

Pupil premium strategy statement – Holywell School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	718
Proportion (%) of pupil premium eligible pupils	16.5% (119)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	20 th December 2022
Date on which it will be reviewed	By 31 st January 2023
Statement authorised by	Mike Simpson
Pupil premium lead	Mel Purves
Governor / Trustee lead	S Jenkins/S Abood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,910
Recovery premium funding allocation this academic year	£26,665
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£13,562
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£189,137

Part A: Pupil premium strategy plan

Statement of intent

Our intent for all students is to be the best that they can be. This strategy focuses on the way that we can address barriers to learning for disadvantaged students to ensure that we can help them to achieve this goal. This year's plan seeks to build on the work of previous years, whilst incorporating some new interventions to ensure that we are offering as many students as possible the opportunities and help needed to progress and achieve.

In addition to providing high quality, specialist teaching, this strategy also seeks to continue our use of targeted academic support through tutoring, 1-2-1 support and targeted interventions with a particular focus on English and Maths. We will also continue to provide and extend our range of 'wider' strategies in relation to wellbeing, behaviour and attendance for disadvantaged students.

This one-year strategy is intended to bridge the transition of the new PP lead whilst a longer-term strategy is generated, building on the challenges and interventions identified within this document, for 2023 onwards.

Challenges

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

Challenge number	Detail of challenge
1	Quality of Teaching: Dunford (2014) argues that, "There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. High quality teaching must be at the core of all pupil premium work".
2	Narrowing the Gap - academic progress 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 below their peers at KS2, as evidenced by 2022 validated data.

3	<p>‘If I can see it, I can be it’: Raising self-esteem and aspiration through diverse representation and opportunity</p> <p>Some disadvantaged students can present with poor social skills and /or a lack of self-esteem. This can prevent some disadvantaged students from fulfilling their potential as they do not often present themselves when there are opportunities to represent the school in sporting, musical and social activities. Our disadvantaged students often think they are unworthy of inclusion. Unless they are directly encouraged to apply, they are underrepresented in applications for positions of responsibility such as house and sports captains, values ambassadors and school prefects. At a wider level, disadvantaged students do not always consider pathways to higher education, nor do they have high aspirations for themselves.</p>
4	<p>The expansion of Cultural Capital</p> <p>Opportunities to extend cultural capital are key to raising student aspiration. Disadvantaged students are 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. Furthermore, 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.</p>
5	<p>Parental and Community Engagement:</p> <p>Parents of some disadvantaged students often find it harder to engage with school for a variety of reasons. This results in distant communication with home and a need to work on building relationships with parents and carers.</p>
6	<p>Attendance</p> <p>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.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improving attainment of disadvantaged learners especially in Reading and Maths.</p> <p>Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.</p>	<p>Reducing the gap in attainment between disadvantaged and non-disadvantaged learners at Holywell in Reading, GPAS, Writing and Maths.</p> <p>Disadvantaged learners make the same number of progress points every year in Reading, Writing and Maths using new assessment points as the whole cohort.</p>
<p>Disadvantaged students have access to high quality subject specialists</p>	<p>Fully staffed with good and outstanding teachers who know their students and who can stretch all to exceed their targets.</p>
<p>To continue to expand the range of targeted student interventions offered.</p>	<p>To seek opportunities to offer a wide range of interventions to support students to 'catch up' through the use of tuition/recovery funding, accessing programmes such as the National Tutoring Programme.</p>
<p>Raising self-esteem and improving wellbeing, mental health and social skills for all students, including those who are disadvantaged.</p>	<p>All students have access to wellbeing / mental health activities within school.</p> <p>Targeted support is offered to individual students who are identified as needing it.</p> <p>Continuing to work on ensuring that disadvantaged students are proportionately represented in roles such as house and sports captains, values ambassadors, school prefects, junior worship team and take part more often in sporting, musical and social events.</p> <p>More student participation in lessons and in extra-curricular opportunities being taken up</p>

Raising the value placed on education and improving engagement of families	<p>Attendance at parents' evenings and other school related activities by parents of disadvantaged children is as good as non-disadvantaged learners.</p> <p>Student Support and Family Support Worker roles are now well-established and staff will continue to build on work to support students and families.</p>
Improving opportunities outside school to broaden the range of experiences of disadvantaged students	<p>All disadvantaged students in year 5 and 6 invited to attend at least one Doodle club session per week during the school day to offer access to online learning.</p> <p>Those in financial need receive help to attend enrichment activities such as residential and non-residential trips, subsidised music tuition and external sporting interventions.</p>
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%

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: £136,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to raise the quality of teaching for all pupils by high quality recruitment of specialist teachers.</p> <p>Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school.</p>	<p>Sutton Trust (2011) states that "the effect of high-quality teaching is 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".</p> <p>This is also supported by DfE (2015) document "Supporting the attainment of disadvantaged pupils; articulating success and good practice".</p>	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support students and families through the wellbeing, mental health and social and emotional learning provision in school.	<i>EEF (2022) SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i>	3

