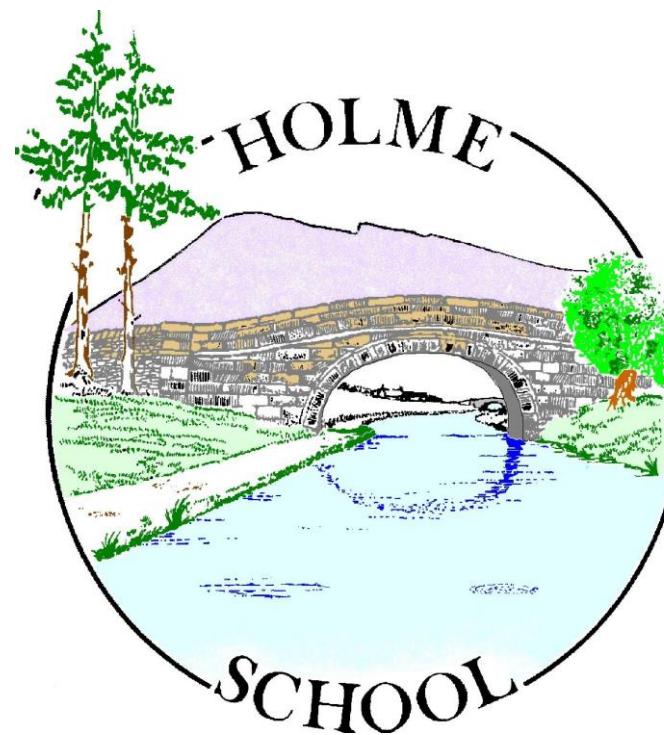


**Holme Community School**  
**Pupil Premium Strategy Report**  
**2019/20 Academic Year**



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## Pupil Premium Spending 2019/20

| SUMMARY INFORMATION                                    |     |   |  |
|--|-----|---|--|
| Total number of pupils:                                | 104 | Total pupil premium budget:                 | £9,240 (based on previous academic year) |
| Number of pupils currently eligible for pupil premium: | 3   | Amount of pupil premium received per child: | £1,320                                   |

### STRATEGY STATEMENT

- In 2018/19 the reading average scaled score for disadvantaged students at Holme Community School was 1.9 points higher than the school average, and 5.6 points higher than the national disadvantaged average. This was in-part a result of disadvantaged pupils receiving 1-1 reading opportunities and small group interventions.
- In 2018/19 the mathematics average scale score for disadvantaged students was 9.1 points lower than the school average and 7.5% lower than the national disadvantaged average. This gap has widened by 7.7 points since 2016/17. Our strategy in this area needs refining, and to be the focus in the new academic year.
- Pupil Premium Funding at Holme Community School is used to provide eligible children with additional pastoral support and academic interventions. Moreover, it is used to meet the individual needs of the children concerned in a variety of ways.
- Our school is ethos is focused on ensuring that children are happy, and can therefore succeed. We are committed to using pupil premium funding to narrow the gap for disadvantaged pupils and to ensure that they have access to a breadth of experiences and opportunities. Our aim is to raise the in-school attainment of both disadvantaged pupils and their peers.

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## Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT |   |
|-------------------------------|---|
| Academic Barriers:            |   |
| A                             | Low levels of literacy (reading)                                |
| B                             | Low levels of mathematics                                       |
| C                             | Low Self-Confidence and Low Self-Esteem                         |
| ADDITIONAL BARRIERS           |   |
| External Barriers             |   |
| D                             | Low Attendance  |
| E                             | Parent Engagement   |
| F                             | Medical Needs and Emotional Wellbeing of the Pupils and Parents |

