



## Pupil premium strategy statement: Holmesdale Community Infant School 2021 - 2024

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Holmesdale Community Infant School
Number of pupils in school	288 264 (without nursery)
Proportion (%) of pupil premium eligible pupils	2.8% (with nursery) 2.7% (without nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	19 <sup>th</sup> September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sharon Mullarkey
Pupil premium lead	Linda Yeates
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,728.50
Pupil premium plus (LAC) funding this academic year	£4690
National Tutoring Programme funding allocation this academic year	£405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£13,823.50</b>



## Part A: Pupil premium strategy plan

### Statement of intent

***“Thinkers, creators, future makers”***

***“Children are at the heart of all that we do; working together to be the best that we can be”***

Holmesdale Community Infant School is committed to providing an outstanding educational experience. Raising the attainment of disadvantaged pupils is part of our commitment to helping all pupils achieve their full potential. We aim for all disadvantaged pupils to make the best start to their school career by achieving well, in line with their non-PP peers, making good progress within their learning, providing them with equal opportunities to that of their peers and having the dispositions to be happy, confident and resilient life-long learners.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are higher attaining on entry.

This strategy sets out the challenges/ barriers to learning that our disadvantaged children may face and our intended outcomes for them. It sets out our approach as to how we will continue to reflect upon and further improve our quality first teaching for all so that it supports the current needs of our children, and how more targeted interventions will also be put in place where appropriate.

Our approach will be responsive to any common challenges and individual needs that we have identified in our current cohort of children, which will be rooted in robust diagnostic assessment, not any assumptions about the impact of disadvantage.

***Our School Aims:***

***Children should be curious, enjoy learning with an appropriate level of academic achievement and in a changing world be provided with a foundation for lifelong learning.***

***To be an inclusive school where children are well rounded and have positive values.***

***Parents to be actively involved in school life and their children’s learning.***

***To build up positive relationships with the local and wider community.***

### Challenges

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

Challenge number	Detail of challenge
1	<i>Some PP children can show a lack of confidence within the classroom, difficulties in regulating their emotions and high levels of anxiety.</i>
2	<i>Some PP children can show difficulties in retaining phonic knowledge and applying phonics consistently within their reading and writing.</i>
3	<i>Some PP children have a lack of fluency in number and recall of basic number facts.</i>
4	<i>Some PP children start school with attainment in communication and language lower than that of their non PP peers as support is needed with their understanding of vocabulary and sentence construction.</i>



## 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
<p><b>All PP children achieve well and make good progress from their starting points in line with non-PP children in Phonics, Reading, Writing and Maths.</b></p>	<ul style="list-style-type: none"> <li>- Data will show that PP children achieve in line with non PP children at the end of each Key Stage (EYFS and KS1) and are shown to be making at least expected progress throughout each year. (6 steps per academic year on Target Tracker).</li> <li>- Monitoring of whole class phonics, whole class/group reading sessions, whole class writing sessions and whole class maths sessions will show that teaching is consistently good or better across the school and that there is challenge and support for all learners to make good progress.</li> <li>- Analysis of data shows that pupils with gaps in learning are taking part in timely interventions that ensure good progress is made to close gaps between themselves and their peers.</li> <li>- Monitoring of one-to-one reading sessions show that diagnostic reading assessments are used effectively and reading books are accurately matched to the child's current phonic level.</li> </ul>
<p><b>PP children will exhibit positive learning behaviours and increased levels of confidence and resilience within their learning.</b></p>	<ul style="list-style-type: none"> <li>- PP children will be able to independently apply learnt strategies and techniques to support them in managing their anxiety when in the classroom, so that they are more engaged, ready to learn and resilient when mistakes are made. They will be confident learners who are able to use and apply the school's behaviours for learning across the Curriculum.</li> <li>- PP children will be seen to make good progress and retain high levels of wellbeing/ engagement as shown from analysis of our half termly wellbeing and engagement maps.</li> </ul>
<p><b>PP children will have equal access to opportunities in line with non-PP children and show high levels of engagement within their learning.</b></p>	<ul style="list-style-type: none"> <li>- Parents of PP children will feel confident in how to best support their children with their learning.</li> <li>- % of PP children accessing extracurricular activities/clubs at school is in line with the % non-PP children.</li> <li>- High quality language interventions are in place across the school and PP children are shown to be making good progress with their development of vocabulary, speaking and listening and attaining at least the age-related expectations of each year group on our English skills and knowledge progression maps.</li> <li>- Behaviour analysis data from CPOMs will show high levels of engagement of PP learners in line with non-PP learners.</li> </ul>



