

## Pupil Premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium for the 2023 to 2026 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 Pupil in School	207
Proportion (%) of pupil premium eligible pupils (including service pupil premium)	57 (28%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	David Killick
Pupil premium lead	Amy Latham
Governor / Trustee Lead	Performance Committee Chair – Liz White

### Funding Overview

Detail	2022-2023
Pupil premium funding allocation this academic year (including service pupil premium)	£78,107
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (sending £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	£78,107

## **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 emotionally 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:**

- To enhance Quality First Teaching to impact positively on pupil progress of Pupil Premium children.
- To analyse data concisely to identify individual, specific needs and identify actions to remove any barriers to learning and adapting teaching accordingly.
- 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.
- 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.
- 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 to improve attendance of pupil premium children, resulting in a reduction of persistent absence.

### **Challenges:**

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

<b>Challenge Number</b>	<b>Detail of Challenge</b>
1	Knowledge and understanding of staff identifying individual, specific needs and how to adapt teaching precisely to meet these needs.
2	Low school attendance and poor punctuality results in missed learning opportunities, which has a detrimental impact on the outcomes and academic achievements of the children.
3	Higher levels of engagement with home, particularly with reading to ensure that a stronger partnership is built.
4	Financial disadvantage can have an impact on access to enrichment opportunities for our pupils resulting in limited aspirations.
5	Children's emotional needs and mental wellbeing has a negative impact on their self-esteem, resilience and readiness to learn.

## 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
Pupil Premium children achieve in line with their peers at the end of EYFS	<ul style="list-style-type: none"> <li>% of Pupil Premium children achieving GLD will be above National and in line with their peers in school.</li> </ul>
Year 1 Phonics	<ul style="list-style-type: none"> <li>% of disadvantaged children passing the Phonics Screening Check will be in line with National.</li> </ul>
Reading Culture	<ul style="list-style-type: none"> <li>All pupil premium children are meeting their individual reading target and read more regularly at home and in school, making them confident and fluent readers.</li> <li>% of children achieving expected at the end of KS2 will be above National.</li> </ul>
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	<ul style="list-style-type: none"> <li>90%+ of disadvantaged children will continue to take up one or more enrichment opportunity.</li> </ul>
Increased levels of attendance and punctuality for Pupil Premium children	<ul style="list-style-type: none"> <li>Pupil Premium attendance is meeting national expectations of 95%</li> <li>The attendance gap between Pupil Premium and their peers is equitable.</li> <li>The persistent absence of Pupil Premium is reduced year on year.</li> </ul>
Pupil Premium children make high levels of progress to ensure that they achieve in line with their peers at the end of KS2.	<ul style="list-style-type: none"> <li>Minimum of 90%+ of disadvantaged children will meet their targets for reading and Maths.</li> <li>Pupil premium data is above National in reading, writing, SPaG, maths and combined.</li> <li>% of Pupil Premium children achieving greater depth is in line with peers.</li> </ul>

## Activity in this Academic Year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### **Teaching (e.g. CPD, Recruitment and Retention)**

**Budgeted Cost: £50,000**

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 (in accordance with the EEF, 2023). FSW will support identified families where attendance is a potential concern and offer support and advice for improving their attendance. The role of the FSW also ensures that we work with other agencies to support with improving attendance and emotional wellbeing where targeted safeguarding support is provided.	1, 2 and 3
Support Staff	TAs are deployed in each year group to support teaching and learning during Reading, Writing and Maths.	1, 2 and 3

Staff CPD	After using data to identify our school's priorities, all teachers and teaching assistants are provided with tailored professional development training on strategies to effectively support learners (in accordance with the EEF, 2023).	1 and 5
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### Targeted Academic Support (e.g. tutoring, 1:1 support structured interventions)

**Budgeted Cost: £25,524**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions to accelerate progress in KS1 & KS2	Releasing of staff 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 (in accordance with the EEF, 2023).	1 and 5
Key Stage Two Teaching Assistant	Use of a Key Stage Two teaching assistant to provide targeted academic support in class. This also includes structured small-group interventions that link to classroom teaching with a focus on driving improvements in Reading (in accordance with the EEF, 2023).	1 and 5
Y6 Teaching Assistant	Use of Y6 Teaching Assistant to provide targeted interventions, which drives rapid progression to achieve higher outcomes for PP children including a focus on those who are higher attainers.	1
ELSA Training for Family Support Worker	Funded through LAC additional funding: Training of our Family Support Worker to support with emotional development of named child, however, training will also impact other PP children.	5

