Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Holbeach St Mark's CoE Primary School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	1st December 2022
Date on which it will be reviewed	31st July 2023
Statement authorised by	Karyn Wiles
Pupil premium lead	Karyn Wiles
Governor / Trustee lead	Justine Sands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,070
Recovery premium funding allocation this academic year	£870
Total budget for this academic year	£8,940
Pupil Premium for EY (preschool)	£300
Total budget for this academic year including EYPP	£9,240

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the priorities for our pupil premium funding, we carefully consider the individual context of each of our schools. We ensure that our interventions are based on strong research evidence and we utilise the EEF toolkit and associated research to do this. The common barriers that our disadvantaged children face are;

- Lack of parental support
- Early language and communication difficulties
- SEMH issues
- Attendance

We take every child as an individual, and are well aware of their individual needs. We create a bespoke action plan for every child eligible for pupil premium. We are passionate about success for all and strongly belief that a child's socio-economic background should not be a barrier to future life success. In fact, these children deserve the very best teaching that can be provided so that any gaps on entry are swiftly narrowed.

We strive to ensure the following;

- Quality first teaching for all children is at least good.
- Equity of experience for all children, regardless of disadvantage or SEND • Curriculum designed around key drivers, created from deficit areas.
- Oracy, Cultural capital, Raising Aspirations and Personal Development
- Provide quality interventions for all children, funded from pupil premium, NTP and catch up monies
- School based Family Support Worker to provide Early Help to families • Quality SEMH interventions by trained staff
- Attendance for all groups is at least good.

Our aims for our disadvantaged pupils are;

- Narrow the attainment gap between disadvantaged and non disadvantaged pupils
- For all disadvantaged pupils to make accelerated progress from their starting points
- Support Children's mental and emotional wellbeing in order for them to have full access to the national curriculum
- That they attend school regularly
- Access to full time pre-school provision

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in reading and phonics and aspirations for the future
2	Narrowing the attainment gap across all subjects, in particular children achieving the exceeding standard in writing
3	Attendance
4	SEMH difficulties
5	Language and communication

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
Rapid acceleration of progress in reading, writing and maths.	Disadvantaged pupils to achieve at least in line with national averages for non disadvantaged pupils
Improve attainment at greater depth	Disadvantaged pupils to achieve above national averages for greater depth
Improve Attendance of all groups	To ensure that attendance of all groups is above 96%
Improved social and emotional wellbeing of all pupils	Reduction in CPOMS behaviour incidents
Improve early language and oracy skills	Wellcomm assessments shows an improvement in early language acquisitions
Improved on entry data through our EYFS provision	Baseline data shows that children are working at ARE on entry into reception.

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

Budgeted cost: £ 4,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional part time teacher to maintain 3 classes full time while still providing SLT release	Children in all year groups have missed significant learning due to the pandemic. SLT release to support CPD to improve QFT.	2
Reading leader release time to ensure QFT with phonics.	EEF Toolkit Phonic teaching +5 EEF Toolkit Parental engagement +4	1
Full time EYFS TA to maintain a preschool, to provide good early language support	EEF toolkit language intervention +6	5

Targeted academic support

Budgeted cost: £ 6,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions 1:2:1 and small group Wellcomm	EEF toolkit language intervention +6	1,2 and 5
Interventions 1:2:1 and small group Fresh start and phonics	EEF toolkit one to one tuition +5 EEF toolkit phonic interventions +5 Fresh start – evidence-based intervention	1,2 and 5
Interventions 1:2:1 and small group Number stacks	EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4 Maths counts EEF evidence based interventions +2	1,2 and 5
After school booster provided by teacher	EEF toolkit - After school intervention +3 EEF toolkit one to one tuition +5 EEF toolkit small group tuition +4	1,2 and 5

Wider strategies

Budgeted cost: £ 3,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker post	EEF toolkit behaviour interventions +4 EEF toolkit parental engagement +4 EEF toolkit social and emotional +4 EEF Guidance reports in Social and Emotional learning, behaviour and working with parents. EEF attendance – developing an effective PP strategy	1,3 and 4
ELSA	EEF toolkit behaviour interventions +4 EEF toolkit social and emotional +4	4
Preschool Lunches	Provide a free meal to preschool staying all day who are eligible for EYPP	2&3

Total budgeted cost: £ 14,617

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 2021 to 2022 academic year.

As a school we carefully track the attainment and progress of all children, we analyse the progress of children entitled to the pupil premium and governors hold leaders to account for this.

It is clear that the pandemic has had a greater impact on disadvantaged children, this is shown on our in school data where although progress is seen it is not always the same as for other groups.

We have utilised additional staffing from across the federation to provide SEMH interventions, this had good impact and reduced the number of serious incidents.

Further information

Leadership and Management

Senior leaders have observed out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions. The biggest impact has been where teacher led interventions have taken place. During monitoring and PPMs, senior leaders have focused on the quality of teaching and learning of all pupils, but have completed work scrutiny specially looking at pupil premium pupils. Senior leaders are monitoring the progress of these pupils using target tracker, challenging targets are used by using FFT 20. Work scrutiny is completed regularly. The pupil premium strategy is created using evidence from the EEF toolkit.

We provide emotional and social support for all of our pupils, but with a particular focus on our pupil premium children.

Quality of teaching and Learning

Our children receive high quality constructive verbal feedback and marking daily, it is our view that children learn best when they have verbal feedback. We encourage our teachers to work with all pupils, but ensure that those requiring support should receive the most amount of time from the teacher to ensure equality of opportunity.

All teachers complete a pupil premium action plan for their class termly (three times per year) in this they detail who their pupil premium pupils are, what their barriers to learning are and what they will do to support these pupils, either through intervention or targeted QFT.

Our pupil premium strategy is based on evidence from EEF and so our teachers use this to ensure they understand what interventions have the most impact. Our strategies for spending specifically match the barriers for learning for our disadvantaged pupils. For example, we are aware that our children come into school with poor oracy skills and we often lack parental engagement.

The targets for pupil premium pupils are aspirational; we use FFT 20 to set challenging and aspirational targets for all pupils including those eligible for the pupil premium funding. The schools provide free breakfast club provision for all pupils.

The school provides a full time preschool for children the term before their third birthday. The school enhance the 15/30 hours offer by allowing all children to attend the setting full time for free, so as to provide a quality EYFS provision – available to all for free. This remained open during the pandemic school closures last year.