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| INTENDED OUTCOMES |  |   |
|-------------------|--|---|
| Specific outcomes |  | Success criteria  |
| A                 | PP children attainment progresses at the same rate (or better) as non-pp children in mathematics                           | <p>Gaps in mathematical knowledge are addressed to enable children to access the curriculum.</p> <p>Weekly 1-1 sessions with an experience TA enables children to have personalised learning and address misconceptions.</p> <p>Pupil Progress Meetings (using internal and external data) demonstrate that PP Children are making good or better progress.</p> |
| B                 | PP children have access to a full range of extra-curricular opportunities and broader learning experiences                 | PP Children engage in all educational visits and take part in a range of clubs, including before and after-school club care.  |
| C                 | PP children have good emotional resilience, and demonstrate increasing confidence ready for their next stage in education. | <p>1-1 sessions identify wellbeing issues and children access counselling sessions as appropriate.</p> <p>1-1 sessions provide children with support for transition, including transition to secondary school and the 11+ if appropriate.</p>   |
| D                 | PP children attainment progresses at the same rate (or better) as non pp children in writing and reading                   | <p>Gaps in mathematical knowledge are addressed to enable children to access the curriculum.</p> <p>Weekly 1-1 sessions with an experience TA enable children to have personalised learning and address misconceptions.</p>   |

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## Planned expenditure for current academic year

| ACADEMIC YEAR  |   |   |  |                  |                                     |
|--|---|---|--|------------------|-------------------------------------|
| Quality of teaching for all  |   |   |  |                  |                                     |
| Action   | Intended outcome  | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?  | Staff lead       | When will you review this?          |
| Weekly maths support for more able children in every year group from Year 2-6 with additional TA support in all maths lessons across the school. | Internal and External Data demonstrates that there is no gap between disadvantaged and non-disadvantaged children in Maths.                               | The gap for disadvantaged and non-disadvantaged children's performance in mathematics has widened in the last 12 months.  | <ul style="list-style-type: none"> <li>- Maths Observations</li> <li>- Maths Work-Scrutiny</li> <li>- TA Monitoring Forms</li> <li>- Pupil Progress Meetings</li> <li>- Internal Data Checkpoints</li> </ul> | Juliet Walling   | Termly, at pupil progress meetings. |
| Improved staff training in mathematics supports better pupil progress for all groups of children   | Staff are able to plan and deliver lessons which enable all groups of children to make good or better progress using consistent methods across the school | Children make better progress when exposed to consistent methods of teaching in a subject, even when the teacher changes. | <ul style="list-style-type: none"> <li>- Maths Observations</li> <li>- Maths Work-Scrutiny</li> <li>- TA Monitoring Forms</li> <li>- Pupil Progress Meetings</li> <li>- Internal Data Checkpoints</li> </ul> | Rebecca Shepherd | Termly, at pupil progress meetings. |
| Total budgeted cost:   |   |   |  |                  | £4500                               |
|  |   |   |  |                  |                                     |

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| Targeted support  |   |   |  |                    |                                    |
|---|---|---|--|--------------------|------------------------------------|
| Action  | Intended outcome  | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?  | Staff lead         | When will you review this?         |
| Weekly 1-1 sessions for children in receipt of PP   | Children receive personalised learning and 1-1 support to address their specific areas of need                | Sometimes, disadvantaged children do not receive time at home to practice basic skills.   | <ul style="list-style-type: none"> <li>- Review Timetabling</li> <li>- TA monitoring Forms</li> <li>- Pupil Progress Meetings</li> </ul> | Juliet Walling     | Termly at Pupil Progress Meetings  |
| Daily reading session for children in receipt of PP   | Children read daily with an adult to increase their vocabulary range  | EEF Research demonstrates that the biggest impact on social mobility and academic attainment for disadvantaged children is support to increase their vocabulary range.  | <ul style="list-style-type: none"> <li>- Reading diaries</li> <li>- TA monitoring Forms</li> <li>- Pupil Progress Meetings</li> </ul>    | Juliet Walling     | Termly at Pupil Progress Meetings  |
|   |   |   |  |                    | Total budgeted cost: £4000         |
| Other approaches  |   |   |  |                    |                                    |
| Action  | Intended outcome  | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?  | Staff lead         | When will you review this?         |
| Extra-curricular activities and educational visits are available, free of charge, to children in receipt of PP funding. | Children have access to a breadth of experiences which enrich their knowledge and understanding of the World. | Research suggests that disadvantaged children are less likely to engage in sports, learning musical instruments or engaging in extra-curricular visits (including residential) and that the lack of these experiences contributes to a widening attainment gap. | <ul style="list-style-type: none"> <li>- Monitoring of club/trip registers</li> <li>- Pupil Voice</li> </ul>                             | Craig Dewar-Willox | Termly at Pupil Progress Meetings. |

