

# 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	712
Proportion (%) of pupil premium eligible pupils	16.85% (120)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	By December 2025
Statement authorised by	Mike Simpson
Pupil premium lead	Jo Johnson
Governor / Trustee lead	Sara Jenkins and Sue Abood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£155,220

## Part A: Pupil premium strategy plan

### Statement of intent

At Holywell, our vision is that everyone in our community chooses to “Live Life in all its Fullness” (John 10:10).

Inspired by the teaching of Jesus, the Good Shepherd,  
we choose to live our values,  
being the best we can be  
in community.”

One of its four central pillars of the Church of England’s Vision for Education, is Educating for Dignity and Respect.” “All children deserve to love their childhood, finding space for play, exploration, imagination and creativity. They should be surrounded by loving relationships, structures and systems which release and enable life in all its fullness.” The hope and prayer is that this ethos will enable students to flourish and ensure that each and every child, knowing they are unique and made in the image of God, will find in our school a safe environment where discrimination of any kind is not tolerated. They should all know themselves to be loved, supported and championed, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, age or sexual orientation. As a Church of England school, we offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

This strategy focuses on the way that we can address barriers to learning for our disadvantaged students to ensure that we can help them to be the best they can be.

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.

Pupil Premium students at Holywell include Service Pupil Premium students, Looked After (and Ex Looked after) students and those students who are entitled to Free School Meals.

Our key principles are:

- that all students benefit and learn from high expectations and high quality, specialist teaching
- that we can make a difference (in narrowing attainment gaps, in closing cultural gaps, in enabling equity)
- evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- focussing on a small number of carefully chosen priorities is effective - less can be more
- some students need additional support in order to achieve equity of access and support

We use a layered approach to our planning which encompasses whole-school, targeted and individual support. This strategy also seeks to continue our use of targeted academic support through tutoring, 1-2-1/small group 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Quality of Teaching:</b> 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”.</p>
2	<p><b>Narrowing the Gap - academic progress</b></p> <p>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.</p>
3	<p><b>‘If I can see it, I can be it’: Raising self-esteem and aspiration through diverse representation and opportunity</b></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><b>The expansion of Cultural Capital</b></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><b>Parental and Community Engagement:</b></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><b>Attendance</b></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>
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## 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
Improving attainment of disadvantaged learners especially in Reading, Writing and Maths.	Reducing the gap in attainment between disadvantaged and non-disadvantaged learners at Holywell in Reading, GPAS, Writing and Maths.
Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.	Disadvantaged learners make the same number of progress points every year in Reading, Writing and Maths using new assessment points as the whole cohort.
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.
To continue to expand the range of targeted student interventions offered.	To seek opportunities to offer a wide range of interventions to support students to 'catch up' through the use of tuition/recovery funding.
Raising self-esteem and improving wellbeing, mental health and social skills for all students, including those who are disadvantaged.	<p>All students have access to wellbeing, mental health activities and pastoral support 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>

<p>Raising the value placed on education and improving engagement of families</p>	<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>
<p>Improving opportunities outside school to broaden the range of experiences of disadvantaged students</p>	<p>All disadvantaged students in the school are invited to attend an after-school session, on a weekly basis, to access to online learning and homework support. Those in financial need receive help to attend enrichment activities such as residential and non-residential trips, subsidised music tuition and external sporting and well-being interventions.</p>
<p>Raising the attendance of disadvantaged students in line with non-disadvantaged students at Holywell and nationally</p>	<p>Improve attendance of disadvantaged students towards achieving same target as whole school 97%.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to raise the quality of teaching for all pupils through professional development and supporting the implementation of effective teaching and learning approaches:</p> <ul style="list-style-type: none"> <li>• use of 'Walkthrus' to support teacher efficacy</li> <li>• additional staffing / recruitment and retention</li> </ul>	<p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention. (EEF Guide to the Pupil Premium).</p> <p>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. (Sutton Trust: Improving the impact of teachers on pupil achievement in the UK – interim findings; 2021 )</p>	1
<p>Staff help to produce profiles of individual students across Years 5-8 to identify barriers to learning, aspirations and needs.</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>	2
<p>Sparx homework club during school and after school homework club to access the programmes.</p>	<p>Repeated support using Sparx for students across the school. Disadvantaged students are less likely to be able to access these apps at home so they are given access in school.</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</p>	2 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	needs, whilst not inhibiting pupils' access to the curriculum/	

