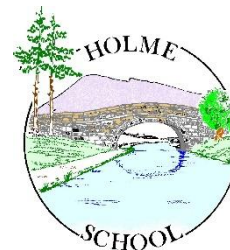


Holme Community School

Pupil premium strategy statement 2022-2024



Updated Sept 2023

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	125+7 in nursery
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 and 2023-2024 (Amendments for 2023-24 are shown in red)
Date this statement was published	20 th September 2023
Date on which it will be reviewed	1 st October 2024
Statement authorised by	Craig Dewar-Willox
Pupil premium lead	Craig Dewar-Willox/ Dan Smith
Governor / Trustee lead	Susan Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Free School Meals: £14,550 Service Child: £335 Post Looked After: £10,120
Recovery premium funding allocation this academic year	£2030
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery</i>	£0

<i>premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,005

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, 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 three 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. In 2021/22 the average progress score for disadvantaged pupils for reading was -3.53</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. This has been further impacted by the cost of living crisis.</p>
5	<p><u>Writing</u></p> <p>In 2021/22 the average progress score for disadvantaged pupils for writing was -1.46. In the 2022/23 internal assessment data, a gap remains between the performance of disadvantaged and non-disadvantaged pupils in writing.</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 at least 85% at the end of Year 1 and at least 90% by the end of Year 2 in 2023/24.</p> <p>By the end of KS2 in 2023/24, there should be no difference between the achievement of disadvantaged children and non-disadvantaged in reading.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing in 2022/3 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
Improved writing outcomes amongst disadvantaged pupils.	<p>By the end of EYFS there should be no difference between the progress and attainment of disadvantaged and non-disadvantaged for writing.</p> <p>By the end of KS1 in 2023/24 there should be no difference between the progress and attainment of disadvantaged and non-disadvantaged children in writing.</p> <p>By the end of KS2 in 2023/24, there should be no difference between the progress and attainment of disadvantaged children and non-disadvantaged in writing.</p>

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: £ 10,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an additional teaching assistant to provide further support (targeted intervention) and teaching support for disadvantaged children and provide further enrichment activities and mentoring.	Mentoring Education Endowment Foundation EEF One-to-one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation 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	2
Support additional hours for a senior teaching assistant to provide in-class support for writing for disadvantaged pupils (linking to foundation subjects).	Teaching Assistant Interventions Education Endowment Foundation EEF	5

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement NELI, Early Talk Book and Talk Boost training to develop	The average impact of oral language interventions embedded within quality first teaching is six months.	1

communication and language in EYFS and KS1 for disadvantaged pupils who have low spoken language skills.	Oral Language Interventions Education Endowment Foundation EEF	
1-1 tutoring from teachers in Year 1 and Year 2 who are not on track/have not passed phonics screening- this includes a high proportion of disadvantaged pupils	Many of our disadvantaged children did not engage with home-learning and therefore the phonics gap has increased between disadvantaged and non-disadvantaged children. 1-1 and 1-3 support will help narrow the gap. Phonics Education Endowment Foundation EEF	2
1-1 tutoring from teachers in Year 3 for children who did not pass their phonics screening check to support reading and writing.	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)	2.5
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	1.2.5

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

Budgeted cost: £ 5,500

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

<p>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.</p>	<p>Strong parent partnerships support better attendance, better behaviour and a consistent approach to supporting children to succeed.</p> <p>Parent Engagement Education Endowment Foundation EEF</p>	<p>3, 4</p>
<p>Subsidising of educational enrichment activities (not childcare) for disadvantaged children. In 2023/24: 50% of music tuition subsidised for one instrument per disadvantaged child.</p> <p>50% subsidy for one extra-curricular sports/music/creative club per half-term per disadvantaged child.</p> <p>50% subsidy for one educational visit per half term.</p> <p>Milk/Orange/Fruit Subsidised.</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>	<p>4</p>

Total budgeted cost: £ 25,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Key Stage 1 outcomes for disadvantaged pupils:

In 2021/22 for end of Key Stage 1 assessments, there was one child classed as disadvantaged. They achieved the expected standard in reading, writing and mathematics.

Phonics:

In 2021/22 there were two disadvantaged children taking their phonics screening test. Neither child passed in Year 1, but one of the children passed in Year 2.

Key Stage 2 Outcomes for Disadvantaged:

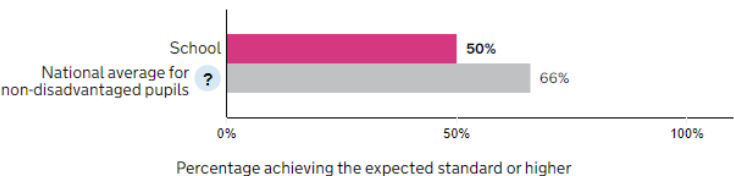
In the 2021/22 data set, 2 children were classed as disadvantaged. One of these children was in receipt of an EHCP, and joined the school in Year 5.

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 2

[View as table](#)



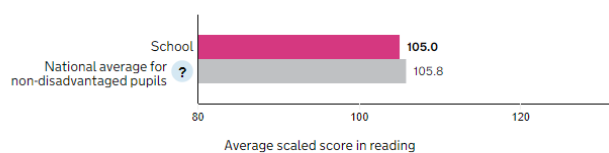
Our average scaled scores, show that in mathematics our disadvantaged pupils achieved an average scaled score exceeding that no non-disadvantaged pupils nationally.

Average scaled score for disadvantaged pupils in:

Reading ?

Number of disadvantaged pupils = 2

[View as table](#)



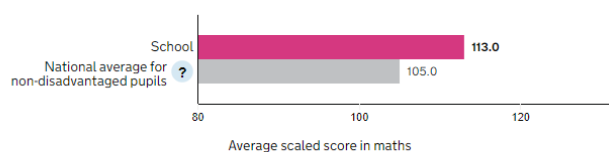
[Explore data in detail](#)

[View pupil breakdown](#)

Maths ?

Number of disadvantaged pupils = 2

[View as table](#)



[Explore data in detail](#)

[View pupil breakdown](#)

KS2 data for 2022/23 academic year show no gap in performance between pupil achievement for reading and mathematics for disadvantaged and non-disadvantaged pupils.

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