

Pupil premium strategy statement

School overview

Metric	Data
School name	Holmer Lake Primary
Pupils in school	240
Proportion of disadvantaged pupils	44% (x1 service child)
Pupil premium allocation this academic year	£129, 586
Academic year or years covered by statement	2020-2023
Publish date	1st September 2020
Review date	1 st September 2021
Statement authorised by	Harv Kumar
Pupil premium lead	Harv Kumar
Governor lead	Barbara Williams

Disadvantaged pupil progress scores for last academic year

Measure	Score (2019)
Reading	0.22
Writing	0.28
Maths	1.89

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	59%
Achieving high standard at KS2	6%

Strategy aims for disadvantaged pupils.

Measure	Activity
Priority 1	Ensure that there is a high quality and consistent approach to phonics teaching through paid for training and engagement with the English Hub and RWI phonics.

Priority 2	Develop teachers' subject knowledge and skills in reading to expand pupils' vocabulary.
Priority 2	Work with the English Hub and purchase high quality texts to promote the love of reading.
Barriers in learning these priorities address	Ensure staff have the skills and resources to develop early reading throughout the school.
Projected spending	£50,000

Teaching priorities for current academic year

Aim	Target	Target date
Ensure that all existing and new staff receive relevant training to deliver high quality phonics sessions.	<ul style="list-style-type: none"> • Raise the % of pupils who pass the Year 1 phonics screening check so that it is in line with the national average. • Raise the % of pupils who pass the Year 2 retake phonics screening check so that it is in line with the national average. • Raise the attainment of disadvantaged pupils at the end of KS2 so that it is at least in line with national average in reading, writing and maths (combined). 	Feb 2021
Continue to develop fluency in reading and expanding pupils' vocabulary.		July 2021
Introduce coaching sessions in school to ensure that the quality of early reading and KS2 reading is of a high standard.		Ongoing throughout 2020/21
SLT to provide booster sessions for identified pupils in KS1 and KS2 to ensure that the gap between PPG and non-PPG pupils reduces.	<ul style="list-style-type: none"> • Ensure that disadvantaged pupils are achieving above average progress in reading and writing at the end of KS2. 	January – July 2021
HLTAs to provide phonics and reading interventions for identified pupils in KS2.		Sept 2020 – July 2021
EYFS leader, teachers and LS staff to provide interventions to identified pupils to ensure that the gap between PPG and national average in GLD closes. Focus: The World, Media and Writing.	<ul style="list-style-type: none"> • Close the gap between PPG pupils and the national average in GLD at the end of Early Years, especially in The World, Media and Writing. 	Sept 2020 – July 2021

Targeted academic support for current academic year.

Measure	Activity
Priority 1	Train staff in precision teaching to support lower attaining pupils to develop their reading and maths skills.
Priority 2	Provide 1:1 reading training to all LS staff to ensure that they are delivering high quality 1:1 reading sessions.
Priority 3	Ensure all pupils in school have the opportunity to read to an adult in school at least once a week as additional support post COVID closure of schools.
Priority 4	Ensure all staff receive RWI phonics training to further develop the quality and consistency of phonics teaching.
Barriers to learning these priorities address	Replenish high quality home reading texts, ensuring that early reading texts are phonetically decodable.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue to support the behaviour, mental health and well-being of PPG pupils and LAC pupils to reduce barriers to learning by introducing Therapeutic Mentoring, Nurture sessions and Counselling.
Priority 2	Continue to closely monitor the attendance of pupils with PPG to ensure it is at least in line with the national average.
Priority 3	Subsidise breakfast club for PPG pupils by 50%.
Priority 4	Ensure that a free place is offered for at least one extracurricular club per half term.
Barriers to learning these priorities address	Continue SLA with EWO for home visits. Source SLAs with a counselling service to provide weekly counselling sessions. Train x2 members of staff as learning mentors for daily nurture sessions.
Projected spending	£60,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Refresher phonics training for all staff to focus on phonics and	Half day release and use of PD day.

	spelling in KS2.	
	NQTs and RI teachers to receive team-teaching training to deliver high quality reading sessions.	NQT mentors and English lead to team-teach and model good practice.
Targeted support	All SS staff to receive precision teaching training by Inclusion Support.	Half day release for training.
	SS timetables in the afternoons to be dedicated to 1:1 reading with pupils.	English leader to provide training and top tips for 1:1 reading sessions.
Wider strategies		
Projected spending	£15,000	

Review: last year's aims and outcomes

Aim	Outcome
Diminish the gap between disadvantaged and other pupils linked to speech and language.	Spring Data available due to COVID.
Outcomes in EYFS in PSED no longer a barrier for pupils to achieve GLD.	Spring Data available due to COVID.
Diminish the gap between disadvantaged and other pupils in writing and maths.	Spring Data available due to COVID.
SEND pupils make accelerate progress.	Spring Data available due to COVID.