

# Holmer Lake Primary School Pupil Premium Strategy Statement.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Holmer Lake Primary
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	45% (national average: 25% )
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Academic year:2022-23 3 year plan: 2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Headteacher/Chair of Governors
Pupil premium lead	Mrs. H. Kumar
Governor / Trustee lead	Mrs. B. Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,515.00
Recovery premium funding allocation this academic year	£16, 686.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,201.00

## Part A: Pupil premium strategy plan

### Statement of intent

Holmer Lake is a nurturing, growing and inspiring school that provides its pupils with equal opportunities to succeed. 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 already high attainers.

Holmer Lake aims for its disadvantaged pupils to achieve, progress and prosper to the best of their ability ensuring that they reach their full potential. At Holmer Lake we aim for our disadvantaged pupils to be achieving at least in line with the national average in all subjects with our higher attainers reaching GDS.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the recovery funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Closing the gap between disadvantaged and non-disadvantaged pupils throughout the school.
- Ensuring that disadvantaged pupils achieve at least in line with the national average in all subjects, especially reading, writing and maths with our higher attainers achieving GDS.
- Making sure that disadvantaged pupils make above average progress from their starting points.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment</b> Monitoring has shown that since returning from lockdown, attainment for disadvantaged pupils is low, this is especially evident in arithmetic skills, speed reading and oracy.
2	<b>Phonics.</b> Early reading is a key priority at Holmer Lake, with pupils joining reception working well below age related expectations.
3	<b>Language and Vocabulary</b> Monitoring has shown that the development of language/vocabulary skills across the school for EAL and non-EAL/disadvantaged and non-disadvantaged has been identified as a key area.
4	<b>Reading:</b> Limited opportunities for 1:1 reading with children at home, including disadvantaged pupils.
5	<b>Mental Health and Well-being</b> The school needs to continue to support the behaviour, mental health and well-being of disadvantaged pupils and LAC pupils to reduce barriers to learning and to improve behaviour across the school.
6	<b>Attendance.</b> The school needs to continue to closely monitor the attendance of disadvantaged pupils to ensure it is at least in line with the national average (2022 PPG attendance 91.7%; national average 96%).
7	<b>Behaviour and Attitude.</b> The school has previously had a high number of exclusions and the behaviour of identified pupils has had a negative impact on the remainder of the class/school.

## 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
1. <b>Attainment:</b> ensure that attainment for disadvantaged pupils is at least in line with the national average after lockdown and close the gap between the attainment of disadvantaged pupils and non-disadvantaged.	<ul style="list-style-type: none"> <li>• 1:1 precision teaching in maths for identified pupils.</li> <li>• 1:1 reading and phonics sessions for identified pupils.</li> <li>• Continue to raise the quality of teaching and learning across the school through a coaching programme led by the AHTs.</li> <li>• Appoint a class teacher to release AHTs from class for another academic year in order to coach teachers and further improve the quality of education across the school.</li> </ul> <p>RECOVERY FUNDING:</p> <ul style="list-style-type: none"> <li>• Appoint a teacher, for the academic year 2022-23, using the recovery funding in order to provide reading, writing and maths sessions to identified groups of pupils/1:1 booster sessions.</li> </ul>
2. <b>Phonics:</b> ensure that the quality of phonics provision is at least good across EYFS and KS1.	<ul style="list-style-type: none"> <li>• Continue to train and develop any new staff that join the school using RWI phonics.</li> <li>• Provide continuous training to existing staff to ensure consistency through staff meeting sessions and coaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide coaching support to RWI staff to ensure high quality teaching and consistency across the RWI groups.</li> <li>• Track any pupils that are not making sufficient progress in phonics and provide additional support.</li> <li>• Replenish any RWI resources, including phonetically decodable home reader books.</li> <li>• Ensure that phonics screening results are at least in line with national average.</li> </ul>
3. <b>Language and Vocabulary:</b> ensure that all pupils use subject specific language to articulate their learning.	<ul style="list-style-type: none"> <li>• Ensure that subject leaders prioritise language development through their subjects.</li> <li>• Ensure that teachers embed subject specific language into lessons/teaching.</li> <li>• Use retrieval strategies to ensure that pupils continue to use subject specific language.</li> <li>• Through pupil voice sessions identify the key strengths and next steps for each teacher/class linked to language development and provide further training if needed.</li> <li>• Continue to invest in Learning Village resources in order to develop language skills of EAL/disadvantaged pupils.</li> <li>• CPD sessions for subject leaders linked to subject development, including language and vocabulary.</li> </ul>
4. <b>Reading:</b> introduce and embed 1:1 reading sessions with identified pupils, especially pupils in the bottom 20% of readers in each class.	<ul style="list-style-type: none"> <li>• Provide reading training to any volunteers/additional staff.</li> <li>• Identify bottom 20% of each cohort and target for 1:1 reading sessions daily.</li> <li>• Identify any pupils not making sufficient progress and target for x3 weekly 1:1 reading sessions.</li> </ul>
5. <b>Mental Health and Well-being:</b> continue to support the behaviour, mental health and well-being of pupils, including LAC pupils, to reduce barriers to learning.	<ul style="list-style-type: none"> <li>• Train and embed the role of learning mentor, including MAPA and ELSA training.</li> <li>• Continue to provide weekly counselling sessions for identified pupils.</li> <li>• Continue to provide sessions linked to anxiety by a professional for identified pupils.</li> <li>• Continue to provide emotional interventions for identified pupils.</li> <li>• Continue to provide nurture sessions for identified pupils.</li> <li>• Continue to provide ELSA sessions for identified pupils.</li> <li>• Non class-based learning mentor.</li> </ul>
6. <b>Attendance:</b> continue to purchase SLA for EWO to monitor and track attendance for individual pupils, so that the attendance of disadvantaged pupils is at least in line with the national average.	<ul style="list-style-type: none"> <li>• SLA for EWO.</li> <li>• Half termly attendance review meetings between HT and EWO.</li> <li>• Daily monitoring of attendance and liaising with EWO.</li> <li>• Introduce HERO attendance, awards and initiatives.</li> <li>• Track patterns in attendance and meet with families to discuss/put actions in place.</li> </ul>
7. <b>Behaviour and Attitude:</b> to continue to purchase rewards to promote positive behaviour in school.	<ul style="list-style-type: none"> <li>• Continue to embed behaviour policy and rewards with all pupils.</li> <li>• Continue to embed the SMARTER stickers and rewards.</li> <li>• Continue to embed positive behaviour treats and prizes such as Platinum Award, Headteacher's Award, Star of the Week award.</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.

