

Pupil premium strategy statement The Bridge Partnership Holmwood School

(Mid year review)

1. Summary information					
School	Holmwood School				
Academic Year	2017-2018	Total PP budget	£22740 Expected spend – £26, 087	Date of most recent PP Review	May 2017
Total number of pupils	155 plus 8 Nursery 156 plus 13 Nursery	Number of pupils eligible for PP	12 - 8% Will be 14 as of spring 2– 9%	Date for next internal review of this strategy	FEB 2018

2. Current attainment		
DATA as of 1 st Sept 2017 FEB 2018	<i>Pupils eligible for PP (data at SPR1 based on 12)</i>	<i>Pupils not eligible for PP our school (national average)</i>
% achieving ARE (Age Related Expectations) in Spoken Language	Whole school 56% 67% EY / 100% Y1 67% 60% Y2 43% 60% Leavers 50%	Whole school 72% 74% EY/ 56% Y1 83% 81% Y2 31% Leavers 77%
% achieving ARE (Age Related Expectations) in reading	Whole school 50% 58% EY / 50% Y1 67% 60% Y2 50% 60% Leavers 50%	Whole school 85% 63% (76%) EY / 55% Y1 88% 60% Y2 85% 75% Leavers 80%
% achieving ARE (Age Related Expectations) in writing	Whole school 50% 50% EY / 50% Y1 67% 60% Y2 50% 40% Leavers 38%	Whole school 79% 65% (68%) EY / 65% Y1 84% 65% Y2 81% 65% Leavers 73%
% achieving ARE (Age Related Expectations) in maths	Whole school 50% 50% EY / 50% Y1 67% 40% Y2 50% 60% Leavers 50%	Whole school 87% 67% (75 %) EY / 58% Y1 90% 73% Y2 90% 69% Leavers 80%
% achieving ARE (Age Related Expectations) in Science	Whole school 67% EY / 50% Y1 67% 80% Y2 20% 60% Leavers 63%	Whole school 78% (83%) EY / 58% Y1 88% 89% Y2 22% 73% Leavers 90%
% making expected progress in Spoken Language	Whole school 56% EY / 100% Y1 67% 100% Y2 43% 80% Leavers 50%	Whole school 64% EY / 83% Y1 67% 94% Y2 31% 94 % Leavers 77%
% making expected progress in reading	Whole school 67% EY / 100% Y1 83% 100% Y2 83% 100% Leavers 33%	Whole school 89% EY / 80% Y1 96% 92% Y2 98% 100% Leavers 74%
% making expected progress in writing	Whole school 61% EY / 50% Y1 83% 100% Y2 67% 60% Leavers 33%	Whole school 82% EY / 80% Y1 92% 98% Y2 92% 92% Leavers 62%
% making expected progress in maths	Whole school 67% EY / 100% Y1 67% 60% Y2 100% 60% Leavers 33%	Whole school EY / 75% Y1 73% 87% Y2 94% 88% Leavers 49%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school*)

A.	Low % of children eligible for PP making expected outcomes in reading, gap wider than in previous years
B.	Low levels of resilience of PP children when facing new challenges
C.	Low rates of progress in all areas for children who are eligible for PP and are travellers/SEN

External barriers (*issues which also require action outside school*)

D.	Attendance rates for Pupils eligible for PP are 93.6% below the target of 96% for all children, reducing the number of schools hours and impacting on attainment
E.	Low levels of engagement/support from parents of children eligible for PP reducing the progress PP children could make

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for PP children in Reading by end of KS1, in line with non PP	All pupils eligible for PP make accelerated progress in reading in order to achieve expected outcome in reading in line with 'other' pupils R -100% making expected 50% acc. Y1-100% making expected 60% acc. Y2- 100% making expected 60% acc.
B.	Improved well-being and learning zones regularly (Data collected September and analysed half termly, FLOURISH assessment completed before intervention, mid intervention and post interventions)	All pupils eligible for PP face new challenges/concepts with confidence and high levels of self-esteem, scoring high well-being and learning zones on a regular basis Well-being scores for PP children show an average of...
C.	Improved outcomes for PP identified as Travellers with SEND	Pupils identified as Traveller children make accelerated progress 2 x Yr 2 expected in reading 1 x R accelerated in reading, writing and maths.
D.	Increased attendance rates for pupils eligible for PP (Monitored half termly)	5 out of 12 PP children fall into persistent absenteeism, reduce this to 0, ensuring PP attendance improves from 93.6% to 96% 5 has reduced to 3. Traveller attendance 94% All PP attendance 93%
E.	Increased parental engagement from parents of children eligible for PP (Records of meetings/workshops/ parent consultations)	Increase in PP children partaking in home learning, 100% of parents of PP children attend workshops/parents evenings. ALL PP parents attended parents evening, NOV/FEB all but 1 has attended RWI workshops, bereavement and operations prevented 1 parent from attending. Trying to target a family member to attend on her behalf.

