



### Holywell CE Primary School – Pupil Premium Spending Plan 2019/2020

#### Total Amount of Anticipated Funding - £24 400

*Due to wide school closures in the 2019/2020 academic year, evidencing the impact of the pupil premium spend is more challenging. This is because the assessment and other data we would use to assess impact didn't take place as it usually would as school was closed for many children. Both the DfE and the EEF have acknowledged this as an issue.*

Barriers	Plan to address barriers	Cost	Intended Outcomes	Impact – End of year
Pupils who are not 'ready to learn' when they arrive in class. Often because they have arrived late or because they are distracted by events (worries) outside of school. Some pupils have SEN and sensory processing needs and others display SEMH as a result of things that are troubling them outside of school.	Sensory Circuits	£3600	<ul style="list-style-type: none"> <li>Pupils come to school early to attend circuits and therefore get to class on time</li> <li>Pupils are calm and ready to learn when they go to class</li> <li>Pupils personal welfare improves as a result of the coaching they receive</li> <li>Pupils relate better to their peers and other adults; they are more confident</li> <li>Pupils are valued and feel they make a worthwhile contribution to the school</li> </ul>	<p>Pupil and Staff Voice showed that, during Autumn Term:</p> <ul style="list-style-type: none"> <li>Children are in class on time due to attendance at Circuits.</li> <li>Pupils are eager to learn as a result of individual circuit programmes</li> <li>Children show more confidence in class and within PE lessons due to improved coordination.</li> </ul> <p>Unfortunately, sensory circuits didn't happen passed the COVID-19 lock down period, however we were already committed to subsidising staff salaries from the pupil premium spending.</p>
Low income families can not contribute financially to support trips, residential visits and nutrition schemes. Pupils have less access to wider learning opportunities such as sports coaching, swimming and music lessons. There is inequality between pupils in terms of the opportunities they have. This can lead to low self-esteem and poor emotional well-being. Pupils do not get the opportunity to show their potential capabilities.	Day trips, residential trips and enrichment activities/clubs, clothing	£200	<ul style="list-style-type: none"> <li>All pupils will have equal access to the opportunities available to them.</li> <li>Pupils will demonstrate increased levels of confidence and self-esteem.</li> <li>Pupils will have good relationships with their peers and demonstrate high levels of motivation.</li> <li>Pupils demonstrate ability and enjoy success in activities they may not normally access.</li> <li>Pupils will demonstrate increased resilience and independence</li> <li>Pupils will demonstrate good progress and make smooth transitions between phases/classes.</li> </ul>	<ul style="list-style-type: none"> <li>Trips for 5 pupil premium children in Autumn Term were subsidised at a total cost of £102.40, enabling them to access academic enrichment.</li> <li>Uniform was also purchased to support a number of pupil children at a total cost of £78.</li> </ul>



<p>Children who have gaps in learning Large classes</p>	<p>In class support and intervention work. Small group and 1-1 TA support Each PP pupil to receive at least 2hours dedicated TA time each week.</p>	<p>£15,550 + £2000 for intervention training</p>	<ul style="list-style-type: none"> <li>• Children more confident learners and able to use more strategies to overcome difficulties. They can check their own work and can make improvements independently</li> <li>• Children make accelerated progress to narrow the gap with their peers.</li> <li>• Children are more confident to make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• A TA attended Success at Arithmetic Training, early in the Spring Term and started intervention groups soon after.</li> <li>• Intervention groups were stopped when schools closed, and so there is no impact data for them. Ongoing pupil, staff and parent voice whilst the interventions were running suggested they were having a positive impact on pupil confidence and mathematical vocabulary.</li> <li>• In-class TA support is difficult to impact for this year as the COVID-19 Pandemic meant school was closed for a large proportion of the year, and so the usual entry and exit data we would collect is unavailable to us. However, we were already committed to subsidising staff salaries from the pupil premium spending.</li> </ul>
<p>Children who don't know how to structure sentences.</p>	<p>Additional resources to support sentence structuring in KS1</p>	<p>£437</p>	<ul style="list-style-type: none"> <li>• Children will make accelerated progress to close the gap with their peers</li> <li>• Children using their grammatical knowledge to construct plausible sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence structure resources were purchased by previous head of school, but were not fully utilised as training and rationale for them was not provided before she left. However, the resource had already been purchased.</li> </ul>
<p>Children with social and emotional needs</p>	<p>Pastoral TA 6 hours per week. + books to support programmes</p>	<p>£3000</p>	<ul style="list-style-type: none"> <li>• Children work through emotional issues allowing them to be calmer when accessing the learning in the classroom</li> <li>• Children have the time and space to identify with feelings and emotions to support them in their wider lives</li> <li>• Children are given a range of strategies to support them to access their learning</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 transition support provided following training from CHUMS for a group Y6 children to support the move to secondary school.</li> <li>• 1:1 pastoral support provided for children with SEMH needs or change in circumstances e.g. bereavement for ten children. This supported attendance and readiness to learn for this group of children.</li> </ul>
<b>TOTAL</b>		<b>£24 787</b>		

