

# Pupil premium strategy statement 2017-18

1. Summary information, updated Nov 2017					
School	Holbrook Primary School				
Academic Year	2017 – 18	Total PP budget	£155,340	Date of most recent PP Review	June 2017
Total number of pupils	253	Number of pupils eligible for PP	114 FSM 14 Service 0 post LAC	Date for next internal review of this strategy	Jan 2018

2. Current attainment (2017)					
		All pupils	Pupils eligible for PP	Pupils not eligible for PP (national benchmark)	
Y6	% achieving in reading, writing and maths	38% (0%)	28.6% (0%)	67.1% (10.8%)	
	Reading progress score	-1.4 -3.41 to 0.66	-1.6 -4.34 to 1.12	+0.3	
	Writing progress score	+3.1 +1.20 to 5.09	+2.9 +0.33 to 5.50	+0.17	
	Maths progress score	-0.3 -2.12 to 1.56	+0.2 -2.27 to 2.65	+0.28	
	Reading scaled score	98.4	98.1	105.3	
	Maths scaled score	99.8	100.1	105.2	
		All pupils	Pupils eligible for PP	National	Pupils not eligible for PP (disadvantaged benchmark)
Y2	% Reading standard (expected / exceeding)	70.5% (23%)	64.7% (0%)	75.6% (25%)	79% (28%)
	% Writing standard (expected / exceeding)	63.6% (7%)	58.8% (0%)	68.2% (16%)	72% (18%)
	% Maths standard (expected / exceeding)	76% (0%)	76.5% (0%)	75.1% (21%)	79% (23%)
Y1	% Phonics screening	52%	55%	82%	83% (2016)

		<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>National</i>	<i>Pupils not eligible for PP (disadvantaged benchmark)</i>
<b>EYFS</b>	<b>% Good level of development</b>	64%	50%	71%	
	<b>% Communication &amp; language ELG</b>	88%	100%		
	<b>% Personal, social and emotional ELG</b>	88%	100%		
	<b>% Physical development ELG</b>	91%	87.5%		
	<b>% Literacy ELG</b>	64%	50%		
	<b>% Mathematics ELG</b>	73%	50%		

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

#### *In-school barriers (issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Oral language skills of PP pupils are lower than for other pupils on entry to reception; this slows reading and writing progress in subsequent years
<b>B.</b>	The quality of teaching and learning overall has been inconsistent which has resulted in a lower than expected combined (RWM) attainment and progress for all pupils including those eligible for pupil premium
<b>C.</b>	Reading progress and attainment across the school is lower for those eligible for pupil premium

#### *External barriers (issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance for PP children is broadly in line with that of others but we need to continue targeting authorised absences and ensuring that ALL children attend well
<b>E.</b>	Many of the families of the children classed as pupil premium are unable /unwilling to contribute towards the costs of extra-curricular opportunities and school visits but it is essential that they take part in such activities to broaden life experiences and increase life chances. This puts added pressure on budgets.
<b>F.</b>	Children eligible for services pupil premium frequently require additional emotional support,

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils in Reception. 55.6% of pupils scored below or well below typical in baseline assessment with regards to communication & language	Pupils eligible for PP in reception class make rapid progress by the end of the year; all pupils eligible for PP meet age related expectations.
<b>B.</b>	Improve the quality of teaching and learning, especially across KS2	Pupils eligible for PP make at least as much progress as 'other' pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices
<b>C.</b>	Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP	Pupils eligible for PP make at least as much progress as 'other' pupils, across the school in reading. Measured by teacher assessments and successful moderation practices

<b>D.</b>	Improved attendance for all pupils including PP.	Reduction in the % of authorised absences – encouraging regular attendance
<b>E.</b>	Ensure there is equality of opportunity for all pupils, including those eligible for PP	No pupils are excluded from a broad range of extra-curricular activities and visits due to financial barriers.
<b>F.</b>	Ensure service children continue to receive appropriate emotional and social support	Service pupils (not SEND) make as much progress as 'other' pupils. Measured by teacher assessments and moderation practices

