

Holmer Lake Primary School Pupil Premium Strategy Statement.

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Holmer Lake Primary
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	(46% national average: 25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic year:2024-25 3 year plan: 2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher/Chair of Governors
Pupil premium lead	Mrs. H. Kumar
Governor / Trustee lead	Mrs. B. Williams

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,620
Recovery premium funding allocation this academic year	£3,860.75
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	£161,480.75

Part A: Pupil Premium Strategy Plan

Statement of Intent

Holmer Lake is a nurturing, growing and inspiring school that provides its pupils with equal opportunities to succeed. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Holmer Lake aims for its disadvantaged pupils to achieve, progress and prosper to the best of their ability ensuring that they reach their full potential. At Holmer Lake we aim for our disadvantaged pupils to be achieving at least in line with the national average in all subjects with our higher attainers reaching GDS. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of 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. 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 the recovery funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 are set.
- Act early to intervene at the point need is identified.
- Closing the gap between disadvantaged and non-disadvantaged pupils throughout the school.
- Ensuring that disadvantaged pupils achieve at least in line with the national average in all subjects, especially reading, writing and maths with our higher attainers achieving GDS.
- Making sure that disadvantaged pupils make above average progress from their starting points.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Monitoring has shown that since returning from lockdown, attainment for disadvantaged pupils is low, this is especially evident in arithmetic skills, speed reading and oracy.
2	Phonics. Early reading is a key priority at Holmer Lake, with pupils joining reception working well below age related expectations.
3	Reading: Limited opportunities for reading with children at home, including disadvantaged pupils.
4	Language and Vocabulary Monitoring has shown that the development of language/vocabulary skills across the school for EAL and non-EAL/disadvantaged and non-disadvantaged has been identified as a key area.
5	Mental Health and Well-being The school needs to continue to support the behaviour, mental health and well-being of disadvantaged pupils and LAC pupils to reduce barriers to learning and to improve behaviour across the school.
6	Attendance. Continue to closely monitor the attendance of disadvantaged pupils to ensure it is at least in line with the national average (2023 PPG attendance 94.2%).
7	Behaviour and Attitude. The school needs to continue to promote positive behaviour as the school has previously had a high number of exclusions and the behaviour of identified pupils has had a negative impact on the remainder of the class/school.
8	Extra-Curricular Opportunities Financial support for parents to ensure that disadvantaged pupils have opportunities to access residential.

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
1. Attainment: ensure that attainment for disadvantaged pupils is at least in line with the national average after lockdown and close the gap between the attainment of disadvantaged pupils and non-disadvantaged.	<ul style="list-style-type: none"> • 1:1 number sense teaching in maths for identified pupils. • 1:1 reading and phonics sessions for identified pupils. • Continue to raise the quality of teaching and learning across the school through a coaching programme led by the AHTs (WALKTHRUs). • Weekly release for subject leaders to coach staff in reading, writing and maths.
2. Phonics: ensure that the quality of phonics provision is at least good across EYFS and KS1.	<ul style="list-style-type: none"> • Continue to train and develop any new staff that join the school using RWI phonics. • Provide continuous training to existing staff to ensure consistency through staff meeting sessions and coaching. • Provide weekly coaching support to RWI staff to ensure high quality teaching and consistency across the RWI groups.

	<ul style="list-style-type: none"> Track any pupils that are not making sufficient progress in phonics and provide additional support. Replenish any RWI resources, including phonetically decodable home reader books. Ensure that phonics screening results are at least in line with national average.
3. Reading: introduce and embed 1:1 reading sessions with identified pupils, especially pupils in the bottom 20% of readers in each class.	<ul style="list-style-type: none"> Provide reading training to any volunteers/additional staff. Identify bottom 20% of each cohort and target for reading sessions daily. Identify any pupils not making sufficient progress and target for reading sessions.
4. Language and Vocabulary: ensure that all pupils use subject specific language to articulate their learning.	<ul style="list-style-type: none"> Ensure that subject leaders prioritise language development through their subjects. Ensure that teachers embed subject specific language into lessons/teaching – daily vocabulary checks. Use retrieval strategies to ensure that pupils continue to use subject specific language. Through pupil voice sessions identify the key strengths and next steps for each teacher/class linked to language development and provide further training if needed. CPD sessions for subject leaders linked to subject development, including language and vocabulary.
5. Mental Health and Well-being: continue to support the behaviour, mental health and well-being of pupils, including LAC pupils, to reduce barriers to learning.	<ul style="list-style-type: none"> Identified pupils to receive check-in sessions with learning mentor. Continue to provide weekly counselling sessions for identified pupils. Continue to provide sessions linked to anxiety by a professional for identified pupils. Continue to provide emotional interventions for identified pupils. Continue to provide nurture sessions for identified pupils. Continue to provide ELSA sessions for identified pupils. Non class-based learning mentor. <p>RECOVERY FUNDING</p> <ul style="list-style-type: none"> Access play therapy/counselling for identified pupils.
6. Attendance: continue to purchase SLA for EWO to monitor and track attendance for individual pupils, so that the attendance of disadvantaged pupils is at least in line with the national average.	<ul style="list-style-type: none"> SLA for EWO. Half termly attendance review meetings between HT and EWO. Daily monitoring of attendance and liaising with EWO. Continue to promote HERO attendance, awards and initiatives. Track patterns in attendance and meet with families to discuss/put actions in place. Identify and target any pupils for in-class support where attendance might be a barrier to learning.
7. Behaviour and Attitude: to continue to purchase rewards to promote positive behaviour in school.	<ul style="list-style-type: none"> Continue to embed behaviour policy and rewards with all pupils. Continue to embed the SMARTER stickers and rewards. Continue to embed positive behaviour treats and prizes such as Platinum Award, Headteacher’s Award, Star of the Week Award and Pupil of the Year Award.
8. Extra-Curricular Opportunities: financial support for parents to ensure that disadvantaged pupils have opportunities to access residential.	<ul style="list-style-type: none"> Subsidise trips/visits/ residential by 25% for 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.

