

# Holybrook Primary School

## Pupil premium strategy statement 2018-19



1. Summary information					
<b>School</b>	Holybrook Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£158, 400	<b>Date of most recent PP Review</b>	9 <sup>h</sup> January 2019
<b>Total number of pupils</b>	232	<b>Total number of pupils in receipt of Pupil Premium funding</b>	120 (52%)	<b>Date for next internal review of this strategy</b>	April 2019

2. Current attainment (Year 6 2018)				
	<i>Pupils eligible for PP (23)</i>		<i>Pupils not eligible for PP (national average)</i>	
	<b>ARE</b>	<b>GD</b>	<b>ARE</b>	<b>GD</b>
% achieving in reading, writing and maths	52%	4%	67% (70%)	0% (12%)
% making progress in reading	65%	13%	67% (80%)	67% (33%)
% making progress in writing	52%	13%	67% (83%)	0% (24%)
% making progress in maths	61%	17%	67% (81%)	0% (28%)

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

<b>A.</b>	Poor levels of communication and oral language skills, particularly as regards breadth of vocabulary.
<b>B.</b>	Poor phonics, comprehension and inference skills in reading. (More able PP pupils demonstrate poor inferential skills compared to peers).
<b>C.</b>	Low standards of development as regards verbal reasoning – particularly in maths.
<b>D.</b>	SEND needs: 56% of pupils in receipt of the Pupil Premium are on the SEND register of which: i. 80% have a range of complex learning needs ii. 60% have speech and language difficulties
<b>E.</b>	Range of behavioural and emotional needs: 43% of PP pupils with SEND.
<b>F.</b>	Culture of low expectations

#### External barriers

<b>G.</b>	Poor attendance and punctuality rates
<b>H.</b>	A significant number of parents/carers have limited knowledge and skills as regards how to support pupils' learning at home
<b>I</b>	Limited range of experiences to support learning beyond the school day, during weekends and during holidays.
<b>J</b>	Low levels of parental engagement with school. Relationships between parents and school are poor/negative.
<b>K</b>	Chaotic and impoverished home lives leading to difficulties with concentration and disruptive behaviour: 73% of PP pupils are under the remit of social care. (100% of the school's CP and CIN plans relate to PP pupils).
<b>L</b>	Lack of parental aspiration (in a significant number of cases)

#### 4. Planned actions, planned spending and desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Staff Lead</i>	<b>Evaluation</b>
<b>A.</b>	<ul style="list-style-type: none"> <li>(i) AHT support for identified pupils for SPAG knowledge and accurate use in writing.</li> <li>(ii) Implement KS2 Communication and Language lessons/stand-alone SPAG lesson, for 30 minutes daily</li> <li>(iii) Purchase and implement WELLCOMM package and appropriate training (£350) as an intervention for PP pupils' early language development</li> <li>(iv) Purchase a range of innovative technologies and training in order to motivate and engage PP pupils in 'talk' activities e.g. CLICKER 7</li> <li>(v) Employ a p/t Speech and Language Therapist (£5000 per year) to target disadvantaged pupils with communication and language deficits, working with these children fortnightly in order to improve language development, communication and oracy and provide support and training to staff.</li> <li>(vi) Further develop and embed Talking School strategies at each key stage</li> <li>(vii) Provide high quality 'teaching vocabulary' training for all staff</li> <li>(viii) Purchase and embed Spag.Com for all pupils, targeting PP pupils in the first instance</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are fully trained to support disadvantaged children with language difficulties.</li> <li>• PP pupils' language/communication deficits are identified early</li> <li>• Remedial actions put into place to effectively address the needs of the pupils</li> <li>• PP pupils demonstrate improved levels of oracy and increased confidence in communication</li> <li>• Pupils' breadth and use of vocabulary increases</li> <li>• Pupils' articulation improves</li> </ul>	JJ	<p>Children with speech and language issues are being rapidly identified and support put into place to address gaps under guidance from a fully trained speech and language professional.</p> <p>Staff demonstrate confidence in the use of appropriate language and communication support strategies with targeted pupils.</p> <p>Children in Early Years with language gaps are identified using the Wellcomm screening tool then make accelerated progress as a result of this regular intervention.</p> <p>The use of assistive technologies have led to an increase in children's confidence in literacy and improved quality of written and oral work.</p> <p>By the end of KS1, writing outcomes for disadvantaged children were 3% higher than their peers nationally.</p>

