

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Holland Haven Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs S Bardetti
Pupil premium lead	Mrs C Humphrey
Governor / Trustee lead	Mrs C Terry

Regular review meetings take place between Pupil Premium Lead and Governor across the year.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,365
Recovery premium funding allocation this academic year	£16,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£197,605

Part A: Pupil premium strategy plan

Statement of intent

'Disadvantaged children do not necessarily lack the talent or ability to make significant contributions to our society, what they sometimes lack is the opportunity' Nicola Shipman COE Steel City Partnership in Sheffield.

This is particularly relevant now as evidence shows that **disadvantaged pupils have been disproportionately impacted** by the pandemic.

Our intention at Holland Haven Primary School is that we address educational disadvantage with a whole school strategy, focusing on addressing the impact of socioeconomic disadvantage on learning so that disadvantaged pupils have every opportunity to achieve as well as non-disadvantaged pupils, now, and in the future.

School curriculum intent: **all pupils are enabled to be 'kind, healthy, resilient citizens who reach for the stars'**.

Challenges

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

Challenge number	Detail of challenge
1	Limited positive social and emotional modelling and lack of consistent care Pupils do not always have the opportunity to develop the strong social and emotional skills needed to navigate social interactions, form intimate connections, express empathy to others and develop a positive sense of who they are. This in turn affects their ability to access learning, cope with the basic demands of a school environment and behave in a prosocial way.
2	Underdeveloped 'executive functioning' including metacognition skills Pupils have often experienced trauma which affects early brain development. Specifically, executive functioning and metacognition which are the cognitive processes responsible for behaviour regulation and problem solving: key indicators of success in school, and later on in life.
3	Home Environment is limited and detrimental to learning Typically pupils do not have the resources - in the broadest sense - that other pupils have, resulting in low homework engagement and poor language development. This includes limited breadth of vocabulary and number of books read to and read. Pupils therefore present with poor speech and language on entry and low achievement in reading. Cultural capital is also limiting.
4	The school curriculum is only partially accessed Some pupils have chaotic family circumstances, contributing to poor attendance and punctuality and, due to low income, are unable to financially support event days, full school uniform, outdoor learning/P.E. kit or educational trips/visitors/clubs. This situation has also been exacerbated by Covid19.

Note: The school acknowledges that not all pupils eligible for funding share the challenges outlined above, and that, whilst some pupils may not meet the threshold for funding, they may still be disadvantaged - 'in-work poverty'. The intended outcomes are beneficial for all pupils regardless of economic status.

Further rationale for the weighting of allocated spending: 50% of funding is spent addressing challenges 3 and 4; this includes the Recovery Premium Funding (the Government's time-limited grant to support pupils whose education has been impacted by Covid19) and ensures *'effective targeted academic support'* based on the school-context and the recognised priority of pupil-needs. The remaining 50% of funding is shared between challenges 1 and 2 focusing on ongoing improvement in *high-quality teaching* and addressing *non-academic barriers*.

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>1 Investment in professional development ensures high quality practice (Challenges 1 and 2)</p>	<p>An effective teacher, and teaching assistant, is in front of every class.</p> <p>All staff are equipped to understand and support pupils with challenging behaviours, collaboratively, in line with the principles of trauma-perceptive practice and develop pupils' metacognitive abilities (including self-regulation).</p> <p>Staff are able to support pupils' long-term memory development within the school curriculum design by making explicit links to subject knowledge and progression across the curriculum (EYFS-Year 6) and using effective strategies within each lesson. (Phase 1 and 2 of metacognition and memory work).</p> <p>Teaching and learning includes regular opportunities to learn outside the classroom inline with the school's LOtC entitlement (Silver LOtC standard) and a developmentally-effective offer (EYFS/Year 1).</p> <p>Staff knowledge, understanding and skills have continued to grow through ongoing targeted personal development in curriculum areas, assessment, SEND etc.</p>
<p>2 Provide effective targeted academic support (Challenges 3 and 4)</p>	<p>All pupil needs are identified and supported through the effective use of additional staff (for example, to deliver reading interventions and enable pupils with complex social, emotional and mental health needs to access the curriculum).</p> <p>Pupils in KS1 are well supported in recognition of their turbulent start to school-life and now ready for Year 2: the next stage of their school development.</p> <p>Pupils with speech and language needs make accelerated progress and achieve age-related expectations.</p> <p>Teachers have provided small-group tuition for pupils in their class ensuring interleaved learning and maximum progress.</p>
<p>3 Wider strategies ensure all pupils are able to access the full curriculum (Challenges 3 and 4)</p>	<p>All pupils are able to take part in all aspects of school life including breakfast club, extra-curricular clubs, educational visits, residentials and outdoor learning.</p> <p>Barriers to learning such as attendance and social and emotional difficulties are overcome so all pupils can access the curriculum.</p> <p>'Homework Hub' has improved homework engagement and quality.</p> <p>Pupils with complex emotional, social and mental health needs have received appropriate therapeutic intervention in order to improve their wellbeing and ability to learn.</p>