## 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: £2310**

Actual spend: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Little Wandle Phonics programme annual subscription</i></b>  <b><i>(DFE validated systematic synthetic phonics programme)</i></b></p> <p><b>£1250</b></p>	<p>'Evidence shows that teaching phonics is the best way to teach children to read' (DFE's Reading Framework 2021). Also, an effective synthetic phonics scheme is classed as a high impact strategy, for very low cost based on extensive evidence on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit. 'There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England.' (Reading Framework 2021)</p>	Challenge 2
<p><i>Continuing development of wellbeing and mental health to develop greater consistency in our whole school approach.</i></p> <p><b><i>Jigsaw PSHE annual subscription</i></b></p> <p><b>£360</b></p>	<p>'Social and emotional learning' is classed as a moderate impact strategy for very low cost on the EEF teaching and learning toolkit. Children's social and emotional wellbeing has also been a focus of our 'Holistic Approach' since September 2020 We know that children learn best when they feel safe, happy and secure and have strategies to support their mental health and wellbeing.</p>	Challenge 1
<p><i>CPD for all staff on Mastering Number</i>  <i>Free training and a set amount of resources – Maths leader to lead CPD for rest of the school</i></p> <p><b>£700 – Additional resources (Rekenrek) so that the programme can be delivered to the whole class from Reception to Year 2</b></p>	<p>Mastering Number is a project led by the North-East Hants and Surrey Maths Hub which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Children in Reception, Year 1 and Year 2 will have a daily teacher-led session of 10 to 15 minutes, designed to ensure that pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally.</p>	Challenge 3



	<p>The project is underpinned by the principles of 'teaching for mastery', which is backed up research evidence and school case studies which demonstrate the impact the Maths hub project is having on students and teachers.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2473

Actual spend: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Numbots annual subscription</i></b></p> <p><b>£103</b></p>	<p>Numbots is an online tool to support EYFS and KS1 number fact fluency.</p> <p>Numbots is all about every child achieving the 'triple win' of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.</p> <p>Numbots develops a robust understanding of mathematical concepts, strengthened by automatic recall of the basics – a true 'teaching for mastery' approach.</p>	<p>Challenge 3</p>
<p><b><i>Nessy Intervention programme</i></b></p> <p><b>£650</b></p>	<p>Nessy Reading has been thoroughly and rigorously reviewed. Research evidence proves that the Nessy program produces positive educational results. Rigorous baseline analysis of children's gaps in phonics on entry to Year 2 will ensure that the programme is individually matched to address these gaps in knowledge.</p>	<p>Challenge 2</p>
<p><b><i>Little Wandle 'Rapid Catch up' Interventions</i></b></p> <p><b>£1200</b></p> <p><i>4 x sessions weekly for 30 weeks (pms for 1 hour a session based on £10/hour starting from Autumn 2 - November)</i></p> <p><i>(5 hours in total per week, 1 within LSA time, 4 from Pupil Premium)</i></p>	<p>Linked to the Little Wandle programme – 'Rapid catch up' is a programme specifically aimed at Year 2 children to catch up on a particular phase. This is an individualised programme for each child supporting them in their journey to be fluent in all phases up to phase 5.</p>	



<p><b>Nuffield English Language Intervention (NELI)</b></p> <p><i>5 x 30 min sessions weekly (2&amp;1/2 hours based on £10/hour) for 14 weeks</i></p> <p><b>£350</b></p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>Oral Language Interventions are rated as a high impact strategy, for very low cost based on extensive evidence on the EEF's Teaching and Learning Toolkit.</p>	<p>Challenge 4</p>
<p><b>Gross and Fine motor interventions</b></p> <p><b><i>Funky fingers in class support/ Occupational Therapy (OT) Intervention/ Resources to support children e.g. wobble cushion</i></b></p> <p><b><i>1 hour sessions weekly (based on £10/ hour) for 14 weeks</i></b></p> <p><b>£170</b></p>	<p>The school's OT programme has been running for the past 4 years and the children who have been in the programme have made very good progress with regards to their gross motor skills. By the end of KS1 the children in the programme have caught up with age related expectations in physical development. This programme has been selected to support certain pupil premium children who need this additional support to make greater progress with regards to their gross motor skills and narrow the attainment gap between them and their peers.</p>	<p>Intended outcome 1</p>

