

# Pupil Premium Strategy Statement 2021 - 2024



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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 school.

## School overview

Detail	Data
School name	Holycroft Primary School
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	17 <sup>th</sup> December 2021
Date on which it will be reviewed	Oct-Dec 2024
Statement authorised by	Geoffrey Morrison
Pupil premium lead	Hannah Hurd
Governor / Trustee lead	Mark Turu

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,112
Recovery premium funding allocation this academic year	£17,545

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186,657

# Part A: Pupil premium strategy plan

## Statement of intent

At Holycroft Primary, we have high aspirations and ambitions for all our pupils; every child matters. We strongly believe that every child has the potential to achieve.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker/support worker. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the **National Tutoring Programme** for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Pupil Premium funding, along with allocations made from the school's main budget, will ensure:

- that all disadvantaged pupils achieve outcomes that are at least in line with all other pupils.
- that disadvantaged students are able to have the same outcomes, be as safe and have the same cultural experiences as all other pupils
- that positive relationships are built with the families of disadvantaged pupils so that they are more likely to receive the support at home that other pupils benefit from.
- to ensure disadvantaged pupils are challenged in the work that they're set.
- 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.

Challenge number	Detail of challenge
1	Impact of COVID lockdowns on disadvantaged Children: <ul style="list-style-type: none"> <li>• This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in their writing.</li> <li>• A low percentage of children gaining their specific areas and GLD out of EYFS.</li> <li>• Low phonics scores, fluency in reading and comprehension attainment in July 2020.</li> <li>• A number of disadvantaged children have fallen behind their peers in terms of maths basic skill consolidation due to Covid closures.</li> </ul>
2	Low level of receptive and expressive language development on entry.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Low parental aspiration and parental confidence in supporting their children with learning at home during Covid has had an impact on disadvantaged children's learning.
5	Maintaining consistent attendance; historically, attendance for our disadvantaged pupils has been below national expectations.
6	Home support for Reading varies across families, both where English is not the first language and where parents lack confidence to support their children.
7	Narrow cultural experiences outside of school impact on language and vocabulary and knowledge and understanding of the world.
8	On entry to Nursery - low development in key aspects of prime areas, including their social and emotional development, and this can act as a barrier to learning as they move up through school. This reflects the sometimes chaotic home-lives some of our disadvantaged pupils have.
9	A high proportion of our disadvantaged pupils also have SEND.
10	Chaotic family lives and outside agency involvement - Low income families making unhealthy lifestyle choices throughout lockdown and beyond, impacting on children's' health and wellbeing.

## 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.

Central to our strategy is the DfE research report, ***Supporting the attainment of disadvantaged pupils: Articulating success and good practice*** (Macleod, Sharp,

Bernardinelli et al, 2015). This research identified seven building blocks that are common in schools which are more successful in raising the attainment of disadvantaged pupils:

1. *A whole-school ethos of attainment for all*
2. *Addressing behaviour and attendance*
3. *High quality teaching for all*
4. *Meeting individual learning needs*
5. *Deploying staff effectively*
6. *Data driven and responding to evidence*
7. *Clear, responsive leadership*

1. A whole school ethos of attainment for all	
Our school has an ethos of high attainment for all pupils, avoiding stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.	
Intended outcome	Success criteria
Disadvantaged pupils attain at least in line with their non- disadvantaged peers.	<ul style="list-style-type: none"> <li>- Teachers will know who their disadvantaged children are and understand the strategies used by school and across year groups to close the gap.</li> </ul>
Consistently high standard of teaching and learning across all year groups with dips quickly identified and corrected	<ul style="list-style-type: none"> <li>• Pupil progress and outcomes will be consistently high across school (measured at pupil progress meetings- specifically looking at Pupil Premium)</li> <li>• Pupil books will be high quality.</li> </ul>
AFL - Pupils respond to marking to improve their work. Misconceptions are swiftly addressed	<ul style="list-style-type: none"> <li>• Work will be set appropriate to the needs of pupils.</li> <li>• Higher attaining</li> <li>• Focussed groups will allow for misconceptions to be addressed immediately.</li> <li>• Pupils will have dedicated time to purple polish their work.</li> <li>• Pupils confidence will increase within lessons, better equipping them with skills to complete the tasks set.</li> </ul>
Targeted use of support staff – to support SEND and disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Through Support Staff Appraisal staff will be aware of their roles within the class and know how best to support pupils within these groups.</li> <li>• A Teaching Assistant has been employed to work in KS1 to support children</li> </ul>
Increased social mobility of pupils	<ul style="list-style-type: none"> <li>• Disadvantaged pupils have access to a wide, range of experiences and</li> </ul>

