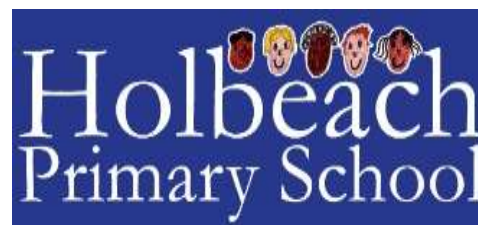


# Pupil Premium Strategy Statement

## 2020/2021



### School Overview

Metric	Data
School Name	Holbeach Primary School
Pupils in School	495
Proportion of disadvantaged pupils	29.4%
Pupil Premium allocation this financial year	£181,195
Academic year or years covered by statement	2020/21
Publish Date	December 2020
Review Date	December 2021
Statement authorised by	Tom Bulpitt
Pupil Premium Lead	Karen Robertson
Governor Lead	Ross Baptie and Rosamund Kissi-Debrah

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No testing due to Covid-19
Writing	No testing due to Covid-19
Maths	No testing due to Covid-19
Meeting expected standard at KS2	No testing due to Covid-19
Achieving high standard at KS2	No testing due to Covid-19

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>To ensure that, in the event of bubbles working remotely from home, families have access to devices to enable children to continue their learning. If this is not possible, they are supplied with Learning Packs containing a range of work and resources.</p> <p><b>£37,000 (Leadership admin time, cost of devices and installation)</b></p>
Priority 2	<p>To continue, and further develop the whole school approach to guided reading which began last year and was proven to be having a positive impact but was halted due to Covid-19.</p> <p><b>£14,000 (Staff CPD)</b></p>

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<b>Priority 3</b>	To close gaps in speech and language by assessing ALL children in Reception and using the outcomes to plan specific interventions targeted at the Early Years Foundation Stage. <b>£25,000 (SALT and Additional TA time in Rec, Y1 and Y2)</b>
<b>Priority 4</b>	Invest in Phonics through smaller targeted group work and phonological awareness interventions in Year 1 and Year 2. <b>£8,000 (Training and support by SENDCO)</b>
<b>Priority 5</b>	To narrow the gap within disadvantaged families by enabling access to diagnosis for SEND pupils <b>£3,000 (Educational Psychologist, 2 days per year)</b>
<b>Priority 6</b>	Ensure that all families that are entitled to claim FSM are aware of this and are able to do so. <b>£5,000 (Asst HeadS, SENCO and admin staff)</b>
<b>Priority 7</b>	Identify missed learning as a result of school closure and organise timely interventions to close the gaps across the school <b>£74,000 (Intervention staff across all year groups)</b>
<b>Barriers to learning these priorities address</b>	Lack of access to technology. Gaps in learning through self-isolation and lockdown. Barriers to reading comprehension. Speech and language development delays in the youngest children. Gaps in phonics specific teaching due to lockdown. Illness. Mental Health issues. Loss or lack of income. Lack of parental support.

## Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target Date</b>
<b>Progress in Reading</b>	Achieve national average progress scores in KS2 Reading (0+)	July 2021
<b>Progress in Writing</b>	Achieve national average progress scores in KS2 Writing (0+)	July 2021
<b>Progress in Mathematics</b>	Achieve national average progress scores in KS2 Mathematics (0+)	July 2021
<b>Phonics</b>	Achieve national average expected standard	July 2021
<b>Other</b>	Improve attendance of disadvantage pupils to above national average (97%)	

