# Holmesdale-logo2

Holmesdale Infant School

Pupil Premium Strategy

## 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

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| Detail | Data |
| School name | Holmesdale Infant School |
| Number of pupils in school  | 150 |
| Proportion (%) of pupil premium eligible pupils | 14.6% |
| Academic year/years that our current pupil premium strategy plan covers  | 2 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Headteacher and Governing body |
| Pupil premium lead | S Lockwood |
| Governor / Trustee lead | D Curry |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29,800 |
| Recovery premium funding allocation this academic year | £6335 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £11,770 |
| **Total budget for this academic year (2021-22)**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £47,905 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Holmesdale Infant School, we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standard of ‘Quality First Teaching’, focussed support, curriculum enrichment and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged or vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget. In order to plan how best to spend the grants, we take into consideration our context and the varying needs of our children and families. We consult various guidance documents from the EEF including the teaching and learning toolkit. We also use the school’s internal data that informs both academic and emotional development and progress alongside discussions with staff (pupil progress meetings). Our strategy plan is to provide adults in school who will support our children both academically and emotionally in ways that meet the varying needs we have. We aim to ensure that all staff are equipped with the knowledge needed to meet these demands and so we ensure that staff access appropriate training when necessary. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Closing the attainment gap between disadvantaged pupils and their peers |
| 2 | Improving Speech and language development in EYFS (significant problems due to pandemic) |
| 3 | 1. Poorer than average attendance [frequent ill health, unauthorised holidays or days out of school]
 |
| 4 | Poor emotional well-being  |
| 5 | Addressing non- academic barriers to attainment |

## 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.

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| Intended outcome | Success criteria |
| Pupils make accelerated progress in Reading and Writing  | The gap will close so that their attainment shifts closer to that of their peers |
| Pupils access interventions to help develop speech and language develops | Pupil’s speech and language develops to age appropriate levels |
| Pupil absence significantly improves | Pupil absence is no greater than 4.7% |
| 1. Emotional, social and behavioural support for pupils to develop support strategies that help improve mental health and well-being
 | 1. Leuvan scales of well-being and involvement show improvement in well-being. Pupils are better engaged in their learning and environment.
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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: £ *£3500*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff training for ECAT (every child a talker) to improve speech and language in the EYFS | EEF teaching & Learning toolkit shows that oral language interventions are high impact low cost (+6mths)EEF Early Years toolkit shows that communication and language approaches are also low cost high impact (+6mths) | 1,2,4,5 |
| Staff training for positive play | EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)Children scoring 4 or above on the Leuvan scale-receive this support improve | 1,4,5 |
| Training for FSW | Liaison with another school has shown that a well trained FSW means they are well equipped to manage the different situations in school around behaviour, parenting, self-regulation etc.EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)Children scoring 4 or above on the Leuvan scale-receive this support improveEEF teaching & Learning toolkit shows that metacognition and self-regulation have a high impact and are low cost (+7mths) | 1,3,4,5 |

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

Budgeted cost: £*14,500*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Extra TA provision for mall group work | EEF teaching & Learning tool kit shows that phonics interventions have a high impact for low cost (+5mths)EEF Early Years toolkit shows that early literacy and numeracy approaches have high impact low cost (+4/+6mths)Phonics attainment has been previously low-group intervention shows improvement from 2019-2021 | 1 |
| Nurture / Positive Play group work and 1:1 | EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)Children scoring 4 or above on the Leuvan scale-receive this support improve |  |

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

Budgeted cost: £ *£29,000*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment and resourcing of a school Family Support worker | EEF early Years & the teaching & learning toolkit show that parental engagement has a moderate impact for a moderate cost (+4mths)EEF teaching & Learning toolkit shows that behaviour interventions have a moderate impact and are low cost (+4mths)EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)EEF teaching & Learning toolkit shows that metacognition and self-regulation have a high impact and are low cost (+7mths)Daily support from the FSW allows pupils to:1. \*to regulate

\*be listened to \*return to the classroom\*be receptive to learning | 1,3,4,5 |
| Cultural capital experiences promoted in the curriculum. • Reduction in cost of trips, visits and experiences for PP children • Support with uniforms, breakfast/after school provision and extra-curricular lessons | Learning is contextualised in concrete experiences and language rich environments. Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. **‘Cultural capital is the essential knowledge that children need to prepare them for their future success**.’  (Ofsted EY Inspection Handbook 2019, p31) | 1,2,3,4,5 |
| Well-being awardWhole school approach | *‘It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood’* . (Pg 3 Promoting children and young people’s mental health and wellbeing A whole school or college approach HM Government)EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)Children scoring 4 or above on the Leuvan scale-receive this support improve | 1,3,4,5 |

**Total budgeted cost: £** *47,000*

# 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.

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| Due to Covid-19 and school closure, it is difficult to define impact for 2020-21. 50% of our disadvantaged children attended school under the ‘vulnerable’ category and we were able to use some of our funding to support families with laptops to aid home learning. School also supported some families with support for mental health, food parcels and uniform so that children were ready to come back to school or transition to their new schools. Catch up funding will continue to be used to plug gaps in learning during 2021-22.Covid-19 has led to national tests being cancelled therefore there is no national data. Internal assessments shows:YR 50% achieved the GLDY1 Reading 20% inline, Writing 0% inline, Maths 25% inlineY2 Reading 0% writing 25% inline, maths 33% inlineContext: There were 22 children on the PP register. Two of our PP children LAC. Three of our PP children have SEN needs. The focus last year centred around two main priorities: closing the attainment gap between PP and their peers, and raising the profile of PP children. Pupil Premium children have an increased profile in school. PP children were a focus and continue to be, in our termly Pupil Progress meetings.During the pandemic SLT have ensured communication with our PP families was maintained if they did not attend school with SLT taking a shared responsibility for pupils. This will continue in 2021-22 with increased involvement from FSW and shared information in staff meetings. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| --- | --- |
| Programme | Provider |
| Nessy |  |
| Evidence Me |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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