

# Pupil Premium Strategy Holywell School

1. Summary information					
School	Holywell School, Cranfield, Bedfordshire				
Academic Year	2019-2020	Total PP budget	£110,935	Date of most recent PP Review	
Total number of pupils	687	Number of pupils eligible for PP	116 (17%)	Date for next internal review of this strategy	September 2020
2. Breakdown of numbers November 2019					
	Year 5	Year 6	Year 7	Year 8	
Total number of PP	29 (16%)	38 (20%)	27 (17%)	24 (13%)	
FSM	24 (13%)	17 (9%)	12 (8%)	6 (4%)	
Service	0	2	2	1	
CLA	0	1	2	2	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Attitudes to learning: Our disadvantaged students have a variety of attitudes to learning – from the most enthusiastic and confident, to those less likely to take risks with their learning and those who are less likely to be resilient when responding to improvement targets. They are also less likely to participate in trips, visits or other enrichment activities. Some disadvantaged learners have limited cultural experiences which means they are often less confident writers and have a more limited vocabulary to use in their writing. Disadvantaged learners perform significantly below their peers at KS2. In 2019 this was especially significant in Writing.				
B.	Poor social skills and lack of self-esteem: These prevent some disadvantaged students from fulfilling their potential as they are often overlooked when there are opportunities to represent the school in sporting, musical and social activities. Our disadvantaged pupils often think they are unworthy of inclusion. They are underrepresented in positions of responsibility such as house and sports captains, values ambassadors and school prefects.				
C.	The Quality of Teaching: Dunford argues that, “There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So, high quality teaching must be at the core of all pupil premium work. For this reason, many of our disadvantaged achievement strategies have consistently focused on improving the quality of teaching, including				

	setting arrangements, as a recurring theme. In designing this provision we are mindful of looking first at the strategies that make the most of different types of feedback, metacognition, peer tutoring, etc	
<b>D.</b>	Curriculum access: Our disadvantaged students are more vulnerable in terms of curriculum access – some lack resources to use in school, some have limited cultural capital and limited cultural experience; additional curriculum opportunities are not always accessible to them.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Parental engagement: Parents of some disadvantaged students are less likely to attend Parents evenings and other school related activities for a range of reasons such as working patterns, transport issues, availability of child care and lack of confidence.	
<b>F.</b>	Lack of cultural capital: Some disadvantaged students have limited opportunities outside school leading to a narrower range of experiences than their peers. This can limit their academic potential and lead to lower aspirations and disengagement with education.	
<b>G.</b>	Attendance: Some disadvantaged students are less resilient and prone to poor attendance – sometimes due to parental inability to provide transport – especially when parents are financially challenged. This results in lower attendance rates than their peers in school although this is improving.	
<b>H.</b>	Poverty and related issues: Some disadvantaged students experience adverse childhood experiences including the impact of child poverty, lack of good nutrition, regular sleeping patterns – all of which can impact on behaviour and progress.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ol style="list-style-type: none"> <li>1. Improving attainment of disadvantaged learners especially in Writing</li> <li>2. Reducing the gap in attainment between disadvantaged learners in school and non-disadvantaged nationally.</li> <li>3. Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.</li> <li>4. More student participation in lessons and in extra-curricular opportunities being taken up</li> </ol>	<p>Improve attainment of disadvantaged learners as follows</p> <ul style="list-style-type: none"> <li>• Holywell is taking part in a project funded by Central Bedfordshire council called RADY to raise expectations, aspirations and awareness of our disadvantaged students.</li> <li>• Reducing the gap in attainment between disadvantaged and non-disadvantaged learners at Holywell in Reading, GPAS, Writing and Maths</li> <li>• Reducing the gap in attainment between disadvantaged learners in Holywell and non-disadvantaged and disadvantaged students nationally</li> <li>• Disadvantaged learners make the same number of progress points every year in Reading, Writing and Maths using new assessment points as the whole cohort.</li> </ul>

