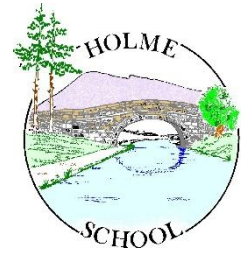


Holme Community School

Pupil premium strategy statement 2024-2027



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	112 + 13 nursery
Proportion (%) of pupil premium eligible pupils	12% (15/125)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2025 to 2026 - 2027
Date this statement was published	7/11/24
Date on which it will be reviewed	7/11/25
Statement authorised by	Craig Dewar-Willox, Headteacher
Pupil premium lead	Lewis Horrocks, Deputy Headteacher
Governor / Trustee lead	Susan Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Free School Meals: £13,320 Service Children: £680 Post Looked After: £10,280
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£24,280

Part A: Pupil premium strategy plan

Statement of intent

At Holme Community School we want all pupils, irrespective of their background or the challenges they face to:

- feel happy and safe at school.
- experience a broad curriculum with rich experiences.
- make good progress and achieve highly across all subject areas.
- receive excellent pastoral support.

Our pupil premium strategy is designed to offer early intervention and support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are previously looked after or in receipt of free school meals. However, the strategy outlined is also designed to support the needs of all learners whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, and we aim to develop strong foundations for every child within their early years at Holme Community School. We will focus on areas in which disadvantaged pupils require the most support particularly with narrowing the vocabulary gap, developing communication and language fluency and reading fluency by the end of Key Stage 1. 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 intervention and tutoring for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure high-quality teaching is evident in every classroom
- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point the need is identified
- adopt a whole school approach in which all staff demonstrate high expectations and take responsibility for disadvantaged pupils' outcomes

Challenges

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

Challenge number	Detail of challenge
1	<u>Language fluency</u> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery/Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<u>Outcomes</u> Assessments and observations indicate that disadvantaged children's outcomes in phonics, reading, writing and maths are lower than non-disadvantaged children's.
3	<u>Social and Emotional Needs</u> We've seen an increase in the number of children presenting with anxiety and attachment needs since the pandemic. High levels of anxiety affect children's ability to learn.
4	<u>Access to Co-curricular Opportunities</u> Holme is a semi-rural fringe location. Whilst there are opportunities for children to engage in some out of school activities, the breadth of these activities are limited. This has been further impacted by the cost-of-living crisis.

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	July 2025 Review
Secure and embed high quality teaching within all classes	High quality (HQ) CPD linked to reading writing and maths will be in place. Individual coaching and modelling in phonics and reading, writing and maths in place where needed. High quality teaching (HQT) will be consistently evident in all classes.	- All staff have attended HQ CPD that is linked to the school priorities. - The T & L policy has been updated to ensure consistent use of HQT strategies. - All disadvantaged children have a pupil passport in place that outlines their needs and how these are to be met within the classroom.
Close the vocabulary gap among disadvantaged children.	Disadvantaged children's reading, writing, phonics and C&L assessments show no gap when compared with non-disadvantaged children.	- Closing the vocabulary gap strategies are evident within every classroom. - CTVG strategies have been added to the T&L policy to ensure consistency. - No gap in Reading, writing, SPaG and Maths by the end of KS2.
Improved reading fluency amongst disadvantaged pupils.	KS1 Phonics results to be at least 85% at the end of Year 1 and at least 90% by the end of Year 2 with no gap between disadvantaged and non-disadvantaged. By the end of KS2, there should be no difference between the achievement of disadvantaged children and non-disadvantaged in reading.	- Phonics: 95% pass rate at the end of Year 1. - Phonics: 88% pass rate at the end of Year 2 (2 children have not passed). - No gap in the end of KS2 reading results.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	There are high levels of well-being amongst all children demonstrated by: • pupil voice/happiness surveys • attendance	- High levels of happiness in all pupils. - Attendance issues are addressed quickly and procedures ensure quick improvement.

