



| 1. Summary information | | | | | |
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| School | Holybrook Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget | £149,968 | Date of most recent internal PP Review | July 2020 |
| Total number of pupils | 238 | Total number of pupils in receipt of Pupil Premium funding | 125 (53%) | Date for next internal review of this strategy | July 2021 |

| 2. Current attainment (Year 6 2020) | | | | |
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| | Pupils eligible for PP | | School – all pupils (National average) | |
| | ARE | GD | ARE | GD |
| % achieving in reading, writing and maths | Outcomes based on teacher assessment due to the cancellation of KS1 statutory assessments as a result of COVID-19 | | | |
| % achieving in reading | | | | |
| % achieving in writing | | | | |
| % achieving in maths | | | | |

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

In-school barriers

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| A. | Poor levels of communication and oral language skills on entry, particularly as regards breadth of vocabulary. |
| B. | Poor phonics, leading to low levels of fluency in reading compared with their peers. |
| C. | Low levels of comprehension, deduction and inference compared to their peers. |
| D. | Low standards of development as regards verbal reasoning (linked to A, above), particularly in maths. |
| E. | 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 |
| F. | Range of behavioural and emotional needs: 43% of PP pupils with SEND. |
| G. | Low levels of resilience as a result of an embedded fear of failure amongst our PP pupils. |

External barriers

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| H. | Poor attendance and punctuality rates |
| I. | A significant number of parents/carers have limited knowledge and skills as regards how to support pupils' learning at home |
| J. | Limited range of experiences to support learning beyond the school day, during weekends and during holidays. |
| K. | Low levels of parental engagement with school. |
| L. | 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). |
| M. | Lack of parental aspiration (in a significant number of cases) and a home culture of low expectations. |

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> | Evaluation |
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| A. | <p>(i) Continue to employ a p/t Speech and Language Therapist (£6000 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.</p> <p>(ii) Implement vocabulary focused lesson at the start of each curriculum unit.</p> <p>(iii) Further develop and embed Talking School strategies at each key stage</p> <p>(iv) Provide high quality 'teaching vocabulary' training for all new staff</p> <p>(v) Purchase and embed Spag.Com for all pupils, targeting PP pupils in the first instance</p> <p>(vi) Continue to implement WELLCOMM package and appropriate training (£350) as an intervention for PP pupils' early language development</p> <p>(vii) Embed a range of innovative technologies and training in order to motivate and engage PP pupils in 'talk' activities e.g. CLICKER 7</p> | <ul style="list-style-type: none"> • Staff are fully trained to support disadvantaged children with language difficulties. • PP pupils' language/communication deficits are identified early • Remedial actions put into place to effectively address the needs of the pupils • PP pupils demonstrate improved levels of oracy and increased confidence in communication • Pupils' breadth and use of vocabulary increases • Pupils' reading fluency improves • PP pupils' writing outcomes are in line with their peers nationally. | JJ/PW | |

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| | (viii) Refurbish classroom reading areas and the library with a range of high quality books and reading materials to provide increased access to rich vocabulary | | | |
| Budgeted Cost | | | | £25,138 |
| B. | <p>(i) Work with the English Hub to develop and embed a phonics programme to address identified phonics needs.</p> <p>(ii) Purchase a reading scheme aligned with Letters and Sounds to focus on the development of phonics and reading fluency.</p> <p>(iii) Provide staff training via the English Hub on the teaching of early reading and embed the recommended teaching sequence to ensure that targeted disadvantaged children are taught reading, daily.</p> <p>(iv) 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> | <ul style="list-style-type: none"> • PP pupils are reading daily at school and more regularly at home. • PP pupils' phonics skills and reading fluency improve • PP pupils' reading skills improve (as evidenced by reading records, assessments) • PP pupils achieve challenging targets in Reading • PP pupils' Communication and Language, and Reading outcomes by the end of Foundation Stage, increase • The difference in Phonics and Reading outcomes between PP, non-PP pupils and all pupils nationally, completely diminishes • More Able PP pupils achieving Greater Depth in Reading is in line with non PP pupils in school. • Through use of Lexia and Precision Teaching, gaps in PP pupils' reading skills are identified and a | SB/PW/JJ | |