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: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve school reading practice to increase progress across all groups</p> <ul style="list-style-type: none"> - Tweak existing monitoring systems to ensure freedom and a 'love of reading' - Redesign the library - indoor and outdoor space - for greater accessibility and engagement 	<p>Following the DfE adaptations to the KS2 Reading Strategy (September 2023), the school reviewed existing practice building upon pupil interviews from the previous year. Much of the suggested practice was already in place: teaching fluency, quality planned core-texts and interesting book corners - classroom and library. These are the targets for this year to further improve reading practice at Holland Haven.</p> <p><u>School Raising Achievement Plan 2023-24</u> Quality of Education</p> <ol style="list-style-type: none"> 1. a . Improve school reading (and spelling) practice to increase progress across all groups <ul style="list-style-type: none"> - Improvements to the library with a focus on reading for pleasure (new KS2 Reading Strategy) - Renovate the library based on a purposeful redesign (with input from both pupils and staff) allowing more space when classes visit the library (Library Garden - outbreak space with seating - is in place - design introduce the 'Author Cabin') - Library to be organised so that books are fiction and there is easier accessibility to pupils - Continue 'reading for pleasure' targets following review <ul style="list-style-type: none"> ☰ Reading development - meeting notes 2022-23 ☰ Reading Meeting Notes 2023-2024 - adaptations to celebrating reading, planned 'book club and storytime', more flexibility with AR quizzes and pupil-choice when choosing texts ('star reading book' and 'free-choice reading book'), - ☰ Staff Meetings, Twilights and INSET 2023/24 - Pupil-voice informs the choice of books (popular authors, texts) - Celebrate authors and showcase fewer books on rolling themes 	3
<p>Improve school reading practice to increase progress across all groups</p> <ul style="list-style-type: none"> - Embed 'Little Wandle' Letters and Sounds Revised Phonics Programme (Year 2) 	<p>Government accredited Little Wandle, Letters and Sounds Revised SSP scheme was introduced in 2021-22 with staff completing training, and implemented into EYFS and Year 1's timetable in 2022-2023.</p> <p>It was successfully implemented (2022-2023) with positive outcomes: 81% of all Year 1 pupils passed the phonics screening and 83% of pupils eligible for PPG (15/18) passed the phonics screening (this is compared to national all pupils 79%).</p> <p>During 2023-2024 the programme will continue to be monitored and embedded.</p> <p><u>School Raising Achievement Plan 2023-24</u> Quality of Education</p> <ol style="list-style-type: none"> 1. a . Improve school reading (and spelling) practice to increase progress across all groups <ul style="list-style-type: none"> - Embed Little Wandles Phonics Programme (year 2 of implementation) <p>Early Years Foundation Stage (EYFS)</p> <ol style="list-style-type: none"> 5. a. Embed Little Wandles Phonics Programme (year 2 of implementation) <ul style="list-style-type: none"> - Ensure all EYFS staff are experts in teaching phonic/guided reading sessions - Embed afternoon lesson of Little Wandle writing 	3

