


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

<h1>Holmesdale Infant School</h1>  <h2>Pupil Premium Strategy</h2>	
Detail	Data
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	April 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Headteacher and Governing body
Pupil premium lead	S Lockwood
Governor / Trustee lead	D Curry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,525
Recovery premium funding allocation this academic year	£1957
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to	

<p><i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>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></p>	<p>£28,482</p>

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between disadvantaged pupils and their peers
2	Improving Speech and language development
3	Poorer than average attendance [due to family issues including SEND]
4	Poor emotional well-being [due to family issues including SEND]
5	Increasing behaviour issues resulting in lost learning

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
Increase the proportion of Pupil Premium pupils who reach ARE and ARE + by the end of KS1 to become more in line with national %	Through targeted intervention children will be able to access lessons that are age appropriate
Children's speech and language development does not act as a barrier to learning	Speech development improves and enables children to access the core curriculum confidently Children access a language rich curriculum Self-esteem and confidence develop and enable rapid progress
Attendance for some PP children and overall moves towards school target of 96%	Family support worker in place to support familial issues that impact on attendance such as illness, sleep, anxiety, well-being etc. Rewards system in place to praise and reward good attendance/punctuality

	Reporting to parents on attendance % Clear structures in place to support families experiencing absence difficulties
Support available for pupils and families struggling with well-being and involvement at school.	Emotional, social and behavioural support available in the form of FSW In school support through positive play, nurture, rainbows etc
Improved behaviour in school for those struggling due to being vulnerable, having SEND or disadvantaged	Staff are trained to support with appropriate strategies Mindfulness sessions Forest school sessions

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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading training for all teachers and TA's	Reading attainment is not matching phonic attainment-internal data	1
Emotion Coaching training for all staff	Staff need coaching in using the correct approach with all children who display challenging behaviour or poor self-esteem. EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)	4 & 5
Retention of 3 day FSW	Improved attendance in school spring 2023 For some PP children persistent absenteeism is an issue.	1,3,4,5

	<p>Support from the family support worker is beginning to help this improve.</p> <p>Daily support from the FSW allows children to regulate and allows pupils to be listened to and enter the classroom environment ready to learn.</p> <p>FSW support for families needing it. Acting as a liaison between school and social services and other agencies.</p> <p>Teaching and learning toolkit: Metacognition and self-regulation [very high impact based on extensive evidence]</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA's employed for the year to address behaviour needs of some pupils	<p>High quality / targeted small group interventions with pupils having a positive impact on behaviour</p> <p>Internal data shows most PP children are working below ARE.</p> <p>Swift intervention for learners in line with gaps in learning have a positive impact [book scrutiny and in-school assessment data] One to one and small group target work [teaching and learning toolkit – high impact for moderate cost] Effective feedback and marking policy</p>	1, 4 & 5
Additional TA's employed for the year to address speech and language of some pupils	EEF teaching & Learning toolkit shows that oral language interventions are high impact low cost (+6mths)	1,2
Additional TA's to support children with	Swift intervention for learners in line with gaps in learning have a positive impact [book scrutiny and in-school	1,2

barriers to learning an specific interventions	assessment data] One to one and small group target work [teaching and learning toolkit – high impact for moderate cost] Effective feedback and marking policy	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA's to support children with positive play and nurture	EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths) Build self-esteem and aids anxiety	1, 4 & 5

Total budgeted cost: £ 28,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessments shows:
(Summer 2022 data)
YR 52% achieved the GLD
PP 14%
Y2 Reading 46% ARE or above PP 18%
Y2 writing 38% ARE or above PP 0%
Y2 maths 48% ARE or above PP 36%

Context: There were 22 children on the PP register. Two of our PP children LAC. Two 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.

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
Boxall	
Positive Play	DCC
Nessy	Nessy Learning
Evidence Me	2 Simple