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| | <p>(v) 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>(vi) Deploy 2 skilled Teaching Assistants to run phonics interventions for PP pupils in Reception.</p> <p>(vii) Implement Y6 1:1 tuition for Y6 disadvantaged pupils from February Half term. Skilled Teaching Assistants will deliver this.</p> <p>(viii) Deploy Learning Mentor to deliver precision teaching for phonics and high frequency words to KS2 target group (disadvantaged).</p> <p>(ix) Embed Accelerated Reader, specifically targeting PP pupils</p> <p>(x) 1 to 1 reading for our vulnerable/disadvantaged pupils to take place for 30 minutes daily with skilled adults</p> <p>(xi) Targeted phonics in small groups in KS1</p> <p>(xii) Fresh Start intervention in UKS2 for vulnerable/disadvantaged to fill gaps in phonics and catch up</p> <p>(xiii) Vocabulary training for all new staff targeted at enabling vulnerable</p> | <p>personalised programme of learning is implemented, leading to accelerated progress.</p> <ul style="list-style-type: none"> • Range of PP pupils' vocabulary is increased | | |
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| | /disadvantaged groups to access higher tiers of language | | | |
| Budgeted Cost: £61, 343 | | | | |
| C | <p>(i) Work with the English Hub to further develop and embed a whole school approach to reading which includes distinct guided reading sessions for targeted, disadvantaged pupils across Key Stage 2 and weekly prosody sessions in Foundation Stage and Key Stage 1.</p> <p>(ii) As above, refurbish classroom reading areas and the library with a range of high quality books and reading materials to provide increased access to books and develop PP pupils' love of reading.</p> <p>(iii) Provide daily 1 to 1 reading sessions for disadvantaged pupils who are not read with at home.</p> <p>(iv) Provide guidance for parents of targeted children to support home reading</p> <p>(v) Introduce weekly library sessions for parents of disadvantaged children to read with their children.</p> | <ul style="list-style-type: none"> • PP pupils are reading daily at school and more regularly at home. • PP pupils' phonics skills and reading fluency improve • PP pupils' reading skills improve (as evidenced by reading records, assessments) • PP pupils achieve challenging targets in Reading • PP pupils' Communication and Language, and Literacy outcomes by the end of Foundation Stage, increase • The difference in Phonics and Reading outcomes between PP, non-PP pupils and all pupils nationally, completely diminishes • Pupils demonstrate improved comprehension skills especially in relation to more challenging texts • More Able PP pupils achieving Greater Depth in Reading is in line with non PP pupils in school. • PP pupils' love of reading increases. • Parents of disadvantaged pupils understand the importance of | SB/PW | • |

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| | | reading and are more confident about how to support their children at home. | | |
| Budgeted Cost | | | | £11, 680 |
| D | <p>(i) Provide Early Maths Mastery training for Foundation Stage and Key Stage 1 staff.</p> <p>(ii) Further develop outside provision in Foundation Stage and Key Stage 1 to promote Early Mastery and reasoning through increased opportunities for challenge.</p> <p>(iii) Embed Breakfast Boosters (Mathletics targeted Maths Support which includes our disadvantaged pupils): daily before school (30 mins per pupil), delivered by skilled TA.</p> <p>(iv) Deploy skilled SENDCo/Deputy Head to work with PP pupils to develop and embed reasoning skills in Year 6.</p> <p>(v) Provide further CPD on challenge questioning, planning for depth and concrete, pictorial and abstract teaching approaches to Maths to develop vocabulary, skills and conceptual understanding</p> <p>(vi) Provide Times Tables Rockstars lunchtime clubs for targeted vulnerable children to</p> | <ul style="list-style-type: none"> • PP pupils demonstrate improved verbal reasoning levels • PP pupils' confidence and accuracy in interpreting and answering maths reasoning questions improves leading to improved outcomes. • Fluency of times table fact recall • Range of vocabulary increased • PP pupil's outcomes as regards the Mathematics Early Learning Goal, increase. • The difference in Maths outcomes between PP and all pupils nationally, completely diminishes | LD/KB | • |