	<p>Regular staff training, teaching, and operational reviews are built into staff meetings for EYFS and KS1 staff.</p> <p>Uptake at home (electronic 'e books' or reading diaries) monitored. Scheme books were purchased so every child can also take a reading book home. Support staff timetabled to 'keep up' sessions following daily assessment.</p>	
<p>Implement the role of a Senior Mental Health Lead (trained in 2023)</p>	<p>Using the Dfe grant, train a senior mental health lead.</p> <p>'Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment'. DfE</p> <p>Mental Health Lead trained in 2022-2023 and submitted portfolio in November 2023.</p> <p>Create a 'Central Offer' document for all stakeholders. Work with Tendring Wellbeing Interventions Service Community Investment Company to explore the interventions available.</p>	1 and 2
<p>Embed the school's Behaviour and Relationships Policy (Essex)</p>	<p>Following the Local Authority (Essex) well-researched Behaviour and Relationships model policy written by Educational Psychologist Steve Whitfield.</p> <p><u>School Raising Achievement Plan 2023-24</u> Behaviour and Attitudes</p> <ol style="list-style-type: none"> 1. a. Embed the school's recent Behaviour and Relationships Policy (Essex) <ul style="list-style-type: none"> - Target members of staff who have had the least amount of CPD and staff who work with the most vulnerable children - Refreshers for all staff in key principles and school systems - Scott King session for MDAs and kitchen staff to promote the culture of 'Trauma-Perceptive Practice' - last phase of rolling out this training - Behaviour Management sessions for MDAs and regular meetings - Step On new training/refresher for staff to embed the school's procedures outlined in the school's behaviour and relationship policy (Essex model) - Offer internal 'Team Around the Child - TPP' sessions for colleagues: a 'group supervision' in order to support the staff working with a pupil with challenging behaviour to be their most effective - Share behaviour records/analysis (notes-home tracking and typical reduction) with staff to increase awareness of the impact of school systems - Behaviour and Relationships Policy - SLT learning walks: implementation and impact review 	1 and 2
<p>Support pupils' long-term memory across the curriculum</p> <ul style="list-style-type: none"> - Embed Learning and Lesson Symbols including subject 'Tier 2' words (vocabulary instruction) - Complete 'spiral curriculum' subject leadership work - See CPD: increase teacher tool-kit (Challenge 10) 	<p>Curriculum design and implementation has been adapted to present learning in a more accessible, memorable way. For example, Historian symbol and 'subject keys' to unlock the subject: chronology, story-telling, evidence etc. The subject keys include tier 2 words such as contrast and characterise.</p> <p>Research shows this word-type unlocks academic success and is often poorer in disadvantaged families.</p> <p>In addition to the introduction of subject symbols and keys for each subject ('lesson language') progression in metacognitive thinking has been refined ('learning language') with the introduction of 'peace-making' and 'thinking classrooms' symbols, and clear year group expectations (alongside reviewing the resilience programmes above).</p> <p>According to leading cognitive scientists, learning is defined as 'a change to long-term memory'; it is only the remembered curriculum that ultimately matters. Retrieval - the act of active recall - is one of the most effective ways to improve retention of knowledge. Retrieval is linked to metacognition and 'schema' building (e.g. 'subject keys' - depth of progression within the strands 'matrices').</p> <p>Every time a memory is retrieved, that memory becomes more accessible in the future.</p> <p>Further curriculum work to complete the 'spiral curriculum' will take place this year and review of pupil impact.</p>	2 and 3

