

## Pupil premium strategy statement – Hollesley Primary School

Hollesley currently has **100** children on roll, organised into four mixed age classes, with the exception of Reception, who are taught on their own. See pupil numbers table for a detailed breakdown. We have 18 children who are eligible for **Free School Meals (18%)** and **22% of the school roll are currently on the SEND register, 2% are supported through an Education and Health Care Plan.**

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	April 2021- March 2024
Date this statement was published	April 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Headteacher
Pupil premium lead	Sarah Wood
Governor lead	Patrick Spencer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,545
Recovery premium funding allocation this academic year	£653
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£24,198
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,198

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.*

*To ensure they are effective we will:*

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Disadvantaged children do not always achieve as well at termly assessment points as their peers</i>
2	<i>Attendance rates of disadvantaged children</i>
3	<i>Poor self esteem of disadvantaged children</i>

## 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
<i>At least 50% of disadvantaged children will achieve age related expectations at half termly assessment points</i>	Termly data shows that disadvantaged children are on track to meet national expectations. At least 50% of disadvantaged children will achieve age related expectations at half termly assessment points
<i>Increased attendance rates for all pupils including those for whom the school receives Pupil Premium Funding</i>	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance remains above national comparator and narrows the gap to non-disadvantaged pupils nationally
<i>Use of PP funding to ensure all children feel included and part of our school community</i>	Paid for wrap around care Funding for extra curricular activities Allowance for school uniform Contributions towards residential trips and other school trips
<i>Children's mental health is improved and they feel safe and listened to</i>	PP children will be able to access THRIVE, SALT and counselling sessions

## 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: £ 1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff training on high quality marking and feedback, use of questioning within lessons and targeted teaching using Tas effectively within lessons</i>	We want to ensure that no child is overlooked and that teaching is targeted in such a way that all children make progress within a lesson. Teaching assistants deployed to targets PP children each morning, offering catch up sessions	1, 3

<i>Half termly pupil progress meetings focussed on those in receipt of pupil premium. Pupil premium interventions grids to be completed</i>	Over the last few years the national figure for PP achieving ARE at the end of KS2 has been at least 50%. We would like to ensure that our half termly figures exceed this	1,3
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 7,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund after school extra clubs and wrap around care for PP children	Enabling all children to participate in all activities that the school offers	3
Fund school uniform and other branded items for PP children	Over the last few years, we have noticed that children who are in receipt of PP do not always have the correct uniform and/or other branded items	3
School purchases SES, Counsellor, THRIVE and SALT for targeted children	Prior impact measures show positive outcomes for children and their families	2, 3
To embed a THRIVE/inclusion room in the school	Many children have gaps in their emotional and social understanding and development. We thrive each child and have written action plans for those who would benefit from targeted support	2, 3

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

Budgeted cost: £ 4,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent approach to absence. Rapid response to poor attendance by teachers	Strategies establishing improved habits among parent body so that PP attendance is above national comparator	2

Admin member of staff first day calling and regular communication Regular meetings with EWO Reward systems in place for pupils with good or significantly improved attendance		
<i>Children in receipt of PP  to access counsellor</i>	Enable children to have a safe space to discuss feelings and concerns	2, 3

**Total budgeted cost: £ 14,345**

*The remaining £9,853 was added to the TA budget to support the PP children in Y1/Y2*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Assessments were completed quickly at the beginning of the year to ensure support was in place to consolidate learning from the previous year and address continued areas of need. Some school led tutoring took place with internal staff to deliver interventions for identified groups. Targeted intervention was possible due to the staffing structure that was in place, enabling teaching assistant support for those in need within lessons delivered by teachers. Pre-teaching alongside intervention were in place to support pupils and this impacted positively on engagement and learning behaviour during lessons.

Resources purchased were accessed both at home and in school through online subscriptions and workbooks, allowing core skills to be a continued focus for all pupils.

	Hollesley
EYFS GLD	77%
Y1 Phonics	73%
Y2 Phonics retakes	100%

KS1	Hollesley			
	PKS	WTS	EXS	GDS
Reading			69%	31%
Writing		85%	15%	
Maths		46%	54%	

KS2 TEST RE- SULTS	Hollesley			
	PKS	WTS	EXS	GDS
Reading		29%	71%	
SPAG		29%	64%	7%
Maths		36%	64%	

Reception	2 children both met EYFS goals in reading, only one in maths
Year 1	4 children One child was at expectation in reading and exceeded in maths. The same child met expectation in the Y1 phonic check The other 3 are currently being taught in the EYFS classroom for literacy and maths, every morning and did not meet end of y1 expectations in reading, writing or maths. They did not pass the Y1 phonic check
Year 2	2 children Both met expectation for reading at the end of year 2. 1 met end of Key Stage expectation in maths, one did not.
Year 3	3 children 2 met end of Y3 expectation in reading All met expectation in maths
Year 4	4 children None of the PP children met expectation in reading 1 child met expectation in maths
Year 5	1 child Met expectation in both reading and maths
Year 6	2 children 1 child met both reading and maths expectation and 1 child did not

50% of PP children at Hollesley have met age related expectations at the end of this academic year in reading and maths.

We paid for the residential trip for 3 children who are receipt of free school meals. We also pay for breakfast and after school club for 2 children, this includes breakfast for those PP children who do not attend breakfast club, but need a softer start in the mornings. There are currently 2 PP children who have received or who are currently receiving counselling from one of our integrative art therapists.

Any surplus PP money is used in the TA staffing budget. The classes with PP children have almost full time TA support. The 3 Y1 children at Hollesley are taught in the EYFS class in the mornings, to support their literacy and numeracy acquisition.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Accelerated Reader	Renaissance Learning
THRIVE	Thrive Online
Nessy	Nessy Learning

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

*We received £3,200 for 10 service children on roll at £320pp. The pupil premium (including service premium) went towards SaLT, Counselling, Aylmerton, class trips, clubs, milk, uniform*

**The impact of that spending on service pupil premium eligible pupils**

*Service children feel included and part of our school community and families appreciate the relationships that we seek to nurture.*