

Pupil premium strategy statement – Holyhead Primary Academy

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the academic year 2022-23.

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 | 191 (R-6) |
| Proportion (%) of pupil premium eligible pupils | 45% |
| 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 | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Mrs Natalie Shipley Principal |
| Pupil premium lead | Mrs Natalie Shipley Principal |
| Governor / Trustee lead | Ashleigh Orton Lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £126,048 |
| Recovery premium funding allocation this academic year | £12,905 |
| 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 | £138,958 |

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.

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.

On converting to an Academy, the school has implemented processes and procedures to improve the outcomes of PP children, which were not in place previously. Since the start of this three-year Pupil Premium Plan we have embedded processes and interventions in place and continued to review the current needs of our Pupil Premium children and implement new strategies to add a personalised approach to achievement for all.

The Academy delivers 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 (social mobility), 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 and external agencies to support social and emotional development*
- Implement a tailored curriculum, which provides all children with opportunities to experience new challenges (academically and pastorally) and making meaningful links within and across subjects.*

Tailored in class support and interventions, with a high expectation for all to excel

- A strong safeguarding culture and personalised family support.*
- Extensive offer of before and after school care*

- *Consistent approach to behaviour management and high expectations of behaviour including behaviours for learning.*
- *Whole child development as part of the Trust's Personal Development Spiral and the implementation of our safeguarding curriculum.*
- *Use of the NTP to support English – Phonics, Speech and language and Mathematics*
- *Use of SLTG to support Early Reading (Phonics), Reading fluency and Writing including handwriting and spelling.*
- *Agile curriculum, which promotes personalisation, to adapt pupil progress plans to ensure gaps in provision are swiftly addressed.*
- *Wide variety of specific enrichment, learning outside of the classroom and cultural provision, with a focus on The Arts.*

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 in writing and Mathematics.*

To further refine the delivery of phonics to ensure progress of disadvantaged pupils is in-line or greater than non-disadvantaged.

- *To further improve mental health and wellbeing of our disadvantaged pupils.*

To further improve the attendance (PA) of our disadvantage pupils.

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 pupil progress meetings and indicate disadvantaged pupils have greater difficulties within early reading than their peers in four-year groups (Y1, Y2, Y3 and Y4). |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties in writing than their peers in three different year groups (Y1, Y2 and Y4). |

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| 3 | Assessments, observations, Pupil progress meetings and discussions with pupils suggest disadvantaged pupils have greater difficulties in Mathematics than their peers (Y2, Y4 and Y6) |
| 4 | EYFS Baseline Assessments and observations indicate that disadvantaged pupils generally have greater difficulties with self-regulation, Comprehension, Phonics, Writing and Number than their peers (Reception). |
| 5 | Our working with our vulnerable families and discussions with our disadvantage pupils have identified a need for Mental Health and Emotional support, Aspiration, and parenting support. These challenges particularly affect disadvantage 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 Academic year 2019/20, it increased again in 2020-21 ending with a gap of 2% (95% Non-PP and 93% PP). The gap in PA also increased in the last Academic year 27% PA for PP pupils and 18% PA for Non-PP pupils. 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 |
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| 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 | Sustained high levels of wellbeing from 24/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

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| disadvantaged pupils. | |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: • 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

Budgeted cost: £ 67,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme reading text (Matched the Rocket Phonics Scheme) to secure strong process and applying current phonics knowledge at home.</p> <p>Rocket Phonics home readers</p> <p>Rocket Phonics Guided reading text</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. EEF Reading comprehension strategies</p> | 1,2 |
| Phonics CPD and advisor for all teaching staff to improve the teaching of early reading and Phonics and to raise attainment and progress in reading across the school. | NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. Further research from the EEF | 1,2 |
| Provide CPD for teaching assistants one to one reading for fluency and comprehension | EEF studies show that teaching assistance can provide a large positive impact on learner outcomes, therefore investing in professional development of teaching assistants to deliver structured interventions can be a cost-effective approach to improving | 1,2 |

