



Holbeton Primary School



Pupil premium strategy statement 2023-24

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	72
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Sarah Honywill
Pupil premium lead	Mrs Sarah Honywill
Governor / Trustee lead	Esther Gerlach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,525
Recovery premium funding allocation this academic year	£ 2,000
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>	£ 0
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>	£ 13, 525

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We have high expectations of all and strive to raise lifelong aspirations and focus on removing barriers to learning to achieve the very best.

At Holbeton Primary School we believe that every child has the potential to achieve by providing the highest quality teaching. This is paramount and gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improving the outcomes for our most disadvantaged children and all children. High expectations, understanding academic and emotional needs, developing strong relationships and growing potential in every child runs through everything we do. To achieve this, we will focus on every teacher in the classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research and collaborative approaches across WeST to support improvement in teaching and learning opportunities that meet the needs of all pupils. We aim to ensure that appropriate provision and the needs of disadvantaged pupils are addressed.

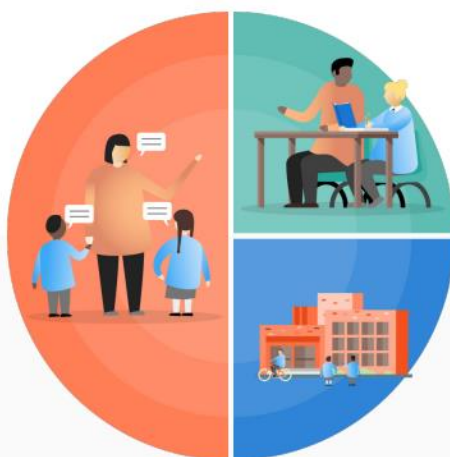
High Quality Teaching

High quality teaching for all pupils through:

- RWI phonics and early reading programme
- Devon BookWrite English sequences.
- Letterjoin handwriting transcription progression planning and resources.
- Modelling the writing process, including editing and improving.
- Consistent deliberate practice of Mastering Number at KS1 and KS2.

Professional development of staff on effective high quality teaching in writing.

Targeted CPD for all staff on curriculum delivery.



Targeted academic support

Target phonics and RWI 'keep up' interventions. Social, emotional, mental health support for pupils through Boxall interventions

Wider Strategies

Working in partnership with the EWO to improve attendance of disadvantaged children.

MAST access to support early identification of needs.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Disadvantage children do not achieve in line with peers.</u></p> <p>Assessment at the end KS1 and KS2 in Reading, Writing and Maths indicates that fewer disadvantaged children attain the expected levels compared to their peers.</p> <p>The number of disadvantaged children achieving the expected standard in reading, writing and maths compared to national results:</p> <p>Reading 50% (67% KS1 and 73% KS2)</p> <p>Writing 33% (58% KS1 and 71% KS2)</p> <p>Maths 50% (68% KS1 and 73% KS2)</p>
2	<p><u>Phonics and early reading</u></p> <p>Teacher assessments, Year 1 phonics screening assessments, observations, and monitoring suggests disadvantaged children generally have greater difficulties with mastering phonics early on than their peers. This negatively impacts their development as readers, particularly as they enter the KS2 reading curriculum</p>
3	<p><u>Maths fluency</u></p> <p>Fluency knowledge which supports all of their maths learning is lower in our disadvantaged pupils, resulting in lower attainment and progress in maths.</p>
4	<p><u>Writing</u></p> <p>Writing stamina and applying taught grammar and spelling is lower in our disadvantaged pupils, resulting in lower attainment and progress.</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>Quality of curriculum and curriculum delivery improves as all staff are clear about the expectations for each subject they are teaching, deepening subject knowledge and consistent approaches are seen in all classrooms leading to high quality provision.</p>	<ul style="list-style-type: none"> • HPS curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers. • Teaching and Learning to reflect the WeST Principles of Curriculum Delivery. • Consistency in curriculum delivery across the school and across the curriculum.