	<p>opportunities to develop their talents and interests.</p> <ul style="list-style-type: none"> <li>• Through Inviting past pupils into school as role models children's aspirations for the future will increase. This is linked to the SDP.</li> <li>• Parents will be engaged in education classes (Hub) to increase aspirations for themselves and their children.</li> <li>• There is strong take-up by disadvantaged pupils of the extra-curricular opportunities offered by school.</li> </ul>
Increased aspirations for all pupils, by all families.	<ul style="list-style-type: none"> <li>• Parents will complete courses and gain qualifications in our school based parent hub.</li> <li>• Aspirations of families for their children will be incorporated into reviewed EHCPs and through the main Team around the family meetings we conduct. Parents will have high aspirations for their children.</li> <li>• More families will actively engage in parents' afternoon. Parents afternoon will include stalls to support parents with health and Wellbeing – working with outside agencies. Family Centres and health.</li> <li>• Courses/interventions that include parents are run in our Family Hub. Parents will be able to better support children at home.</li> </ul>

## 2. Addressing behaviour and attendance –

*We ensure that effective positive behaviour strategies are in place. We respond quickly to poor attendance and provide strong social and emotional support, including through working with families. Key to this is early intervention. We understand the link between attendance, behaviour and emotional support. We have extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing support services and parent liaison staff, alongside teaching and learning interventions.*

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>• Children consistently demonstrate Outstanding Learning Behaviours across school.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be able to talk about their Outstanding Learning Behaviours, know what they are good at and which OLBs they need to improve.</li> <li>• Children will consistently demonstrate high standards of personal development, behaviour and welfare.</li> <li>• Children with specific SEMH needs will be able to engage in all academic and social aspects of their timetable through Individual behaviour plans where needed.</li> </ul>

	<p>Quantitative measures (such as Boxall profiling and Leuven's scales) will show improvements in emotional development.</p> <ul style="list-style-type: none"> <li>• Intervention entry and exit data will show progress.</li> <li>• Children with SEMH needs will access Nurture Provision and Emotion Coaching where necessary so that they can regulate their emotions in a safe environment this approach ensures less disruptions to their learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Children will consistently demonstrate high Attendance at school will improve standards of personal development, behaviour and welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data will show that PPG pupils' attendance is at least as good as, or better than, national averages.</li> <li>• Regular monitoring and attendance meetings for families who are not meeting our high attendance expectations will</li> <li>• Our Attendance officer closely monitors those children that are deemed as vulnerable and quickly liaises with the Safeguarding team ensure families are fully supported and children are attending.</li> <li>• Importance of attendance shared with all families and pupils; higher attendance rates associated with higher attainment (Taylor, 2012).</li> <li>• Children receive awards and regular praise and encouragement for excellent attendance this motivates and ensures high levels of attendance.</li> </ul>
<ul style="list-style-type: none"> <li>• CLA and those children on the SEND/Vulnerability register will have their emotional needs catered for in school so that they can access their learning and thrive.</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke support is provided for disadvantaged families as required.</li> <li>• Early Help pathways will be established and monitored.</li> <li>• Safeguarding and Families action plan will be written, monitored and evaluated.</li> </ul>
<ul style="list-style-type: none"> <li>• Disadvantaged pupils demonstrate good levels of wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Vulnerable pupils will have good attendance at our free breakfast club</li> <li>• Children who attend breakfast club will make at least good progress.</li> <li>• The Safeguarding and Families Team will work closely with Foodbanks and local agencies to ensure all disadvantaged children and their families feel well supported by the school.</li> <li>• All PP pupils have access to full school uniform through our clothing bank.</li> <li>• School will provide all PP children with a £40 uniform voucher.</li> <li>• Disadvantaged children will make a positive contribution to the school, help others feel safe and understand how to</li> </ul>

	improve wellbeing by becoming Well-being Ambassadors for the school.
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### 3. High quality teaching for all.

We emphasise high quality teaching first and aspire to consistently high standards by setting expectations, monitoring performance and sharing best practice.

The importance of high quality teaching is supported by a study by the Sutton Trust (2011), which found that good teachers can make a large difference to pupils' results overall, and are especially important for pupils from disadvantaged backgrounds.