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## Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b></p>	<p>Compile and distribute information to class teachers identifying families who do not have access to the internet or devices at home. In the event of a bubble closing, staff will quickly be able to ensure that adequate and appropriate resources are supplied.</p> <p>Work with the Friends of Holbeach to submit applications for grants to enable a supply of new/renewed laptops to be purchased.</p> <p>Apply to the DFE's scheme for providing devices to disadvantaged children.</p> <p>Obtain a quote from IMS to furnish the Computer Suite with 30 PC's (plus setting up, labelling etc)</p> <p><b>£37,000</b></p>
<p><b>Priority 2</b></p>	<p>Target reading across the whole school to increase language acquisition, in turn supporting all areas of the curriculum</p> <p>Arrange further training and support for staff from David Reedy.</p> <p>Ensure that a range of good quality, age appropriate texts are available for staff to use.</p> <p><b>£14,000</b></p>
<p><b>Priority 3</b></p>	<p>Employ SPDL experts to carry out assessments in Reception classes and to work with families to provide support.</p> <p>Target speech &amp; language in the EYFS to increase language acquisition, in turn supporting all areas of the curriculum.</p> <p><b>£25,000</b></p>
<p><b>Priority 4</b></p>	<p>Ensure that support staff in Years 1 and 2 receive expert training in Phonological Awareness from Debby Strode in order to deliver high quality interventions. Monitor this intervention for impact.</p> <p><b>£8,000</b></p>
<p><b>Priority 5</b></p>	<p>Employ professionals to observe and assess children in order to diagnose and plan effectively for disadvantaged children with SEND</p> <p><b>£3,000</b></p>
<p><b>Priority 6</b></p>	<p>Devise a system whereby the parents of all new pupils in Reception classes complete an application for FSM's regardless of income. Monitor applications. Provide advice and guidance (and the technology if necessary) for parents to complete on-line applications to Lewisham Council.</p> <p>Liaise with Pupil Support regarding any queries.</p> <p><b>£5,000</b></p>

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<b>Priority 7</b>	Plan, organise and implement a range of interventions led by experienced professionals to close achievement gaps in disadvantaged children across the school  <b>£74,000</b>
<b>Barriers to learning these priorities address</b>	Ensuring that families are equipped to support their children.  Providing quality first teaching and interventions that are targeted at specific gaps.  Children’s reading comprehension has a high profile across the school.  Language acquisition is enhanced from an early age.
<b>Projected Spending</b>	<b>£166,000</b>

## Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
<b>Priority 1</b>	Learning Mentor and attendance officer to work in support of families with attendance and acute need.  <b>(£15,000)</b>
<b>Barriers to learning these priorities address</b>	Improve punctuality, attendance and readiness to learn for the most disadvantaged pupils.
<b>Projected Spending</b>	<b>(£15,000)</b>

## Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating Action</b>
<b>Teaching</b>	Recovering lost objectives and using gap analysis carefully to find areas of misconceptions or missed learning as well as teaching the current year curriculum. Issues faced through bubble closure, self- isolation and staffing difficulties.	Ensure adults are carefully chosen to match needs in classes and are assigned to bubbles to mitigate cross contamination.  Ensure contingency plans are clear and in place for learning while in self isolation or where a bubble is closed or a member of staff is off.  Ensure time is spent on medium and short-term plans to carefully consider objectives.
<b>Targeted Support</b>	Ensuring assessments are completed early to find gaps and target quality first teaching as well as interventions.	SLT to advise on appropriate assessment resources. Intervention timetables to be targeted for early reading, phonological awareness, language acquisition, speech & language, Maths and English.  <b>Identified interventions needed across the school:</b>  EYFS – Two additional members of the team in place to provide targeted interventions

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		<p>Year 1 – An agency member of staff employed to work across year 1, supporting reading and speech and language with targeted children</p> <p>Year 2 – Classroom support staff deliver Phonological Awareness sessions</p> <p>Year 3 – Small group support to be provided by tutoring services</p> <p>Year 4 – Small group Maths and English interventions led by carefully chosen agency staff</p> <p>Year 5 – Liz Carter to support small groups in Maths and English</p> <p>Year 6 – Liz Carter and two Assistant Headteachers to provide small group support for identified children</p>
<p><b>Wider Strategies</b></p>	<p>Engaging the families facing most challenges.</p>	<p>Working closely with SLT, Learning Mentor, AO and digital team to monitor and support families as necessary.</p>