2024-25

Activity	Evidence that supports this approach	Challenge number addressed	Budget Cost
<p><i>Number sense training for new staff.</i> <i>Number sense intervention sessions.</i> <i>Phonics boosters sessions.</i> <i>AHTs to conduct interventions.</i> <i>Coaching training by AHTs and subject leaders.</i> <i>Small group sessions for identified LAC pupils, who are working below age-related expectations, to develop identified reading and maths skills.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1. Attainment</p>	<p>£95,400.00</p>
<p><i>RWI training for new staff.</i> <i>RWI top up training sessions for existing staff.</i> <i>RWI mentor to team-teach/coach RWI staff.</i> <i>Replenish RWI resources, including home reading books.</i> <i>Smaller reading groups for identified pupils in KS2 who are not working at age-related expectations in reading.</i> <i>1:1 reading training for identified staff and volunteers.</i> <i>Replenish high quality reading books.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2. and 3. Phonics/ Reading</p>	<p>£10,000.00</p>
<p><i>Staff training linked to vocabulary and synonyms.</i> <i>Staff training linked to the importance of developing vocabulary.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>4. Language and Vocabulary</p>	<p>£500.00</p>

<i>Release staff to conduct and witness pupil voice sessions to identify WWW and EBI.</i>			
<i>Continue to provide a full time learning mentor. Full time safeguarding lead who supports Holmer Lake families. Professional counselling services for identified pupils. Behaviour support for identified pupils. Behaviour rewards. Nurture and ELSA resources. 1:1 sessions, including LAC pupils, (emotional interventions). Family Learning sessions for parents.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5. Mental Health and Wellbeing	£60,000.00
<i>Attendance SLA cost. HERO attendance initiative and rewards.</i>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6. Attendance	£3,000.00
<i>Half termly Platinum Reward treats. Continue to embed the SMARTER stickers and rewards - resources and prizes for SMARTER stickers</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	7. Behaviour and Attitude	£3,000.00
<i>Subsidise trips/residential for disadvantaged pupils.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	8. Extra Curricular	£1,500.00

Total budgeted cost: £ 173,400.00

Total PPG funding (including recovery funding): £161,480.75

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 2023 to 2024 academic year.

Attainment for disadvantaged pupils

Phonics

Reading

- Number sense was successfully embedded in EYFS and KS1.
- Phonics, Maths, SEND leaders given weekly/fortnightly release time to team-teach with staff.
- Phonics results:
 - 87% of disadvantaged pupils passed the phonics screening check.
- End of KS2 results:
 - Reading: 45% of disadvantaged pupils achieved EXS or above (an additional 10% of pupils achieved a scaled score of 99).
 - Writing: 65% of disadvantaged pupils achieved EXS or above.
 - Maths: 65% of disadvantaged pupils achieved EXS or above.
 - GPS: 40% of disadvantaged pupils achieved EXS or above.
- Improving attainment at the end of KS2 will continue to be focus in 2024/25.

Language and Vocabulary

- Vocabulary checks have been introduced in foundation subjects to support the development of language.
- Pupil voice sessions by leaders have demonstrated that pupils are increasing using subject-specific vocabulary. This will continue to be a focus in 2024/25.

Mental Health

- Learning mentor has provided informal check in sessions and ELSA sessions with identified pupils, including disadvantaged and LAC pupils.
- Learning mentor has provided in class support for identified pupils.
- Counselling sessions have been provided for identified pupils, including disadvantaged and LAC pupils.

Behaviour and Attitude

- Behaviour has continued to improve at Holmer Lake Primary through the use of the SMARTER code and rewards.
- On average 70% of pupils have been awarded the Platinum Award over the academic year.

Extra-curricular Activities

- The school has subsidised the cost of the Arthog residential for disadvantaged pupils.

- Out of the 33 pupils that attended, 42% were disadvantaged.