To enable disadvantaged children to engage in a range of rich co-curricular experiences which help to improve attendance, develop social skills, and increase opportunity.	Increased participation in co-curricular activities among disadvantaged pupils with no gap between disadvantaged and non-disadvantaged.	- 100% of disadvantaged children have taken part in a co-curricular club.
To improve transcription among disadvantaged pupils resulting increased writing attainment. ** Target changed for 25 – 26 onwards** To improve foundational knowledge (e.g. handwriting, number orientation, spelling) among disadvantaged children resulting in increased attainment levels.	By the end of EYFS there should be no difference between the progress and attainment of disadvantaged and non-disadvantaged for writing. By the end of KS1 there should be no difference between the progress and attainment of disadvantaged and non-disadvantaged children in writing. By the end of KS2, there should be no difference between the progress and attainment of disadvantaged children and non-disadvantaged in writing.	- EYFS: 100% disadvantaged children EXS in writing compared to 87.5% of the cohort. - KS1: 20% disadvantaged children EXS in writing compared 86.5% of the cohort. - KS2: 100% disadvantaged children EXS in writing compared to 88.9% of the cohort.
Increase engagement with parents through supporting high quality interactions.	Over 90% of pupils/parents are engaged with Learning with Parents. There is no gap between disadvantaged and non-disadvantaged engagement.	- Higher engagement in KS1 than in KS2.

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: £ 7,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD linked to reading, writing, maths, adaptive teaching and HQT strategies.	Effective Professional Development EEF High Quality Teaching EEF High Quality Teaching 2 EEF High Quality Teaching 3 EEF	1, 2, 3
Maintain Accelerated Reader and Star Reading to monitor and assess pupil engagement in reading and provide rapid up-to-date diagnostic assessments to maximise progress.	Research from the EEF shows that Accelerated Reader can accelerate reading performance, particularly amongst disadvantaged pupils. Accelerated Reader Education Endowment Foundation EEF	1, 2
1:1 Pupil progress meetings with teachers and the Headteacher/ the Deputy Headteacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for pupil premium children to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 2, 3
Purchase “Learning With Parents” to set and monitor homework for reading, English and Maths	Parental Engagement EEF	1, 2, 3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of NELI , Early Talk Book and Talk Boost training to develop communication and language in EYFS and KS1 for disadvantaged pupils who have low spoken language skills.	The average impact of oral language interventions embedded within quality first teaching is six months. Oral Language Interventions Education Endowment Foundation EEF	1, 2
1-1 tutoring from teachers in EYFS and Year 1 for children who are not on track - this includes a high proportion of disadvantaged pupils	Phonics Education Endowment Foundation EEF 1-1 Tuition EEF	1, 2
1-1 tutoring from teachers in Year 3, 4, 5 and 6 for children who are not on track in phonics, reading, writing or maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One-to-one tuition EEF (educationendowmentfoundation.org.uk)	1, 2
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One-to-one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counselling (ELSA) available to all children showing social and emotional needs in the form of 1-1 therapy and nurture groups.	Supporting social and emotional learning enables children to be happy and engaged in school. Social and Emotional Learning Education Endowment Foundation EEF	3
Pupil Support Manager has time to engage with and support parents of disadvantaged children to build strong relationships and share good practice between school and home.	Strong parent partnerships support better attendance, better behaviour and a consistent approach to supporting children to succeed. Parent Engagement Education Endowment Foundation EEF	3
Subsidising of educational enrichment activities (not childcare) for disadvantaged children. In 2023/24: 50% of music tuition subsidised for one instrument per disadvantaged child. 50% subsidy for one extra-curricular sports/music/creative club per half-term per disadvantaged child. 50% subsidy for one educational visit per half term. Milk/Orange/Fruit Subsidised.	Music Education Impact on Memory and Wellbeing Harvard Impact of Physical Activity Education Endowment Fund EEF Impact of arts participation Education Endowment Fund EEF	4

Total budgeted cost: £ 24,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to small numbers of disadvantaged pupils in each cohort it is difficult to draw trends from the data without considering individual context.

EYFS GLD 2023/4 Outcomes: There is no gap between the performance of disadvantaged pupils and non-disadvantaged.

Phonics 2023/24 Outcomes: The overall attainment for phonics was 81%. The attainment for disadvantaged was 25%. This is a significant gap that will continued to be addresses.

Key Stage 2 Outcomes for Disadvantaged: There is no gap between the performance of disadvantaged pupils and non-disadvantaged.

In the 2023/24 data set, Pupil surveys (compared with other Cumbria schools) show pupil wellbeing, support and happiness ranking very highly.

Participation in extra-curricular clubs increased throughout 22/23 – with 66.6% of disadvantaged children taking place in at least one extra-curricular club in summer term.
100% of disadvantaged pupils engaged in the full range of educational visits.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning
Nuffield Early Language Intervention	Nuffield
Emotional Literacy Support Assistant (ELSA)	CCC

