



PUPIL PREMIUM STRATEGY STATEMENT

Published: April 2023

Next review: April 2024

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Holmleigh Primary School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	April 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Margaret Boateng Headteacher
Pupil premium lead	Margaret Boateng Headteacher
Governor / Trustee lead	David Stranger-Jones Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,669
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	£107,669

Part A: Pupil premium strategy plan	
Statement of intent	
Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/22 show that the percentage of disadvantaged pupils at Holmleigh Primary School achieving at an expected level or above is in-line with or better than the national average for all pupils.
Improved emotional regulation and ability to articulate emotions.	Behaviour incident reports show reduced incidences of poor behaviour for learning.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that our disadvantaged pupils can lack the oracy skills to express their thoughts, feelings and learning. This can present as poor sentence structure and limited vocabulary. This in turn impacts on attainment across the curriculum, not just in Reading comprehension or Mathematics.
2	Poor emotional regulation can present a challenge for some disadvantaged pupils. This can result in poor behaviour for learning, and thus difficulty accessing the curriculum.
3	Low attainment in reading. Reception on-entry data shows that 82% of pupil premium children entering Reception are working below the expected level for Reading and our internal assessments and observations show that they are unlikely to make accelerated progress without considerable additional support.
4	Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities for many pupils, exacerbated by national restrictions and school closures during 2020-2021 and the continuing economic and social effects of the global pandemic. These challenges disproportionately affect disadvantaged pupils, impacting both their wellbeing and academic attainment.

Context of School

Holmleigh Primary School is a one form entry school in Hackney. We have a Nursery and provide provision from 8am to 6.00pm each day. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant fund within our budget and we are committed to ensuring it is spent to maximum effect. We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

- Our school motto 'Team Work Makes the Dream Work' reflects our high
- expectations of the whole school community
- As Ofsted (2008) noted, *'pupils say that being in a school where people come from all over the world helps them understand each other and that, 'it expands our thinking'. Pupils' mature attitudes and their ability to work co-operatively together make a significant contribution to their learning.'*
- Holmleigh has become increasingly popular in the local community, with the school now
- being a school of first choice, and numbers of pupils are rising.
- We are engaged in and committed to partnership working with a wide range of
- organisations which strongly enhances our provision and supports our school community:
- For example, The Children's Charity, Hackney Music Service, Voluntary Reading Help, Home School Support, Hackney Attendance Service, School Nursing Service, Educational Psychologist, Speech and Language Services, Hackney Schools Sports Association, Kench Hill Residential Centre, Comenius ad Erasmus+ Projects.
- *'A rich learning environment and an outstanding curriculum not only supports pupils' academic development exceptionally well but also helps to secure excellent personal development and well-being.'* (Ofsted 2008)
- Accreditations reflecting our best practice include: Healthy School Mark; Active
- Mark; School Environment Awards, Get Set Award, FA Charter Standard, Comenius Project,
- Education Endowment Foundation Award, SRB6 Standard and School Travel Plan,
- Schools Financial Value Standard.

Recent Initiatives / Improvements:

- New school motto – 'Teamwork makes the Dreamwork'

- Increased performance Foundation Stage, Ks1 and Ks2 over 5 years since last inspection.
- Increased percentages of children working at or above age related levels.
- Gap between key groups has been significantly narrowed.
- Improved phonics scores.
- Grammar scores above national average.
- Senior Leadership Team has introduced improved school action plan and intervention strategies.
- Earlier intervention strategies in place in EYFS, Ks1 and Ks2.
- Interventions
- Outstanding behaviour achieved through whole school approach.
- New ICT infrastructure, including mobile laptop resource, allows
- ICT to be delivered in classes
- Parenting support group and individual parenting sessions in English and Turkish.
- Outstanding induction and support for newly arrived bi-lingual pupils and families.
- Excellent safeguarding audit (January 2014))
- Increased sports provision in school time – rugby, tennis, fencing, Tae Kwon Do, cricket and paralympic sports.
- Extensive after school activities including homework, reading, guitar, chess, environmental studies, dance and drama, football, basketball, cricket.
- Extension of intervention group provision to after school sessions in Maths and Literacy.
- Introduction of Numicon to support children’s understanding in maths, especially in
- relation to number and calculation

Objectives of pupil premium spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can include;

- less support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent behaviour difficulties,
- attendance and punctuality issues.
- complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are.
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if....”

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations

- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided Reading.

- Share good practice within the school and draw on external expertise
- Provide high quality CPD.
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (EYFS and Ks1)
- Extended learning out of school hours

Individualising support We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly.
- Using team leaders to provide high quality interventions across the school.
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.
- Providing extensive support for parents
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence. .

Funding Priorities

- To raise standards in reading, by enthusing children to become avid readers, extending reading resources, focus on improving home reading, and links with Stamford Hill Library.
- A whole school approach to supporting children in developing their skills as writers, including a focus on developing children's speaking skills to support this.

- We are determined to ensure that the percentage of children working at age related expectations and above increases.
- To increase parental engagement in learning, extending the support on offer for parents through curriculum sessions, providing training in the curriculum to support in helping children at home.
- Extend crèche provision to increase attendance at events.