<b>B.</b>	Raising self-esteem and improving social skills in disadvantaged students	Disadvantaged students attend at least one intervention group depending on need: small group Maths intervention, Reading Fluency project, Therapeutic Football Programme, Neuro Linguistic Programme, counselling from in school staff and outside agencies. Disadvantaged students are proportionately represented in Roles such as house and sports captains, values ambassadors and school prefects and take part more often in sporting, musical and social events.
<b>C.</b>	Disadvantaged students have access to high quality subject specialists	Fully staffed with good and outstanding teachers who know their students and who can stretch all to exceed their targets
<b>D.</b>	Disadvantaged students have access to the whole curriculum – both in-school and extra-curricular	Full participation in curricular and extra-curricular activities
<b>E.</b>	Raising the value placed on education and Improving engagement of families	Attendance at parents' evenings and other school related activities by parents of disadvantaged children is as good as non-disadvantaged learners.
<b>F.</b>	Improving opportunities outside school to broaden the range of experiences of disadvantaged students	All disadvantaged students in year 5, 6 and 7 invited to attend at least one Doodle club session per week and those in financial need receive help to attend enrichment activities such as residential and none residential trips, subsidised music tuition.
<b>G.</b>	Raising the attendance of disadvantaged students in line with non-disadvantaged students at Holywell and nationally	Improve attendance of disadvantaged students towards achieving same target as whole school 97%
<b>H.</b>	Reversing the impact of adverse experiences of disadvantaged students	Reacting to areas of need so that disadvantaged students have similar experiences to their peers. Disadvantaged students feel safe and happy at school.

## 5. Planned expenditure

Academic year

2019-2020

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?
A and C	<p>Continue to raise the quality of teaching for all pupils by high quality recruitment of specialist teachers Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school. Consolidate new tracking systems and use them to monitor progress of disadvantaged students more robustly.</p> <p>Active involvement in research projects – eg. Institute of Education Music/Technology project; Technology projects; Reading intervention project</p> <p>Staff INSED Programme on The Quality of Education / teaching and learning + individual subject-specific research and development</p>	<p>Sutton Trust report 2011 states that “the effect 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 compared with 0.5 years with poorly performing teachers. This is also supported by DfE document “Supporting the attainment of disadvantaged pupils; articulating success and good practice”</p>	<p>School data obtained from lesson observations, work scrutiny, internal and external attainment data.</p>	<p><b>SLT and PP lead.</b></p>	<p><b>September 2020</b></p>

	To explore models of resilience training (eg. The Resilience Doughnut; Growth Mindset; Protective Behaviours; Restorative Practices) with a view to introducing training for students in the Spring term 2020				
<b>Total budgeted cost</b>					£70,000

<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 and D	<p>Provide Revision books free of charge to disadvantaged students in Year 6 and Year 8.</p> <p>Targeted academic support based on identified individual student need including targeted small group intervention in Maths and English.</p> <p>Reading Fluency project to deliver support to students in Year 6 to achieve the expected standard in reading.</p>	<p>Disadvantaged families are unable to afford the books.</p> <p>Disadvantaged students in all Year groups need extra support to achieve the expected standards in Maths and English.</p> <p>The Herts for Learning (HfL) KS2 Reading Fluency Project, designed and delivered by the HfL Teaching and Learning English team, incorporates the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills.</p>	<p>Office manager and pupil premium lead identify students and provide books</p> <p>Heads of Maths and English identify students who require extra help at Mind The Gap meetings with teaching staff. Small group intervention provided by qualified teacher one day per week starting in September. Progress of students monitored by HOD and reported half termly to PP Leader and groups changed according to data each half term. PP students to be prioritised in these groups.</p> <p>Head of English to train English department to deliver programme to identified students</p>	<p>Office manager, Pupil premium lead</p> <p>Head of Maths and English</p> <p>Head of English</p>	September 2020

## ii. Targeted support

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>After school Doodle club for disadvantaged students to run on 3 nights per week.</p>	<p>Delivered over an eight-week period, the aim of the project is to improve the trajectory of Year 6 pupils (summer term Year 5) towards the expected standard in reading at the end of KS2.</p> <p>“Pupils on the Autumn 2017 round of the KS2 Reading Fluency Project made an average of 22 months’ progress in reading comprehension age, with pupils in the Spring 2018 round reaching an average of 23 months’ progress. In the same period, pupils in receipt of pupil premium grant (PPG) funding made an average of 29 months’ progress.” – Herts for Learning 2018 in partnership with CBC.</p> <p>Repeated practice using Doodle Maths and Doodle English apps has an impact on attainment in the core subjects. Disadvantaged students are less likely to be able to access these apps at home.</p>	<p>All disadvantaged students receive an invitation to Doodle Club. Each student receives a snack and opportunity to attend club without charge.</p>	<p>Pupil Premium lead. Doodle Club leader</p>	
<p>A, B C and D</p>	<p>Staff help to produce profiles of individual students in Year 6 to identify barriers to learning, aspirations and needs</p> <p>All staff mark disadvantaged students work first and work scrutiny focuses on their work.</p> <p>All staff highlight disadvantaged students on seating plans and identify</p>	<p>Raising the profile of disadvantaged students keep them in the forefront of teachers’ and teaching assistants’ minds so that staff realise they have responsibility for the progress of disadvantaged students in their classes.</p> <p>Disadvantaged students benefit from best feedback possible which will enhance their learning.</p> <p>All staff are aware of needs of disadvantaged students in their class.</p>	<p>Information provided to staff in staff briefings.</p> <p>School assessment and marking policy. Work scrutiny focusses on disadvantaged students during the year.</p> <p>Lesson observations.</p>	<p>Pupil Premium lead</p> <p>All teaching staff</p> <p>All teaching staff, SLT and Heads of departments</p>	<p>September 2020</p> <p>Termly</p> <p>Termly</p>