5. Planned expenditure

Academic year

2017 2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved outcomes for PP children in R C. Accelerated progress for Traveller children	Continued staff training of RWI through RWI lead daily to ensure QfT and regional trainer termly	Improved outcomes for children eligible for PP in others schools, locally and nationally, using this programme.(Evidence provided by regional trainer: 100 % success rate in 1 inner city school with 90% PP children) Proven progress after 1 year, evidence suggest takes 3 to embed. YR1 phonics scores were higher after 1 year. 1 traveller child passed in Year 2 after 1:1 intervention.	RWI lead monitors quality of teaching daily. Close daily monitoring of children needing to move up or down mid-term. Learning walks also cover guided reading sessions.	ER	FEB Monitoring reveals children are engaged and pace is good. Regional trainer confirmed our internal monitoring with positive feedback re: QfT and significant improvements since last year. (Jan 2018 visit)
	Daily guided reading sessions, gaps in reading targeted Improved strategies to monitor reading support at home	Guided reading sessions have proven to fill gaps in children's reading ability. Similar planned sessions were observed at a local 'outstanding' school with positive results. Feedback from parents and children are that the colour band system conflicts with RWI system. This makes it difficult to track progress at home, ensure children are choosing the correct book.	Guided reading observations are included on the monitoring overview for SLT and SMT. Guided reading books have been re-coded and organised to ensure breadth and depth of literature available to read. Improve home/school reading system to compliment RWI system with new colour guide. New information sent to parents	EM/HW/ CS	FEB GR has been re-timetabled to ensure it takes place, assemblies were proving to be distracting, sessions not always being done. Now gets done daily.
				ER/HW/ EM	FEB Easier for children to understand system, easier for parents to track correct books/progress, reading rockets proving successful. Feedback at parent's evenings/workshops is positive.
B. Higher levels of resilience	Forest Fun 2 hours alternate weeks	Proven research has stated that children and young people who are stimulated by the outdoors, typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. Children can develop their team working skills and also learn to become more independent. Staff observations of the children support this theory.	Monitoring of the FF and Kaleidoscope sessions is included in the annual monitoring overview. Children's well-being and learning zones scores will reveal rising levels of engagement and enjoyment.	LG (SW@A B) CG	FEB FF continues to be successful in terms of increasing participation from all children. Teachers observations reveal it continues to improve self –esteem, certain individuals are more involved in team work etc.

	Kaleidoscope sessions	Research has shown, Kaleidoscope sessions aim to build resilience for learning and address areas of low self-confidence and anxiety.		CG/CS	FEB Kaleidoscope sessions reflect year group/class issues Well-being scores during and after these sessions are always high. Results show an average of 4 or 5 for all PP children.
Total budgeted cost					11,471.72

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved outcomes for PP children in R C. Accelerated progress for Traveller children	RWI intervention, keep up not catch up	RWI has a successful intervention programme whereby children are targeted for swift 1: 1 catch up support to enable them to keep up in their daily group sessions	Daily 1:1 RWI interventions ensures children are targeted and catch up and then keep up. Intervention is removed in a timely fashion, records kept.	ER	Weekly FEB Monitoring shows a constant rolling programme of children coming on and off the intervention due to success
	Pinny time	Staff wear an apron, in which sounds/words are held in order to be 'flashed' at regular points during the day. RWI regional trainer provided evidence of the success of this approach for improving targeted children's reading ability quickly.	RWI lead will monitor usage throughout the day, learning walks, pop ins, observations of teachers and TA's will also contribute to the monitoring. Peer observations of staff executing it well. RWI lead will analyse half termly data to ensure rapid progress is taking place.	ER	weekly FEB Monitoring shows 71% of PP children have made expected, with 1 child (8%) making accelerated progress
	Extra 1: 1 reading and comprehension sessions	Most of our children do not read at home, and therefore do not get enough opportunity to read out loud to an interested adult. Targeted children have 15- 20 mins with an adult once or twice a week to read and practise comprehension skills on a 1: 1 basis.	Children's ability to read with fluency and accuracy will be monitored through words read per minute. Questions will be asked/answered and records kept of progress for class teacher to monitor and analyse for gaps, input this data in TT system to keep track of progress.	HW/ EM	Half termly 2 x volunteers continue to visit weekly to support children with reading. 71% have made expected progress through the groups. Home school books purchased

