

# Holyhead Primary Academy Pupil premium report 2020-2021

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The Pupil Premium grant is additional Government funding for publicly funded schools in England to raise the attainment of disadvantaged pupils.

Since converting to an Academy, the school has implemented processes and procedures to improve the outcomes of PP children, which were not in place previously. School is located in an area that has a high proportion of disadvantaged children and families. On average disadvantaged families equates to above a third of the school population (38%). The school is also within the lowest 20% of schools, with regards to deprivation.

The Academy has developed and implemented a curriculum (E3L) which ensures all children have the ability to be **excited**, have the chance to **explore** and **excel**. This curriculum is developed to support the development of the 'whole child' and allows children to develop personally, spiritually and academically. Within this provision it includes the development of cultural capital to broaden experiences and raise aspirations, especially for children who may not have access to opportunities outside of school.

The strengths of our provision for disadvantaged children are:

- Use of specialised staff/support work to support social and emotional development
- Implement a tailored curriculum, which provides all children with opportunities to experience new challenges and ideas as well as having the support and a high expectation to excel
- Family support and safeguarding
- Before and after school care
- Improved behaviour /learning behaviour
- Whole child development as part of the Trust's Personal Development Spiral

The overall aims of our pupil premium strategy, are:

- To continue to use strategies to support the attainment of disadvantaged pupils to be in-line or greater than non-disadvantaged.
- To continue to develop support for specific cohorts to improve provision further to maintain positive outcomes of disadvantaged children.
- To further refine the delivery of writing to ensure progress of disadvantaged pupils is in-line or greater than non-disadvantaged (2018-2019 whole cohort +1.98 / disadvantaged +1.56)

## Barriers to learning 2020 - 2021

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Lack of opportunities at home to read and develop early reading, including phonics and knowledge of vocabulary
B	Rates of progress of writing and attainment
C	Communication and Language and Speech and Language
D	Mental recall and use of mental Mathematics strategies

### ADDITIONAL BARRIERS

#### External barriers

E	Lack of opportunities to access learning support outside of school including remote learning
F	Lack of opportunities to access experiences at home due to poverty
G	High number of children requiring Social Worker or Early help support (48%), as well as a significant proportion of Safeguarding concerns
H	High percentage of SEN are also disadvantaged (45%)
I	High percentage of children with SEMH needs are also disadvantaged (65%)

## Planned expenditure for academic year 2020-2021

Estimated Pupil Premium funding: £134,814 (£108,025 + £26,798 BF 2019-2020)

ACADEMIC YEAR						
Action/Mechanism	Link towards school barrier	Cost	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review
Additional staffing and interventions	A, B, C, E, F, G, I	£59,478.00	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months), parental engagement (+3months), Early Years interventions (+5 months) and oral language interventions (+ 5 months).</p> <p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases. Support development of speech and language/communication and language. Nurture and other social/emotional interventions used to support children's SEMH.</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations, regular pastoral and safeguarding meetings	Matthew Wynne	Nov 2021

SLT support to focus on achievement & enrichment	A, B, C, D, E, F, G, H, I	£7,919.00	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p> <p>Improve provision for the 'most' disadvantaged children for example further integrating the use of the Birmingham Hippodrome into the curriculum, the use of The ReTreet', the Lodge and the Edible Playground. Reduce barriers for attending extra-curricular activities / residential trips to improve academic progress and also promote cultural capital. Coaching and leader support sessions delivered to support middle/senior leaders ensure impact.</p>	Weekly SLT meetings, phase meetings, learning walks, lesson observations, Delivery planning reviews	Matthew Wynne / Amardip Dhanjal	Nov 2021
Improving access to ICT/technology and resources	A, B, D, E, F, H, I	£18,200.00	<p>Studies by EEF: Use of technology (+4months), Collaborative working (+5months) and Parental engagement (+ 3months)</p> <p>Provide devices for years 1 and 2 to share one: two. Promote independence, collaboration and curiosity. Also provide online resources and virtual support eg Inspire English.</p>	Support from/with Trust, learning walks, lesson observations, staff and pupil voice	Matthew Wynne / Amardip Dhanjal	Nov 2021
Inclusion support	G, H, I	£1,149.00	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months).</p> <p>Provide additional support for children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p>	Weekly meetings with SENco, SLT meetings, learning walks, lesson observations, staff and pupil voice	Matthew Wynne / Daniel Steventon	Nov 2021