				GLD for C&L was 11% higher than their peers nationally.
<b>Budgeted Cost</b>				<b>£24,138</b>
<b>B.</b>	<p>(i) Purchase and embed Accelerated Reader, specifically targeting PP pupils</p> <p>(ii) <b>1 to 1 reading</b> for our vulnerable/disadvantaged pupils to take place for 30 minutes daily with skilled adults</p> <p>(iii) SLE support directed to target Y6 cohort to impact on the progress of disadvantaged males</p> <p>(iv) Fresh Start intervention in UKS2 for vulnerable/disadvantaged to fill gaps in phonics and catch up</p> <p>(v) Targeted phonics in small groups in KS1</p> <p>(vi) Vocabulary training for all staff targeted on enabling vulnerable /disadvantaged groups to access higher tiers of language</p> <p>(vii) Provide designated, highly qualified and skilled KS2 teachers (including skilled, Deputy Head Teacher) to teach English and Maths daily to identified vulnerable groups (mainly PP pupils) in, Year 5 and Year 6.</p> <p>(viii) Employ UP teacher and HLTA in Year 2</p>	<ul style="list-style-type: none"> <li>• PP pupils reading skills improve (as evidenced by reading records, assessments)</li> <li>• PP pupils achieve challenging targets in Reading</li> <li>• The in-school gap in Reading outcomes between PP and non-PP pupils completely diminishes</li> <li>• Pupils demonstrate improved comprehension skills especially in relation to more challenging texts</li> <li>• More Able PP pupils achieving Greater Depth in Reading is in line with non PP pupils in school.</li> <li>• Through use of Lexia and Precision Teaching, gaps in PP pupils' reading skills are identified and a personalised programme of learning is implemented, leading to accelerated progress.</li> <li>• Range of vocabulary increased</li> </ul>	<p>LD</p> <p>JJ</p> <p>JJ</p> <p>SB</p> <p>SP/JJ</p> <p>JJ</p>	<p>Rapid progress is being made in these intervention groups as a result of targeted work by highly skilled staff so that all pupils in these groups meet ARE at least.</p> <p>Reading and phonics support and interventions in place in Reception to support PP children. GLD for C&amp;L was 11% higher than their peers nationally. KS2 Reading outcomes for PP pupils, 79% ARE were above national ARE outcomes for all pupils: 73%. Reading Greater Depth outcomes for PP pupils: 32% compared to 27% for all pupils nationally.</p> <p>Children have made good progress in their reading skills through the use of Lexia, closing the gap between their entry level and their expected levels, as evidenced in the programme's reporting</p>

	<p>to deliver interventions for PP pupils 2 days per week in reading, writing and reasoning skills.</p> <p>(ix) Purchase and embed LEXIA for use with Y1 upwards both at home and at school. Deploy skilled TA for 1:1 work with PP pupils daily.</p> <p>(x) Deploy two skilled Teaching Assistants to run phonics interventions for PP pupils in Reception.</p> <p>(xi) Implement Y6 1:1 tuition for Y6 disadvantaged pupils from February Half term. Skilled teachers will deliver this.</p> <p>Deploy Learning Mentor to deliver precision teaching for phonics and high frequency words to KS2 target group (disadvantaged).</p>			<p>system.</p> <p>PP pupils' writing across school, evidences an increasing range of vocabulary as do day to day interactions and pupil voice. KS2 PP pupils' outcomes for ARE are now broadly in line with all children nationally and have increased by 22% from the previous year.</p> <p>Rapid improvement in the targeted children's recognition of high frequency words as a result of Precision Teaching</p>

Budgeted Cost: £62,976				
C.	(i) Deploy 2 Learning Mentors to support our children with behavioural and emotional difficulties, working with them to overcome barriers to learning.  (ii) Introduce and embed Breakfast Boosters (targeted Maths Support which includes our disadvantaged pupils): daily before school (30 mins per pupil), delivered by skilled TA.  (iii) Deploy skilled SENDCo/Deputy Head to work with PP pupils to develop and embed reasoning skills in Year 6.	<ul style="list-style-type: none"> <li>• The emotional needs of PP pupils are quickly identified and addressed by Learning Mentors</li> <li>• PP pupils demonstrate improved verbal reasoning levels</li> <li>• PP pupils' confidence and accuracy in interpreting and answering maths reasoning questions improves leading to improved outcomes.</li> <li>• Fluency of times table fact recall</li> <li>• Range of vocabulary increased</li> </ul>	LD	KS2 Maths ARE outcomes for PP pupils (84%) exceeded those of all pupils nationally (79%). GD outcomes for PP pupils were broadly in line with all pupils nationally. Ongoing assessment and pupil voice demonstrates
	(iii) Training for all staff on challenge questioning, planning for depth and concrete, pictorial and abstract teaching approaches to Maths to develop vocabulary, skills and conceptual understanding  (iv) Times Tables Rockstars software purchased to develop fluency skills and can be accessed in lessons, break/lunch times and at home			increased fluency and recall from Year 1 onwards.
Budgeted Cost				£11,550