<p>C. Accelerated progress for Traveller children</p>	<p>Drop in sessions 1 x week</p>	<p>8.30 – 8.50 once a week, provided for parents of traveller children. The session aims to support parents' anxieties around education, letters, information sharing, demonstrations of how to support at home etc. Following frequent discussions with our traveller liaison officer, we decided we needed to establish stronger working relationships with our families in order to build up trust, so that conversations surrounding progress and attainment can happen frequently and successfully, where all parties are on board, working towards a shared goal.</p>	<p>Weekly feedback from member of staff taking session re: information shared, demonstrations needed etc.</p> <p>Regular feedback from families about whether they are finding it helpful.</p> <p>Attendance figures to ensure how frequently it is accessed.</p>	<p>TC/HW</p>	<p>Weekly FEB Non-attendance means we have withdrawn this for Traveller children, but kept RWI drop in sessions for all under performers. Relationships have improved and Traveller children are continuing to attend without further misunderstandings this term. We will invite again after Feb/Mar parents evening.</p>
<p>B. Higher levels of resilience</p>	<p>FLOURSH assessment</p>	<p>A FLOURISH assessment focuses on 7 areas not related to academic achievement e.g. self-esteem, resilience, social skills etc. This will be conducted with each child, in order to best address the weakest areas, interventions will then take place. This assessment will be conducted again post intervention.</p>	<p>All interventions are included in the annual monitoring schedule, undertaken by SLT/SMT.</p> <p>Weekly catch up with the member of staff leading the interventions with PP lead.</p> <p>Feedback given to class teachers in a timely manner.</p> <p>Assessments for individual interventions are undertaken at the end of the programme and results shared with class teachers.</p>	<p>TC/AB/HW /CS</p>	<p>Half termly or when necessary FEB Reviewed Flourish and its limitations when scoring, we have reviewed another assessment tool called, Boxall profile and have begun this with 1 child, soon to be used with all others.</p> <p>Scores from other interventions reveal 2 out of 3 children have shown improvements on their Strengths and difficulties questionnaire. 1 child is now CLA and this happened during intervention.</p> <p>7 children are currently having intervention results not yet known for Spr 2.</p>
	<p>Lego therapy</p>	<p>Lego therapy helps develop and reinforce play skills and social skills such as verbal and non-verbal communication, joint attention, task focus, sharing and turn-taking and collaborative problem-solving. 1 x weekly session</p>			
	<p>Play therapy (Rainbow Time)</p>	<p>Play therapy differs from regular play in that the therapist helps children to address and resolve their own problems. Through play therapy, children learn to communicate with others, express feelings, modify behaviour, develop problem-solving skills, and learn a variety of ways of relating to others. 1 x weekly session</p>			
	<p>Talking partners</p>	<p>Talking partners improves how children communicate enabling them to be independent and skillful speakers and listeners. 3 x weekly sessions</p>			
	<p>Drawing and Talking</p>	<p>Drawing and Talking therapy supports those children who are not realising their full potential either socially or academically, are socially disadvantaged or are withdrawn or continually unhappy. The technique is based on Jungian and Attachment (Bowlby) theories. 1 x weekly session</p>			

	Post Flourish support	The member of staff leading the above interventions will visit each child, within class and support as necessary, to observe success of intervention or how best to adapt intervention to address further needs.			
	Year 6 from TMA to visit during Golden time	Year 6 children to lead activities during golden time, specifically designed to build resilience and low self-esteem of boys in Yr. 2 e.g. board games, art/DT activities with challenge, in order to overcome mistakes and improve perseverance.	Staff to monitor well-being, learning zones, engagement, enjoyment, perseverance. Yr. 6 mentor from TMA to stay and observe also.	HW/MG @TMA	FEB Emailed TMA half termly to chase student but to no avail. Will continue. In the meantime we have encouraged many volunteers and 2 of those have been positive male role models. We have also bought in Brazilian football for Golden time, children who have succeeded in writing activities during the week are invited to attend. Children have been building up resilience to securing certain football skills.