<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>
	<p>any barriers to learning or dip in progress levels.</p> <p>Raising our expectations of disadvantaged students in line with ability levels rather than prior attainment levels to make under achievement more visible to all teaching staff</p> <p>Encouraging disadvantaged students to apply for student roles. Ensuring that disadvantaged students are proportionately represented in those roles and at sporting , cultural and social events..</p>	<p>Using prior attainment to set targets results in even bigger gaps as disadvantaged students work through school due to unconscious bias in expectations.</p> <p>Rubie Davies 2014 Researching the effect of expectations on attainment</p>	<p>Scrutiny of target setting for disadvantaged students</p>	<p>All teaching staff.</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£25,000

<b>iii. Other approaches</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>
<b>E</b>	<p>Ensure that all families of disadvantaged students are encouraged to attend parent consultation evenings and provided with alternative provision if</p>	<p>To allow all families the opportunity to engage with staff to promote aspirations in families.</p>	<p>Pupil Premium lead and office staff ring parents to personally arrange appointments. Appointments during school day offered if appropriate.</p>	<p>Pupil premium lead, office staff</p>	<p>September 2020</p>

	<p>required. Transport provided for families.</p> <p>Embed and improve use Show My Homework app.</p> <p>Embed and improve use of C-Poms</p>	<p>Parents will be aware of homework when it is set, resources required will be available to all students. Parents will be more engaged with the process.</p> <p>To ensure that all incidents of safeguarding are recorded and monitored in a central point. Ensure families are supported to overcome barriers to learning and welfare of students</p>	<p>Use App to monitor students grades and those who regularly fail to complete homework.</p> <p>All new staff trained in September. Safeguarding leads monitor.</p>	<p>Deputy head (Homework)</p> <p>Safeguarding leads, Pupil premium lead.</p>	<p>Termly</p> <p>Daily</p>
<b>B, F G and H</b>	<p>Provide subsidised music tuition to Year 5 pupils in orchestral instruments to promote opportunities in Music. Provide subsidised music tuition to disadvantaged students in Year 5 on any musical instrument. Continue to provide subsidised tuition to disadvantaged students who show a commitment to learn a musical instrument in Years 6, 7 and 8.</p> <p>Provide individual social skills interventions according to individual need.</p> <p>Provision of outside agencies according to identified student need.</p> <p>Identifying individual student need and responding quickly to it for example school uniform,</p>	<p>Students benefit from being able to learn valuable skills, discipline through regular practice, raised self-esteem, participation in musical events. Students will increase their store of cultural capital by exposure to music tuition and events.</p> <p>Small groups of students or individuals can be identified and helped with specific areas of concern, which will improve their behaviour for learning and impact on progress.</p> <p>Disadvantaged students often require support to manage mental health problems and provide them with coping strategies</p> <p>Providing students with resources quickly so that they can take full advantage of school life</p>	<p>All year 5 students offered opportunity before entering Holywell. Music department monitors carefully progress of individual students and offers financial support as required to enable students to continue learning an instrument.</p> <p>Consultation with form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students and suitable programmes.</p> <p>Consultation with form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students.</p> <p>Office staff, Form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students and respond promptly to</p>	<p>Pupil premium lead, Head of Music</p> <p>Pupil Premium Lead, Well Being Coordinator, Safeguarding Lead</p> <p>Pupil Premium Lead, Well Being Coordinator, Safeguarding Lead</p>	<p>September 2020</p>