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| | outcomes of learners. Teaching assistant interventions (+4 months) | |
| Additional staffing and interventions | <p>NER 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 Arts participation (+3months) Behaviour interventions (+4months) Physical development approaches (+3months) Teaching assistant interventions (+4 months) Improve provision for the 'most' disadvantaged children for example further integrating the use of the Birmingham Hippodrome into the curriculum, the use of Forest school, and the Edible Playground. Reduce barriers for attending extra-curricular activities / residential trips to improve academic progress and promote cultural capital. Coaching and leader support sessions delivered to support middle/senior leaders ensure impact and consistency.</p> | 1,2,3,4 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund additional management time for Mathematics lead to embed key elements of our mental maths and problem-solving strategy and to access Trust resources and CPD (including Teaching for Mastery and Maths Hub).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 3 |
| <p>Mental health and wellbeing support</p> <p>Base 25 – Emotional management and building positive sibling relationships.</p> <p>Base 25 – Play therapy</p> | <p>FER 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 becoming a school refuser. Parents to work alongside SLT and class teacher to improve outcomes of particular children.</p> | 5,6 |
| Improving access to ICT/technology and online resources | <p>Evidence from Manchester Metropolitan University on using Digital Technology to Improve Learning suggests Studies by EEF: Digital technology (+4)</p> <p>Provide recording technology to promote independence, collaboration, and curiosity. Also provide online resources and virtual support, for example use of class sites, Seesaw and Subscriptions to support teaching and learning both inside and outside of the classroom, for example Century Tech, TTRS, Inspire Education and literacy shed.</p> | 1,2,3,4,6 |

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

Budgeted cost: £ 31,484

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through the SLTG program. Employment of a phonics specialist teacher.</p> | <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) Small group tuition (+4 months) One to one (+ 5 month) Reading comprehension (+6 months)</p> | <p>1,2</p> |
| <p>Targeted core skills intervention (writing and Mathematics) for disadvantaged pupils who require further support to keep up.</p> | <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school- led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Targeted core skills interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Small group tuition (+4 months) One to one (+ 5 month)</p> | <p>2,4</p> |
| <p>Additional speech and language</p> <ul style="list-style-type: none"> - External support - LSA intervention | <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: Oral language interventions (+6months), Small group tuition (+4months).</p> <p>Provide additional support for children who have been identified. External speech and language teacher to also continue to train a LSA. LSA to undertake 3 times a week speech and language intervention for targeted children.</p> | <p>1,2,4</p> |
| <p>CPD for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Including cross school and Trust to ensure that all teaching staff have a secure understanding of year expectations across Reading, Writing and Maths. Coaching through pupil progress meetings on action plans to address subjects with slow progress.</p> | <p>1,2,3,4</p> |

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| <p>Tutoring and coaching to improve standards within Key Stage 1 and 2</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: Feedback (+6 months) Embed afternoon learning surgeries Small group tuition (+4 months), teacher led</p> <p>School to support teaching, learning and progress in key stage 1 and 2, especially focusing on gaps identified in formative and summative assessments. Focus on understanding of year expectations. Small group tuition (+4 months)</p> | <p>1,2,3,4</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,974

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Rewards and incentives for attendance and behaviour</p> | <p>FER 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.</p> | <p>5,6</p> |
| <p>Additional SEMH support and counselling</p> | <p>EEF studies: Social and emotional learning (+4 months) One to one tuition (+6 months) Additional one to one counselling sessions delivered to support children with SEMH needs</p> | <p>5.6</p> |
| <p>Subsidised educational visits, residential and visitors</p> | <p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. 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> | <p>1,2,5,6</p> |
| <p>Forest school provision External forest schoolteacher Internal forest school training</p> | <p>EEF: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. + 7 months</p> <p>Forest school will offer child led learning which develops Metacognition and self-regulation for EYFS and Key stage 1.</p> | <p>4,5</p> |
| <p>Provision of breakfast and after school care and clubs</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</p> | <p>5,6</p> |

