

Pupil premium strategy statement – Holbeach Primary Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2024 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 academy. We have high aspirations for all our pupils and are determined to ensure all pupils are given every opportunity to realise their potential.

School overview

Detail	Data
School name	Holbeach Primary Academy
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	36% (112/314)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	Jan 2023, July 2023
Statement authorised by	S Boor, Executive Principal J Lovell, Assistant Head
Pupil premium lead	J Lovell/S Boor
Governor / Trustee lead	P Squire / S Baragwanath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,265 (Apr 22 to Mar 23)
Recovery premium funding allocation this academic year	£13,340 provisional allocation based on June 2022 figure based on 92 students 10 x LAC Pupils 2 x PLAC Pupils
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



Total budget for this academic year	£136,605 [Based on census figures]
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are –

- For our disadvantaged pupils to progress and achieve in line or above other pupils nationally
- To further accelerate progress to at least ARE using a range of planned catch-up and intervention work. These address gaps in knowledge which impact on the achievement of pupils across the curriculum. This is liaised with key stage leaders and SLT to monitor this.
- Continue to fund Academy excursions, transport and deposit for residentials ensuring all pupils gain equal access and have opportunities to further develop their cultural capital
- Provide behaviour and nurture support during unsupported times such as lunchtimes, further engaging pupils and promoting healthy lifestyles and social interactions supporting relationships with peers.

Challenges

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

Challenge number	Detail of challenge
1	Identified needs of Early Years including Phonics to drive lower entry points and the development of phonics to access early reading.
2	Increase progress across all areas of the curriculum ensuring all pupils catch up.
3	LAC – a rise in numbers of LAC with additional significant needs ranging from trauma to complex SEND needs
4	Support family and individual needs of pupils identified.
5	Attendance and persistent absence needs support to maintain improvement.

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
Progress in Reading returns to pre-Covid or better	Achieve national average progress
Progress in Writing	Achieve national average progress
Progress in Maths	Achieve national average progress
Phonics	Achieve national average progress
Attendance	Ensure attendance of disadvantaged is above 95%

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

Budgeted cost: £72,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language – Check all pupils on entry with Wellcomm. £3,000	<ul style="list-style-type: none"> A range of children do not have the breadth of vocabulary that demonstrates their experiences. Higher than average pupils need speech and language support. Wellcomm is proven to close the attainment gap below disadvantaged pupils and their more affluent peers. 	1



<p>Staff coaching - High quality CPD to support excellence of practice and provision. £2,500</p>	<ul style="list-style-type: none"> • Staff actively respond to CPD and coaching. This will be used to return pupil outcomes to consistently good or better in all areas – particularly focus initially – writing, reading and maths. • Continue Phonics CPD for staff ensuring fidelity to Read Write Inc programme effectively impacting on pupil progress. • Support is followed up in SLT, key stage meetings, staff meetings and INSET • Curriculum leaders released at least 3 times per year with 1.5 hours once a month in addition. • Evidence is clear of the benefits of a personalised approach – EEF. 	<p>2</p>
<p>SENDCO provision £24,000</p>	<ul style="list-style-type: none"> • Increasing number of pupils joining the Academy – 3/309 pupils joined Sep 22 (1%) and of these 33% (1/3) are eligible for PP. Of the new EY starters 16/45 (36%) are eligible for PP and 5/16 (31%) are also SEND with 1 pupil identified as EHCP (6%) Overall including new EY starter pupils and mobile children (48ch) 17/48 are eligible for PP (35%) and 5/48 (10%) are eligible for PP and identified as SEND. • Overall 43/74 pupils across the academy are eligible for PP and identified as SEND (58%) • 64% of EHCP pupils are eligible for pupil premium, 50% of LAC pupils are identified as SEND or EHC. • Two SENDCOs work collaboratively ensuring coverage of work supports SEND pupils. • LENS Project evidenced value of good provision and support. 	<p>2, 3</p>
<p>Bespoke intervention to support those 58% disadvantaged who have significant needs £40,000</p>	<ul style="list-style-type: none"> • Increased disadvantaged pupils (58%) with SEND/learning difficulties which will be supported in the classroom through bespoke intervention and support required to impact LAC children with additional 	<p>2, 3</p>