## 5. Planned expenditure

### Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>B.</b> Improve the quality of teaching and learning, especially across KS2</p> <p><b>C.</b> Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>Ensuring all staff provide high quality marking and feedback</p> <p>Revisit CPD on feedback, marking and assessment (4 new teachers from Sept 2017)</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can further develop and embed across the school.</p>	<p>Use initial INSET day (Sept 4) and some staff meetings to deliver training.</p> <p>Fortnightly work scrutiny by middle leaders who will provide feedback to embed processes (always include matched PP / non PP pupils)</p> <p>HoS / ML / EL attend HAM project meetings to keep up to date re: assessment processes</p> <p>Evaluation of feedback policy</p>	<p>HoS</p> <p>£3,000 for release</p>	<p>Jan 2018</p>
<p><b>A.</b> Improve oral language skills for pupils in Reception</p>	<p>Employment of an additional teaching assistant within Reception</p>	<p>Many of our pupils enter school below national levels, joining us working within the 30-40 months EYFS criteria within their personal, social and emotional, literacy and numeracy aspects of learning and with a severe paucity of language. Employing an additional Year R teaching assistant means we can operate smaller family groups and also enables pupils to be grouped in smaller numbers for phonics and number input.</p>	<p>Key worker groups identified by July 2017</p> <p>Peer observation between key workers in Reception</p> <p>Ongoing review of 'Tapestry' entries and progress data</p>	<p>EYFS leader</p> <p>£11,000</p>	<p>At least termly</p> <p>Baseline assessment indicates 80% of YR judged to be typical or better and this year the characteristics of effective learning score significantly higher than in previous years however communication &amp; language (45.4% below or well below typical BT/WBT) and literacy (52.7% BT/WBT) scores are low.</p>
<p><b>B.</b> Improve the quality of teaching and learning, especially across KS2</p> <p><b>C.</b> Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>Targeted CPD regarding inference and mastery in mathematics, and closing the maths gap, including using pupil conferencing to identify specific areas for development</p>	<p>Investment in long term changes through effective training for all staff so that the quality of teaching overall improves and approaches can be embedded across the school.</p> <p>EEF Toolkit suggests mastery learning is particularly effective</p>	<p>Use HIAS support to work with identified staff</p> <p>English leader analyse HAM data to identify key aspects of reading for CPD during staff meetings.</p> <p>Peer observation</p>	<p>HoS &amp; English leader</p> <p>£3,500 for HIAS / courses and release</p>	<p>At each data capture</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>B.</b> Improve the quality of teaching and learning, especially across KS2</p> <p><b>C.</b> Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>Effective transition arrangements across the school ensuring new teachers know the specific needs of all pupils and address those needs quickly and effectively</p>	<p>Ensuring staff have good knowledge of the strengths / areas of development for all pupils means that there can be a sharp rigorous start to the new academic year</p>	<p>Timetable transition meetings to ensure staff have sufficient preparation and discussion time.</p> <p>SENCo / PP leader sit in on transition meetings</p>	<p>EHT</p> <p>£2,000 for release</p>	<p>Oct 2017</p>
<p><b>B.</b> Improve the quality of teaching and learning, especially across KS2</p> <p><b>C.</b> Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>Reduce class sizes in upper KS2</p>	<p>Reducing class sizes is a relatively expensive but effective approach according to the EEF toolkit. The aim is to have single age classes enabling a clear focus on age-related expectations and enabling the small number of pupils with behavioural issues to be carefully split up to minimise their impact.</p>	<p>Employ experienced teacher for the fourth upper KS2 class</p> <p>EL / ML actively involved in planning through at least half termly attendance at PPA</p> <p>Monitoring of quality of teaching; work and planning scrutiny</p>	<p>EHT / governors</p> <p>£36,000 additional teacher</p>	<p>At each data capture</p>
<b>Total budgeted cost</b>					£55,500