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £8,974

Actual spend: £

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>ELSA support for targeted children</i></p> <p><i>3 mornings a week all year (SA) and 1 afternoon a week (CW)</i></p> <p><b>£7,474</b></p>	<p>Children will learn strategies and techniques to support them in managing their anxiety when in the classroom, so that they are more engaged, ready to learn and resilient when mistakes are made.</p> <p>The ELSA programme is grounded in psychological theory such as theory of motivation (Maslow, 1970) and theory of multiple intelligences (Gardner, 1983), and stemmed from the work of Goleman (1995), who suggested that a child's success in school is not based solely on intelligence, but on emotional and social characteristics developed early in life.</p> <p>At Holmesdale we believe that these early interventions to meet children's social and esteem needs can have a huge impact upon their academic achievement. Looking at case studies and our analysis of previous year's attainment data and wellbeing and engagement maps within school we can see that children receiving ELSA interventions have made good progress.</p>	<p>Challenge 1</p>



<i>Funded access to extra curricular clubs/ activities/ cool milk/ School fund contribution</i>  £550	Evidence of data from our external club providers shows a low percentage of pupil premium children accessing this provision. Our holistic approach taken since September 2020 aims to increase pupil engagement/ sense of community/ inclusive curriculum and relationships. We feel that greater access to these opportunities will have a positive impact upon their engagement in school and as a result their attainment.	Challenge 1
<i>CPOMS annual subscription</i>  £950	CPOMS is a system that allows you to record, share and track concerns and incidents related to behaviour. It is the key element of what keeps every school safe. Added to this, CPOMS provides schools with the ability to tailor and adapt to the needs of the children, staff and other professionals.	Challenge 1 & 4

**Total budgeted cost: £13,757 (out of £13,823.50)**

**Total spent so far: £**

**Left: £**

*In addition for Pupil Premium children we also organise the following (where required from parents) (not in budget):*

- *Christmas hampers and gifts from Stripy Stork*
- *Free holiday clubs from Active Surrey*
- *Free new/pre-loved uniform from our PSA*
- *Surrey funding food vouchers*
- *School clubs*

**Food vouchers (reimbursed by surrey)**

- *Credit card – food vouchers x 6 Autumn Half term 2023*
- *Christmas holiday PP food vouchers x 6*