D	<p>Employ a range of bespoke strategies and interventions, and purchase specialist resources necessary to meet PP pupils' identified needs including:</p> <ul style="list-style-type: none"> <li>i. A range of interventions and resources offered to close the gaps in learning for PP pupils such as Lexia (£2675), Clicker 7 (£2333), Precision Teaching, 1:1 reading and Fresh Start.</li> <li>ii. Additional Educational Psychologist time (£2000 per year) purchased in order to support the learning and learning behaviour of our most vulnerable pupils and offer bespoke training to staff.</li> <li>iii. The purchase of the 2 Star support package (£4675) from Bradford Council which provides specialist learning and behavioural support to school for vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• The gaps in attainment between PP children and non PP children will close rapidly.</li> <li>• Children's learning difficulties are quickly identified so that appropriate interventions and support can be implemented at the earliest point.</li> <li>• Staff are fully trained to meet the specific needs of our PP children.</li> </ul>	JJ	<p>Good progress is being made by children being targeted for additional interventions.</p> <p>Children with a range of social and emotional issues are identified quickly and offered specialist support, leading to improved learning behaviours in school.</p> <p>Children with speech and language issues are being rapidly identified and support put into place to address gaps under guidance from a fully trained speech and language professional.</p>
	<ul style="list-style-type: none"> <li>iv. Purchase of Commissioned Speech Therapist (£5000) working 1 day per fortnight to quickly identify children's needs, train staff and assess and review children regularly.</li> </ul>			
	Budgeted Cost			<ul style="list-style-type: none"> <li>• £ 6683</li> </ul>

E	<ul style="list-style-type: none"> <li>i. Deployment of a <b>full time Behaviour Support Worker</b> to offer a range of support to children with SEMH Needs</li> <li>ii. Provide all staff with positive behaviour and Team Teach training in order to support PP pupils with SEMH needs effectively.</li> <li>iii. Deploy <b>1 full time Learning Mentor</b> to support our PP children with behavioural and emotional difficulties, working with them to overcome barriers to learning. (£25000)</li> <li>iv. Employ an Educational Psychologist for an additional 6 sessions per year to support PP pupils with SEMH needs (costs as above)</li> <li>v. Purchase additional behaviour / learning support package (costs as above) per year to support PP children with SEMH needs</li> <li>vi. Develop a full time pastoral support team with a bespoke package of support for PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• The emotional needs of PP pupils are quickly identified and addressed by Learning and Behaviour Mentors</li> <li>• Mentored PP pupils are able to sustain concentration in lessons leading to increased progress</li> <li>• Gaps in progress between PP and non PP pupils diminish significantly</li> <li>• There are significantly fewer incidents of poor behaviour by PP pupils as evidenced by CPOMS records.</li> <li>• Behavioural, social and emotional needs of PP pupils are effectively identified and addressed at the earliest point.</li> </ul>	JJ	<p>Children with emotional difficulties have a place to talk about their feelings with trusted and highly-trained staff and learn strategies to manage their emotions, leading to improved focus and attention in class as evidenced through CPOMS records for targeted children.</p> <p>Due to speedy identification and intervention, vulnerable PP pupils with SEMH needs are accessing effective support such as specialist provision/DSP.</p> <p>Children with a range of social and emotional issues are identified quickly and offered specialist professional support, leading to improved</p>
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	<p>vii. Daily running of engaging and bespoke pastoral support groups led by the behaviour support worker and relevant resources purchased (£600)</p> <p>viii. Weekly 1:1 mentoring sessions with the behaviour mentor for our most vulnerable pupils with emotional and behavioural difficulties.</p> <p>Delivery of afternoon nurture sessions to vulnerable KS2 pupils with SEMH difficulties.(£18000)</p>			learning behaviours in school.
<b>Budgeted Cost</b>				<b>£44,600</b>
<b>F.</b>	<p>i. Introduce and embed Challenge and Growth mind-set training for all staff.</p> <p>ii. Purchase resources to develop challenge for all across school, targeting more able PP pupils in the first instance.</p> <p>iii. White Rose planning for depth for teaching staff across the whole school</p>	<ul style="list-style-type: none"> <li>Staff expectations of disadvantaged pupils rise</li> <li>PP pupils demonstrate use of a growth mind-set</li> <li>All learners are effectively challenged in all lessons</li> <li>GD outcomes for PP pupils in Y6 increase to be broadly in line with national</li> </ul>	CS/SB	<p>Monitoring evidences increased levels of challenge.</p> <p>GD outcomes by the end of KS2 have increased for PP pupils and are now either above or broadly in line with national outcomes for all pupils. – see above.</p>
	<b>Budgeted Cost £1,500</b>			
<b>G. &amp; L</b>	<p>(i) Employ a p/t (0.5) Attendance Officer to target PP pupils with poor attendance and/or punctuality</p> <p>(i) Introduce NEESIE classes for parents, targeting disadvantaged families</p>	<ul style="list-style-type: none"> <li>Attendance action plans are in place for all identified pupils</li> <li>Bespoke support is provided for disadvantaged families as required</li> </ul>	CL	<p>Increased attendance of disadvantaged data 2018-19 compared to previous year shown in attendance data.</p>