*The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.* (Sutton Trust, 2012, p. 2)

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>All teaching in school to be good, the majority outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring records will show that all teaching is at least good and the majority outstanding.</li> <li>A high quality CPD schedule will have an impact on quality first teaching.</li> </ul>
<ul style="list-style-type: none"> <li>Interventions for Covid Recovery to be of high standard and target individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>An additional TA to dedicate their time to interventions in Phonics/Reading fluency and comprehension over KS1.</li> <li>As a result of targeted support from key staff in school providing additional tuition, booster groups, small group work and support within classrooms via quality first teaching and additional TAs, the majority of pupils have been enabled to catch up with learning and gaps in learning have been filled.</li> <li>Disadvantaged Children in KS2 will be provided with bespoke tutoring from teaching staff extra their daily lessons.</li> <li>The nurture time and bespoke interventions for children on individual behaviour plans will ensure that they have the correct mind set for learning.</li> </ul>
<ul style="list-style-type: none"> <li>Disadvantaged pupils develop high levels of literacy, language and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Speech and Language difficulties are identified early and interventions and support is accessed quickly to ensure children are making progress towards improved levels of oral language and understanding. (Nuffield, early screening, Speech and Language Therapy service, Interventions).</li> <li>An additional TA to dedicate their time to interventions in Phonics/Reading fluency</li> </ul>



	<p>and comprehension over KS1. This should improve children's outcomes.</p> <ul style="list-style-type: none"> <li>• A consistent vocabulary focus on Tier 2 words throughout school (CPD –focus) will support children across the curriculum.</li> <li>• Entry and exit data will show pupil progress.</li> </ul>
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#### 4. Meeting individual learning needs

Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning. We provide individual support for specific learning needs and group support for pupils with similar needs, routinely finding out about the barriers to learning for each individual and discussing them with the pupils and their families. The staff work as a team to pinpoint where exactly the barriers to learning lie and identify what might help each pupil to make progress.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>• Children will make swift progress on entry to school in order to compensate for their significantly low starting points</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will work with parents to quickly establish good relationships and encourage a positive partnership so that Parents can support their child's learning at home.</li> <li>• Early identification of SEND needs means that SEND children make swift progress.</li> <li>• Staff will assess receptive and expressive language in both English and home language to identify where support is needed. Staff will use Speech and Language advice and quality interactions using a bilingual adult where needed. This will ensure that language acquisition is rapid</li> <li>• Gaps in children's learning in the prime areas are identified on baseline assessments so that all staff can put support in place.</li> </ul>
<ul style="list-style-type: none"> <li>• Safeguarding and early intervention procedures will continue to be robust</li> </ul>	<ul style="list-style-type: none"> <li>• A team approach to Safeguarding which comprises of DSL, Attendance Manager, Team around the Family Coordinator/Mental Health Champion and A Parent Liaison worker. The whole team are effective in ensuring Safeguarding and wellbeing is robust and effective for children and their wider families.</li> </ul>
<ul style="list-style-type: none"> <li>• SEND pupils will make progress in line with group and individual targets</li> </ul>	<ul style="list-style-type: none"> <li>• An AHT/SENDCo that is out of class and able to oversee and monitor quality first teaching for SEND children. SEND children will be making. Intervention data will show that pupils are making at least expected progress or better.</li> </ul>

<ul style="list-style-type: none"> <li>All support staff will be used effectively to meet the needs of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be well supported – observation and through TA appraisal objectives.</li> </ul>
<ul style="list-style-type: none"> <li>Children with limited life experiences, impacting negatively on learning and progress, will have the opportunity to broaden their knowledge and understanding of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged children will participate in enrichment activities and afterschool activities.</li> <li>Working with outside agencies such as the Bangladeshi Community Centre and with local colleges and the National Literacy Trust. We will encourage disadvantaged children and their families participation in clubs and activities.</li> </ul>

## 5. Deploying staff effectively

We have models of dispersed leadership and use our best teachers to work with pupils who need the most support and train teaching assistants to support pupils learning.

We aim to provide TAs with thorough training on pedagogy so that they understood the drivers for educational practice, how to provide quality questioning and give appropriate feedback. TAs are also deployed to deliver interventions to small groups or individual pupils rather than always being class-based or assigned to specific pupils; deployment is based on the needs of pupils at the time rather than existing staffing structures.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>Gaps in learning from lockdown have been identified and are being addressed throughout school.</li> </ul>	<ul style="list-style-type: none"> <li>KS1/KS2 outcomes show <b>that %</b> children are meeting expected standards by 2024 – 2025.</li> </ul>
<ul style="list-style-type: none"> <li>Skilled support staff who are up to date with current good practice.</li> </ul>	<ul style="list-style-type: none"> <li>Support staff are meeting appraisal targets and have gathered evidence to show their children's accelerated progress.</li> </ul>
<ul style="list-style-type: none"> <li>Targeted use of support SEND staff.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged SEND children are making expected progress and meeting individual targets.</li> </ul>
<ul style="list-style-type: none"> <li>The Safeguarding/ Deputy Head to lead the Families team in school to support children and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Data from student voice, student and parent surveys and teacher observations.</li> </ul>