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| | <p>provide access to the programme and further develop fluency skills and can be accessed in lessons, break/lunch times and at home</p> <p>(vii) To provide a lunchtime Minecraft club for targeted vulnerable children, in order to further provide reasoning opportunities</p> | | | |
| Budgeted Cost | | | | £17,724 |
| E | <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"> 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. ii. Additional Educational Psychologist time (£3000 per year) purchased in order to support the learning and learning behaviour of our most vulnerable pupils and offer bespoke training to staff. 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. | <ul style="list-style-type: none"> • The gaps in attainment between PP children and non PP children will close rapidly. • Children's learning difficulties are quickly identified so that appropriate interventions and support can be implemented at the earliest point. • Staff are fully trained to meet the specific needs of our PP children • PP pupils with SEND make at least good progress. | JJ | |

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| | iv. Purchase of Commissioned Speech Therapist (£6000) working 1 day per fortnight to quickly identify children's needs, train staff and assess and review children regularly. | | | |
| | Cost | | | Budgeted |
| | | | | • £ 14,760 |
| F | i. Deploy 1 full time Behaviour Support worker and a Learning Mentor for 75% of their timetable to support our PP children with behavioural and emotional difficulties, working with them to overcome barriers to learning. (£25000) ii. Employ an Educational Psychologist for an additional 12 sessions per year to support PP pupils with SEMH needs (costs as above) iii. Purchase additional behaviour / learning support package (costs as | <ul style="list-style-type: none"> • The emotional needs of PP pupils are quickly identified and addressed by Learning and Behaviour Mentors • Mentored PP pupils are able to sustain concentration in lessons leading to increased progress • Gaps in progress between PP and non PP pupils diminish significantly • There are significantly fewer incidents of poor behaviour by PP pupils as evidenced by CPOMS records. • Behavioural, social and emotional needs of PP pupils are effectively | JJ | |

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| | <p>above) per year to support PP children with SEMH needs and to provide staff with training (ie: Lego Therapy) which is used to support our PP pupils.</p> <p>iv. Develop a full time pastoral support team with a bespoke package of support for PP pupils.</p> <p>v. Provide all staff with positive behaviour and Team Teach training in order to support PP pupils with SEMH needs effectively.</p> <p>vi. Deployment of a full time Behaviour Support Worker to offer a range of support to children with SEMH Needs (£21000)</p> <p>vii. Daily running of engaging and bespoke pastoral support groups led by the behaviour support worker and learning mentor and relevant resources purchased (£600)</p> <p>viii. Weekly 1:1 mentoring sessions with the behaviour or learning mentor for our most vulnerable pupils with emotional and behavioural difficulties.</p> <p>ix. Delivery of afternoon nurture-style sessions to vulnerable KS2 pupils with SEMH difficulties.</p> | identified and addressed at the earliest point. | | |
| Budgeted Cost | | | | £36,600 |

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| G. | i. Provide further Challenge and Growth mind-set training for all staff. ii. Purchase resources to develop challenge for all across school, targeting more able PP pupils in the first instance. iii. White Rose planning for depth for teaching staff across the whole school | <ul style="list-style-type: none"> Staff expectations of disadvantaged pupils rise PP pupils demonstrate use of a growth mind-set All learners are effectively challenged in all lessons GD outcomes for PP pupils in Y6 increase to be broadly in line with national | SB/CS | • |
| | Budgeted Cost £1,000 | | | |
| H. & M | (i) Employ a full time Attendance Officer/Parent Involvement Worker (In addition to the current 0.6 post holder) to target PP pupils with poor attendance and/or poor punctuality, and introduce classes and activities for parents, targeting disadvantaged families (ii) Further Increase the range of attendance Rewards to include Most Improved Attendance award' in respect of targeted vulnerable pupils. (iii) Introduce punctuality awards which will betargeted mainly at disadvantaged families. | <ul style="list-style-type: none"> Attendance action plans are in place for all identified pupils Bespoke support is provided for disadvantaged families as required Disadvantaged pupils and their parents understand the importance of good attendance PP pupils' attendance and punctuality is in line with National/non PP pupils. | CL | • |
| Budgeted Cost | | | | £17,900 |

