

# Pupil Premium Strategy Statement

## October 2021

This statement details our academy'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.

## Academy overview

Detail	Data
Academy name	Holmbush Primary Academy
Number of pupils in the academy	197
Proportion (%) of pupil premium eligible pupils	13% (25 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss S Stickley
Pupil premium lead	Mrs N Pilbrow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,504
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,700 (from Covid Catch-Up Funding)
School Led Tutoring Funding	£2800
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,684 + £2800

# Part A: Pupil premium strategy plan

## Statement of intent

At Holmbush Primary Academy we believe in providing children with rich, broad and creative experiences in order to engage and deepen their learning within a culture of high aspirations and expectations. Our curriculum is inclusive and is taught with the consideration of the needs of all our learners. Each child is seen as unique and we aim to provide equity of opportunity and a challenging curriculum that builds on strong foundations.

We ensure that well planned, appropriate and targeted provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Pupil premium and recovery premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. The limits of the funding and some resources means that children who are entitled to pupil premium funding will receive additional support when this need is identified.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium and recovery premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. All of our work through the funding will be aimed at accelerating progress moving children to at least age related expectations.

We will ensure that the Pupil Premium and Recovery Premium funding is spent effectively: through regular monitoring and review of interventions; pupil progress and attainment information; by evaluating and reviewing our strategy; by keeping abreast of research and developments and being proactive in our approach to implementing new strategies; by not being afraid to change a strategy that isn't working.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Children, therefore, require additional support to achieve age related expectations in core subjects</p>
2	<p>Assessments and observations indicate a high number of children entering Reception with specific Speech and Language support</p>

3	Children requiring specific teaching in order to be socially confident and age appropriate, particularly in the youngest pupils with regard to managing their emotions and independence skills
4	Children and their families having low aspirations for their future due to prior experiences. This means that education and home-learning is low priority within the family home for a higher proportion of disadvantaged children than non-disadvantaged.
5	Families who are experiencing increasing levels of mental health issues, social and emotional well-being. The Covid-19 lockdowns have had an impact on this as is evidenced by national research. The number of Early Help referrals has risen significantly.
6	Potential lack of progress and attainment due to COVID-19 lockdown and the challenges faced with assessing this
7	The impact of Covid-19 pandemic on children's basic needs being met; food and clothing
8	A lack of appropriate equipment/suitable space for children working at home.
9	Parents needing support in order to understand how best to meet their children's needs
10	Children who do not have the same access to extracurricular activities outside of 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
Disadvantaged children to make at least expected progress in reading, writing, phonics and maths	Well planned useful assessment systems will show at least expected progress in these key areas. Same day intervention monitoring will highlight progress of disadvantaged learners. The end of KS2/KS1/ELG/Phonics data will show that the gap between disadvantaged and non-disadvantaged children has decreased.
To increase opportunities for children to complete home-learning to support their progress, particularly in reading	Sustained frequency of reading as noted in children's home reading records and an increase in achievement as above.
Improved speech and language skills	Assessment systems will show expected progress from pupil's starting point in these key areas. Children receiving 1:1 interventions will have made effective progress with their speech and language, evidenced through external speech and language assessments. Data will show a decrease in children needing specific speech and language support.