Number of pupils and pupil premium grant (PPG) received 2021-22	
Total number of pupils on roll	235
Total number of pupils eligible for PPG	80
Amount of PPG per pupil	£1345
Total PPG grant received	£107,669
Nature of support	
Focus on learning in the curriculum	60%
Focus on social emotional and behaviour	20%
Focus on enrichment beyond the curriculum	15%
Focus on families/community	5%
Curriculum focus: Increase numbers of pupils working at age related expectation and above. Closing of attainment gaps	

Year Group	Item/Project	Cost	Objective	Outcome
Y5/6	Boosters Literacy/Numeracy Target Group	15 weeks x4 £3500	Individualising support at all levels Small group work to extend literacy/numeracy skills	Increased attainment SATS
	Level 5 Boosters	1hr weekly	Individualising support at all levels	Increase in Level 5-6

	Numeracy/Literacy	£1000	Small group work to extend numeracy skills	
	One to one Tuition Maths/Literacy Inc Y5 summer term	1 day wk £4000	Individualising support at all levels: Targeting children to address gaps/misconceptions/set targets	Increased attainment SATS
	Canoeing/Biking Y6	£2000	Building belief and confidence Providing additional support for children with a range of needs.	Increase self confidence Greater independence Better team-working, collaborative skills
	Daily Reading Group (ESA)	5hrs wk £2600	Individualising support at all levels Small group work to extend reading skills	Increased attainment in writing and maths (Assessment Data) All children progress 2 / 3 sub levels progress (Assessment Data)
	Daily Maths Boosters	5hrs wk £6600	Individualising support at all levels Small group work to extend numeracy skills.	
Y3/4	Phonics Groups	3x week £3800	Individualising support at all levels Small group work to extend phonic knowledge.	Increased attainment in reading and writing
	Maths Magicians	1hr wk £1000	Individualising support at all levels High challenge Maths work	Higher attainment in Maths

	Maths Boosters	£5600	Individualising support at all levels Small group work to extend numeracy skills.	Increased attainment in maths (Assessment Data) All children progress 2 / 3 sub levels
	Fencing Lessons Y3	£3000	Building belief and confidence Providing additional support for children with a range of needs.	Increase self confidence Greater independence Better team-working, collaborative skills
Y1/2	Small group phonics	£3000	Individualising support at all levels Small group work to extend children's reading and writing	Increased attainment in Reading at Ks1 SATs All children progress 2/3/ sub levels (assessment data)
	Daily supported Reading group sessions	£2500	Individualising support at all levels Small group work to extend children's reading and writing	
	BUG CLUB Home Reading programme subsidy	£1600	Individualising support at all levels Home Reading online programme	
EYFS	Additional ESA in EYFS	£4000	Individualising support at all levels: promoting early settling and identification/intervention	Ensuring earliest possible intervention where necessary

Whole School	Education Support Assistants	£50,000 0.3 of ESA budget	Targeted in class support	Support language development. Increase attainment in reading and writing, Independence.
	Turkish classes	£1500	Individualising support at all levels: Extending language skills and building confidence	Children more fluent in home Language
	Well Being	£1000	Extending resources: Introducing weekly wellbeing assembly following Covid closures	Children learn about personal wellbeing and practice strategies to promote wellbeing and resilience.
	Additional Language Assessment and EP support	£2960	Individualising support at all levels: Targeted educational psychology ,assessments	Clear strategies provided for better ways to support individual children Barriers are overcome and children make good progress
	Speech and Language Therapy Launchpad for Language	£3000	Individualising support at all levels: Targeted Speech and language assessments and interventions	
	Residential school subsidy	£1500	Extending school hours and building belief: Children	Increase self confidence

			offered residential place in multi-activity centre	Greater independence Better team-working, collaborative skills
	Specialist Art/Music Tutors	£6000	Building Belief: Providing additional support for children with a range of needs –emotional, social, behavioural, attendance / punctuality etc.	Increase self confidence Greater independence Better team-working, collaborative skills
	Breakfast Club subsidy	£3000	Overcoming barriers – improving attendance and punctuality: Places provided in Breakfast club and in after school provision	Children have a good start to the school day with a healthy breakfast (Discussion / Observations) Children take part in a range of enrichment activities (Discussion, Observations, Attendance register)
	CPD for support staff	£1500	Training for First Aid, Makaton, Autism, Downs, SEND, challenging behaviour Safeguarding	Higher attainment and accelerated progress for children with SEN

Total PPG received	£107,669
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Total spend	£114,660
Total PPG remaining	-£6,791

Impact of Pupil Premium Spending 2021-22

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and support staff contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

We will use Raise Online, KS2 KS1, Phonics, EYFS (Local education authority data summary) as well as whole school data (SIMS Assessment Manager) and O TRACK to evaluate impact in terms of attainment and progress.

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.

In-house assessments, evaluations, observations and conversations with families have indicated to us that a high number pupil premium pupils were considerably affected by the global pandemic. Disadvantaged pupils did not make progress in line with their peers. Pupil Premium strategy measures to combat the challenges faced by some disadvantaged pupils mitigated these effects in some cases, for example, through telephone reading tutoring during school closures, providing books and extra-curricular activities during lockdowns, and through intensive 1:1 work during periods when school was open. Counselling and therapeutic care continued throughout the year, either online or in-person, and had a positive impact on pupils' ability to regulate their emotions and access learning.

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