### Wider Strategies (e.g. related to attendance, behaviour, wellbeing)

**Budgeted Cost: £2,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 (in accordance with the EEF, 2023).	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 (in accordance with the EEF, 2023).	4
Funding towards attendance	Family Support Worker and Senior Leaders to dedicate time and resources to help ensure attendance is less of a barrier to learning (in accordance with the EEF, 2023).	4
Parent Workshop	Increasing parent engagement and awareness of the importance of attendance and the impact it has on attainment. Opportunities for school staff to have open and honest conversations with pupils and their families to help drive improvement in learning behaviour and attendance (EEF, 2023)	2 and 3
Ride High	8 children to attend Ride High this academic year to support with emotional and mental health development as well as enrichment opportunities.	4 and 5

**Total Budgeted Cost: £78,107**

## 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.

Due to COVID-19 performance measures have not been published for 2020-2021 and 2020-2021 results will not be used to hold schools to account.

### Key Areas of Impact

Year	Impact																						
2024	We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.																						
	The data demonstrated that:																						
	<b>EYFS (4 pupils)</b>																						
	<ul style="list-style-type: none"> <li>50% of disadvantaged pupils left EYFS with GLD in 2024</li> </ul>																						
	<b>Y1 (10 pupils)</b>																						
	<ul style="list-style-type: none"> <li>60% of disadvantaged children achieved a PSC score of 32+</li> </ul>																						
	<b>Y4 (9 pupils)</b>																						
	<ul style="list-style-type: none"> <li>56% got 25 out of 25 in the Multiplication Check</li> </ul>																						
	<b>Y6 (15 pupils)</b>																						
	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>GPS</th> <th>Combined (R/W/M)</th> </tr> </thead> <tbody> <tr> <td><b>Expected</b></td> <td>60%</td> <td>60%</td> <td>53%</td> <td>53%</td> <td>53%</td> </tr> <tr> <td><b>Greater Depth</b></td> <td>14%</td> <td>27%</td> <td>36%</td> <td>21%</td> <td>14%</td> </tr> </tbody> </table>							Reading	Writing	Maths	GPS	Combined (R/W/M)	<b>Expected</b>	60%	60%	53%	53%	53%	<b>Greater Depth</b>	14%	27%	36%	21%
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<b>Expected</b>	60%	60%	53%	53%	53%																		
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<b>Extra-Curricular:</b>																							
<ul style="list-style-type: none"> <li>94% of disadvantaged children attended an extra-curricular activity, which ranged from staff run clubs and clubs run by outside agencies.</li> <li>RockSteady was implemented in the Summer Term where 30 pupil premium children attended.</li> <li>We funded Atomic Science Club for 16 pupils</li> <li>Funding was provided for 2 children to attend the Y6 residential</li> </ul>																							
<b>Attendance:</b> Attendance of disadvantaged pupils remained at 91% in the 23/24 academic year. 35% of disadvantaged pupils were deemed to be 'persistent absentees'.																							
<b>Wellbeing Support:</b> The school's family support worker continued to work with 16 disadvantaged pupils, supporting their wellbeing and mental health and additional family support where required. Training for Protected Behaviours was completed. This included 1 family where an Early Help was conducted successfully supporting two children in school.																							
<b>Training and CPD:</b> The Principal attended a Pupil Premium Conference and the training will be implemented and embedded across the school staff in the 24/25 academic year.																							
<b>Behaviour Support:</b> Funding was allocated to work with JoGo Behaviour Support to provide assessment and subsequent training and coaching staff for a specific PP child. This has resulted in improved behaviour in school and increasing academic achievements.																							
<b>Ride High:</b> 8 children attended Ride High in the Autumn 23, which supported selected PP children across Year 3 and Year 4. This was to support with access wider experiences as well as supporting with mental wellbeing and regulating emotions effectively.																							
Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on track to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.																							