<p>Deliver effective Learning Outside the Classroom</p> <ul style="list-style-type: none"> - Refine the integration of forest sessions in the curriculum - Succession planning to ensure continuation of these sessions in the future 	<p>The EEF Toolkit shows outdoor adventure learning has an impact of +4 months on progress and in addition to this there is also much research linking outdoor learning to improved self-regulation and critical thinking, for example, 'Forest Schools' is used as an established behaviour reintegration programme world-wide.</p> <p>Loose parts-play features in both on-site The Forest and The Hills at Holland Haven - there is also extensive research into the benefits of this practice and its positive impact on outcomes as highlighted in The Curriculum for Excellence Statement for Practitioners, HM Chief Inspector of Education (2016).</p> <p>Develop explicit curriculum threads for forest sessions through PSCHÉ and D&T Subject Profiles and Matrices: growing foods, tool-use, risk-benefit etc.</p> <p>Continue training an existing LSA and consider, and build, longer-term capacity (size of team etc).</p>	<p>1 - 4</p>
<p>High-quality continuous professional development (CPD)</p> <ul style="list-style-type: none"> - Bespoke 'Thinking Classrooms' Mike Fleetham 1 year training package 	<p>At Holland Haven approximately 30% of its pupils receive the additional pupil-premium funding each year. Research shows the performance of disadvantaged pupils is more sensitive to quality-first teaching: where teaching and learning is strong, a disadvantaged pupil will excel, where it is poor, a disadvantaged pupils' achievement will suffer in a much more significant way than a non-disadvantaged pupil who does not face additional challenges outside of school.</p> <p>Work with consultant Mike Fleetham 'Thinking Classrooms' to design a bespoke training package for Holland Haven across the year. Integrate the training delivered by Ross McGill on metacognition and memory (STPP cluster) and Essex Maths Consultant Paul Hargreaves.</p> <p>EEF research shows metacognition has the most significant impact on progress, excelling pupil achievement by 7 months. It also indicates gains of 8 months progress are achievable if 'feedback is specific, accurate and clear, focussed on complex and challenging tasks and goals and recognises effort and improvements rather than simply correcting'.</p> <p><u>School Raising Achievement Plan 2023-24</u> Quality of Education 1. c. Enhance teachers' skill-set to include characteristics featured in all effective teaching and learning</p> <ul style="list-style-type: none"> - Mike Fleetham Consultancy bespoke consultancy work for 1 year - Explore and utilise Challenge 10 tools (meta-list) - Review and embed Collaborative Learning, Metacognition, Critical Thinking and transferable skills 	<p>1 - 4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants are employed to</p> <ul style="list-style-type: none"> - support classroom learning in core subjects (English and Maths) - deliver integrated interventions across the school to improve reading 	<p>By providing a minimum of one teacher and teaching assistant in every classroom for English and Maths, pupils are within an effective class learning environment where feedback, support and extension is available as needed. In addition, EYFS and KS1 classes have at least two adults every afternoon. In circumstances where they are pupils with SEND, further adults are deployed as appropriate.</p> <p>EEF research indicates gains of 8 months progress are achievable if 'feedback is specific, accurate and clear, focussed on complex and challenging tasks and goals and recognises effort and improvements rather than simply correcting'.</p> <p>An additional member of staff will also help to provide the capacity to address day-to-day emotional and social needs which is essential in order for pupils to be able to engage and access learning (Maslow's 'Hierarchy of needs').</p> <p>Historically, Holland Haven's KS2 outcomes in reading have been below national standards and are consistently lower than the school's outcomes for other subjects. This trend is particularly relevant for pupils eligible for the pupil premium grant where the gap is the widest. Although in 2019 reading outcomes in KS2 were above national, this is still an area of improvement to sustain across all year groups and post-Covid; 2022 KS2 outcomes were below national in all areas. 2023 KS2 outcomes were positive but disadvantaged data is currently unknown.</p> <p>Additional staff also provide integrated class-based interventions such as 'precision teaching' which is recommended by Educational Psychologists as one of the most effective interventions for developing fluency (accuracy and speed) with built in mechanisms for assessing and monitoring progress. It is also highly individualised and gives children instant feedback. It is also shown to be the most effective strategy for pupils to generalise learning.</p> <p>Lexia reading software is a well-established reading programme recommended by local schools with similar contexts. It improves comprehension, reading accuracy and spelling. Evidence suggests a gain of 5-8 months reading progress over 10 weeks usage of 1 hour per week. (Source: What works for children and young people with literacy difficulties). Teachers can track the progress of each pupil and see what they are finding difficult. Lexia produces 'lessons' for individual pupils to address areas of difficulty which can be printed out and taught to pupils. Pupils can also access Lexia at home and therefore increase their usage beyond the minimum 1 hour per week.</p> <p>Oral language interventions such as WellComm, Talk Boost and Black Sheep Narrative aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to collaborative approaches which promote pupils' talk and interaction in groups. Overall, studies of oral language interventions consistently show a positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral</p>	<p>1 - 3</p>