	<p>needs to ensure engagement in curriculum, progress and gaps addressed.</p> <ul style="list-style-type: none"> • LENS Project for improving outcomes for children in mainstream schools. 	
<p>All children baselined on entry and bespoke progress will be implemented linked to results. £3,000</p>	<ul style="list-style-type: none"> • Identified pupils from national baseline who have a range of aspects needing support. • NFER early baseline to provide a starting point to ensure progress over time. 	2

Targeted academic support

Budgeted cost: £60,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resourcing for Early Years £2,000 to support Early Years pupils eligible for pupil premium £4,500 £10,000</p>	<ul style="list-style-type: none"> • To support the children achieving GLD so that it is close to the national expectations by the end of the foundation stage. • Continuation of resourcing for new equipment to meet the requirements of the EYFS Framework focusing on providing a language rich environment for the children. • Continue to provide new books to drive early reading and phonics linking to EEF research facilitating to phonics – Read, Write Inc. 	1
<p>Wellcomm assessments demonstrate key aspects to support this academic year £4,000</p>	<ul style="list-style-type: none"> • Focus on creating language rich environments and communication and language skills being driven and accelerated addressing gaps. • Evidence clear of improvement in children's language and early literacy skills. 	1
<p>Catch Up £40,000</p>	<ul style="list-style-type: none"> • % pupils working below expected on entry identified through Reception Baseline reflects very low starting points. 	2



	<ul style="list-style-type: none"> • % GLD reflects for very low levels of development • Areas of focus identified by internal assessments to drive interaction and catch up. • Review of catch up and Tutoring during 2021-22 resulted in plans to focus on target groups – before, during and after school which are regularly monitored for impact. • Numbers of SEND, LAC and/or PLAC pupils are higher. HQT will support interventions driven by experienced staff. • Phonics programme reviewed and revised to ensure progress is driven – Early Years to Year 3. • Phonics screening check – maximise achievement for each child in Year 1 and retake in Year 2. Provide intervention and catch up reviewed regularly to support recovery curriculum. • Evidence of importance of good quality provision from the National Literacy Foundation. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Team will work with vulnerable pupils to ensure they can access learning.</p> <p>Targeted support and intervention £4,000</p>	<ul style="list-style-type: none"> • Garden Room is a facility for a calm, quiet space particularly for less structured times. • Breakfast is made available to all pupils in need who may arrive later or are not booked in for breakfast club but clearly need a good start to the day. • All pupils eligible for pupil premium are encouraged to enjoy milk. • 58% of SEND pupils are pupil premium. 	3, 4



	<ul style="list-style-type: none"> NAPCE (National Association of Pastoral Care) clear value of this provision. 	
<p>Attendance – improve attendance of identified disadvantaged pupils to ensure they are in line with national expectations.</p> <p>£2,500</p>	<p>End of 2021 – Attendance 93%</p> <p>End of 2022– Attendance 95.0%</p> <ul style="list-style-type: none"> EBSA and PSP routes utilised to support attendance. Pupil premium and non-pupil premium pupils attendance similar but maintained focus is required – attending every day. Support for families to maintain good attendance ensures good attendance is consistently maintained. Government guidelines and advice are clear on the impact of the right support. 	3, 5
<p>Lunchtime support (Positive Play) training including play leaders to provide quality activities to engage pupils.</p> <p>£1,000</p> <p>£2,700</p>	<ul style="list-style-type: none"> Upset and anxiety due to less structured play and disrupted day sessions. Support identified pupils. Confidence increases with support ensuring pupils are more content and engagement is improved. Academic progress will be improved. The lunch club involving Year 5 and Year 6 pupils in leading activities alongside pastoral staff providing social and emotional development, opportunities for older pupils to build leadership skills together with promoting active lifestyles. Maximised and planned use of space to express and communicate feelings and differences is vital – Val Sabin 	4
<p>Learning Mentor – to support and nurture early responding to identified need</p> <p>£7,000</p>	<ul style="list-style-type: none"> Learning Mentor to support and nurture early responding to identified need. Increased agency involvement in families links directly to early support from learning mentors and linked teaching assistants on the ground. 	1, 3, 4