	<p>sports kit, stationery, school meals, transport costs, IT.</p> <p>Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at parents' evenings and Open days.</p> <p>Giving financial support to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy.</p>	<p>Raising aspirations and offering opportunities for developing social skills</p> <p>Allowing students to broaden their experiences, raise aspirations, increase resilience, raise self-esteem and increase cultural capital.</p>	<p>identified needs. Publicise available help to parents in school newsletters.</p> <p>All staff</p> <p>Trip leaders ensure letters sent to all parents outlining procedures for obtaining financial support. Office staff, Business manager, Pupil Premium lead identify need and respond</p>	<p>Pupil Premium Lead, Well Being Coordinator, Safeguarding Lead</p> <p>Trip leaders, Pupil premium lead</p>	
<b>G</b>	<p>Continued focus on improving attendance for PP students. Attendance closely monitored by Attendance officer/Attendance SLT link and action taken as required eg providing transport or bus passes.</p>	<p>Daily attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally: ... School helps children to develop important skills, knowledge and values that set them up for further learning and participation in their community</p>	<p>Office manager, Deputy Head (Attendance) monitor attendance and liaise with Pupil premium lead</p>	<p>Deputy Head Attendance</p>	
<b>Total budgeted cost</b>					£15,000

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improving the quality of teaching and learning in all subjects	<p>Continue to raise the quality of teaching for all pupils by reducing class sizes.</p> <p>Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school.</p> <p>Embed new tracking systems and use them to monitor progress of disadvantaged students more robustly.</p> <p>Highlighting disadvantaged students to all staff weekly to identify barriers to learning and produce a continuing dialogue about student needs.</p>	<p>Lesson observation data shows that In the Autumn term 94% of observed lessons were good or outstanding. No lessons required improvement or were graded inadequate. (6% absent). In Spring 87% were graded good or outstanding. 13% were on the margin of requiring improvement and further observations of those staff took place in the Summer term.</p> <p>New tracking system embedded. Staff becoming more confident in its use. Students and parents are able to monitor progress against level ladder and articulate their progress using new categories</p> <p>All disadvantaged students were highlighted to staff at least once during the year on Staff Briefing notes with photographs, specific barriers to learning, progress and strategies used to improve progress detailed.</p>	<p>School expansion and budget restrictions mean that the school is unable to be as flexible in reducing class sizes as in previous years but it remains the aim to keep the lower sets in English and Maths in KS2 and English, Maths, Science, IT, French in KS3 smaller than higher sets. Practical subjects in KS3 are taught in half classes.</p> <p>The system continues to be used to track pupil progress and inform strategies. It will be used to provide Year on year data</p> <p>Ensuring that staff are informed regularly about disadvantaged students and know their students and their needs has high impact for little or no cost and work scrutiny and lesson observations indicate that it has a positive effect on the progress of disadvantaged students. RADY project will mean that staff get to know their disadvantaged students even better.</p>	<b>£55,000</b>

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	<p>All staff mark disadvantaged students work first and work scrutiny focuses on their work.</p> <p>All staff highlight disadvantaged students on seating plans and identify any barriers to learning or dip in progress levels.</p>	<p>.Work Scrutiny showed there was no obvious difference in standard of work between disadvantaged students and non-disadvantaged students demonstrating that disadvantaged students are generally doing well in lessons.</p> <p>Seating plans were scrutinised and formed part of the judgement to ensure all staff had identified and understood the needs of disadvantaged students in their classes</p> <p>Outcome Data for Year 6 shows that Disadvantaged students were out performed in Key Stage 2 SATS by All students at Holywell in Maths, Reading, GPAS and Writing. See Additional Detail Section.</p> <p>Disadvantaged students made the same average number of points progress as All students in Reading and Maths and slightly less progress than All students in Writing.</p>	<p>7/27 Disadvantaged students in this group are on the SEND register and many are also in the Lower Prior Attainment group.</p> <p>This trend will be monitored to see if the attainment gap closes.</p> <p>Heads of English and Maths to monitor more closely progress of disadvantaged students and report half termly to pupil Premium lead. Disadvantaged students to be prioritised for intervention sessions. Holywell to be part of RADY project funded by Central Bedfordshire to try to raise the attainment of Disadvantaged students</p>	