	An additional teacher will be employed to tutor small groups, in school, two afternoons a week and also provide after-school tuition twice a week. Part of this timetable includes focus on the Year 4 cohort identified as vulnerable post-Covid.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the roles of ELSA and Mental Health First Aider	<p>The EEF Toolkit suggests both social and emotional learning and behaviour interventions make +4 months impact on progress.</p> <p>The school has a dedicated nurture space, the Rainbow Room, and a team of qualified staff including an ELSA (Emotional Literacy Support Assistant) and a Mental Health First Aider (Drawing and Talking) who work closely with the SENCo. The room includes soft-cushioned areas and sensory areas where pupils can take time-out/in when needed.</p> <p>As appropriate, on-site areas, The Haven can also be used to support pupils on Behaviour Management Plans for turn-around time and the Forest for a personalised SEMH intervention.</p>	1 - 4
Extend the pastoral team <ul style="list-style-type: none"> - Continue employing a Learning Mentor - Employ a Family Liaison Worker 	<p>The Learning Mentor is able to support pupils with barriers to learning to successfully reintegrate back into the classroom by working closely with staff. There could be ongoing SEMH needs for pupils or responses to life-events such as bereavement.</p> <p>With Level 3 safeguarding training, the learning mentor also works closely with the lead safeguarding officers and external agencies such as the NHS, the LA SEMH Portal for Schools and school-employed attendance company.</p> <p>The school will employ a part-time Family Liaison Worker to have a focus on home-support for parents/carers rather than pupils in-school. (This role proved to be invaluable for sign-posting families for support in the past; the previous member of staff retired).</p> <p>New Family Liaison Worker to shadow Learning Mentor and collaborate on case-loads.</p> <p>These roles are particularly key in the current climate nationally with the occurrence of Covid19 changes not only impacting education but also the economy and parents/carers' financial and mental wellbeing. There has been an increase in the number of parents/carers reporting levels of anxiety in their children and a greater need for support from Wellbeing and Resilience Mental Health Service (WARMS).</p>	1-4
Continue with additional Art Therapist time (1 day per week)	<p>This intervention is a form of psychotherapy which is appropriate for school-age pupils as it uses art as a medium to access emotions. Several studies have demonstrated the immediate and long term benefits of art therapy: reduced cortisol following a session and sustained improvements to quality of life after a course (2010 Health in Denver and 2014 Drexel University).</p> <p>Pupils who have previously worked with an art therapist at Holland Haven have displayed improved wellbeing over time.</p>	1 and 2

	<p>The EEF's Teaching and Learning Toolkit suggests social and emotional learning has an impact of +4 months on progress.</p> <p>Again, due to the ongoing impact of Covid19 the school is continuing to provide a full day of Art Therapist time, in school, each week to meet additional needs.</p>	
<p>Continue UKS2 after-school 'Homework Hub' and pay an LSA over-time to support increasing uptake</p>	<p>Generally, homework completion is positive with a large number of pupils engaging well but in the instances where pupils have a poor record, it is because pupils do not have access to the resources needed: adult-time or materials/devices etc. This opportunity to consolidate or extend the learning that has taken place in school, at home, is therefore impacted.</p> <p>To attempt to tackle this issue, a 'homework hub' was launched in 2022 for UKS2, run by a Year 5 teacher. This is a strategy used by local secondary feeder schools.</p> <p>Uptake is high (30 pupils +) and to ensure all practical aspects can take place (for example cooking homeworks) and support can be personalised for maths/english, two members of staff are needed. Pay an LSA overtime to stay and support these weekly sessions.</p>	3
<p>Continue employing an attendance company</p> <p>Raise the profile of attendance with parents/carers and pupils across the cluster group (STPP)</p>	<p>Following the employment of a school attendance company, Aquinas, attendance and relationships with parents/carers improved significantly.</p> <p>Although attendance rates have dropped across 2020-2022 with the challenges of Covid19, Holland Haven's attendance is still in line with local schools. Letters and school attendance meetings (SAMs) are currently held remotely and arranged by Aquinas removing barriers between the school and parent/carers.</p> <p>The school has set an attendance target of 95% for the current academic year. A whole school raffle competition has been introduced; every child who has attended school every day of the week receives a raffle ticket. Every half-term a winner is picked. In addition to this, the class with the highest attendance for the year participates in an outing (last year a Year 4 class were taken bowling locally).</p> <p>Local STPP Cluster group (10 primaries and 2 secondaries) collaborated on an attendance letter to parents/carers outlining the same, agreed standards and systems.</p> <p>Continue working on attendance as a priority within the STPP cluster group, sharing data, liaising with the local authority and seeking improvements.</p>	3 and 4
<p>Subsidise educational visits/visitors/clubs including breakfast club and offer free or low cost uniform/dress-up</p>	<p>All after-school provision is open to all age-appropriate year groups at no cost to parents/carers. This also applies to places in Breakfast Club; last year the uptake increased and is now 35%.</p> <p>The PTA run Swap Shops whereby clothes that are no longer needed are donated and items can be bought for a low cost for themed events (for example, Tudor day or Christmas Jumper day).</p> <p>Spare school uniform including coats and outdoor learning kit such as wellies are provided by staff to ensure inclusion for all pupils.</p> <p>As appropriate, based on individual need and impact of the circumstances, financial support is offered to families.</p>	3 and 4

