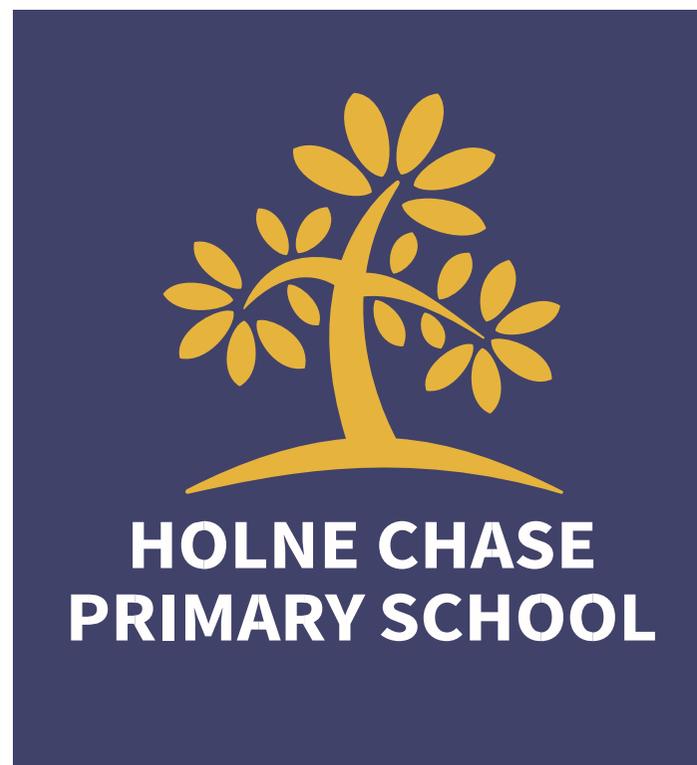


***Pupil Premium Strategy Statement 2019-2022***



## Pupil premium strategy statement

### School overview

<b>Metric</b>	<b>Data</b>
School name	<i>Holne Chase Primary School</i>
Pupils in school	<b>241</b>
Proportion of disadvantaged pupils	<b>22% (54 pupils)</b>
Pupil premium allocation this academic year	<b>£79335</b>
Academic year or years covered by statement	<b>2019 - 22</b>
Publish date	<b>December 2020</b>
Review date	<b>September 2021</b>
Statement authorised by	<b>M. Dunckley</b>
Pupil premium lead	<b>M.Dunckley</b>
Governor lead	<b>G. Sherman</b>

### Disadvantaged pupil progress scores for last academic year 2019

<b>Measure</b>	<b>Score</b>	<b>National</b> <i>(Source - ASP)</i>
Reading	<b>+2.2 (Attainment 73%)</b>	<b>+0.32</b>

Writing	-1.4 ( <i>Attainment 55%</i> )	+0.27
Maths	-0.76 ( <i>Attainment 64%</i> )	+0.37

### Disadvantaged pupil performance overview for last academic year 2019

Measure	Score
Meeting expected standard at KS2	27%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	A significant proportion of our disadvantaged pupils require a higher level of additional pastoral support to access learning; Identify and provide, where possible, the support for families, to ensure vulnerable pupils are able to access the full Holne Chase curriculum. Including MHST.
Priority 2	A continued focus on the teaching of reading to improve outcomes for all pupils. In particular, the poor language and vocabulary needs targeting.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• School serves an area of significant social deprivation.</li> <li>• Some of our disadvantaged children have low attendance and high lateness compared to their peers.</li> </ul>
Projected spending	£10K

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading (ASP data)	Outperform national average progress scores in KS2 Reading +0.32 (Non-pp)	July 2022
Progress in Writing (ASP data)	Achieve national average progress scores in KS2 Writing +0.27 (Non-pp)	July 2022
Progress in Mathematics (ASP data)	Achieve national average progress scores in KS2 Mathematics +0.37 (Non-pp)	July 2022
Phonics	Outperform national average expected standard in PSC	July 2022
Other	Improve attendance of disadvantaged pupils to LA average of 95.7% (2018)	July 2022

