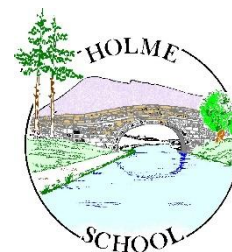


Holme Community School

Pupil premium strategy statement 2021-2022



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	Holme Community School
Number of pupils in school	100 +19 in Nursery
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	1 st December 2021
Date on which it will be reviewed	5 th October 2022
Statement authorised by	Craig Dewar-Willox
Pupil premium lead	Craig Dewar-Willox
Governor	Linda Twiss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725.00
Recovery premium funding allocation this academic year	£2000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£8725.00

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:

- be feel happy and safe at school
- experience 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 those 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 now.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support particularly with narrowing the vocabulary gap and ensuring children are confident and fluent readers 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 (including through the National Tutoring Programme) 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 disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve – through pupil progress meetings and data tracking.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Communication and Language in EYFS and Ks1</u></p> <p>For the last two years, a greater number of children have started school with below expected language and communication skills. This is having an impact on social interaction, communication and the ability to start phonics. In many cases this was due to prolonged nursery closures due to Covid-19.</p>
2	<p><u>Phonics and Early Reading</u></p> <p>During lockdown, phonics was taught over zoom, this helped children learn GPCs but didn't help with segmenting and blending. Additionally, where parents were helping with phonics at home, this led to some letter names being taught instead of phonemes.</p>
3	<p><u>Social and Emotional Needs</u></p> <p>We've seen an increase in the number of children presenting with anxiety and attachment issues since the start of the pandemic. High levels of anxiety affect children's ability to learn.</p>
4	<p><u>Access to Co-curricular Opportunities</u></p> <p>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.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved phonics and reading attainment amongst disadvantaged pupils.	<p>KS1 Phonics results to be atleast 85% at the end of Year 1 and atleast 90% by the end of Year 2 in 2022.</p> <p>By the end of KS2, there should be no difference between the achievement of disadvantaged children and non-disadvantaged in 2022.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing in 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • pupil voice/happiness surveys • attendance
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.	a significant increase in participation in enrichment activities among disadvantaged pupils

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: £ 3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
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	2
Staff training on oral language and vocabulary teaching and development to support disadvantaged pupils	The average impact of oral language interventions embedded within quality first teaching is six months. Oral Language Interventions Education Endowment Foundation EEF	1,2

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

Budgeted cost: £ 3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively 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

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Many of our disadvantaged children did not engage with home-learning and therefore the phonics gap has increased between advantaged and non-disadvantaged children. 1-1 and 1-3 support will help narrow the gap. Phonics Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring 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: £ 2725.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counselling 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	3,4
All staff to receive training in attachment and trauma to support disadvantaged children in a consistent way. This will	With an increase in the number of looked after children, staff with a greater understanding of trauma and resulting	3

be enhanced further by staff training on mentally healthy schools.	behaviour are better able to support the emotional needs of the pupils. Social and Emotional Learning Education Endowment Foundation EEF	
<p>Subsidising of educational enrichment activities (not childcare) for disadvantaged children. In 2021/22: 50% of music tuition subsidized for one instrument for disadvantaged child.</p> <p>50% subsidy for one extra-curricular sports/music/ creative club per half-term.</p>	<p>Music Education Impact on Memory and Wellbeing Harvard</p> <p>Impact of Physical Activity Education Endowment Fund EEF</p> <p>Impact of arts participation Education Endowment Fund EEF</p>	4

Total budgeted cost: £8725.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021. However, internal assessments show that children in receipt of pupil premium funding did not make the same level of progress in writing and mathematics as non-disadvantaged children. Reading progress was broadly similar across the two groups. We feel this was for a number of reasons:

- Accelerated Reader has had a positive impact on all children, both in terms of improved motivation to read, wider access to texts and more focussed assessment and monitoring (resulting in earlier intervention.)
- Whilst disadvantaged children were able to come to school during the national lockdowns, not all did. For some, attendance at our online lessons and engagement with home learning was poor therefore the gap widened slightly between advantaged and disadvantaged in mathematics and writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
1-3 Tutoring	TLC Live

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provided additional speech and language interventions and used these sessions to talk about family, including deployed

	personnel, with access to the school councillor as appropriate.
What was the impact of that spending on service pupil premium eligible pupils?	Good progress in speech and language, with good levels of pupil wellbeing reported.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on early intervention and support for children to stop issues escalating.
- offering a wide range of high-quality extracurricular activities, educational visits and rich learning experiences to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building skills in the school values of respect, responsibility, integrity, independence, cooperation and determination. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We used the [EEF's implementation guidance](#) to help us develop our pupil premium strategy. Our approach to school improvement is data and research driven, using best evidence summaries and the school improvement toolkit.