	<ul style="list-style-type: none"> • Staff meeting time is dedicated to sharing expectations from subject leads to ensure consistent, high quality teaching. • Regular release time by core subject leads providing effective monitoring of subjects. • Teachers have a secure understanding of how children learn. • Teachers feel confident in mastery curriculum delivery. • RWINc to be delivered to all pupils Foundation to Year 2 and children in KS2 if they have not reached the required standard.
<p>Good quality teaching is in place in all RWI lessons and all children are making at least expected progress over time.</p> <p>The programme is well led by the RWI Manager.</p> <p>The number of disadvantaged pupils passing the Phonics Screening Check is increased.</p> <p>The number of disadvantaged pupils achieving below the expected level in a cohort decreases year on year.</p>	<ul style="list-style-type: none"> • RWI has a high priority within the school. • The RWI Manager is provided with release time to monitor and coach to support the provision of the subject. • Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified. • Additional support is put in place for children who are not making the expected progress and/or working below the expected level. • RWI Development Days and Progress meetings are used to ensure external support is in place for RWI Manager and staff are receiving the most up-to date information and training. • Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.
<p>Children's potential to perform improves</p>	<ul style="list-style-type: none"> • RWM % ARE and GD improve above the national expectation and within the top 20% of schools nationally. • Progress from start points improves for all groups of children.

	<ul style="list-style-type: none"> • Children secure knowledge to their long-term memory. • Children understand what learning looks like at HPS. • Children understand, apply and retrieve knowledge across the curriculum.
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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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff are clear about the expectations for each subject and consistent approaches are seen in all classrooms leading to high quality provision.	EEF Feedback +8 EEF Metacognition +7 EEF Individualised instruction +3 EEF Collaborative learning +5	1 2 3 4
All reading teachers receive support through regular RWI training, termly RWI Development Days and coaching to maintain quality first teaching of phonics.	EEF Phonics +5	1 2
Writing leadership CPD through Devon Education Services and Trust wide network meetings	EEF 'Improving Literacy'. The EEF Toolkit and the EEF 'Professional Development' guidance report. DfE Reading Framework	1 4

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths fluency and resources for TA led 'keep up' interventions	The EEF Toolkit and the EEF 'Professional Development' guidance report. Evidence indicates that high quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1 3
RWI phonics and early reading interventions and resources for across KS1 and KS2	EEF Small group tuition +4	1 2

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

Budgeted cost: £1025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Welfare Officer	Emotional wellbeing needs are being well supported. Attendance of PP children continues to improve. EEF Metacognition and self-regulation +7 EEF Socially and emotional learning +4	1
Subsidise residential trips for eligible pupils to ensure children have access to enriching experiences developing self-confidence, stamina and motivation.	EEF Socially and Emotional Learning +4	

Total budgeted cost: £ £ 13, 525

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Data trends are hard to compare with numbers being low but our PP children show good progress on an individual level with many improving their scores throughout the year. It will remain this coming year that our PP children are supported by their class teachers and closely monitored to ensure they achieve the very best. This will also be a focus for discussion during pupil progress meetings with the headteacher and class teachers throughout the year.

The school has participated in a range of professional development and networking across the Trust to develop teacher expertise in principles of curriculum delivery and the curriculum as a progression model. Teachers have attended Trauma informed practice CPD which has raised the profile of emotionally available adults in school to support children with SEMH needs so they can access the curriculum and classroom based learning.

Disadvantage children continue to attain below their peers, however, attendance for disadvantage children is above non disadvantage children.

Accelerated Reader has been embedded and we are starting to see the positive impact this has had on children's reading outcomes with results at the end of KS2 higher than the national %.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics and Fresh Start	Ruth Miskin/ Oxford University Press
White Rose Maths	White Rose
TTRockstars	Maths Circle
Nessy	Nessy Learning
Book Writes	Devon Education Services
Letter Join	Green and Tempest Ltd

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Teaching assistant to support families with a single point of contact and provide emotional, wellbeing support during times of parent/service personnel deployment.
The impact of that spending on service pupil premium eligible pupils
Children able to feel emotionally ready for learning through having a known trusted adult to talk with.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.