


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	14.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	April 2024-April 2027
Date this statement was published	April 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Headteacher and Governing body
Pupil premium lead	S Lockwood
Governor / Trustee lead	A Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,320
Recovery premium funding allocation this academic year	£0
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>£27,320</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. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers. On average 86% PP children did not achieve their GLD due to low starting points on entry to Reception in reading & writing between 2021 and 2023, although progress is made it is not always enough compared to non-disadvantaged children. 2023-100% did not achieve ARE in reading, 75% did achieve ARE in writing. This gap narrows but remains significant to the end of KS1.
2	Assessments, observations, and discussions with pupils indicates underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and are also reflected in low reading attainment in all year groups and the difficulty in blending words in reception.
3	Attendance monitoring shows that our disadvantaged pupil's percentage attendance is steadily declining to under national benchmarks. Of our persistently absent pupils (29.25% in Dec 2023) 95.2% are disadvantaged.
4	Observation, discussion and monitoring through Family Support shows that the well-being for some of our disadvantaged families is low. 62% of our disadvantaged families seek support from our in-house family support and/or other agencies.
5	Lack of parental engagement in our most disadvantaged children's lives reflects lower attainment all round attainment and wellbeing. This, includes homework, attending events and communication with school.

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 in reading and writing by the end of KS1 to become more in line with national %. (40.8% Dis attainment across reading, writing)	Introduce and embed a reading system that sits beside our phonic system to improve and ensure high quality teaching of reading for all children with a sharp focus on disadvantaged.

	<p>Introduce and embed a new writing strategy that enables teachers to offer high quality teaching and builds on solid foundations, inspires learning for all, particularly those who are disadvantaged and lacking cultural capital.</p> <p>Train TA's to deliver targeted intervention for those struggling in reading, phonics and writing.</p> <p>Plan careful intervention with low cost high impact research with staff from EEF.</p> <p>Assessment will show improved outcomes for all pupils over the three-year period they are at Holmesdale</p>
<p>Children's speech and language development does not act as a barrier to learning. Children's vocabulary is enriched and is used during literacy lessons to understand reading, enjoy reading and write creatively</p>	<p>Speech development improves and enables children to access the prime areas in reception confidently.</p> <p>Children access a language rich curriculum that helps their self-esteem and confidence to develop and in turn supports enable rapid progress in reading and writing.</p> <p>Formal and informal assessment indicates significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Attendance improves for all disadvantaged children and particularly for those persistently absent.</p>	<p>Family support worker will continue to build strong positive relationship with these parents to support familial issues that impact on attendance such as illness, sleep, anxiety, well-being etc.</p> <p>Rewards system in place to praise and reward good attendance/punctuality. Parental engagement in meetings and plans regarding attendance will be positive.</p> <p>The overall attendance percentage for all pupils moving towards our school target of 96% for all pupils. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 50%.</p>
	<p>Reporting to parents on attendance %</p> <p>Clear structures in place to support families experiencing absence difficulties</p>

<p>Families will have access targeted support where necessary to help them to address familial issues affecting their well-being and mental health.</p>	<p>All disadvantaged families struggling with familial issues will access the in-school family support worker to support them with strategies to help home life improve.</p> <p>Where necessary TAF meetings will be held to initiate and track action plans and support from all agencies.</p> <p>Sign posting is available to enable family's access to other agencies that offer support.</p>
<p>Improved behaviour in school for those struggling due to being vulnerable, having SEND and/or are disadvantaged.</p>	<p>Planned learning sessions to meet the needs of children with specific challenges and difficulties.</p> <p>Staff are trained to be able to both plan and deliver specific and varied sessions to meet these needs.</p> <p>Improved award system in place.</p>

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle training for all teachers and TA's in both phonic delivery and the teaching of reading.</p>	<p>Little Wandle is a validated scheme that is evidence-based scheme supported by Ofsted.</p> <p>https://www.littlewandlelettersandsound.org.uk/about-us/our-impact/</p> <p>https://www.littlewandlelettersandsound.org.uk/about-us/our-pedagogy/</p> <p>Little Wandle's assessment will track pupil's phonic attainment directly to their reading. It will provide diagnostic intervention for those falling behind.</p>	<p>1, 2</p>
<p>Talk for writing training for all teachers</p>	<p>The EEF 'Improving Literacy in KS1'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/pr oduction/eef-guidance-reports/literacy-ks-</p>	<p>1, 2</p>