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| I & M | <ul style="list-style-type: none"> i. Further 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 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. iii. Introduce a 'Starbooks' reading café for targeted PP pupils and their parents/carers iv. Provide free extended Nursery places for disadvantaged families. | <ul style="list-style-type: none"> • Half termly parent workshops are planned for each half term in each Key Stage • Parents of PP pupils feel confident in supporting their child's learning at home • PP pupils complete homework regularly • Frequency of PP pupils' reading increases • PP pupils' times table knowledge and mental maths skills improve | SB/PW/CL | • |
| Budgeted Cost | | | | £500 |
| J | <ul style="list-style-type: none"> (i) Provide increased opportunities for PP pupils' experiential learning by subsidising educational trips, visits and residential. (ii) Provide PP children and those whose families are in crisis and need support, with access to our After School clubs without charge. | <ul style="list-style-type: none"> • 100% of PP pupils access all school trips and visits planned for their class • At least 75% of Y6 PP pupils access the residential • At least 50% of PP pupils access Holiday Clubs and, age-appropriate, after-school clubs • PP pupils demonstrate increased vocabulary and are able to describe | CL | • |

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| | <p>(iii) Deploy a Learning Mentor to run a WOW Club (Experiential Passport) for targeted PP pupils, weekly.</p> <p>(iv) Extend lease on school mini bus in order to provide subsidised trips and visits (cost calculated as 57% (PP figure for school) of total.</p> <p>(v) Introduce weekly life skills classes, targeting vulnerable PP pupils, led by learning and behaviour mentors.</p> | <p>learning experiences beyond the classroom</p> <ul style="list-style-type: none"> PP pupils' writing outcomes improve to be in line with their non-PP peers in school. Targeted disadvantaged pupils are able to prepare healthy food and demonstrate a good understanding of healthy eating and a healthy lifestyle. | | |
| Budgeted Cost | | | | £7,500 |
| K. % M | <p>(i) Extend the range of 'pop-up' parental engagement/after-school activities.</p> <p>(ii) Introduce NEESIE classes for mothers of disadvantaged pupils.</p> <p>(iii) Work with the Lollipop Scheme to develop a Baby and Toddler group, weekly, targeting disadvantaged families</p> <p>(iv) Further develop Stay and Play sessions for parents of pupils in Foundation Stage - targeting disadvantaged.</p> <p>(v) Embed the Marvellous Me APP.</p> <p>(vi) Further develop the provision of termly events for parents e.g. Christmas Fayre, Christmas Crafts sessions</p> | <ul style="list-style-type: none"> Parents/carers of PP pupils attend school events more frequently Parents engage more positively with school PP parents understand what their children are learning and feel more confident about supporting their children at home Disadvantaged/vulnerable families know how to access Early Help and understand the range of support available to them. PP parents report feeling well supported by school. | SB | |
| Budgeted Cost | | | | £2, 355 |

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| L. | <p>(i) Breakfast Club: 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.</p> <p>(ii) Provide free break-time snacks to all pupils, targeting the most disadvantaged.</p> <p>(iii) School Uniform: provide our PP children with two free school jumpers, annually, and PE tops in order to ensure pupils are warm, safe and have a sense of belonging.</p> <p>(vi) Provide spare uniform, school, shoes and pumps where there is a need.</p> | <ul style="list-style-type: none"> • Pupils are in school in time for registration each day (punctuality increases) • Incidents of low-level disruption decrease (as evidenced by CPOMS 'Behaviour' data). • Pupils are able to maintain concentration for longer periods. (Evidenced by lesson observations and feedback from staff) | CL | • |
| | Budgeted Cost: £5,450 | | | |
| Cost | | | | Total £201,950 |