	<ul style="list-style-type: none"> • Relaunch therapies supporting pupil emotional wellbeing such as Draw and Talk, Lego, Desty and play therapy. • CPD targeted to ensure all staff have completed trauma informed practice training and identified additional staff trained in therapies to be implemented. • Clear research evidence to show how children will be able to manage their behaviour better – Centre Forum Research. 	
Provide a range of rich experiences to enhance pupils' cultural capital Farmington Trust and Farmer Trust funds linked to pupil premium £1,000	<ul style="list-style-type: none"> • Provide opportunities for pupils linking to Farmington Trust and Farmer Trust funding grants linking to outdoor learning and external visitors • Value of increased funding. 	4
Residential costs and Academy excursions £500	<ul style="list-style-type: none"> • Most pupils only stay away to family members. Residential provide experiences in different places. Residential are scheduled to link across the curriculum. • Forest School type experiences including Scouting opportunities. • Freiston shore and Skegness Eco Centre building confidence needed for going out again linking to Geography field trip as well as the drive of outdoor learning. • Coastal study along the Lincolnshire/Norfolk Coast. • • Y6 – PGL – Team building prior to transition to Y7. • Character education is clear of the value of such experiences detailed here. 	4
Music – Samba, ukeleles, ocarinas launched to engage pupils in fun and interest, drumming £1,000	<ul style="list-style-type: none"> • Music making and having fun with musical opportunities through the introduction of weekly lessons for the children of Act II to enhance the music provision. • Music Mark evidence. 	1, 4



<p>Supportive interventions needed to minimise the disruption of identified pupil premium pupils. £2,000</p>	<ul style="list-style-type: none"> • Identified children find sustained learning time more of a challenge. • A range of planned opportunities such as Activate, GoNoodle and sensory circuits. • Smaller groups working in quieter spaces encourage pupils to relax and focus. • Individual needs are outlined in IEPs with precise targets. • Provide adults to scaffold learning and build confidence and resilience. • Experienced adults scaffold learning fostering confidence and resilience. • Public Health England – clear evidence of good physical and emotional benefits. 	<p>3</p>
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Total budgeted cost: £154,700

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 2021 to 2022 academic year.

Our assessment judgements of 2021-22

Early Years 2022 – data outcomes show consistency and in line with 2018 outcomes with 64% achieving good level of development (GLD).

Consistency shown in outcomes across reading, writing and maths with reading being the strongest area demonstrating the impact of the implementation of a systematic synthetic phonics programme (SSP), high quality intervention and language rich environments.

Year 1 Phonics – Phonics outcomes for year 1 June 2022 were in line with 2019 outcomes. The implementation of the SSP together with focussed intervention accelerated progress from starting points.

Year 2 outcomes – 80% of pupils made good or better progress from starting points across reading, writing and maths. Consistent outcomes were achieved across reading, writing and maths. Impact of targeted catch up and intervention evident through good and accelerated progress across SEND and PP pupils.

Year 6 outcomes 2022 demonstrate improved attainment outcomes with writing, maths and GPaS in line with National.

3 year average for combined reading, writing and maths outcomes in line with National.

Attendance 93% despite a year disrupted by Covid disruption caused through need to isolate. Intervention, Catch up and Tutoring for all identified children were supported well and provided confidence to narrow gaps.

Externally provided programmes

Programme	Provider
Wellcomm	Nuffield
TT Rockstarz	TT Rockstarz
Speech and Language therapists	Lincolnshire

Oxford Owl	Oxford Owl
Purple Mash	Purple Mash
The Write Stuff	The Training Space
White Rose	White Rose
Herts Reading Fluency	Herts Reading

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Dedicated learning mentor and/or teaching assessment time • Little Troopers
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Identified pupils provided with additional support regularly. • A focus on wellbeing to support individual pupils. • Progress across the curriculum was improved. • Remote and blended learning minimised lost learning seeking to narrow gaps.

Further information

Pupils eligible for pupil premium has increased considerably over the last three years.

The use of intervention and catch-up for identified pupils impacts positively in increasing outcomes and accelerating progress for individual pupils.

Termly ongoing assessments ensure pupils are identified supported by reviews linking to discussion.

Cross curricular work is supporting transferrable knowledge and is building evidence of judgements across areas of the curriculum.

Success of pupil premium –

Building progress figures demonstrate impact on pupil progress.

Support for our 112 pupils eligible for pupil premium is significant with key areas identified for their impact.

Majority of year groups demonstrate PP pupils achieving and progressing in line or better than other pupils.