

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Holme C of E Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	27.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Good Shepherd Trust
Pupil premium lead	Sarah Stevenson
Governor / Trustee lead	Alex Kemp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62 325
Recovery premium funding allocation this academic year	£Pooled
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£Pooled
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	£62 325

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy plan aims to enable all of our disadvantaged children with Pupil Premium funding to achieve without limits or barriers. It endeavours to provide a strategic approach where all stakeholders are aware of the needs of our disadvantaged children and are clear about the ways of addressing these needs. Pupil Premium funding therefore is used to remove barriers that may threaten to limit our children's development.

In order to do this we provide a safe and nurturing environment where every child feels valued and included socially, emotionally and academically.

We keep our Christian values of Love, Courage and Wisdom at the heart of our practice and staff and children are encouraged to be 'ready', 'respectful' and 'safe' at all times.

Quality First Teaching is naturally a high priority for our Pupil Premium Strategy as it is the key factor in improving outcomes for this group. Professional development is targeted at strategies for independent learning, the development of cognitive and metacognitive skills and clear assessments that support learning.

Training and support for the teaching of reading and phonics as well as to improve speech and language skills are also key aspects in our strategy. The development of good literacy skills and providing a richer more varied vocabulary for our children, is a whole school focus and our strategy aims for children with Pupil Premium funding to achieve without limits and as well as their non PP-funded peers. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively.

For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning. Tailored individual and group support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed.

Levels of progress and the attainment of disadvantaged children are carefully tracked and monitored across the school, in order to diminish differences with non-DA children.

Improving children's attendance and cultural capital after the effects of Pandemic Lockdowns are also a high priority for the school and this is addressed in our Pupil Premium Strategy Plan through provision of After School Clubs, Trips, visits and activity clubs.

Improved engagement with home/remote learning is another area identified in our Pupil Premium Strategy. We strive to engage parents more fully and we work with outside agencies such as ALP and the school nursing team, transport support and ELSA support, to provide support for parents as well as for our children.

Challenges

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

Challenge number	Detail of challenge
1	Delayed speech and language skills
2	Delayed reading/phonic awareness
3	Low exposure to a rich and varied vocabulary
4	Wellbeing/Social and Emotional
5	Low Parental Confidence and Engagement
6	Poor Attendance
7	Limited Cultural Capital

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
High quality of education for al	<ul style="list-style-type: none"> Curriculum development provides appropriate challenge and access for all pupils including the disadvantaged in line with School Curriculum Philosophy Additional provision plans and/or EHCPs identify specific targets to improve outcomes in English, Maths and/or reading Inclusion Lead work collaboratively with class teacher to focus on supporting specific learning needs Progress across the curriculum will be accelerated

	<ul style="list-style-type: none"> • Precise assessment of children's learning will identify specific areas to be targeted • Delivery of high-quality modelling will address gaps in knowledge • Pre-teach will target specific gaps in knowledge and understanding
Access to wider curriculum opportunities for vulnerable pupils to ensure they are ready and able to learn	Disadvantaged pupils have equal access to trips and visits and workshops
Improved speech and language skills for DA pupils in YR & KS1	Language Link assessments will show that PP-funded children will have made accelerated progress in their language scores of 3 months or more
Improve reading, phonics and maths outcomes for DA children in Yr R and KS1 to diminish differences with non-DA children	<ul style="list-style-type: none"> • Children eligible for PP funding in Years 1 and 2 will make accelerated progress and the percentage reaching age related expectations in reading will be in line with their Non PP funded peers. • In Year R, PP-funded children will close the gap in CLL, Literacy and Reading with their Non-PP funded peers.
Improve reading and maths outcomes for DA children in KS2 to diminish differences with non-DA children	<ul style="list-style-type: none"> • Progress of disadvantaged pupils is accelerated in Reading, Writing and Maths • Accurate assessment of pupils indicates a higher proportion of disadvantaged pupils are accelerated to meet end of year expectations • Assessment information gathered identifies specific areas to target • Gap Analysis is used to assess next steps in learning • Robust intervention programmes evidence accelerated progress for pupils participating in intervention. • High quality, targeted provision supports children to make progress.
Increased attendance and punctuality rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Attendance/punctuality of disadvantaged pupils is in line (or improving) in comparison to the whole school • The percentage of disadvantaged pupils absent for 10% or more sessions is in line (or improving) in

	comparison to the whole school at the end of the year
Numbers of parents (with children eligible for PP funding) engaging with the school about their children's learning will increase significantly by July 2024.	<ul style="list-style-type: none"> Numbers of parents (with children eligible for PP funding) attending parents' evenings and workshops will increase significantly. A larger proportion of parents will upload learning activities to Tapestry and Class Dojo as appropriate
Emotional needs of pupils met to ensure they are ready and able to learn	<ul style="list-style-type: none"> 1:1 personalised ELSA programme addresses the emotional needs of the pupils. Social needs addressed through group intervention from ELSA Curriculum is designed to support children social and emotional needs.