### 2022-23

Activity	Evidence that supports this approach	Challenge number addressed	Budget Cost
<p><i>Precision teaching training.</i></p> <p><i>Precision teaching sessions.</i></p> <p><i>Phonics boosters sessions.</i></p> <p><i>AHTs to conduct interventions.</i></p> <p><i>Coaching training for AHTs.</i></p> <p><i>Appoint teacher to provide intervention/booster sessions (recovery funding).</i></p> <p><i>Appoint full time class teacher to release AHTs from class to further develop the quality of education across the school through coaching (12 months), including improving feedback to pupils, AfL strategies to identify misconceptions and challenging the higher attainers.</i></p> <p><i>Small group sessions for LAC pupil to develop identified reading and maths skills.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1.</p> <p>Attainment</p>	<p>£95,400.00</p>
<p><i>RWI training for new staff.</i></p> <p><i>RWI top up training sessions for existing staff.</i></p> <p><i>RWI mentor to team-teach/coach RWI staff.</i></p> <p><i>Replenish RWI resources, including home reading books.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2.</p> <p>Phonics</p>	<p>£10,000.00</p>
<p><i>Continue to purchase Learning Village resources to support language development.</i></p> <p><i>Staff training linked to vocabulary and synonyms.</i></p> <p><i>Staff training linked to language and science.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>3.</p> <p>Language and Vocabulary</p>	<p>£2,500.00</p>

<p>1:1 reading training for identified staff and volunteers. Replenish high quality reading books.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	4. Reading	£8,000.00
<p>Continue to provide a full time learning mentor. Full time parent support advisor. Professional counselling services. Behaviour support for identified pupils. Behaviour rewards. Subsidise trips/residential for disadvantaged pupils. Nurture and ELSA resources. 1:1 sessions, including LAC pupils, (emotional interventions). Family Learning sessions for parents.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5. Mental Health and Wellbeing	£60,000.00
<p>Attendance SLA cost. HERO attendance initiative and rewards.</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	8. Attendance	£3,000.00
<p>Half termly Platinum Reward treats. Introduce and embed the SMARTER stickers and rewards - resources and prizes for SMARTER stickers</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	9. Behaviour and Attitude	£3,000.00
<p>25% subsidise residential trips/events.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	9. Behaviour and Attitude	£1,500.00

**Total budgeted cost: £ 183,400.00**

**Total PPG funding (including recovery funding): £165,201.00**

## 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 2020 to 2021 academic year.

Our assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in most classes in reading, writing and maths; however the gap between disadvantaged and other pupils is closing as the pupils move up the year groups.

In reception 30% of our PPG pupils passed the GLD compared to all pupils at 59%. In KS1, 42% of pupils reached the expected standard in reading compared to all pupils at 64%; 25% in writing compared to all pupils at 50% and 33% in maths compared to all pupils at 54%. In KS2, 64% of pupils reached the expected standard in reading compared to all pupils at 68%; 52% in writing compared to all pupils at 55% and 60% in maths compared to all pupils at 68%.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online learning via Seesaw and some live 1:1/1:2 interventions led by teachers and teaching assistants.

Attendance in 2021/22 was just below the national average: school attendance 93%, national average 96%. With disadvantaged pupils' attendance being 91.7% compared to non-disadvantaged pupils at 96%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We also re-vamped our curriculum to include mental health as a key driver: Wellness, Work and World.