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improving attainment of disadvantaged learners Reducing the gap in attainment between disadvantaged learners in school and non-disadvantaged nationally. Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.</p>	<p>Provide Revision books free of charge to disadvantaged students in Year 6 and Year 8.</p> <p>Targeted academic support based on identified individual student need including targeted small group intervention in Maths.</p>	<p>All disadvantaged students received Revision books</p> <p>Small group intervention took place all year with a qualified teacher. Progress of students attending was monitored by intervention teacher and Head of Maths to ensure the right students were targeted.</p> <p>5 of the 9 disadvantaged students attending Maths intervention achieved the expected standard in Maths</p>	<p>Office manager and pupil premium lead will continue to identify students and provide books.</p> <p>Having the same teacher providing intervention sessions throughout the year provided consistency and will be continued with the same teacher. 30 minute sessions were considered too short and this year will be full lessons. This will reduce the number of students who forget to go to their sessions and allow the teacher to assess progress better. The students' progress will be monitored half termly and groups changed accordingly</p>	<p>£245</p> <p>£11,414</p>
	<p>Join Reading Fluency project to deliver support to students in Year 6 to achieve the expected standard in reading.</p>	<p>Head of English and one other English teacher attended training, identified students and delivered program to those students during afternoon registration times in Spring term. Data from the scheme indicated that all students had made progress in Reading. Students chosen were in danger of not reaching the Expected level in Reading. None of the students reached the Expected level in Reading in SATS.</p>	<p>The students attending the project certainly gained confidence and fluency in reading but it did not help them to read texts quickly enough to gain the expected level in the SATS Reading test. A modified version of the project will be used this year but English intervention will be reviewed.</p>	<p>£950</p>
	<p>After school Doodle club for disadvantaged students to run on 3 nights per week.</p>	<p>All disadvantaged students received an invitation to Doodle Club. Only 3 disadvantaged students in Year 6 regularly attended Doodle Club and only one of those students achieved the Expected standard in maths in SATS</p>	<p>Doodle Club will continue to run. A new coordinator will be appointed in September and disadvantaged students will be encouraged and prioritised for attending Doodle Club.</p>	<p>£6085</p>

**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Raising the value placed on education and Improving engagement of families</p> <p>Improving opportunities outside school to broaden the range of experiences of disadvantaged students</p>	<p>Ensure that all families of disadvantaged students are encouraged to attend parent consultation evenings and provided with alternative provision if required.</p> <p>Introduce Show My Homework app.</p> <p>Introduce C-Poms</p> <p>Provide individual social skills interventions e.g. Therapeutic Football Programme, Neuro Linguistic Programme according to individual need.</p> <p>Provision of outside agencies eg Bridge Counselling, Sorted according to identified student need.</p>	<p>Overall Attendance at all Parents Evenings remains high. Highest 92% of potential families, lowest 80% of potential families. Attendance PP families remain lower at all Parents Evenings highest 85%, lowest 67% of potential families but there have been some notable successes where families who previously had never attended made and kept appointments.</p> <p>Show my Homework was introduced very successfully. Parental engagement throughout the school was high. Disadvantaged students were sometimes unable to take advantage of the App due to IT poverty. These students were invited to attend Homework Club during afternoon registrations to allow them to complete Homework successfully.</p> <p>C- Poms was successfully introduced and all staff trained in its use. It has contributed to the high standards of Safeguarding for all students in the school</p> <p>22 boys in Yr 7 and 8 took part in either follow up sessions or complete programs of a Neuro Linguistic Programme run by Aspire.6 of these students were disadvantaged. The providers reported increases in school attendance, aspirations, positive activities, confidence, self-esteem and personal well being</p> <p>3 disadvantaged students were funded on a programme of counselling according to identified need. 2 other students received individual counselling for anxiety and bereavement from in school staff.</p>	<p>Parents of disadvantaged students are often the most difficult to communicate with. We will continue to use a variety of ways to communicate with them eg emails texts and telephone calls. Parents of disadvantaged students sometimes make appointments when personally invited but still fail to attend. Form tutors and subject teachers will be encouraged to invite parents for further meetings during the school day if needed. Invitation letters will reinforce that parents may attend with other siblings.</p> <p>After successfully introducing Show My Homework, this year we will be refining the system so that students who regularly fail to complete homework properly can be quickly identified and remedies introduced quickly.</p> <p>C- Poms will continue to be used.</p> <p>School will continue to support individual students by sourcing and funding appropriate interventions.</p> <p>School will continue to support individual students by funding and sourcing appropriate counselling services.</p>	