<p>To provide children with access to an ambitious, exciting and engaging curriculum, raising aspirations</p>	<p>Whole academy curriculum planning, teaching and pupils' books will provide evidence of children accessing an ambitious and progressive curriculum.</p> <p>Assessment systems will show expected progress from starting points in the wider curriculum subject areas.</p> <p>Monitoring will highlight quality first teaching across the academy.</p> <p>All children will have attended offsite visits and activities</p>
<p>To improve levels of mental and emotional well-being (including resilience) so that children are able to access learning.</p>	<p>Monitoring across the academy will provide evidence of children being settled during lessons and accessing the learning intentions.</p> <p>Evaluation of Learning Mentor work will show pupil progress.</p> <p>Teachers will report improved ability to access learning.</p> <p>The Zones of Regulation and Therapeutic Approach to Behaviour Management is used across the academy to support learning and social/emotional development.</p>
<p>To ensure that all children can access the wider curriculum and develop confidence, further knowledge and understanding of the world</p>	<p>Monitoring will show that all pupils have engaged with a broad and balanced curriculum.</p> <p>Evidence will be seen in pupils' books of progress in all areas of the curriculum.</p> <p>Assessment systems will show expected progress from starting points in the wider curriculum subject areas.</p> <p>All children will have attended offsite visits and activities as part of the curriculum</p>
<p>To provide further opportunities for children to develop knowledge and have experiences beyond those of their immediate community.</p>	<p>All disadvantaged pupils will be given the opportunity to attend after school clubs, activities and trips.</p>
<p>To engage with outside agencies in order to give parents a good understanding of how to support their children's' learning/wider development and provide for their basic needs.</p>	<p>Reports from Early Help will identify improvements within the family's ability to support their child appropriately.</p> <p>Parent attendance at academy led events will improve.</p> <p>Regular contact with vulnerable families can be evidenced.</p>
<p>To provide specific professional development to staff in order to support learners</p>	<p>All staff will have been upskilled in specifically identified areas of CPD</p> <p>Evidence of the University of Brighton Academies Trust's Professional Review Scheme having been implemented to support staff CPD</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: £ 13,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff working with disadvantaged children to understand their specific needs.</p> <p>We will fund release time for staff to complete training in phonics, Zones of Regulation/Therapeutic Behaviour Management, Speech and Language.</p> <p>£3000</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF Research.</p>	<p>1, 2, 3, 5, 6</p>
<p>Ongoing Teaching Assistant CPD workshops to focus on specific learning needs and to cascade learning from external agencies including Speech and Language and Learning Mentoring.</p> <p>£1100</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. EEF Guidance</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1,2, 3, 6</p>
<p>Undertake monitoring to ensure Pupil Premium children have access to the ambitious curriculum and that they receive timely and high quality feedback.</p> <p>£2000</p>	<p>High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</p>	<p>1,2,3,6</p>
<p>Allow NQT to take part in the ECT activities and middle leaders to undertake NPQTL; coaching teaching and learning across the curriculum.</p> <p>£2300</p>	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>1, 2, 3, 6</p>
<p>Embed the Talk for Writing approach across the academy to support the</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1,2, 3, 6</p>

<p>Speech and Language Interventions.</p> <p>We will fund release time for staff to work alongside the English Lead to develop skills.</p> <p>£1000</p>	<p><a href="#">Oral language interventions</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. EEF Toolkit</p>	
<p>Ensure assessment and individualised target setting is accurate and meets pupils needs effectively.</p> <p>We will fund the ability to staff to work alongside the designated teacher for Pupil Premium to identify and address individual needs.</p> <p>£3000</p>	<p>Accurate assessment strategies will be needed to ensure pupils are able to access the curriculum and interventions that will be most effective for them.</p>	1,2, 3, 6
<p>Embed Mastery Learning in maths across the academy.</p> <p>We will fund time for the Maths Lead to cascade training to staff members provided by the West Sussex Maths Hub.</p> <p>£1000</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>EEF Teaching and Learning Toolkit</p>	1,2, 3, 6

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

Budgeted cost: £ 16,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Assessment from Private Speech and Language Therapist to identify gaps and targets for specific pupils.</p> <p>£750</p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1, 2, 3, 6
<p>Specific Speech and Language interventions for identified pupils.</p> <p>£4000</p>	<p>Speech and Language is an essential building block for all learning and development. During the COVID pandemic, the Speech and Language Team (SALT), were unable to provide 1:1 support within schools - hence, the increased focus on in-school support. Despite this, Speechlink</p>	2

	<p>assessments show improvements in this key skill for all pupils on the programme.</p> <p>Assessments show that learning gaps have not widened for the majority of the children with speech and language issues in all key areas.</p>	
<p>Additional adult support (TA) for learning including individual tutoring and targeted group learning. This will enable individual and small group interventions which target specific learning gaps.</p> <p>£4000</p>	<p>Use TAs to deliver high quality one-to-one and small group support using structured interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1, 2, 3, 5, 6
<p>Additional teacher support for learning including individual tutoring and targeted group learning. This will enable individual and small group interventions which target specific learning gaps.</p> <p>We will provide part funding for a Reading Recovery Teacher to work with groups and individuals and a teacher to provide small group intervention.</p> <p>£6000</p>	<p>Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.</p> <p>Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1, 2, 3, 5, 6
<p>Engage in the School-Led Tutoring Programme to provide additional academic support, including to children who are more able Pupil Premium.</p> <p>£2800 (additional funding outside of PP)</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>EEF Pupil Premium Guidance</p>	1, 2, 3, 6
<p>Specific resources to support learning (including IT). This will: provide supportive resources for children's individual learning styles to accelerate progress; support children of all abilities to ensure they are challenged in their learning</p> <p>£1000</p>	<p>Monitoring of resources in class rooms shows use and impact. Class data shows gaps have not widened in reading, writing and maths for Pupil Premium pupils</p>	1, 2, 3, 5, 6