	<p>1/Improving Literacy in KS1 Recommendations Poster.pdf?v=1717325292</p> <p>shows the importance a language rich curriculum, the importance of well taught vocabulary and the need for good motivation to make progress.</p> <p>‘Talk for Writing’ incorporates all these elements and the time spent on each story ensures that the language and vocabulary are embedded.</p>	
<p>Emotion Coaching training for all staff</p>	<p>EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions.’</p> <p>These approaches have a valuable impact on attitude to learning and peer relationships as well as academic improvement.</p>	<p>1,2,3,4,5</p>
<p>Retention of 4-day FSW who supports with attendance, self-regulation, familial challenges, social care families, parental engagement into school</p>	<p>Data shows that the attendance for our disadvantaged children is lower than for other groups, falling into persistent absenteeism. The FSW supports these families in getting to school each day and individual attendance has slowly improved.</p> <p>EEF teaching & Learning toolkit shows that social and emotional learning has a moderate impact and are low cost (+4mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF teaching & Learning toolkit shows that Parental engagement has a moderate impact and are low cost (+4mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,3,4,5</p>

	<p>See also the EIF's Supporting Families Programme.</p> <p>https://www.eif.org.uk/report/the-supporting-families-programme-a-rapid-evidence-review</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily planned group sessions to support children with varying behaviour and academic needs.	<p>Data shows most disadvantaged children are not working at ARE, therefore other strategies are needed to support their learning.</p> <p>High quality / targeted small group interventions with SEND and/or disadvantaged pupils. The small group sessions will meet the needs in their PLP's.</p> <p>By meeting need in this way a positive impact on behavior is seen and children remain in school learning.</p> <p>EEF shows that small group target</p>	1,2

	<p>work [teaching and learning toolkit – moderate impact for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=pupil%20premium%20strategy.-,How%20effective%20is%20the%20approach%3F,the%20course%20of%20a%20year.</p>	
<p>Speech and language intervention for individual/small groups of children</p>	<p>Several children enter school each year with speech and language problems. Research shows that children with speech difficulties will:</p> <ul style="list-style-type: none"> • six times more likely to be behind in English at age 11 • eleven times more likely to be behind in maths at age 11 • have more mental health problems • twice as likely to be unemployed as an adult <p>Research from; Speech & Language UK https://speechandlanguage.org.uk/the-issue/#:~:text=For%20children%20who%20struggle%20to,in%20maths%20at%20age%2011</p> <p>EEF teaching & Learning toolkit shows that oral language interventions are high impact low cost (+6mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2, 5</p>

<p>Positive play session, nurture sessions</p>	<p>Planned sessions for children in need of 1:1 support due to familial issues, SEND, challenging behaviour. Sessions are developed in line with a coach and trained staff. Session help children to develop resilience, social and life skills and to manage issues that confront them.</p> <p>“There is statistically supported evidence that positive behaviour occurs in children who have participated in Positive Play Support Intervention”</p> <p>Sheffield Hallam University evaluation</p> 	<p>1,2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family time sessions, toddler group sessions</p>	<p>EEF teaching & Learning toolkit shows that Parental engagement has a moderate impact and are low cost (+4mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>“Parent engagement in the educational development of their children improves attainment more than any other single factor. Parents can help their child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating their own interest in and support of learning at home and at school.”</p> <p>Gems Education 2023</p> <p>https://birthto5matters.org.uk/wp-content/uploads/2021/03/The-Impact-of-Parental-Engagement-on-Learner-Success613583-1.pdf</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 27,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessments shows: Summer 2024

GLD 60% PP 25%

Y2 Reading Awaiting data

Y2 Writing ARE & above 52%

PP Writing ARE & above 37.5%

Y2 Maths ARE & above 63%

PP Maths ARE & above 25%

Context: There were 22 children on the PP register. 4 of our PP children have SEND 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