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>iii. Other approaches</b>	Provide subsidised music tuition to Year 5 pupils in orchestral instruments to promote opportunities in Music. Provide subsidised music tuition to disadvantaged students in Year 5 on any musical instrument. Continue to provide subsidised tuition to pupil premium students who show a commitment to learn a musical instrument in Years 6, 7 and 8.	22 students in Year 5 took advantage of the subsidised scheme in Year 5. 5 of these students were disadvantaged students, 2 of these students became fully funded part way through Year 5 to allow them to continue learning an instrument.  6 disadvantaged students in Years 6, 7 and 8 were either fully or part funded depending on need. Progress for most of these students was good and they performed in school music events with confidence.	Holywell will continue to offer subsidised music tuition to all Year 5 students who wish to learn an orchestral instrument and will support disadvantaged students who wish to study any musical instrument. We will continue to offer funding in Years 6, 7 and 8 to those students showing commitment and progress on their instruments. Students who now require individual lessons rather than group lessons will be funded for those lessons after appropriate discussion with students, parents, peripatetic teachers and Head of Music	£3690
	Identifying individual student need and responding quickly to it for example school uniform, sports kit, stationery, school meals, transport costs, IT.	7 Students who did not qualify for FSM were identified in consultation with parents, kitchen and admin staff who were regularly not eating lunch and welfare meals were provided along with breakfast and break time snacks. 8 disadvantaged students were provided with uniform, PE kit or shoes. 1 student was provided with a bus pass.	Office staff, form tutors and kitchen staff work with PP lead to identify students quickly. Next year we will include regular reminders in news letters to parents to contact the office if their circumstances change.	£387 +meals
	Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at parents' evenings and Open days.  Giving financial support to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy.	Disadvantaged students were "buddied" with non-disadvantaged students to provide these opportunities  41 disadvantaged students were given financial help to attend residential and non-residential trips and visits. Some were partly funded and some were fully funded in accordance with our Charging and Remissions Policy.	This is an excellent "no cost" way of providing opportunities which will be highlighted to staff on briefing notes  Staff are becoming more confident in applying the School's Charging and Remissions Policy and are making sure that letters publicising these trips and visits include information about financial help. Staff will be encouraged to be even more pro-active in targeting individual disadvantaged students who do not initially take advantage of these opportunities.	£2193

<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>
Raising attendance of disadvantaged students in line with their peers in school and nationally.	Close tracking of attendance & Deputy Headteacher time Timely intervention Multi-agency working	Overall school attendance 2017-2018 – 96.26% (National Average 95.60%) Pupil Premium 2017-2018 – 94.84% (National Average 93.50%) 1 student received a fully funded bus pass and taxis were provided when needed to ensure there were no barriers to attendance.	Deputy Head in charge of Attendance and Attendance Officer have tracked attendance closely and ensured that students in danger of dropping below 95% are highlighted to PP lead and action taken in accordance with Attendance Policy. This has been successful in raising attendance for disadvantaged students and will be continued.	£865

### Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

## YR6 2018 COHORT - SATS RESULTS JULY 2019

KS2 = ACHIEVED SATS = 100+      ABOVE EXPECTED = 110+  
TEACHER ASSESSMENT = 29 - 32 = EXPECTED

COHORT	MA	READ	GPAS	SC TA	WRIT TA
below expected	30	42	32	40	46
expected	80	69	92	72	92
above expected	47	45	33	45	19
	157	156	157	157	157
below expected	19%	27%	20%	25%	29%
expected	51%	44%	59%	46%	59%
above expected	30%	29%	21%	29%	12%
<b>COHORT ACHIEVED STANDARD</b>	<b>81%</b>	<b>73%</b>	<b>80%</b>	<b>75%</b>	<b>71%</b>
<b>COHORT AVERAGE POINT SCORE</b>	<b>106</b>	<b>104</b>	<b>105</b>	<b>30</b>	<b>30</b>

Disadvantaged Students	MA	READ	GPAS	SC TA	WRIT TA
below expected	9	12	10	12	15
expected	12	11	14	13	10
above expected	6	4	3	2	2
	27	27	27	27	27
below expected	33%	44%	37%	44%	56%
expected	44%	41%	52%	48%	37%
above expected	22%	15%	11%	7%	7%
<b>Disadvantaged students Achieving Standard</b>	<b>67%</b>	<b>56%</b>	<b>63%</b>	<b>56%</b>	<b>44%</b>
<b>Disadvantaged students Average point score</b>	<b>102</b>	<b>101</b>	<b>101</b>	<b>28</b>	<b>28</b>



Number of points progress made by Year 6 students

	Whole cohort	Disadvantaged students	
Reading	3	3	
Writing	4	3	
Maths	4	4	