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support based on identified individual student need including targeted small group intervention in Maths and English.	Disadvantaged students in all Year groups need extra support to achieve the expected standards in Maths and English. <i>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:</i> One to one tuition EEF (educationendowmentfoundation.org.uk) <i>And in small groups:</i> Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Continue to seek opportunities to extend tuition and intervention programmes for all students, but with a particular focus on disadvantaged students – e.g. considering strategies such the academic mentoring programme.	<i>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:</i> One to one tuition EEF (educationendowmentfoundation.org.uk) <i>And in small groups:</i> Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Doodle Maths Club for Year 5 and 6 students run during the school day	<p>Repeated practice using Doodle Maths 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>EEF 2022: Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum/</p>	2
Peer mentoring Maths programme with Year 8 Maths prefects and Year 6 students	<p><i>EEF (2022) Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership.</i></p>	2,4
Creation of 2 x Reading Champion TLR posts	One post for each Key Stage to promote the profile of reading across the school	1, 2
Provide academic support materials as needed, e.g. SATS Revision books free of charge to disadvantaged students in Year 6.	Disadvantaged families are unable to afford the books.	2
Staff help to produce profiles of individual students across Years 5-8 to identify barriers to learning, aspirations and needs	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.	2
Raising our expectations of disadvantaged students in line with ability levels rather than prior attainment levels to make under achievement more	<p>All staff are aware of needs of disadvantaged students in their class.</p> <p>Targets for disadvantaged students to be reviewed in Reading and Maths to</p>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
visible to all teaching staff	<p>ensure that these are aspirational and appropriate. (First review Jan 2023).</p> <p><i>Using prior attainment to set targets results in even bigger gaps as disadvantaged students work through school due to unconscious bias in expectations (Davies, 2014).</i></p>	
<p>Continuing to encouraging disadvantaged students to apply for student roles.</p> <p>Ensuring that disadvantaged students are proportionately represented in those roles and at sporting, cultural and social events</p>	<p>Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at parents' evenings and open days and for roles within school such as Form Captains.</p>	3
<p>Identify students requiring laptops and software and distribute loaned hardware and software to students in need.</p>	<p>Disadvantaged students are less likely to have use of laptops at home to access on line learning</p>	2
<p>Ensure that all families of disadvantaged students are encouraged to attend parent consultation evenings and provided with alternative provision if required. Transport provided for families.</p>	<p>To allow all families the opportunity to engage with staff to promote aspirations in families.</p> <p><i>EEF (2022) Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources.</i></p>	5
<p>Continued focus on improving attendance for PP students. Attendance closely monitored by</p>	<p><i>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</i></p>	5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer/Attendance SLT link and action taken as required e.g. providing transport or bus passes.	<p><i>children to develop important skills, knowledge and values that set them up for further learning and participation in their community.</i></p> <p><i>EEF (2022) 'Working with Parents to Support Children's Learning'.</i></p>	

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

Budgeted cost: £ 18,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of outside agencies according to identified student need (e.g. Northampton Saints multi-sports/values/wellbeing intervention)	<p>Disadvantaged students often require support to manage mental health problems and provide them with coping strategies</p> <p>Raising aspirations and offering opportunities for developing social skills.</p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i></p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3,4
Supporting Trips	<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>Allowing students to broaden their experiences, raise aspirations, increase resilience, raise self-esteem and increase cultural capital.</p> <p>Providing students with resources quickly so that they can take full advantage of school life.</p>	3,4
Further cultural capital acquisition	<p>A proportion of the budget is set facilitate opportunities that offer the acquisition of cultural capital – e.g. English Author visits, Theatre Trips, etc.</p>	3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF 2022: <i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i>	
Uniform and equipment	Supporting day to day 'micro' barriers to learning such as equipment/uniform costs. Providing students with resources quickly so that they can take full advantage of school life	6
Contingency fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

Total budgeted cost: £189,137

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Student performance is assessed through a range of formative and summative methods. For Maths and English, data is based on GL assessments for each year group which are sat in the summer term. For Science, this is based on continual summative assessment through end of unit tests/teacher assessment. In foundation subjects, teacher assessment is used to measure student progress. At Holywell, expected progress is 3-4 points across all subjects.

Outcomes discussed within this section will refer to the core subjects of English Maths and Science and will consider the progress of disadvantaged students against averaged outcomes for each year group for last academic year 2021-2022.

For our 2021 cohort (current Year 6), disadvantaged students made progress broadly in line with their cohort, with a slightly wider gap in Reading and Maths. The 2020 cohort (current Year 7) scores for disadvantaged students are in line with the rest of the cohort with no significant differences in achievement. The 2019 cohort assessments show that overall disadvantaged students make progress broadly in line with overall scores, with a small disparity in reading which is slightly lower.

Our 2022 SATs results indicated that although, on average, disadvantaged students achieved lower scaled outcomes, when compared to LA results, outcomes are much higher for Reading and Writing and the same for Maths. This suggests a need to continue to work on bridging the gap in these areas to ensure continued catch up for this particular group of students.

Wider strategies are beginning to be implemented to track all interventions through the establishment of a central record system. This will be used to ensure that all students who need support are targeted.

Evaluation of all interventions will be introduced this year, especially those which fall under the 'wellbeing' section of this strategy, through qualitative data collection e.g. start and point questionnaires, focus groups etc. This will allow us to measure the impact.

Although the attendance of disadvantaged students continues to improve and currently sits above national average for this student group, this will remain a focus for the coming academic year in order to ensure that all students are in school as far as possible for the continuity of education.

Externally provided programmes

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

Programme	Provider
Multisport Values/Wellbeing intervention	Northampton Saints
Musical Theatre Singing – Wellbeing intervention	Pippa Collins