	<p>Trips and educational activities are fully subsidised including the Year 6 residential (current FSM only).</p> <p>The PTA contributes money for educational experiences annually; this further reduces the amount per pupil and increases the impact of PPG funding.</p>	
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Total budgeted cost: £197,605

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 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Note: Statutory assessments returned for the first time since 2019, in 2022, without adaptations, after disruption caused by the pandemic. In recognition of this transition period, the DfE did not require schools to publish key stage 2 school performance data. Outcomes from this academic year 2022-2023 are published on the school website as pre the pandemic.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from KS2 SAT results suggest that although the progress and attainment of pupils overall has sharply increased from the previous year (national expectations were achieved for 'all pupils' in each subject, and combined) there is still a significant gap between non-disadvantaged and disadvantaged groups: reading 80% (national all 73%) compared to 50%, maths 58% (national all 73%) compared to 87% and writing 63% (national all 71%) compared to 84%. The outcomes for disadvantaged pupils were lower than teacher assessments: reading 63%, writing 68%, maths 59% and much lower than 2019 where the gap had closed; disadvantaged groups performed better than the national average for all pupils, in all areas.

This year-group had a higher than average number of pupils eligible for PPG (39%) and one fifth of these pupils also had additional SEN such as speech and language or communication difficulties or social, emotional, mental health needs. However our analysis suggests that the reason for these outcomes is primarily the ongoing impact of COVID-19 and the trend is now upward. Comparing 'like-for-like' schools, disadvantaged pupils at Holland Haven performed better across English and Maths combined, 48% compared to 44%. *Note: the current Year 6 cohort (2023-24) with 31% disadvantaged (above the national average) are predicted 60% combined attainment based on teacher-assessment and summative measures.*

EYFS and KS1 outcomes, and the number of pupils passing the Year 1 Phonics screening was favourable suggesting early intervention post Covid19 has been more effective for our younger pupils.

70% of disadvantaged pupils in EYFS achieved a GLD compared to 76% in the non-disadvantaged group.

83% of the disadvantaged group passed the phonics screening compared to 79% of all pupils nationally. 68% of the disadvantaged group met the expected standard, or above, in KS1 reading compared to 69% of all pupils nationally (73% of all non-disadvantaged pupils nationally). 60% of the disadvantaged group met the expected standard, or above, in KS1 reading compared to 60% of all pupils nationally (65% of all non-disadvantaged pupils nationally). 73% of the disadvantaged group met the expected standard, or above, in KS1 reading compared to 70% of all pupils nationally (75% of all non-disadvantaged pupils nationally).

Whole school attendance across 2022-2023 has improved with 92% for the disadvantaged group and 93% across all pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the success and impact of each of the year's activities - see review in dark red.

We triangulated evidence from multiple sources of data including assessments, engagement in class, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and have successfully reviewed and adjusted our plan over time to secure better outcomes for pupils.

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
Purple Mash	2Simple
Literacy and Spelling Shed	Ed Shed
Times Tables Rock Stars	Maths Circle Ltd
Lexia	Lexia Core 5