

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holyhead Primary Academy
Number of pupils in school	193 (R – 6)
Proportion (%) of pupil premium eligible pupils	(84) 44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Matthew Wynne Principal
Pupil premium lead	Ms Amardip Dhanjal, Assistant Principal
Governor / Trustee lead	Ashleigh Orton Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112, 945.00
Recovery premium funding allocation this academic year	£11, 745. 00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£37, 000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 161,690.00

Part A: Pupil premium strategy plan

Statement of intent

At Holyhead Primary Academy, our intention is that all pupils, regardless of their background and starting points, will make good progress and achieve high attainment across all subject areas. The aim is of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 just below half of the school population (44%). 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, morally, 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 (academically and pastorally) 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
- Use of the NTP to support English and Mathematics
- Use of SLTG to support Reading and Writing
- Agile curriculum, which promotes personalisation, to adapt pre-covid plans to ensure gaps in provision are swiftly addressed.
- Wide variety of specific enrichment and cultural provision

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.
- To further improve education and wellbeing of our disadvantaged pupils that may have been affected due to school closures.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties within reading than their peers in three-year groups (Y3, Y5 and Y6).
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties in writing than their peers in three different year groups (Y3, Y5 and Y6).
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties in Mathematics than their peers (Year 5 and 6)
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers (Reception and Y1). This negatively impacts their development as readers.
5	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data in 2018/19 indicated that attendance among disadvantaged pupils was lower than that of non-disadvantaged pupils (94.7%/95.8%) Although this gap reduced the following year (2019/20), it increased again in the year after (2020-21) so, a strategy needs to be in place to improve support further in order reduce or eliminate the gap.

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
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes show that the number of PP pupils meeting the expected standard has improved and that the gap between non-PP and PP pupils meeting the expected and above standard has reduced.
Improved writing attainment among disadvantaged pupils.	KS1 and KS2 writing outcomes show that the number of PP pupils meeting the expected standard has improved and that the gap between non-PP and PP pupils meeting the expected and above standard has reduced.
Improved mathematics attainment for disadvantaged pupils at the end of KS2.	KS2 mathematics outcomes an increase in the number of PP pupils achieving the expected and above standard.
Improved phonics screening results for disadvantaged pupils in Year 1 and Year 2	Results of the phonics screening test in Year 1 and Year 2 will show a smaller gap between pupil premium and non-PP pupils reaching the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 24/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance for all pupils being 97% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced further.

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: £64,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Rocket phonics cost £800</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Additional support from an English advisor to raise attainment and progress in writing in KS2</p> <p>£9,000</p>	<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</p>	<p>1,2</p>
<p>Additional staffing and interventions</p> <p>£44,840</p>	<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</p> <ul style="list-style-type: none"> Arts participation (+3months) Behaviour interventions (+4months) Physical development approaches (+3months) Teaching assistant interventions (+4 months) <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 ReTreef’, 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</p>	<p>5,6</p>

	leader support sessions delivered to support middle/senior leaders ensure impact	
Inclusion support £1,149	<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 (+4months).</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>	All
Improving access to ICT/technology and resources £8,440	<p>Evidence from Manchester Metropolitan University on using Digital Technology to Improve Learning suggests</p> <p>Studies by EEF: Digital technology (+4)</p> <p>Provide iPads to promote independence, collaboration and curiosity. Also provide online resources and virtual support, for example use of class sites, QR codes, independent research, improving teaching and learning.</p>	1,2, 3,4

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

Budgeted cost: **£26,433**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and writing sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through the SLTG program.	<p>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</p> <p>EEF Phonics (+5 months)</p>	1, 2, 4

£10,200	Small group tuition (+4 months) One to one (+ 5 month) Reading comprehension (+6 months)	
Additional speech and language £7,413	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 (+6months), Small group tuition (+4months). Provide additional support for children who have been identified. External speech and language teacher to also train and support staff.	1, 2, 4
Tutoring to improve standards within Key Stage 1 and 2 £8,820	NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. Studies in the EEF: Feedback (+6 months), Small group tuition (+4 months). School to support progress in key stage 1 and 2, especially focusing on gaps due to long periods of school closure. Small group tuition (+4 months)	1, 2, 3, 4

