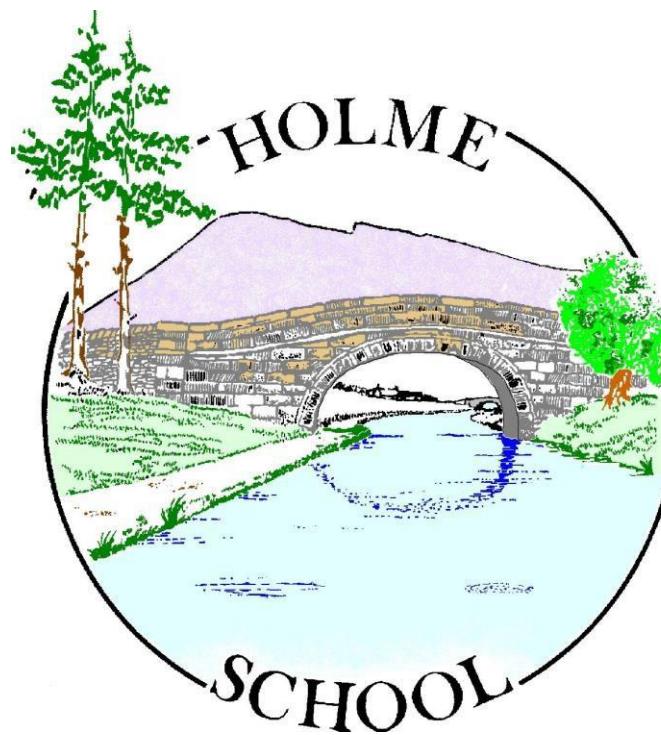


Holme Community School
Pupil Premium Strategy Report
2020/21 Academic Year



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Pupil Premium Spending 2020/21

| SUMMARY INFORMATION | | | |
|---|---|---|---|
| Total number of pupils: | 108 | Total pupil premium budget: | £8070 (based on previous academic year) |
| Number of pupils currently eligible for pupil premium: (Will form the figure for next year) | 1 Service Child 1 EY Pupil Premium 1 Post Looked After 6 Pupil Premium | Amount of pupil premium received per child: | £1,345 (PP) |

| STRATEGY STATEMENT | |
|--|--|
| <ul style="list-style-type: none">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. We expected this data set to remain similar in 2020, had SATs gone ahead.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. In 2019/20 we implemented a new mathematics scheme of work, staff received training, and implemented interventions for more able and disadvantaged children. We expected the gap to narrow had SATs gone ahead.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 through high quality classroom teaching.</p> <p>Mathematics interventions used for PP children to ensure that we narrow the gap in attainment by the end of KS2.</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 reading | <p>Accelerated Reader helps us more closely track the progress of PP children to target interventions to narrow the gap.</p> <p>Pupil Progress Meetings (using internal and external data) demonstrate that PP Children are making good or better progress.</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? |
| Teaching Assistants in every maths lesson to provide pre-teaching and same-day intervention, and instant feedback for all groups of children boost confidence and knowledge. | Internal and External Data demonstrates that disadvantaged children make good or better progress and that the disadvantage gap is narrowing. | The gap for disadvantaged and non-disadvantaged children's performance in mathematics has widened in the last data set (Pre-Covid) Pre-teaching and Same-day feedback is proven to narrow the gaps in mathematics. (EEF research) | <ul style="list-style-type: none"> - Maths Observations - Maths Work-Scrutiny - TA Monitoring Forms - Pupil Progress Meetings - Internal Data Checkpoints | Ian Holland | 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"> - Maths Observations - Maths Work-Scrutiny - TA Monitoring Forms - Pupil Progress Meetings - Internal Data Checkpoints | Ian Holland | Termly, at pupil progress meetings. |
| Total budgeted cost: | | | | | £3970 |

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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 in the Spring term | Children receive personalised learning and 1-1 support to address their specific areas of need based on Autumn Term assessments. | Sometimes, disadvantaged children do not receive time at home to practice basic skills. | <ul style="list-style-type: none"> - Review Timetabling - Scholarpack Intervention Monitoring - Pupil Progress Meetings | Juliet Walling | Termly at Pupil Progress Meetings |
| | | | | | Total budgeted cost: £600 |
| 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 and uniform are subsidised for 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"> - Monitoring of club/trip registers - Pupil Voice | 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 - Counselling Session Records | Louise Burton | Termly at Pupil Progress Meetings |
| Total budgeted cost: | | | | | £3500 |

Review of expenditure from previous academic year

| PREVIOUS ACADEMIC YEAR | | | | |
|--|---|---|---|----------|
| Total amount: £9,240 | | | | |
| Quality of teaching for all | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| 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. | Internal assessments showed that more children, including girls were working at the higher standard. PP children made good progress as a result of support and were on track to achieve their EOY targets pre-covid 19. | This support was particularly useful in supporting and boosting the more able. Enabling the teacher to focus on LA/MA children. This should be maintained. | £3560.48 |
| 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 | Staff are now confident in implementing the White Rose Maths scheme of work, and evidence shows that there is greater consistency in methods for calculations. Reasoning and problem solving has a higher profile in mathematics. | The CPD was useful as teachers and TAs worked with staff from other schools and shared good practise. Important to ensure there is a follow up to review the impact of CPD on pupil progress and learning, and regularly revisit the key elements of CPD. | £1504.80 |

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| Targeted support | | | | |
|---|---|---|--|-----------|
| Action | Intended outcome | Impact | Lessons learned | Cost |
| 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 | Support included 1-1 support with reading and extra tuition for 11+ Grammar entrance exam- which the child passed. PP children made good progress across all curriculum areas. | This 1-1 support was highly effective at addressing individual pupil needs and narrowing the gap. | £1067.8 |
| Daily reading session for children in receipt of PP | Children read daily with an adult to increase their vocabulary range | Internal assessments showed no difference between the progress of PP children and non-PP children in reading. | Reading has a high profile across the school, and the daily reading supporting the children who were performing at a lower level, but was less effective for more able. | £535.42 |
| Other approaches | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| 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. | PP children accessed music tuition, had educational visits and clubs subsidised enabling them to take a full and active part in school life. Whilst hard to quantify, this had a significant impact on self esteem. It also supported one family where transport to school was an issue, ensuring that attendance improved. | We expect that post covid, with increasing redundancy and the impact of the Furlough scheme, more money will need to be allocated to this to ensure equal access to a full range of opportunities. | £1,868.50 |

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|--|--|---|---|------|
| Wellbeing and Counselling Sessions available to PP Children as appropriate | Children demonstrate high levels of confidence and self- esteem. | 1 PP child received weekly counselling to help them with emotional regulation and anger management. Without this support this child may have faced exclusion, due to a range of external pressures. | This wellbeing support is a key component of support children from disadvantaged backgrounds, to help them manage emotions, anxiety and be aspirational and self-confident about what they can achieve. | £703 |
|--|--|---|---|------|

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