## 6. Data driven and responding to evidence

We aim to use data more comprehensively to monitor pupils' progress. We look to identify areas of need at every opportunity, for example by baseline testing when pupils join Holycroft, during reviews of progress, and in all day-to-day teaching.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>School will continue to embed strong data systems, analyse results and make sure everyone acts on them</li> </ul>	<ul style="list-style-type: none"> <li>All recovery programmes and interventions will be data driven. Increased numbers of disadvantaged children will be age expected and above.</li> </ul>
<ul style="list-style-type: none"> <li>All staff will continue to know the end of year targets for all children in their class.</li> </ul>	

<ul style="list-style-type: none"> <li>All staff will continue to use data effectively to ensure disadvantaged children make good progress from their starting points.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress will be at least good due to gaps in learning being quickly identified and filled.</li> </ul>
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## 7. Clear and responsive leadership

Our Leadership Team set the expectation of success for all. They clearly communicate our expectation that all pupils should work hard to achieve their potential and that everyone in the school will support them in this. They expect the progress of disadvantaged pupils to at least match that of their non-disadvantaged peers (nationally).

All staff are involved in decision-making, from pupil level up to strategic level. Staff are empowered, valued and inspired to do their best for all pupils.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>Clear vision will continue to be communicated in setting goals and instilling a sense of urgency in instilling them – A well thought out Covid Recovery plan based on evidence.</li> </ul>	<ul style="list-style-type: none"> <li>A commonly owned plan for success, staff empowered to take collective leadership for achieving success Team Holycroft.... pupil progress and outcomes.</li> <li>Disadvantaged pupils are making good progress and the gap is narrowing.</li> </ul>
<ul style="list-style-type: none"> <li>Mental health and wellbeing, Nurture and raising Aspirations are part of the whole school SDP.</li> </ul>	<ul style="list-style-type: none"> <li>Nurture is a strength of Holycroft. However, too many of our children lead chaotic lives outside school, and often do not have the emotional resilience, social skills and sense of belonging to fully engage in school life. By further developing nurture, and giving children the positive experiences, opportunities and responsibilities that you would expect through a family, children will feel safe, learn and grow. (SDP)</li> </ul>
<ul style="list-style-type: none"> <li>SLT and teachers are aware of the attainment, progress and trajectory for pupils</li> </ul>	<ul style="list-style-type: none"> <li>Aspirational targets are set for specific groups of pupils based on ARE. All staff are accountable for raising the attainment of all pupils.</li> <li>The vast majority of disadvantaged pupils will be on track to reach ARE at the end of KS2.</li> </ul>
<ul style="list-style-type: none"> <li>Governors have an accurate understanding of the quality of provision and outcomes for PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Governors – Named Governor hold staff accountable for low attainment, not accepting low aspirations and inconsistent performance</li> </ul>
<ul style="list-style-type: none"> <li>A commitment from SLT to support disadvantaged children and their families through our Families Team in school. Deployment of resources will be used effectively</li> </ul>	<ul style="list-style-type: none"> <li>Our Safeguarding team will ensure that disadvantaged children thrive though their extensive work with children and families.</li> </ul>
<ul style="list-style-type: none"> <li>All staff are will continue to be outward looking, including building external networks and partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Impact on pupil progress and outcomes</li> </ul>

## 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: £ 45,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have recruited a Teaching assistant to do targeted Phonics and Reading interventions over KS1	EEF Guidance: One to one tuition and small group work are outlined by the NFER, Ofsted and the Sutton Trust as being effective strategies to use. Our ethos is to ensure our teaching is tailored to the children needs.	1, 2, 6, 9
Recruitment of a Teaching Assistant to deliver Additional support and Nurture provision across Year 6	We have employed an additional SA in Year 6 to provide extra support and nurture provision for some Year 6 pupils.	1,3,4,6,7,9
SENCo – Training and Use of additional SEND staffing support quality first teaching and interventions. such as Rapid Phonics for those children in year 3 and 4.  Training from The Speech and Language service.	Rapid Phonics in Year 3 and 4 for those children who are struggling with reading fluency.  Guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback. <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1,6,7,8,9
Improve the quality of social and emotional (SEL) learning through purchase of new PHSCE scheme	<a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	3,5,7,9,10