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	<p>Aim to maintain the pass rate for Yr 1 children in the National Phonics Check at 80 % or above. Aim to maintain the pass rate for all Yr 2 children undertaking resits at 100%</p> <ul style="list-style-type: none"> <li>RWI is a proven programme that has impacted past children positively with their learning outcomes. Tracking children's progress shows that they are making accelerated progress.</li> </ul>

Priority 2	<p>Aim to have the vast majority of children making accelerated progress and reach age related expectations by the end of Reception year, in particular with communication and language</p> <ul style="list-style-type: none"><li>• Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English.</li></ul>
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£10K

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Identify training needs of teaching staff to utilise 'tools' available to them target and intervene with pupils needing extra support - <ul style="list-style-type: none"><li>• PIXL used to identify gaps and provide materials for teachers and TAs to deliver gap interventions.</li><li>• Staff utilise Sol attendance tracking and engage pupils, parents and other staff as appropriate.</li></ul>
Priority 2	Identify and implementing high quality teaching strategies to support children with additional needs - <ul style="list-style-type: none"><li>• Training for TAs to deliver SALT as well as NHS SALT provider to provide assessments and monitoring of children with Speech and language so that they can access the curriculum.</li><li>• Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively</li></ul>
Barriers to learning these priorities address	Attainment gap of disadvantage and non-disadvantaged is closing.
Projected spending	£ 20K

## Wider strategies for current academic year

Measure	Activity
Priority 1	Create a Family Support Worker role (FSW) – <ul style="list-style-type: none"> <li>• FSW supports our vulnerable families with attendance, keeping track of attendance and their welfare.</li> <li>• Low attendance affects children’s academic achievements so by tracking the attendance of PP children and offer support and challenge when needed.</li> </ul>
Priority 2	Ensure vulnerable pupils are able to access the full Holne Chase curriculum - <ul style="list-style-type: none"> <li>• Arts aware project allows children to be exposed to varied language, expressing of emotions and drama which is proven to raise the children’s vocabulary and reading skills.</li> </ul>
Barriers to learning these priorities address	Attendance gap of disadvantage and non-disadvantaged is closing and support and accountability is provided to the families.
Projected spending	£39,335

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Ensuring quality teaching is being delivered	Use of INSET days and additional cover where appropriate Observations and data collections
Targeted support	Ensuring enough time for SLT to support small groups interventions Training given to staff to know how to identify who needs targeted support	Timetabled sessions Pupil Progress meetings Training
Wider strategies	Engaging the families facing most challenges	FSW working closely with the SLT/teachers/TA's/LA & other agencies

## Review: last year's aims and outcomes

Aim	Outcome <i>(Source - ASP &amp; FFT)</i>
Progress in Reading and Maths	Continued steady improvement in progress of disadvantaged pupils over last 3 years. Our Pupil premium (+0.5) now outperforming non-PP national progress (+0.3). 2017 = -2.4 2018 = -1.9 2019 = +0.5 (national Non-PP +0.3)
Progress in Writing	Continued steady improvement in progress of disadvantaged pupils over last 3 years. 2017 = -3.8 2018 = -2.2 2019 = -1.4 (national Non-PP +0.3)
Progress in Mathematics	Continued steady improvement in progress of disadvantaged pupils over last 3 years. 2017 = -4.5 2018 = -2.1 2019 = -0.76 (national Non-PP +0.3)
Progress in Reading	After a dip in progress, there is now steady improvement in progress of disadvantaged pupils over last 3 years.

	2017 = -0.3 2018 = -1.7 2019 = +2.2 (national Non-PP +0.3)
Phonics	2018: 67% of disadvantaged pupils reached expected standard in comparison to 84% nationally. 2019: Overall 86% of pupils reached the expected standard in comparison to 82% nationally. 2020: Overall 89% (Year 2 children that didn't take test in Year 1 due to Covid-19 Test dated December 2020)