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve oral language skills for pupils in Reception	1:1 and small group provision of three Early Language interventions for children in Reception  Language Link assessment tool and follow up as appropriate	Some of the pupils need targeted support to catch up. The three programmes: Keep On Talking; Nursery Narrative and Time to Talk are recommended by the local authority and shown to be effective both in our school and other schools	Timetabling ensures staff have sufficient preparation and delivery time.  Liaison and moderation with other local schools regarding delivery  HoS fortnightly meeting with EYFS leader	EYFS leader  £4,000 for staffing and attendance at local EYFS support groups	Half termly data capture
B. Improve the quality of teaching and learning, especially across KS2	Developing the role of pupil premium advocates across KS1 and KS2 to mentor and provide individualised instruction	Mentoring and individualised instruction are deemed to have good impact from EEF toolkit. The PP advocates will be able to target specific learning gaps for individuals / small groups as a result of discussion with PP leader and classteachers who will analyse HAM domains and ongoing pupil responses to tasks	Initial training for PP advocates provided by LLP. Fortnightly meetings between PP advocates and Phase leader. PP advocates attend relevant year team planning sessions at least fortnightly Develop PP plans (PPPs) (similar to IEPs but for targeted PP pupils who are not SEND). PP advocates timetabled to meet with identified target children at least five times weekly for mentoring and individualised / small group instruction. PP advocates may also monitor attendance, liaise with parents, and provide opportunities for targeted pupils to complete homework	Inclusion leader/phase leader  50% of PP advocate salaries (£35,000)  CPD for PP advocates (£1,000)	Fortnightly review of PPPs by Inclusion leader  Inclusion leader to report to EHT monthly
B. Improve the quality of teaching and learning, especially across KS2 C. Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP	Provision of 1:1 tuition for targeted pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support in order to increase attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.  Initial focus will be on reading for PP (not SEND) pupils	Extra teaching time and preparation time paid for out of PP budget, (volunteers sought all teachers CAN volunteer)  Impact overseen by PP leader  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions	HoS  £6,000 for extra teaching and prep time	Half termly
B. Improve the quality of teaching and learning, especially across KS2	Provision of 1:1 tuition for targeted pupils via an on-line study package – Third Space Learning	We want to provide extra support in order to increase attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Other local schools have highly recommended Third Space Learning with regards to improving mathematics progress and attainment	Children undertake an on-line diagnostic assessment and Third Space provide a personalised programme with experienced tutors. Six pupils each term (Autumn & Spring) targeted from Y6 at least half of whom are eligible for PP. In the summer Y5 pupils will be targeted.	HoS Y6 leader  50% of total cost £1500	Termly

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>C.</b> Improve the quality of teaching and learning, especially across KS2</p> <p><b>D.</b> Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>Employ an additional ELSA to meet the social, emotional, moral and spiritual needs of children so that they are ready to learn.</p> <p><i>One ELSA works across KS1 and one across KS2 – but work with a range of pupils but PP pupils are prioritised.</i></p>	<p>EEF toolkit identifies that social and emotional learning has high impact. This support is invaluable in helping to ensure children feel safe and secure, the children know that the ELSA is always available for a chat if they are concerned about anything.</p> <p>This emotional support assists in developing pupils' self-esteem and confidence and helps to improve their readiness to learn.</p> <p>The ELSAs run a range of social &amp; emotional interventions for children as required and parent support groups.</p>	<p>Inclusion leader to monitor the work of the ELSAs.</p> <p>Pre- and post- intervention ELSA data will be regularly analysed.</p> <p>Attainment and progress data for those involved regularly in ELSA interventions will be closely analysed</p> <p>School records of behavioural issues and emotional / social outbursts will be reviewed half termly. IBMPs and risk assessments will be kept up to date</p>	<p>Inclusion leader</p> <p>50% of costs of ELSA support (£16,000)</p>	<p>Half termly</p>
<p><b>B.</b> Improve the quality of teaching and learning, especially across KS2</p> <p><b>C.</b> Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>Provision of a qualified counsellor to meet the needs of pupils with significant emotional / social anxieties.</p> <p><i>Although disadvantaged pupils are prioritised other pupils can benefit too</i></p>	<p>EEF toolkit identifies that social and emotional learning has high impact. This support is invaluable in helping to ensure children feel safe and secure.</p> <p>Counsellor support gives children strategies to deal with their worries, concerns and anxieties.</p> <p>This support enables very mistrustful children begin to open up with a resultant positive impact on their self-esteem and well-being. The counsellor signposts individuals to outside agencies who are able to offer additional support.</p>	<p>All staff can identify pupils who would benefit from counsellor time</p> <p>Evaluations by pupils and parents following involvement with the counsellor will be analysed for impact</p> <p>School records of behavioural issues and emotional / social outbursts will be reviewed half termly. IBMPs and risk assessments will be kept up to date</p>	<p>Inclusion leader</p> <p>50% cost of counsellor (£3,500)</p>	<p>Half termly</p>
<p><b>C.</b> Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP</p>	<p>1:1 and small group provisions of reading and spelling interventions for pupils in KS1</p>	<p>Some of the pupils need targeted support to catch up. A range of interventions which have proven effective previously will be used:- Sidney, literacy toolbox, precision teaching, FFT – the specific intervention is carefully targeted to the individual pupil.</p>	<p>Timetabling ensures staff have appropriate preparation and delivery time.</p> <p>Inclusion leader monitor pre and post intervention data; observe interventions.</p>	<p>Inclusion leader £11,000</p>	