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: £15 959

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued support and training Early Career Teachers in:- Closing-the – Attainment Gap strategies. Explicit Teaching Cognition and Metacognition strategies, Effective use of TAs	Recommended by the guidance from the Education Endowment Foundation With an Early Career Teachers in the school an early and clear focus on understanding the needs of pupils within the class who are eligible for PP funding is crucial for her success. Understanding who those pupils are and how their needs can be met will provide a targeted approach from the start. Support for ECTs to ensure that standards are maintained and consistent will be a priority.	<ol style="list-style-type: none"> 1. Delayed speech and language skills 2. Delayed reading/phonic awareness 3. Low exposure to a rich and varied vocabulary 4. Wellbeing/Social and Emotional 5. Low Parental Confidence and Engagement 6. Poor Attendance 7. Limited Cultural Capital

Training and support for all staff in involved in Phonics Teaching following the introduction of our new RWInc Phonics program	Followign the successful introduction of RWINc Phonics scheme we need to continue monitoring and assessing, refreshing and extending training so that we have a consistent whole school approach to phonics learning.	1. Delayed reading/phonic awareness
Additional SENCo hours purchased to support teaching and learning of disadvantaged children with SEN	The majority of our children who fall under the pupil premium group also present with SEN issues.	1. Delayed speech and language skills 2. Delayed reading/phonic awareness
Continuing Professional Development for Staff on related topics	Recommended by the guidance from the Education Endowment Foundation.	1. Delayed speech and language skills 2. Delayed reading/phonic awareness 3. Low exposure to a rich and varied vocabulary 4. Wellbeing/Social and Emotional 5. Low Parental Confidence and Engagement 6. Poor Attendance 7. Limited Cultural Capital
Wellbeing will be a focus in a whole school approach.	Evidence collected form pupil and parent survey, by Mental Health and wellbeing Leads and our mental health first aiders has identified a need to develop the whole school approach to wellbeing, especially in our Pupil premium group.	4. Wellbeing/Social and Emotional
Staff training on mental health first aid	Evidence collected by Mental Health and Wellbeing Leads will develop the whole school approach and policy for collective wellbeing.	4. Wellbeing/Social and Emotional
Focus on building and enriching vocabulary in topics	Pupil Premium funded children at our school have especially experienced recent disorganised language and vocabulary development through the pandemic Lockdowns. Staff have identified a need for our children to be exposed to a wider vocabulary and text choice.	3. Low exposure to a rich and varied vocabulary

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

Budgeted cost: £31 524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Speech and Language interventions	Recommended by the well-evidenced guidance from the Education Endowment Foundation. TAs targeting well planned interventions can make a significant contribution to the gaps in children's learning caused by their previous situations or poor parental support	1. Delayed speech and language skills
In class support to follow up interventions and targeted 'closing the gap' opportunities, along with pre-teaching	The Education Endowment Foundation evidences that the interventions out carried, along with pre-teaching, beyond the classroom must be explicitly linked to learning in the classroom curriculum, so that learning can seamlessly be linked to the classroom.	1. Delayed speech and language skills 2. Delayed reading/phonics awareness
ELSA support for Targeted children	ELSA provision outcomes have had a positive affect on pupil wellbeing- as evidenced by case studies of pupils and by progress against curriculum targets	4. Wellbeing/Social and Emotional
Targeted individual and group interventions for Reading, Writing and Phonics catch-up in all year groups.	Recommended by the well-evidenced guidance from the Education Endowment Foundation.	1 Delayed speech and language skills 2 Delayed reading/phonics awareness

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

Budgeted cost: £ 14 842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Food and milk support	At times the school needs to support children with the provision of food.	4 Wellbeing/Social and Emotional

Parental Engagement Support Workshops for Phonics, Reading etc.	Recommended by guidance from the Education Endowment Foundation. Many parents want to know what their child is learning about and how they can support them.	5 Low Parental Confidence and Engagement
Subsidised uniform	Where there is a need to support a child with providing school uniform PP funding may be used.	4 Wellbeing/Social and Emotional
Subsidised enrichment activities, trips and visits	To enrich PP funded children's experiences to enhance life chances (as well as being an integral part of our curriculum delivery) opportunities are funded by the school where the cost is a barrier.	7 Limited Cultural Capital
Activity Clubs provided after school or at lunchtimes.	To enrich PP funded children's experiences to enhance life chances, opportunities are provided by the school to take part in different clubs.	7 Limited Cultural Capital
Pastoral Support Home School link worker to work with parents.	Parents sometimes need support from the school with parenting issues and attendance. The school to provide support from the Home School Link Worker and Inclusion team	6 Poor Attendance

Total budgeted cost: £62 325

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 2021 to 2022 academic year.

The attendance of disadvantaged children has dropped slightly this year but remained in line with the school and with national trends:-

Whole school 93.9% Disadvantage children 91.6% (National average on 7th July 2022 was 90.9%)

In assessment our DA children have achieved broadly in line with the rest of the school and compare favourably to national averages:-

Year 1 phonics – all pupils 84% DA children 50% (however 2 of those children have been identified as having Specific SEN around speech and language)

End of KS1 data shows DA children achieved in line with rest of cohort (R 54.5% W 45.5% M 54.5% all pupils, R 45.5% W 36.4% M 45.5% DA pupils)

End of KS2 data also showed DA children performed in line with their peer group. (R 78.6% W 78.6% M 71.4% all pupils, R 100% W 75% M 75% DA pupils)

The attainment of children in year R has continued to be impacted by COVID, however All children completed the initial assessment and children were grouped for interventions as needed. DA achieved in line with all pupils and 60% of children have achieved a GLD

Externally provided programmes

Programme	Provider
Non-purchased	