Total budgeted cost 9474.53

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improved attendance rates for Pupils eligible for PP B. Higher levels of resilience	Extended school provision – Chatter club daily 8.30-8.50am	To ensure the children targeted arrive on time and are ready for learning at 8.50am, chatter club was introduced to allow children to successfully access social time before school, eat breakfast, offload worries, concerns from home or about their impending day and be learning ready, instead of taking 20 mins to settle when doors open at 8.50am. The group is small and allows the member of staff to address and support individualised barriers in preparation for the day.	Chatter club is on the annual monitoring schedule as an intervention to observe. Feedback from member of staff to PP lead ensures communication is passed onto relevant class teachers as to how best they can support the child's barriers to learning.	HW/AB/CS	Half termly 5 x PP children attend chatter club, all of which have improved attendance/lateness
D. Improved attendance rates for Pupils eligible for PP	Welfare Assistant employed 30 mins daily to chase late or absent children.	Attainment cannot be improved if children are not in school. Welfare assistant is well briefed on PP absence issues, and collaborates well with PP lead as to how best to approach non-attendance. Processes have worked smoothly and successfully for academic year 2016 2017.	Regular discussions with WA and PP lead. Attendance policy followed correctly, seek advice from attendance officer at MK council if necessary.	TC/HW	Half termly TC continues to phone daily absent parents, provides them with basic health advice, Drs info, stamps to evidence illness etc. On 2 occasions she has fetched our highest persistent absent child.
E. Increased parental engagement from parents of children	Open door policy	Staff make themselves available at the end of every day for parents to approach with concerns etc. if necessary.	Matters raised, addressed quickly	All class teachers	daily

eligible for PP	Drop in session for Traveller families	8.30 – 8.50 once a week, provided for parents of traveller children. The session aims to support parents' anxieties around education, letters, information sharing, demonstrations of how to support at home etc.	Weekly feedback from member of staff taking session re: information shared, demonstrations needed etc.	TC/HW	Weekly See above
	Drop in session from SaLT	Advice to promote improved speech and language for children, advice on how to ensure this is also happening outside of school	Feedback from parents and SaLT to ensure all stakeholders happy with support and attendance.	LG/AB	Termly Advice from SaLT has resulted in 2 children now receiving speech and language support. 1 child has diminished his gap in reading entirely.
	Workshops on how to support at home for RWI, Maths, homework etc. held for groups, parents of PP children who do not attend are targeted for 1:1 sessions	Registers kept of attendees, parents who do not attend are then targeted for bespoke sessions.	PP lead to follow up on attendance at workshops, follow up with appointments made for them to attend on another day, as per parents' consultations.	HW/Class teachers	Weekly See above.
	Support with extra-curricular activities	Support with clubs; Zumba Gym Karate Violin lessons Swimming lessons Trips etc	Parents must continue to engage with meetings, workshops, home learning etc. to ensure improved outcomes for child, if parental engagement diminishes, support for clubs is withdrawn. Regular meetings with class teachers and parents to ensure improvements in engagement, confidence are noticeable for support to continue.	Class teachers/ parents	Half termly 5 children attend extra-curricular activities, which would not be accessible. 1 x Zumba and 4 x football. Staff agree that the self-esteem aspect of attending the clubs is still important, 4 boys also have contact with a positive male role model each week.

Total budgeted cost 5141.60

6. Review of expenditure

Previous Academic Year

2016 2017

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
-----------------	------------------------	--	--	------

Close the gap for PP children in writing	RWI Lit and Lang programme Homework club	Gap between PP and NON P was -39%. This includes SEND children, excluding these the gap was -14%	RWI needs to be embedded for at least 3 yrs to be as successful as possible. Lesson learned is to plan in more writing opportunities on top of RWI as this is not enough alone. Homework club was not well attended. Parents felt children had had enough by 3.10pm. We changed this to lunchtimes but this was unsuccessful due to time constraints for staff.	3017.31
Close the gap in Science	Science week Javelin days	Gap between PP and NON PP was – 41% (excluding SEND -14%)	To maintain high profile of Science, through improved planning and resources, science week and javelin days, ensure children's awe and wonder for the subject remains.	74.50
Children not learning ready	Chatter club Play therapy, lego therapy, kaleidoscope	Class teachers observed all children more ready for learning, attendance of all 6 children improved. 9 out of 12 of children's scores were improved, children's relationships with adults improved. (2 children experienced severe trauma and were assessed during this period.)	To continue with Chatter club. Assessments for measuring this need to be tighter, and more measurable than teacher's observations and assessment currently used. Look into FLOURISH assessment used at TMA.	950 777.60 1360

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Close the gap for PP children in writing	Speech and language support Talking partners	75% of Children with SEND for speech achieved improved in scores	Children's scores after taking part in talking partners all improved. Talking Partners will continue.	2332

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Low attendance for PP pupils	Chatter club Stricter attendance procedures	Attendance for all 6 children at chatter club improved by Summer term. One PP family was taken to court for failing to attend school, failing to attend meetings and then fined.	Successful attendance policy with strict protocol, followed by all admin team.	1263.60
Low levels of self esteem	Zumba club Swimming lessons Trips Violin lessons Karate sessions	Low levels of resilience remain	Stricter guidelines surrounding extra-curricular support from school. E.g. maintain engagement, take part in home learning?	961

7. Additional detail