	<p>We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further information section below provides more details about our planning, implementation, and evaluation processes.</p>
<p>2023</p>	<p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Tutoring was provided by Connex for key disadvantaged children in Y2, Y3 &amp; Y5.</p> <p>The data demonstrated that:</p> <p><b>EYFS (9 pupils)</b></p> <ul style="list-style-type: none"> <li>89% of disadvantaged pupils left EYFS with GLD in 2023 (above that of non-PP children)</li> </ul> <p><b>Y1 (10 pupils)</b></p> <ul style="list-style-type: none"> <li>80% of disadvantaged children achieved a PSC score of 32+</li> </ul> <p><b>Y2 (5 pupils)</b> – Additional TA during Core Curriculum supported with progression of targeted disadvantaged children.</p> <ul style="list-style-type: none"> <li>60% achieved EXP+ in Maths / 20% achieved GDS</li> <li>60% achieved EXP+ in Reading / 20% achieved GDS</li> <li>40% achieved EXP+ in Writing / 0% achieved GDS</li> <li>40% achieved EXP+ in all areas</li> </ul> <p><b>Y4 (7 pupils)</b></p> <ul style="list-style-type: none"> <li>14% got 25 out of 25 in the Multiplication Check</li> </ul> <p><b>Y6 (9 pupils)</b></p> <ul style="list-style-type: none"> <li>78% achieved EXP+ in Maths</li> <li>44% achieved EXP+ in Reading</li> <li>67% achieved EXP+ in Writing</li> <li>67% achieved EXP+ in GPS</li> <li>44% achieved EXP+ in Reading, Writing and Maths</li> </ul> <p><b>Extra-Curricular:</b></p> <ul style="list-style-type: none"> <li>81% of disadvantaged children attended a sports tournament</li> <li>RockSteady was implemented in the Summer Term where 10 pupil premium children attended. Aims for 23/24 is for 30 children to attend across the academic year.</li> <li>Funding was provided for 3 children to attend the Y6 residential</li> </ul> <p><b>Attendance:</b> Attendance of disadvantaged pupils increased by 2% to 91% in the 22/23 academic year. 31% of disadvantaged pupils were deemed to be 'persistent absentees', which is a decrease of 16%.</p> <p><b>Wellbeing Support:</b> The school's family support worker worked with 16 disadvantaged pupils, supporting their wellbeing and mental health and additional family support where required. Training for Protected Behaviours was completed. This included 4 families where Early Helps were conducted successfully supporting the families.</p> <p>Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on track to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.</p> <p>Our evaluation of the approaches delivered last academic year indicates that the teaching of phonics using the ELS scheme was particularly effective, as were the opportunities offered to pupils beyond the classroom, including the use of pastoral lead to offer wellbeing support.</p> <p>We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further information section below provides more details about our planning, implementation, and evaluation processes.</p>
<p>2022</p>	<p><b>EYFS (7 pupils)</b></p> <ul style="list-style-type: none"> <li>71.4% of disadvantaged pupils left EYFS with GLD in 2022 (below that of non-PP children)</li> </ul> <p><b>Y1 (4 pupils)</b></p> <ul style="list-style-type: none"> <li>100% of disadvantaged children achieved a PSC score of 32+</li> </ul>

	<p><b>Y2 (6 pupils)</b></p> <ul style="list-style-type: none"> <li>• 50% achieved EXP+ in Maths / 16.7% achieved GDS</li> <li>• 50% achieved EXP+ in Reading / 0% achieved GDS</li> <li>• 33.3% achieved EXP+ in Writing / 16.7% achieved GDS</li> <li>• 33.3% achieved EXP+ in all areas</li> </ul> <p><b>Y6 (11 pupils)</b></p> <ul style="list-style-type: none"> <li>• 45.5% achieved EXP+ in Maths</li> <li>• 54.5% achieved EXP+ in Reading</li> <li>• 72.7% achieved EXP+ in Writing</li> <li>• 81.8% achieved EXP+ in GPS</li> <li>• 45.5% achieved EXP+ in Reading, Writing and Maths</li> </ul>
2021	<p>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.</p> <p>80% of disadvantage children left EYFS at GLD in 2021</p>
2019	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• 60% (3/5) of disadvantaged Year 2 children achieved expected or above in Reading and Maths.</li> <li>• 40% (2/5) of Year 2 children achieved expected or above in Writing.</li> <li>• In 2019, 64% (7/11) of disadvantaged Year 1 children passed the phonics check.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• In 2019 10/13 (77%) of disadvantaged Year 6 achieved expected or above in Reading.</li> <li>• 9/13 (69%) achieved expected or above in Maths.</li> <li>• Achieved expected or above 8/13 (62%) in Writing.</li> </ul>

### **Service Pupil Premium Funding**

The school did not have any pupils in receipt of service pupil premium.

### **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