



Holbeton Primary School



Pupil premium strategy statement 2024-25

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	68
Proportion (%) of pupil premium eligible pupils	12% (8 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Sarah Honywill
Pupil premium lead	Mrs Sarah Honywill
Governor / Trustee lead	Fearn Kenyon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,000
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, 000

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.

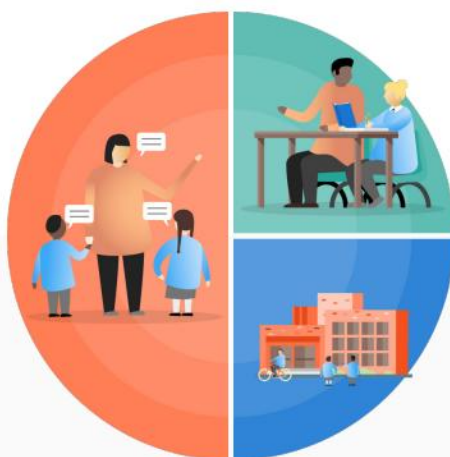
High Quality Teaching

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 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>Reading: Internal and external assessments (where available) indicate that 4/8 are not on track to achieve EXS. Individual pupils will have ambitious targets set to ensure high expectations. Targeted intervention will be planned for any disadvantaged pupils who are at risk of not reaching age related expectations</p>
3	<p><u>Writing</u></p> <p>Writing: Internal assessments indicate that 5/8 are not on track to achieve EXS. Individual pupils will have ambitious targets set to ensure high expectations. Targeted intervention will be planned for any disadvantaged pupils who are at risk of not reaching age related expectations</p>
4	<p><u>Attendance</u></p> <p>Whilst above national, attendance of disadvantaged pupils has fallen below non-disadvantaged.</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
Improve maths progress and where appropriate target pupils for greater depth.	<ul style="list-style-type: none"> Ensure that all disadvantaged pupils are in line with their end of year targets including scaled scores and are challenged to exceed them where appropriate. Those pupils at risk of not reaching age related will have made good progress towards targets. Improved self-perception in pupil surveys and pupil voice.
Improve phonics and reading progress and attainment among disadvantaged pupils.	<ul style="list-style-type: none"> All disadvantaged pupils pass the phonics screening check by the end of Y2. Disadvantaged pupils read texts at the right level for their phonic development. Pupils

	working below year group expectations are read with daily in school by adults and can demonstrate a love of reading through pupil voice. As a result, disadvantaged pupils in KS1 achieve good outcomes in reading.
Improve writing progress and where appropriate target pupils for greater depth.	<ul style="list-style-type: none"> Ensure that all disadvantaged pupils are making good progress towards their targets for writing and are well supported in applying their SPAG knowledge in their independent writing
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> Reduce the number of disadvantaged pupils who are persistently absent. The attendance of disadvantaged pupils will be at or above national.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Quality Teaching: Teaching is reflective, responsive and ensures the best outcomes for all pupils - Embed Rosenshine's Principles of Instruction so that effective and proven pedagogy is consistently used across the school resulting in high quality first teaching Strand 1: Sequencing concepts and modelling Strand 2: Questioning Strand 3: Reviewing material. Strand 4: Stages of practice	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.	1, 2, 3, 4
Embed a range of assessment for learning strategies so that all	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil	1, 2, 3, 4

pupils are actively engaged in learning	premium/Pupil Premium Guide Apr 2022 1.0.pdf	
Enhancement of our maths and English teaching and curriculum 1,4 6 planning in line with DfE and EEF guidance.	We will fund teacher release time to embed key elements of guidance in school and to access professional development CPD.	1, 2, 3, 4
PP pupils need good early reading teaching which is consistent and taught with fidelity to the scheme. We will purchase fluency books in line with our chosen phonics scheme to ensure that pupils are reading books closely matched to their phonics knowledge and ability.	EEF – why focus on reading fluency DfE – The Reading Framework	2, 4

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics Intervention provided for disadvantaged pupils who require further support. This is monitored by class teachers and the Reading Lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2,3,5
One-to-one and small group tuition for pupils in need of additional support in reading, writing or maths, delivered in addition to, and linked with, normal lessons.	Tuition has been shown to be effective where it takes place 1:1 or in small groups and directly targets pupils with low prior attainment or who are struggling in particular areas. Tuition is effective when additional to but explicitly linked to existing lessons. One to one tuition by teaching assistant. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4

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

Budgeted cost: £2000

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, 2, 3, 4
Embed principles of good practice set out in the DFE guidance	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	

Total budgeted cost: £ £ 13, 000

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 2023 to 2024 academic year.

Due to small cohort numbers year on year, it is unreliable and difficult to compare the performance of disadvantaged pupils against school or national data. However, the progress and attainment of each disadvantaged pupil is carefully monitored throughout the year.

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"> Consistency in curriculum delivery across the school and across the curriculum. Teachers attend regular research informed CPD. Ensure that all disadvantaged pupils are in line with their end of year targets including scaled scores and are challenged to exceed them where appropriate.
<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"> The RWI Manager is provided with release time to monitor and coach to support the provision of the subject. RWI staff development days coach and improve the quality of teaching. Ensure that all disadvantaged pupils are in line with their end of year targets including scaled scores for reading and are challenged to exceed them where appropriate. Those pupils at risk of not reaching age related will have made accelerated good towards targets.
<p>Children's potential to perform improves</p>	<ul style="list-style-type: none"> Ensure that all disadvantaged pupils are in line with their end of year targets including scaled scores for reading and are challenged to exceed them where appropriate. Those pupils at risk of not reaching age related will have made accelerated good towards targets.

Impact:

Whole School Groups Summer 2024	Reading	Writing	Maths	RWM
	EXP+	EXP+	EXP+	EXP+
Disadvantaged (9 Pupils)	50% (4/8)	38% (3/8)	50% (4/8)	38% (3/8)

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
We part fund a member of support staff using our service pupil premium. This member of staff provides 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.