Provide children with specific equipment and support so they can access all learning to include offsite visits. This will ensure that all pupils can access off-site visits, extra-curricular activities and the wider curriculum £700	In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement. EEF Teaching and Learning Toolkit	1, 3, 5, 6, 8
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure pupils have access to nutritious food through hot school meals, breakfast club and after school club. £6600		7
Subsidised extra-curricular activities to ensure that all children have access to the wider curriculum £1000	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.  Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	4, 8, 10
Staff, most notably the Inclusion Manager, will work with parents to engage with outside agencies such as Early Help, in a positive way. £1000	Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively, and avoid widening gaps. Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents.	3, 4, 5, 7, 8, 9
Contingency fund for acute issues. £1300	Based on prior experience, there are families who find themselves with additional difficulties as the year progresses, or children move into the area outside of funding allocation.	



**Total budgeted cost: £ 39,750**

# 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.

### Contextual information

Due to the COVID-19 pandemic and period of partial school closures, government produced performance measures have not been published for the 2020/2021 and 2020/2021 academic years and any results produced will not be used to hold schools to account.

The University of Brighton Academies Trust's assessment approach for the 2020/21 academic year was as follows:

- *All UoBAT academies to continue to have a broad and balanced curriculum and the end of year assessment capture was to be around the taught curriculum and prioritised areas to support recovery. The focus was to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, English, and mathematics)*
- *The language of the capture was 'met' or 'not met' the minimum expectation.*
- *The Trust's School Improvement Team provided the assessment criteria for the 'minimum expectations' for each year group. These were for place value and number (Maths) and writing composition (English). Year 2 reading was assessed via the Accelerated Reader program's Star Reader tests to gain a standardised score and reading age*
- *The same principles were applied in EYFS for prioritising the identification of gaps and re-establishing good progress in the essentials. EYFS teachers focussed on the prime areas of learning to support pupils following their time out of the academies. In addition, teachers assessed and addressed gaps in language, early reading and mathematics,*

The academy has undertaken extensive evaluation of the achievements of the Pupil Premium children in the academic Year 2020-2021 and has identified that, whilst the strategy to close the gap between Pupil Premium and Non-Pupil Premium is yet to be fully realized, the school closures, as a result of the Covid-19 pandemic was a major factor in the reason for this. The academy took steps to mitigate this impact by providing high quality online learning in the form of live lessons. All children from the vulnerable groups were invited and encouraged to come to school. Of those children whose parents decided not to send them to school, the academy worked closely with them to provide the tools and support to help them engage with home learning. Where pupils did come into school, academy assessments showed that a higher proportion of them met the minimum expectations for the curriculum than those who did not.

In EYFS, the academy continued to assess the children against the Early Learning Goals at the end of the academic year. Internal scrutiny of this data showed that the area of learning that stopped children from achieving GLD was 'managing emotions'. This is one of the reasons for emotional well-being and mental health being a priority in the new strategy as this continues to be a barrier for some children.

### **PHONICS**

Contextual information:

Phonics and reading were a priority for the academy during the pandemic. Due to the Covid 19 pandemic, the Year 2 cohort of children did not undertake a phonics screening assessment that would usually be a statutory requirement at the end of Year 1. However, in line with government expectations, the academy undertook a phonics screen with the Year 2 pupils in December 2020. Although

government produced performance measures have not been published for the 2020/2021, the academy assessment showed that 92% of pupils in the cohort reached the expected standard. 66% (2/3 children) Pupil Premium children reached the expected standard. By the end of the academic year, 100% of the Pupil Premium children had reached the expected standard in phonics.

The Covid 19 pandemic and the subsequent partial closure of the academy had a significant impact upon the ability of the school to undertake all of the intended actions detailed on last years' Pupil Premium Strategy Statement. However, on return to the academy, funding was utilised to provide tutoring from the National Tutoring Programme as well as to employ a teacher for 1 day per week to work with individuals and small groups. Although this hasn't fully closed the gap between Pupil Premium and Non-Pupil Premium pupils, assessment information and monitoring did show they had made significant progress from their starting points.

## 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*

Programme	Provider
Zones of Regulation	ISEND training
Therapeutic Behaviour Management	West Sussex
NELI	Nuffield Early Language
Maths Mastery	West Sussex Maths Hub

## Service pupil premium funding (optional)

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

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