## 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 2022 - 2023 academic year.

Previous Academic Year	2022 - 2023			
Quality of teaching for all				
Desired outcome/ Chosen action or approach	Evidence of chosen action/ approach	Evidence of impact	Lessons learned and next steps	Cost
<p><b>All PP children achieve well and make good progress from their starting points in line with non-PP children in Phonics, Reading, Writing and Maths.</b></p> <p>Consolidation of Little Wandle phonics programme in Rec &amp; Year 1 and introduction of Little Wandle Reading.</p> <p>Introduction of Numbots</p> <p>Introduction of Literacy Tree English planning and focus on scaffolding</p> <p>Introduction of Nessy Phonics programme.</p> <p>Speech and language programme in nursery &amp; confident communicator groups in Yr 1</p>	<ul style="list-style-type: none"> <li>- Phonics interventions for Year 2 pupils Autumn, Spring &amp; Summer Term</li> <li>- Little Wandle Phonics 'keep up' interventions for Rec &amp; Year 1 in Spring &amp; Summer Term.</li> <li>- Year 1 &amp; 2 children using Nessy 5x 20 minute sessions per week.</li> <li>- Speech and language interventions led by a member of the support team.</li> <li>- Additional reading support for targeted PPM Year1/2 pupils 2 x per week.</li> </ul>	<ul style="list-style-type: none"> <li>- Children in phonics interventions made very good progress, in particular in Year 2. (96% of Year 2s met Phonics check by the end of KS1 in July '23).</li> <li>- All PP children passed the phonics screening by July '23 in Year 2 (2 children) and all PP children passed the phonics check in Year 1 in July '23 (4 children).</li> </ul> <p>% of PP children achieving EXS by the end of KS1: Reading, Writing and Maths 23: 50% of PPM children met expected (1 out of 2 children) However, these children made at least expected progress in Year 2 on average for Reading, Writing and Maths and accelerated progress in writing throughout the year.</p> <p>Year 1 PPM pupils also made accelerated progress in the Spring and Summer Terms 23 once the interventions had begun and the Literacy Tree English planning/ focus on scaffolding had been implemented.</p>	<p>Number Sense Maths has not had the desired impact upon children's number fluency by the end of Year 2. We will be focusing on introducing the 'Mastering Number' programme run by the North Hants and Surrey Maths Hub as an alternative project.</p> <p>Little Wandle phonics sessions and the related interventions have had a significant impact upon progress in phonics across the school. We need to continue to embed the use of Little Wandle Reading sessions to further improve progress within Reading.</p>	<p><b>Little Wandle £1250</b></p> <p><b>Numbots £103</b></p> <p><b>Nessy £690</b></p> <p><b>INSET Day Literacy Tree £540</b></p> <p><b>Total: £2,583</b></p>
<p><b>PP children will exhibit positive learning behaviours and increased levels of confidence and resilience within their learning.</b></p> <p>ELSA support (SA/CW) 1 to 1 with targeted children</p> <p>Confident communicators group</p> <p>Drawing and talking (SA)</p>	<ul style="list-style-type: none"> <li>- Wellbeing and engagement maps used to highlight need for ELSA interventions across the school</li> <li>- New ELSA trained up and delivering ELSA interventions 1 pm per week.</li> <li>- New referral system has proved to be successful for highlighting those in need of ELSA intervention. Parental communication increased after series of sessions and children gaining strategies to sue back in class</li> <li>- Targeted ELSA support for pupils across the school from Nursery to Year 2 continued throughout the year</li> <li>- SA –provided weekly Drawing and Talking interventions throughout the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence from wellbeing and engagement maps highlighted that the children receiving ELSA provision or Drawing and Talking therapy showed an increase in wellbeing and engagement within class following blocks of intervention</li> <li>- Positive feedback/ comments from both staff and parents following ELSA provision, who noted an improvement in self-confidence and wellbeing/ happiness in their children</li> </ul> <ul style="list-style-type: none"> <li>- Of 8 children receiving ELSA support in Year 2,</li> <li>- 75% achieved EXS in Reading (80% 2022/ 75% 2021)</li> <li>- 75% achieved EXS in Maths (73% 2022/ 75% 2021)</li> <li>- 75% achieved EXS in Writing (33% 2022/ 43% 2021)</li> </ul> <ul style="list-style-type: none"> <li>- Of 8 children receiving ELSA support in Year 1</li> </ul>	<p>ELSA provision has been highly successful this year as shown by evidence from attainment data and wellbeing and engagement maps. There continues to be a high need for this within the school so will need to be prioritised again next year.</p> <p>By the end of KS1 outcomes for children receiving ELSA support are good and above National and Surrey levels. Their attainment in writing has improved significantly since 2021.</p> <p>Some children who have received ELSA support in Year 1 will continue to</p>	<p><b>ELSA £7474</b></p> <p><b>ELSA training &amp; supervision £315</b></p> <p><b>Drawing and Talking: £36</b></p> <p><b>Jigsaw PSHE: £360</b></p> <p><b>Total: £8185</b></p>





		<ul style="list-style-type: none"> <li>- 63% achieved EXS in Reading (67% 2022/57% 2021)</li> <li>- 50% achieved EXS in Writing (33% 2022/50% 2021)</li> <li>- 50% achieved EXS in Maths (67% 2022/64% 2021)</li> </ul> <p>(NB: we have low numbers of PP children in school)</p>	receive another block of support in Year 2 to ensure that they continue to make good progress.	
<p><b>PP children will have equal access to opportunities in line with non-PP children and show high levels of engagement within their learning.</b></p> <p>Extra-curricular opportunities</p> <p>CPOMS</p>	<ul style="list-style-type: none"> <li>- Children accessing cool milk and extra curricular clubs.</li> <li>- Evidence gathered from half termly behaviour analysis reports from CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>- All children offered the opportunity to be part of an extra-curricular club. 1 child accessed Gym club for a term.</li> <li>- CPOMS analyses used effectively to adapt provision and provide interventions for children where needed. Case studies for targeted pupils show an impact of intervention/extra 1:1 support.</li> </ul>	Continue to offer our PP children milk and clubs. More to be done on engaging with parents and developing those relationships so that a higher % of PP children have access to extra curricular clubs and parental attendance at school meetings is raised.	<p><b>Cool milk, vouchers etc £470</b></p> <p><b>CPOMS £950</b></p> <p><b>Total: £1420</b></p>
<p><b>Total Spend: £12,188</b>  <b>(Actual received: £10,100.50 + £440 carry forward from 20/21)</b>  <b>£0 left</b></p>				
<p>Additional spend          £1,647.50</p>				

## 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
Little Wandle L&S Revised	Wandle Learning Trust
Literacy Tree	The Literacy Curriculum
NumBots	Maths Circle Ltd
Drawing and Talking	Drawing and Talking Ltd
Jigsaw	Jigsaw PSHE Ltd
Numbersense Maths	Numbersense Maths Ltd
White Rose Maths	White Rose Maths