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Ensure service children continue to receive appropriate emotional and social support	<p>Seek support from federation partner school to develop a 'Forces Club' for ensuring their social, emotional, moral and spiritual needs are met.</p> <p>"Forces Club" will focus on the emotional needs of service family children and knows when family members are deployed or about to be deployed.</p>	<p>EEF toolkit identifies that social and emotional learning has high impact. This support is invaluable in helping to ensure children feel safe and secure.</p> <p>'Forces Club' is highly valued by pupils and parents (see latest OFSTED report)</p> <p>Through 'Forces Club' the targeted pupils will have access to ELSA support.</p> <p>They will also given a variety of opportunities to understand their parents' jobs through visits to local military bases and historical sites as well as having military visitors in school.</p>	<p>Additional emotional support provided when parents are deployed.</p> <p>Service pupil and family interviews</p> <p>Attainment and progress data for service pupils will be closely analysed</p> <p>Forces children are appropriately supported during deployments and are enabled to maintain contact.</p>	<p>HoS</p> <p>£4200 (ie services premium)</p>	Half termly
<b>Total budgeted cost</b>					£82,200

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Ensure there is equality of opportunity for all pupils, including those eligible for PP	Contribution towards the cost of school visits, sporting events, music, special curricular events.	<p>To meet the social, emotional, moral and spiritual needs of children</p> <p>To give access to a range of curricular activities which broaden their life experiences and knowledge and understanding of the world.</p> <p>Our trips/visitors considerably enhance the school curriculum and make it relevant and real to the pupils. Without Pupil Premium to support some families in terms of financial contribution towards trips / music lessons we would need to reduce the number of these opportunities significantly, as we would not be able to fund them through the normal school budget.</p>	<p>Office staff will track pupil involvement / attendance with regards to trips and visitors and inform SLT when PP pupils have not contributed towards costs.</p> <p>For residential activities families of PP children are contacted to see if they would like to attend and there is agreement regarding individual contributions required</p> <p>Music lessons are subsidised for all pupils, but further subsidy is available for PP children if required</p>	<p>EHT</p> <p>£12,000 allowed</p>	Termly

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improved attendance for all pupils including PP	Provision of breakfast club – free to pupils eligible for PP.  Rewards for children who have 100% attendance	To ensure pupils have access to a healthy breakfast in order to avoid low energy levels and arrive at school promptly thus improving their readiness to learn.  Improved attendance and punctuality contributes towards improving progress data across the school.	Monitor the attendance of pupils at breakfast club. Actively encourage those eligible for PP to attend, especially those who are regularly late Monitor lateness data half termly for the PP children Monitor the attendance of targeted pupils Termly rewards for 100% attendance	HoS & HSLW  £5,000 towards costs	Half termly <b>2016/17 attendance overall 95.02 with authorised absence at 4.45%</b>  <b>To 17<sup>th</sup> Nov 2017 PP attendance is 94.06% whilst non-pupil premium is 96.17%. Unauthorised absence currently 4.29%</b>
B. Improve the quality of teaching and learning, especially across KS2 C. Improve the progress / attainment of all pupils with regards to reading ensuring those eligible for PP (not SEND) do as well as those not eligible for PP	Prioritise the marking and feedback of PP children.  'Colour code' pupils' books to make it easy to identify PP (incl services) / SEND / non PP	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Fortnightly work scrutiny by middle leaders who will provide feedback to embed processes (always include matched PP / non PP pupils)	HoS  £40 for labels	
<b>Total budgeted cost</b>					£17,040
			Quality of teaching for all total budget cost	£55,500	
			Targeted support total budgeted cost	£82,200	
			Other approaches total budgeted cost	£17,040	
<b>Total budgeted cost</b>					£154,740

**6. Review of expenditure 2016/17 - see PP allocation 2016-17 report****Previous Academic Year****i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)