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| | <p>focusing on pupils nearing their end-of-key stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months) Arts Participation (+3 months) Physical activity (+1 month)</p> <p>School to support children/families who need additional support to ensure children fed with wraparound care, wider their experiences, offer physical activities and engage in learning activities outside of school hours.</p> | |
| Raising standards through the arts (Music and Art focus days) | <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 (+3months).</p> <p>School to intertwine The Birmingham Hippodrome's Education Network and Music Provision within the school's curriculum. Offer of Rock band for year 5 pupils.</p> | 5,6 |
| Safeguarding, attendance, and welfare | <p>Studies by EEF show that teaching strategies for self-regulation are beneficial for learners to achieve better outcomes Metacognition and self-regulation (+7 months) Social and emotional learning (+4 months)</p> <p>Develop the roles of Attendance lead, Attendance officer and Pastoral lead.</p> | |

Total budgeted cost: £ 138,958

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the academic year 2021/22 96 of our school's 193 pupils, were considered for Pupil Premium, classified as disadvantaged, this is 49.7% of our cohort. 19.8% (19) of our disadvantaged pupils last academic year also had a SEN provision with an additional 29.2% (28) of our disadvantaged pupils have a first language other than English.

Through triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with pupils and teachers along with an analysis of the performance of our Academy's disadvantaged pupils during the 2021/22 academic year performance data, we can conclude the following impact of our Pupil Premium funding strategy.

- 60.0% of your school's Disadvantaged cohort achieved a good level of development, 6 pupils out of 10. 76.9% of non-disadvantage pupils achieved GLD in the same academic year. This gap remains too high as a result we have planned for a renewed focus of phonics CPD features in this year's plan, so the desired impact is seen this academic year.
- Disadvantaged cohort of 10 pupils had an EYFS Total Average Points of 30.1 which is a -1.1 gap between our non-disadvantaged children. Evidence that the gap is closing.
- The gap has closed for our Year 1 Disadvantaged cohort achieving the expected standard in Phonics and is also 0.9% higher than the national non-Disadvantaged. Our school's gap to non-Disadvantaged pupils nationally has improved year on year.
- End of Key stage 1 data indicates that disadvantage pupils at Holyhead outperformed the National average for disadvantage pupils across all three subjects including the combined measure. Targeted speech and language intervention supported our youngest pupils make strong progress from their individual starting point.
- Key stage 1 disadvantage pupils had closed the gap with their peers in Maths. However, a gap remains between the two groups in both Reading and Writing which is reflected in our current plan as previous interventions did not have the desired impact as the gap created during the lockdown within these particular subjects were widen.
- Key stage 2 data indicates that disadvantage pupils at Holyhead outperformed the National average for disadvantage pupils across all three subjects including the combined measure. A gap still remains in all three subjects within our school setting, targeted plans have been amended and added to increase the impact of our interventions for these pupils.

- Absence among disadvantaged pupils was 2% higher than their peers in 2021/22 and persistent absence 2.5% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.
- Our disadvantaged cohort of 84 pupils had an Overall Absence of 7.4%. This is 1.8% higher than the national non-disadvantaged cohort at 5.6%. The Covid Lockdowns 2021 still have an impact on regular attendance for our PP pupils, confidence in returning to full time education was low for a small proportion of our disadvantage families, with an improvement was seen with these families during the summer term 2022.
- 25% of your school's Disadvantaged cohort are persistently absent, 22 pupils out of 84. This is 10% higher than the national non-Disadvantaged cohort at 15%. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan with the development of the Attendance lead and Attendance officer roles.
- We have high expectations of behaviour across our school with no disappearance between the two groups. Disadvantage pupils have had access to a wide range of pastoral support which has had a positive impact on their behaviour and engagement in lessons.

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.

| Programme | Provider |
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