

Pupil premium strategy statement

School overview

Metric	Data
School name	Holt House Infant School
Pupils in school	165
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£18 830
Academic year or years covered by statement	2019-22
Publish date	23 October 2020
Review date	22 October 2021
Statement authorised by	Alison Warner
Pupil premium lead	Helen Haynes
Governor lead	Alison Warner

Strategy aims for disadvantaged pupils

2019 Outcomes for pupils in our school receiving the Pupil Premium Grant

In the EYFS:

Out of a cohort of 3 pupils, 2 children achieved a good level of development.

In Year 1 (4 pupils):

Out of a cohort of 4 pupils, 4 passed the Phonics Standard Check.

At the end of Key Stage 1:

Percentage of pupil attainment from a cohort of 6 pupils.

2019 KS1 outcomes (6 pupils)	Score
Meeting expected standard at KS1 in reading	50%
Achieving high standard at KS1 in reading	17%
Meeting expected standard at KS1 in writing	83%
Achieving high standard at KS1 in writing	17%
Meeting expected standard at KS1 in maths	67%
Achieving high standard at KS1 in maths	33%

Measure	Activity
Priority 1	To identify gaps in core subjects and help children to catch up quickly, particularly those who are disadvantaged, of lower ability or have SEND, using time productively.
Priority 2	To provide successful remote education so that children who have to be at home do not fall further behind.
Priority 3	For pupils to be motivated to attend school well.
Barriers to learning these priorities address	Attendance of individual children and lack of engagement with home learning.
Projected spending	£18 830

Teaching priorities for current academic year

Aim	Target	Target date
EYFS	Disadvantaged children to reach a good level of development	Sept 21
Phonics	Disadvantaged children to pass the phonics standard check	Sept 21
KS1	Disadvantaged children to reach at least expected standards in reading, writing and maths.	Sept 21
Attendance	Improve attendance of disadvantaged pupils by reducing the absence rate to 4.5% and the persistent absence rate to 8%.	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Purchase of additional resources, provision of small group 'catch up' provision, CPD for staff delivered as identified, engaging story times and book areas, support for parents.</p> <p>Provision of additional teacher or teaching assistant time for tier 2 provision such as:</p> <ul style="list-style-type: none"> - 1:1 and small group support - Additional support for individuals/small groups of pupils during English and maths lessons
Priority 2	Provision of high quality remote education offer is in place that meets DfE criteria that is monitored by a senior leader.
Barriers to learning these priorities address	Encouraging children to read both widely and often and to learn times tables and spellings.
Projected spending	£14 000 of the allocation

Wider strategies for current academic year

Measure	Activity
Priority 1	Pay for educational day trips and visitors to school for pupils currently eligible for free school meals
Priority 2	Provide free music lessons, breakfast club, after-school club, holiday club and after school activities on an individual needs basis and provide each child eligible for pupil premium with a voucher for a free six week block of after school activities
Barriers to learning these priorities address	Take up of school activities
Projected spending	£4 830 of the allocation

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Staff training meetings and INSET mapped strategically over the year. Senior leaders meet weekly to review staff needs.
Targeted support	Ensuring enough time for reading, writing and maths leaders to deliver action plans	Employment of part-time HLTA to provide release time.
Wider strategies	Engaging families in the take up of extra activities	Business manager and early intervention lead to work closely with parents and children.

Review: last year's aims and outcomes

In March 2020 the country went into lockdown. This review is therefore of the 2019 outcomes.

Aim	Outcome
Progress in the EYFS	3 children were eligible for pupil premium in Foundation 2 in 2019. On entry, none of them were on track to achieve a good level of development, but 2/3 achieved it. Pupil premium money has been used well to help these individual children make accelerated progress.
Progress in Phonics	In 2019, 4 children were eligible for pupil premium and 4/4 passed the Phonics Standard Check. Pupil premium money has been used well to help these individual children make accelerated progress.
Progress in KS1	Over time the outcomes of pupil premium children are variable due to the small cohort size from year to year and the needs of individuals. Each year the school can point to success stories with the progress and attainment of individual children, although the

	reading outcome in 2019 was disappointing; reading remains priority for improvement.
Attendance	The absence rate for disadvantaged children in school was 5.2% in 2018-19 and the persistent absence rate fell by 7.7% to 10%. (The national absence rate in 2017-18 for all pupils was 4.2% and the persistent absence rate was 8.7%; the national absence rate in 2017-18 for non-disadvantaged pupils was 3.7% and the persistent absence rate was 5.8%.)