	(ii) Increase the range of attendance rewards	<ul style="list-style-type: none"> <li>Disadvantaged pupils and their parents understand the importance of good attendance</li> <li>PP pupils' attendance and punctuality is in line with National.</li> </ul>		Disadvantaged data shows a decrease in the number of lates.
<b>Budgeted Cost</b>				<b>£17,500</b>
<b>H &amp; L</b>	<p>i. Develop and implement a range of half-termly workshops for parents (targeting the parents of PP children) in order to support their understanding of how and what pupils are taught, and the strategies they can use to support their children at home</p> <p>ii. Deploy the Parent Support Worker (PIW) to source and facilitate free courses for targeted parents in order to develop their own skills, raise aspirations and improve life chances.</p> <p>iii. Introduce a 'Starbooks' reading café for targeted PP pupils and their parents/carers</p> <p>iv. Provide free extended Nursery places for disadvantaged families.</p>	<ul style="list-style-type: none"> <li>Half termly parent workshops are planned for each half term in each Key Stage</li> <li>Parents of PP pupils feel confident in supporting their child's learning at home</li> <li>PP pupils complete homework regularly</li> <li>Frequency of PP pupils' reading increases</li> <li>PP pupils' times table knowledge and mental maths skills improve</li> </ul>	SB	<p>Phonics and reading workshops for Foundation Stage have taken place (Autumn 1 and 2)</p> <p>Full time Nursery places have made accessible for disadvantaged families.</p> <p>Raving Reader records show that there has been a sustained increase in both the number of PP pupils reading and the frequency of this.</p> <p>Ongoing assessment and pupil voice demonstrates increased maths fluency and recall from Year 1 onwards.</p>
<b>I.</b>	(i) Provide increased opportunities for PP pupils' experiential learning by subsidizing educational trips, visits and residential.	<ul style="list-style-type: none"> <li>100% of PP pupils access all school trips and visits planned for their class</li> <li>At least 75% of Y6 PP pupils access the residential</li> </ul>	CL	100% of PP pupils access all school trips and visits planned for their class.

	<p>(ii) Extend lease on school mini bus in order to provide subsidised trips and visits (costcalculated as 59% (PP figure for school) of total.</p> <p>(iii) Provide PP children and those whose families are in crisis and need support, with access to our After School clubs without charge.</p> <p>(iv) Deploy a Learning Mentor to run a WOW Club (Experiential Passport) for targeted PP pupils, weekly.</p>	<ul style="list-style-type: none"> <li>• At least 50% of PP pupils access Holiday Clubs and, age-appropriate, after-school clubs</li> <li>• PP pupils demonstrate increased vocabulary and are able to describe learning experiences beyond the classroom</li> <li>• PP pupils' writing outcomes improve to be in line with their non-PP peers in school.</li> </ul>		<p>75% of PP pupils in Y6 accessed the residential.</p> <p>PP pupils are targeted for before and after school, as well as lunchtime clubs 75% access these.</p> <p>PP pupils' writing across school, evidences an increasing range of vocabulary as do day to day interactions and pupil voice. KS2 PP pupils' outcomes for ARE are now broadly in line with all children nationally and have increased by 22% from the previous year. The in-school difference between these outcomes for PP and non PP pupils has largely diminished with only a 4% gap remaining.</p>
<b>Budgeted Cost</b>				<b>£16,478</b>
<b>J. % L</b>	<p>(i) To introduce a range of 'pop-up' parental engagement/after-school activities.</p> <p>(ii) Introduce NEESIE classes for mothers of disadvantaged pupils.</p> <p>(iii) Implement the use of Parent-Hub across school</p> <p>(iv) Implement a Bump and Baby group weekly, targeting disadvantaged families</p>	<ul style="list-style-type: none"> <li>• Parents/carers of PP pupils attend school events more frequently</li> <li>• Parents engage more positively with school</li> <li>• PP parents understand what their children are learning and feel more confident about supporting their children at home</li> </ul>	SB	<p>Successfully implemented and growing in popularity. These included : Toasting marshmallows, Hot chocolate. 'Pop ups' arranged for every 2 – 3 weeks for children, parents, carers, family members and others collecting from school.</p>