Additional speech and language	A, B, C, F, H	£1,861.00	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. Studies by EEF: Oral language interventions (+5months), Small group tuition (+4months).</p> <p>Provide additional support for children who have been identified. External speech and language teacher to also train and support staff.</p>	Welcomm data, pupil progress meetings, liaison between external expert	Matthew Wynne / Daniel Steventon	Nov 2021
Rewards and incentives	A, B, D, F	£3,500.00	<p>NFER report: Focus on outcomes for individual pupils rather than on providing strategies. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Raising aspirations of children and expectations with regards to behavior and attendance.</p>	Half-termly behaviour reviews, termly pupil progress meetings, half termly attendance reviews	Matthew Wynne	Nov 2021
Subsidised educational visits, residential and visitors	C, E, F, G, I	£6,035.00	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>School to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged.</p>	Analysis of attendance and vulnerable families, Pupil and staff voice, learning walks, work scrutiny/outcomes.	Matthew Wynne / Daniel Steventon	Nov 2021
Management responsibility to support behaviour	I, F	£4,441.98	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance. Studies by EEF: behaviour interventions (+3months)</p> <p>School to focus on 'change of mindset' behaviour strategy and support specific children where necessary.</p>	Weekly SLT meetings, phase meetings, learning walks, lesson observations	Matthew Wynne / Daniel Steventon	Nov 2021

Enhancing classroom resources and interventions	D	£3,465.61	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. Further research from the EEF <a href="https://www.educationendowmentfoundation.org.uk">Improving behaviour in schools (educationendowmentfoundation.org.uk)</a> and <a href="https://www.educationendowmentfoundation.org.uk">EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Provide training/resources for staff to support children, including children who may not have achieved/made the desired progress through wave one teaching within Mathematics.</p>	Termly review, pupil progress meetings with teachers, learning walks, lesson observations, half-termly intervention analysis	Matthew Wynne	Nov 2021
Enhancing the outdoor learning area and provision	A, B, C, D, F, I	£7,200.00	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>Build an outdoor learning area to provide a calm area, habitat sanctuary, outdoor classroom. Focus on improving the delivery of Curriculum and also provide a calm environment (sanctuary) linked to a positive SEMH.</p>	Lesson observations, pupil voice, work scrutiny, learning walks	Matthew Wynne / Sarah Burnett	Nov 2021
Provision of breakfast and after school care	E, F, G, I	£4,053.50	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. Studies by EEF: Social and emotional support (+4months).</p> <p>School to support children/families who need additional support to ensure children and fed and comfortable to learn.</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations	Matthew Wynne	Nov 2021
Raising standards through the arts	A, B, C F	£6,355.25	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. Studies in the EEF: Arts participation (+2 months).</p> <p>School to intertwine The Birmingham Hippodrome's Education Network and Music Provision within the school's curriculum.</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations, work scrutiny, performances.	Matthew Wynne / Susan Marsh / Sandeep Skinner	Nov 21

Tutoring to improve standards within Key Stage 2	B, D, F	£9,083.88	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. Studies in the EEF: Feedback (+8 months), Small group tuition (+4 months).</p> <p>School to support progress in key stage 2, especially focusing on gaps due to long periods of school closure.</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations	Matthew Wynne / Daniel Steventon / Amardip Dhanjal	Nov 21
Self and peer coaching to improve standards of teaching	A, B, C, D, H	£2,090.00	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>School to provide equipment to record teaching and provide time for staff to evaluate practice and improve delivery.</p>	Lesson observations, pupil progress meetings, staff voice	Matthew Wynne	Nov 21
<b>Total budgeted cost:</b>						<b>£134,837</b>