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|  |   |   |  |               |                                   |
|--|---|---|--|---------------|-----------------------------------|
| Wellbeing and Counselling Sessions available to PP Children as appropriate | Children demonstrate high levels of confidence and self-esteem. | Children from disadvantaged backgrounds are more likely to suffer from low self-esteem. | - Pupil Voice<br>- Counselling Session Records | Louise Burton | Termly at Pupil Progress Meetings |
| Total budgeted cost:   |   |   |  |               | £740                              |

## Review of expenditure from previous academic year

| PREVIOUS ACADEMIC YEAR  |   |  |  |                                |
|---|---|--|--|--------------------------------|
| Total amount: £13,200   |   |  |  |                                |
| Quality of teaching for all   |   |  |  |                                |
| Action  | Intended outcome  | Impact   | Lessons learned  | Cost                           |
| To continue raising pupil attainment by targeted support  | Higher self confidence contributes to pupil engagement and motivation   | Disadvantaged pupils performed better in reading than non-disadvantaged.<br><br>Disadvantaged pupils performed less well than non disadvantaged children in maths. | Ensure that TAs are deployed to work on specific areas of need/within interventions rather than general classroom support to maximize their impact.  |                                |
| Daily/Weekly Interventions for reading, writing and mathematics to improve self confidence in these areas of the curriculum | Improved understanding in reading, writing and mathematical knowledge in order for the gap to narrow and for PP pupils to work towards their non PPG peers. | Disadvantaged pupils performed better in reading than non-disadvantaged.<br><br>Disadvantaged pupils performed less well than non disadvantaged children in maths. | Implement 1-1 sessions for PP children for mathematics support.<br>Ensure that quality teaching for all is present in all mathematics lessons and consistent approaches support better progress for all. | £12,400 towards TA staff costs |

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| To have homework sessions to support the PPG pupils in UKS2                 | Opportunities to increase confidence with outcomes of homework. Homework handed in time.                          | Children in year six attended homework clubs to support them with their SATs. They made good progress in English throughout the year.  | We need to consider opportunities for PP children in other year groups to gain support with homework.                                    | £100    |
|---|---|--|--|---------|
| <b>Targeted support</b>   |   |  |  |         |
| Action  | Intended outcome  | Impact   | Lessons learned  | Cost    |
| To increase creative opportunities to boost confidence and self-awareness   | Higher self-awareness and celebration of creative achievements in school with peers                               | For children struggling with the academics, this was a useful way of giving the opportunity to boost their self-esteem.  | Maintain opportunities for all children to shine in various areas of school life.  |         |
| To provide opportunities for the children to access the enriched curriculum | Greater access to enriched/class trip opportunities   | Increased number of trips in the academic year gave the children the opportunity to have broader experiences.  | Continue to expand the opportunities available to PP children (including in the access to sports clubs and learning musical instruments) | £243.32 |
| <b>Other approaches</b>   |   |  |  |         |
| Action  | Intended outcome  | Impact   | Lessons learned  | Cost    |
| To develop PP social development to ensure the children are happy           | Ensure the children are cared for in Early Risers and Holme from Holme and to provide counselling as appropriate. | 3/10 pupil premium children accessed counselling sessions in the academic year to boost their self-esteem.<br><br>Clubs and snacks were provided free of charge to some pupils in receipt of PP funding. | Need to develop a more specific way to measure impact in this area.  | £350    |

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