	(v) Introduce Stay and Play sessions for parents of pupils in Foundation Stage - targeting disadvantaged. (vi) Purchase and embed the Marvellous Me APP. (vii) Introduce weekly parent and child cookery classes, targeting PP pupils, led by Pastoral Support Worker (viii) Embed termly events for parents e.g. Christmas Fayre, Christmas Crafts sessions	<ul style="list-style-type: none"> <li>Disadvantaged/vulnerable families know how to access Early Help and understand the range of support available to them.</li> <li>PP parents report feeling well supported by school.</li> <li>Targeted disadvantaged pupils and parents are able to prepare healthy food and demonstrate a good understanding of healthy eating</li> </ul>		NEESIE sessions organised January 2019 for women with children to attend. Foundation Stage craft sessions organised throughout the year to engage parents in their children's learning and activities in school.
<b>Budgeted Cost</b>				<b>£6, 850</b>
<b>K.</b>	(i) <b>Breakfast Club:</b> provide a free breakfast to all our children in receipt of Pupil Premium in order to ensure good health and to support pupils' concentration levels. (ii) <b>School Uniform:</b> provide our PP children with school jumpers and PE kits in order to ensure pupils are warm, safe and have a sense of belonging.	<ul style="list-style-type: none"> <li>Pupils are in school in time for registration each day (punctuality increases)</li> <li>Incidents of low-level disruption decrease (as evidenced by CPOMS 'Behaviour' data).</li> <li>Pupils are able to maintain concentration for longer periods. (Evidenced by lesson observations and feedback from staff</li> </ul>		Lesson monitoring evidences that PP pupils are able to maintain concentration for increased amounts of time.
	<b>Budgeted Cost: £5,450</b>			
<b>Total Cost</b>				<b>£205,725</b>



## Holybrook Primary School

### Review of Pupil Premium Expenditure 2018-19



### Impact of Pupil Premium spending on Performance of disadvantaged pupils

**Early Years GLD: 55.2%**

**Early Years Pupil Premium Pupils GLD: 54%**

**Year 1 Phonics Screening Test Results 2019: 78.6% (National: 82%)**

**Pupil Premium pupils' Phonics Test Results: 56% (National: 71%)**

**Gap between our Pupil Premium children and all children nationally: -26% (-22.6 in school comparison)**

**Percentage of pupil premium children achieving ARE in comparison to non- pupil premium children: July 2019.** (The figures show the percentage of children attaining national expectations for their year group.) Where there is + in front of a figure this signifies that pupil premium children **attained higher standards** than all children nationally.

Year group	Reading		Writing		Maths	
	Achieving ARE	Difference	Achieving ARE	Difference	Achieving ARE	Difference
Year 2-PP	58%	-4	58%	-3	50%	-12
Year 2- National (PP)	62%		55%		62%	
Year 2- National (All pupils)	75%	-17	69%	-11	76%	-26
Year 6- PP	79%	+6	74%	-4	84%	+5
Year 6- National (All pupils)	73%		78%		79%	

<b>KS2 Progress Scores for PP</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>2017</b>	<b>-0.8</b>	<b>3.9</b>	<b>0.6</b>
<b>2018</b>	<b>5.26</b>	<b>1.64</b>	<b>2.82</b>
<b>2019</b>	<b>3.6</b>	<b>2.2</b>	<b>3.4</b>

At Holybrook, by the time our Pupil Premium children complete Year 6, they are outperforming all children nationally in Reading, Maths and GPS and the difference between their and national outcomes for Writing are negligible.

Although, there remains a difference between our disadvantaged children and all children nationally in terms of GLD, Phonics and Key Stage 1 outcomes, the difference is being diminished year on year. These areas continue to be important and on-going foci for improvement (see action plan, above).

We are confident that the difference between school's and national outcomes for disadvantaged pupils will be diminished further in the light of the actions we have taken alongside a continuing, determined focus on and monitoring of pupil progress throughout the school.

The most important aspect of our provision will continue to be a focus on actions, which positively impact upon quality first teaching to ensure that this is meeting the needs of our disadvantaged pupils

The curriculum provision for every pupil premium child is, as for all our children, monitored regularly to enable them to accelerate their progress.