase of the school mini- bus	<p>Our school is in a village which restricts access to public transport for events that broaden wider enrichment opportunities. Our mini bus enables opportunities to cultural and sporting events.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	1-5

Total budgeted cost: £55,497

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.

Percentage of pupils meeting the expected standard at the end of key stage 2, 2016 to 2023 (England, all schools)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Reading, writing and maths	53%	61%	64%	65%	x	x	59%	59%
Reading	66%	72%	75%	73%	x	x	75%	73%
Writing	74%	76%	78%	78%	x	x	69%	71%
Maths	70%	75%	75%	79%	x	x	71%	73%

Impact

At the end of 2022-23, SATs were completed and the following proportions of children achieved at least age-related expectations at the end of Key Stage 2.

KS2 Teacher Assessment 2021	Reading	Writing	Maths	RWM
School Disadvantaged (6 children)	83%	67%	83%	50%
National Other	73%	71%	73%	59%
National Disadvantaged	62%	55%	56%	43%

Writing in black is taken directly from DfE: Key Stage 2 Attainment.

[\(Key stage 2 attainment, Academic year 2022/23 – Explore education statistics – GOV.UK\)](#)

explore-education-statistics.service.gov.uk)

Writing in blue has been added as a comparison to Holywell.

These statistics cover the attainment of year 6 pupils who took assessments in summer 2023. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4.

In individual subjects, attainment increased in maths, writing and science compared to 2022. Attainment remained the same in GPS and fell in reading.

In writing, 71% of pupils met the expected standard, up from 69% in 2022.

At Holywell, 67% of disadvantaged pupils reached the expected standard in Writing, which is just 4% below with other pupils nationally. Our disadvantaged pupils reached higher than National disadvantaged pupils. 16.67% of our disadvantaged pupils achieved the higher standard in reading and GaPS.

In maths, 73% of pupils met the expected standard, up from 71% in 2022.

At Holywell, 83% of disadvantaged pupils reached the expected standard in maths which is 10% higher than other pupils nationally, and 27% higher than the national average for disadvantaged pupils.

In reading, 73% of pupils met the expected standard, down from 75% in 2022.

At Holywell, 83% of pupils reach the expected standard in reading which is 10% higher than National Other and 21% higher than National Disadvantaged.

Attainment in all of reading, writing and maths (combined) remained the same as in 2022. In all of reading, writing and maths, 59% of pupils met the expected standard, unchanged from 2022.

At Holywell, 50% of our pupils reached the expected standard in reading, writing and maths (combined) which is slightly below other pupils nationally but still higher than disadvantaged children nationally. Five of our six disadvantaged pupils reached expected in at least two subjects – reading, writing and maths. One pupil did not reach expected in maths, one pupil did not reach expected in writing and one pupil did not reach expected in reading and writing. These three pupils all had been diagnosed with SEND which impacted their performances in SATs.

Headlines:

- Attainment at the expected standard of disadvantaged children remains above national counterparts in all subjects.
- Our focus on improving reading has improved outcomes for our disadvantaged pupils.
- The maths mastery program improved outcomes for our disadvantaged pupils in Year 6.
- None of our disadvantaged pupils were assessed as below the expected in all three areas and only 16.6% was below expected in two areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics	Little Wandle
Mathletics	3P Learning
Accelerated Reader	Renaissance Learning
Speechlink and Language Link	Speechlink Multimedia Ltd
Times Tables Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	