(SCARF) to support teaching & learning.  Whole School training in Emotion Coaching and restorative Practice.	Linked to our whole school development priority of Developing Nurture provision in school.	
Development of a whole school language training programme to improve vocabulary based on building on Tier 2 words/NELI for Younger children.	<a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> The Magic of Words (Neuman and Wright) research and Isabel Beck Tiered approach. There is clear and consistent evidence about the importance of vocabulary development. The OFSTED Inspection handbook research highlights a range of groups to access higher tiers.  Training through Lizzie Shepherd (Educational Psychologist)	1,2,3,4,7,8,9
Renewed Training across school on the marking and feedback policy. Bespoke training on challenge in different year groups.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback/?utm_source=/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback/?utm_source=/education-evidence/guidance-reports/feedback</a> Teachers will promote schools Outstanding Learning Behaviours and implement strategies that encourage learners to welcome feedback and challenge.	1, 8,9

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI: purchase, training and implementation.</i> Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,6,8,9

<p><i>Phonics and Reading support –KS1</i></p> <p>A focus on disadvantaged children’s reading frequency.</p>	<p>EEF Improving Literacy Guidance Report</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	1,2,6
<p>SENDCo – Use of additional SEND staffing resources to support first line quality teaching in class.</p> <p>42% of the SEND register are Pupil Premium.</p>	<p>Additional targeted interventions across school disadvantaged pupils.</p> <p>Recovery catch up using Rapid Phonics (Yr3-4)</p> <p>Daily Readers, Precision Teach and Pixl therapies.</p>	9, 10
<p><i>KS2 tuition</i> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,4,6,9
<p>Use of targeted interventions – (therapies) through PIXIL assessment. KS2.</p>	<p>Interventions called therapies that are specifically targeting Year 6 children to accelerate progress towards age expected.</p>	1,3,4,6,10

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

Budgeted cost: £ 102,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of Families Team (including DSL, Team Around the Family Coordinator, Parental Involvement Worker, to ensure that funds are directed to support disadvantaged families through:</i></p> <ul style="list-style-type: none"> <li>• <i>Free Breakfast Club.</i></li> <li>• <i>Team Around the Family Meetings.</i></li> <li>• <i>Parent Courses run in our school Family Hub.</i></li> <li>• <i>Clothing and food bank.</i></li> <li>• <i>Additional uniform vouchers.</i></li> <li>• <i>Parent Coffee Mornings</i></li> <li>• <i>Discounted Trip Costs.</i></li> <li>• <i>Extra-Curricular Activities and enrichment.</i></li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Provide practical strategies to support learning at home</p> <p>EYFS</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes.</p> <p>EEF evidence suggests:</p> <p>Plan carefully for group-based parenting initiatives (e.g., regular workshops): a convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.</p>	1,3,4,5,6,7,8,10
Provision of attendance management	The Department for Education (DfE) published research in 2016 which found that:	3,5,10

support through Attendance Officer role supported by wider pastoral Safeguarding Team	<p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>We have weekly attendance class awards and treats. As well as monitoring meetings and Attendance TAFs.</p>	
<p>Strategies in Place to support the wellbeing of disadvantaged pupils additional to the above:</p> <ul style="list-style-type: none"> <li>• Educational Psychology deployment</li> <li>• SLT Mental Health Leader course.</li> <li>• Mental Health Champion – Drawing therapy.</li> <li>• Developing Nurture Provision.</li> <li>• Working with other agencies (James project)</li> <li>• Raising Aspirations project (Year 6)</li> <li>• Wellbeing Ambassadors in school.</li> <li>• Wellbeing lessons and assemblies.</li> <li>• SCARF Curriculum</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/nfer-impact-of-school-closures-and-subsequent-support-strategies-on-attainment-and-socioemotional-wellbeing-in-key-stage-1">https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/nfer-impact-of-school-closures-and-subsequent-support-strategies-on-attainment-and-socioemotional-wellbeing-in-key-stage-1</a></p> <p>A range of activities are undertaken which aim to help the young people to develop trust, communication skills, emotional self-regulation and the growth of confidence and self-esteem.</p> <p>This is particularly important for children after the lockdown period. DfE has invested in the programme called Wellbeing for Education Recovery.</p> <p>Nurture is a priority for Holycroft School. Many of our disadvantaged children will benefit through these wellbeing programmes offered.</p> <p>Our priority is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health and what affects their mental health. As part of our targeted provision, we will continue to access, outside help and support for pupils when required.</p>	

**Total budgeted cost: £ 186,657**



## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Below is a link to the evaluation of the 2019-2020 Pupil Premium Strategy and Impact.

<https://www.holycroftprimary.org.uk/seecmsfile/?id=4356>

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Nuffield Language Intervention Programme	NELI

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**Further information (optional)**