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

Budgeted cost: £71,057.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards and incentives £1,576	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. Raising aspirations of children and expectations with regards to behaviour and attendance.	All

<p>Additional SEMH support and counselling</p> <p>£5,904</p>	<p>EEF studies: Social and emotional learning (+4 months) One to one tuition (+6 months)</p> <p>Additional one to one counselling sessions delivered to support children with SEMH needs.</p>	5
<p>Subsidised educational visits, residential and visitors</p> <p>£6,035</p>	<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>	1-5
<p>Provision of breakfast and after school care</p> <p>£2,553</p>	<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).</p> <p>School to support children/families who need additional support to ensure children and fed and comfortable to learn.</p>	5
<p>Raising standards through the arts</p> <p>£6,355</p>	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>Studies in the EEF: Arts participation (+3months).</p> <p>School to intertwine The Birmingham Hippodrome's Education Network and Music Provision within the school's curriculum.</p>	1, 2, 3 and 5
<p>Self and peer coaching to improve standards of teaching</p> <p>£1,600</p>	<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>	1,2, 3, 4
<p>Provide training for teaching assistants</p>	<p>EEF studies show that teaching assistance can provide a large positive impact on learner</p>	1-4

£900	<p>outcomes, therefore investing in professional development of teaching assistants to deliver structured interventions can be a cost-effective approach to improving outcomes of learners.</p> <p>Teaching assistant interventions (+4 months)</p>	
Safeguarding, attendance and welfare £33,920	<p>Studies by EEF show that teaching strategies for self-regulation are really beneficial for learners to achieve better outcomes</p> <p>Metacognition and self-regulation (+7 months)</p> <p>Social and emotional learning (+4 months)</p>	5, 6
Leadership and management of Pupil Premium £10,014	<p>Studies by EEF:</p> <p>Social and emotional support (+4months)</p> <p>Behaviour interventions (+4months)</p> <p>Phonics (+5 months)</p> <p>Provide additional support for children who are SEN or at risk of exclusion to improve outcomes of particular children.</p>	5
Additional social/emotional support and play partnering £2,200	<p>Studies by EEF suggests that social and emotional learning strategies can have a positive impact on social interactions, attitudes to learning, and learning itself.</p> <p>Social and emotional learning (+3 months)</p> <p>Play based learning (+5 months)</p>	5

Total budgeted cost: £161,720

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Data showed that engagement in the first week of lockdown in Spring 2020, was low in most, if not all classes. This was for all children- not just pupil premium.

Staff contacted parents and then many barriers to accessing the work were addressed.

- Streamed lessons that were differentiated to ensure they were accessible to all
- “Feedback Friday’s” were introduced to held with communication with pupils and parents.
- Staff stayed in regular contact with families (via phone, emails)
- Laptops were given to children who needed them
- Dongles were given to children who had internet connection issues
- Pastoral support via teams to support those who were struggling
- Additional places in the school bubble were offered
- Workbooks and packs were delivered to some children who struggling with remote learning
- Little think and Sports for kids’ sessions began to encourage interaction
- Competitions were introduced to raise the profile of remote learning, especially for reading and writing.
- Disadvantaged pupils in Y1 and Y3 achieved higher than non-disadvantaged pupils in reading and writing
- Disadvantaged pupils in Y1, Y2, Y3 and Y4 achieved higher than non-disadvantaged pupils in Maths.
- NTP introduced to support disadvantaged pupils
- Curriculum was streamlined to focus on key essential skills in Maths, Writing and Reading.
- Catch-up programme implemented such as RHE and Science to address potential gaps of provision and or teaching opportunities.
- NELI introduced to support with language and communication in EYFS
- Use of Artificial Intelligence and immediate feedback models to reduce family workload, ensure provision is tailored and personalised to each child, such as, Lexia, Century and ‘Teacher-made’.
- Use of technology, such as MyMaths and Bug Club, and Class sites to provide a structured platform to promote independence and collaboration.
- Use of visual programmes, such as Braining-Camp, to ensure modelling of strategies is effective.