

Pupil Premium Strategy Statement 2021-2024

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	Holne Chase Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils (including service pupil premium)	52 (22%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	March 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Stephanie Boyers
Pupil premium lead	Stephanie Boyers
Governor / Trustee lead	Performance Committee Chair- Liz White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Including service pupil premium)	49pp x £1345 = £69,940 3pp+ x £2345 = £7035
Recovery premium funding allocation this academic year	£7540
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	£84,515

Part A: Pupil premium strategy plan

Statement of intent

Holne Chase staff strive to ensure that every pupil in our school community is given the best possible chance to achieve their full potential. Our aim is that progress rates and attainment levels for disadvantaged children become at least equitable to that of their peers. We believe that reaching your potential is about developing the necessary skills and values required to succeed. Our approach will be responsive to common challenges and individual needs.

Our objectives are to:

- Remove barriers to learning created by family circumstances and background
- Improve attendance for our disadvantaged pupils to allow them to access a full curriculum.
- Ensure all pupils can read fluently, with a real focus on reading for pleasure. This will strengthen their subject knowledge and help them access the full and broad curriculum.
- Meet the often complex social and emotional needs of our pupils, with a focus on emotional maturity, resilience and developing wellbeing.
- Provide a variety of opportunities and experiences that engage our pupils, with a view to deepening their knowledge and understanding, providing them with the same culturally rich opportunities as their peers.

To achieve our objectives and overcome identified barriers we will:

- Provide appropriate, personalised wellbeing support for pupils and families to enable pupils to engage with and access learning both in school and at home.
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences, uniform and other necessary resources.
- Provide training opportunities for staff to ensure academic and emotional needs of all pupils are met.
- Provide targeted, quality intervention and support to address and quickly close identified gaps in learning. Including small group and where needed 1:1 support.
- Create an enriching environment that models and encourages a love of reading. Ensure there are lots of opportunities to be exposed to a variety of quality reading texts.
- Monitor Attendance closely with FSW and SLT. Work in partnership with parents.

Challenges

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

Challenge number	Detail of challenge
1	Remove barriers to learning
2	School attendance, punctuality and achievement.
3	Higher levels of engagement with home, particularly with reading to ensure that a stronger partnership is built.
4	Greater access to external opportunities and extra-curricular activities
5	Consistent and targeted support to meet the well-being needs of pupils.

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
Year One Phonics	All disadvantaged children will pass the Phonics check. They will achieve their individual target.
Pupils in receipt of pupil premium funding are funded to take part in clubs, music lessons, trips and other enriching experiences that will develop the whole child	90+ % of disadvantaged children will take up one or more enrichment opportunity.
Increased levels of attendance and punctuality for Pupil Premium children	The attendance gap between Pupil Premium and their peers is closing
KS1 SATS	Minimum of 75%+ of disadvantaged children will meet their targets for reading and Maths.
KS2 SATS	Minimum of 90%+ of disadvantaged children will meet their targets for reading and Maths.
Attendance	Closely monitor attendance of disadvantaged children. Liaise with parents and FSW to ensure continued improvement.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salary for Family Support Worker	FSW will engage and support both parents and children to maintain high levels of attendance and punctuality. FSW will offer personalised support both in class and through tailor-made drop-in sessions to remove potential barriers to learning.	1,2&3
Salary for additional HLTA	Additional adult to ensure higher levels of Teacher/TA interaction and focus. To maintain progress for disadvantaged children in reading and phonics. To provide daily reading opportunities across KS1 &2.	5
RWI Training	Phonics training for all newly arrived teaching and support staff. To ensure that delivery is of the highest standard. This will also ensure that 1:1 staff and interventions are impactful.	5&1
Targeted interventions to accelerate progress in KS1	Releasing of staff, including the SENDCo and HLTA's to roll out quality interventions to boost results across KS1, - with a focus on Maths and Phonics. Funds will also be used to support recruitment of new Teaching Assistants in order to deliver maximum support across all key stages and to allow for release time of subject leads to monitor interventions and general progress.	1,5

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

Budgeted cost: £ 19,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support session	Opportunities for pupils to access personalised support in fresh start, RWI boosters, SALT, and handwriting to accelerate progress. These will be rolled out by LSA's HLTA's, SENDCo and support staff.	2
Dyslexia screening	Opportunities for pupils to have a professional evaluation for Dyslexia. This will enable children to access additional time for exams and to qualify for external support if needed	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for access to Breakfast club.	Spaces will be offered for breakfast club to disadvantaged children to encourage punctuality at the start of the day. Also, to ensure children are well fed and emotionally ready to attempt their learning. No child will start the day hungry. Access to story time during breakfast club.	1,2 ,3 &4
Funding for equipment, uniform, resources and school trips	All students will have access to the necessary equipment. Pupils will have opportunities and access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	4
Funding for access to clubs (before and after school)	Pupils will be given opportunities to engage in a wide range of activities beyond the curriculum experience.	4
Training in Protective Behaviours	CPD for FSW to support the disadvantaged children to identify and remove barriers to learning and to help children recognise what they need to do to be ready to learn.	5
Training in mental Health	CPD for FSW to support the disadvantaged children who engage with the MHST in school. Also, to offer support to parents who are need support.	5,1,3

Total budgeted cost: 84,515

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 results will not be used to hold schools to account

Key areas of impact

2021

KS1 phonics screening for 2021 – 100% of the disadvantaged children who were targeted to achieve 32+ on the phonics assessment reached their target. The child that did not achieve the pass mark made progress.

80% of disadvantaged children left EYFS at GLD in 2021.

2019

Year 2

60% (3/5) of disadvantaged Year 2 children achieved expected or above in Reading and Maths. 40% (2/5) of Year 2 children achieved expected or above in Writing.

In 2019, 64% (7/11) of disadvantaged Year 1 children passed the phonics check.

Year 6

In 2019 10/13 (77%) of disadvantaged Year 6 achieved expected or above in Reading.

9/13 (69%) achieved expected or above in Maths.

Achieved expected or above 8/13 (62%) in Writing.

Service pupil premium funding

The school did not have any pupils in receipt of service pupil premium in 2020/21

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
TT Rockstars	Play.ttrockstars.com

Tapestry	Tapestry.com
RWI online	Oxford owl