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

Budgeted cost: £20,000

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.	<p>Disadvantaged students in all Year groups need extra support to achieve the expected standards in Maths and English.</p> <p>Students identified and invited to interventions within school time and extra-curricular to support students' progress.</p> <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</i>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 2
Peer mentoring Maths programme with Year 8 Maths Mentors and Year 6 students.	<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>	2 3 4
Reading Champion TLR post	A post to promote the profile of reading across the school.	1 2 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide academic support materials as needed, e.g. SATS 10-minute test books free of charge to all students in Year 6.</p> <p>General revision books purchased for disadvantaged students.</p>	<p>Disadvantaged families are unable to afford the books.</p>	<p>1 2 5</p>
<p>Raising 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>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 ensure that these are aspirational and appropriate.</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>2 3</p>
<p>Encourage disadvantaged students to apply for student roles.</p> <p>Ensure 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>	<p>3</p>
<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>	<p>2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all families of disadvantaged students are encouraged to attend parent consultation evenings.	To allow all families the opportunity to engage with staff to promote aspirations in families. <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>	5 6
Continued focus on improving attendance for PP students. Attendance closely monitored by Attendance officer/Attendance SLT link and action taken as required e.g. providing transport or bus passes.	<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 children to develop important skills, knowledge and values that set them up for further learning and participation in their community.</i>  <i>EEF (2022) 'Working with Parents to Support Children's Learning'.</i>	5 6

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

Budgeted cost: £104,492

Activity	Evidence that supports this approach	Challenge number (s) addressed
Student Support Officer: to provide support for students and families and to provide targeted 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
Provision of outside agencies according to identified student need (e.g. Wild for Life / Music tuition / Northampton Saints / Clear Therapy)	Disadvantaged students often require support to manage mental health problems and provide them with coping strategies  Raising aspirations and offering opportunities for developing social skills.  <i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</i>	3 4

Activity	Evidence that supports this approach	Challenge number (s) addressed
	<p><i>performance, attitudes, behaviour and relationships with peers):</i></p> <p><a href="#"><u>EEF Social and Emotional Learning.pdf</u></a>  <a href="#"><u>(educationendowment foundation.org.uk)</u></a></p>	
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. Allowing students to broaden their experiences, raise aspirations, increase resilience, raise self-esteem and increase cultural capital.</p>	3 4 5
Free School Meals	Meal provision / food provided for students	5
Further cultural capital acquisition	<p>A proportion of the budget is set facilitate opportunities that offer the acquisition of cultural capital – e.g. Theatre Trips, etc.</p> <p><i>EEF 2022: 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></p>	3 4
Uniform and equipment	<p>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.</p> <p>Checking in with students and ensuring they know who their support network is to ask trusted adults for any resources.</p>	3 5 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: £124,175.31**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Student performance is assessed through a range of formative and summative methods. For Maths and English, Year 6 have the national SATs tests as a measure of attainment.

All year groups also so externally marked (and benchmarked) assessments in English (Reading, Spelling and Grammar) and Maths. For Science and Foundation Subjects, summative assessment is done through end of unit tests/teacher assessment. We have our own system of progress points to support with measuring progress and, at Holywell, expected progress is 3-4 points across all subjects.

Outcomes discussed within this section will refer to the core subjects of English and Maths and will consider the progress of disadvantaged students against averaged outcomes for each year group for last academic year 2023-2024.

#### SATS Results

PP (21 students [19 students listed as FSM]):

The profile of the PP students was that, generally, they were academically weak on entry to school; 12 out of the 19 students had low GL scores on entry in Year 5 and did not manage to reach the expected national standard by the end of KS2. The gaps between PP students and the whole cohort were as follows:

Reading: 28.09%                      GPAS: 32.59%

Writing: 29.21%                      Maths: 30.88%

In spite of interventions and support, all gaps are significantly greater than the previous year.

#### GL results

The scores below are the standardised scores. The national standardised score is 100. The numbers in italics are the number of students who took the test.

	Year 5	Year 5	Year 6	Year 6	Year 7	Year 7	Year 8	Year 8
	All	PP	All	PP	All	PP	All	PP
English	101.3	96.7	100.4	89.5	106.1	97.9	111.9	106.5
	<i>184</i>	<i>43</i>	<i>176</i>	<i>20</i>	<i>160</i>	<i>28</i>	<i>169</i>	<i>30</i>
Maths	101.2	95	105.1	97.8	106.4	99.3	106.0	104.8
	<i>185</i>	<i>44</i>	<i>160</i>	<i>16</i>	<i>171</i>	<i>30</i>	<i>167</i>	<i>29</i>

Wider strategies are beginning to be implemented to track all interventions through the establishment of a central record system. This is used to ensure that all students who need support are targeted. There is also a central record where teachers can easily see the data without having to go into the marksheet entries.

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.

The attendance rate for students receiving pupil premium is 90.7%. Nationally, we are in the 20-30 percentile.

## 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.*

<b>Programme</b>	<b>Provider</b>
Wellbeing intervention	Wild for Life
Art and Chat	Intervention in house
Counselling	Groundworks
Physical activity	Boxing Saves Lives
Speakers	Safer Streets, Careers, Community Police Officers
Multi-sports Values	Northampton Saints