



Holmleigh Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	212
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Margaret Boateng Headteacher
Pupil premium lead	Margaret Boateng Headteacher
Governor / Trustee lead	Matthew Caudle Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940
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	£98,940

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is for our disadvantaged pupils to leave our school performing at as high an academic level as possible. This includes pushing the performance of disadvantaged pupils, who are presently performing at a high level, as research shows that these pupils will face far greater impediments than their peers as they progress through secondary schooling and indeed later in life. The foundation to achieving these outcomes is ensuring pupils are emotionally able to engage in their learning to the best of their ability.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

A significant part of our strategy is focussed on early intervention with targeted resources to support the learning needs of disadvantaged pupils in nursery and reception. We will continue to improve our phonics and early reading strategy to ensure that our disadvantaged pupils make speedy progress in phonics and reading thus enabling them to access all other curriculum areas with growing confidence.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In order to ensure focussed and sustained impact, this strategy works in conjunction with the following priorities from our 2023 – 2024 School Development Plan:

- Embed and sustain recent developments in our phonics and reading provision.
- Improve our writing outcomes so that they are in line with local and national expectations.
- Embed coherent knowledge rich curriculum from EYFS to Year 6
- Quality First Teaching

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

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions 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	Assessment, observations and discussions suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that writing attainment among disadvantages pupils is significantly below that of non-disadvantaged pupils across the school.
4	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.
5	Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities for many pupils, exacerbated by national restrictions and partial 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.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. 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. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved phonics attainment among	Year 1 phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.

disadvantaged pupils	
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant reduction in serious behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>

Number of pupils and pupil premium grant (PPG) received 2023-24	
Total number of pupils on roll	212
Total number of pupils eligible for PPG	68
Amount of PPG per pupil	£1445
Total PPG grant received	£98,940
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%

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD focusing on PP children</p> <p>Every child receives teaching which is at least good in every classroom/every day</p>	<p>EEF- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>EEF guidance on PPG</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1,2,3</p>
<p>Staff CPD focusing on phonics and early reading</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>EEF Phonics Toolkit Strand</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Improved writing attainment with whole school CPD focus and individual year group planning support from Hackney Education and Literacy Lead</p>	<p>Develop pupils' transcription and sentence construction skills through extensive practice Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback to develop fluent transcription skills.</p> <p>Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. EEF Guidance Reports Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>

Half termly meetings with SEND teacher and staff team from each year group to review SEND provision for pupils with EHCP and SEND support	Complement high quality teaching with carefully selected small-group and one-to-one interventions. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. https://educationendowmentfoundation.org.uk/education - evidence/guidance-reports/send	
CPD for staff	Makaton training to support the development of communication skills.	1

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Launchpad for Language (speech, language and communications skills) intervention programme to improve language development in the Early Years Foundation Stage.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF(educationendowmentfoundation.org.uk)	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils in reception, year 1 and year 2 who require further	Additional phonics sessions targeted at disadvantaged pupils in reception, year 1 and year 2 who require further phonics support.	2

phonics support.		
<p>One to one Maths and writing tutorials for pupils in Years 3 and Year 6</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition</p> <p>EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>One to one reading tutorials for pupils in Year 2</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Senior teachers to work with targeted groups of children in Maths, Writing and Reading.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Pupils Year 6 are working with our senior teachers for Maths, Writing and Reading.</p>	4

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

Activity	Evidence that supports approach	Challenge number(s) addressed
Build strong relationships with families and work with them to remove barriers to attendance	<p>There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches.</p> <p>EEF Attendance Interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1667305959</p>	
Well-being and mental health action plan to develop social and emotional skills, resilience and early identification and intervention for mental health needs.	<p>Evidence suggests that effective social and emotional learning can lead to learning gains of +4 months over a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5, 6
Enrichment provision to broaden cultural capital including breakfast club, after school clubs, residential (Year 6) , specialist Art/D.T and Music teachers, fencing and football	<p>EEF - Provision of a range of initiatives to extend children’s experiences see www.gov.uk/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Education Endowment Trust Toolkit</p>	5,6

Total budgeted: £5,000

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 2022 to 2023 academic year.

At Holmleigh Primary there is a strong drive to improve outcomes for all pupils. Our data reaffirms this by demonstrating the good progress and the high achievement our pupils make. Our approach is based on our belief that providing a quality education for all pupils enables all pupils irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas.

Our 'in house' assessment, evaluations, observations and end of key stage performance demonstrates this. We use data and teacher assessment to enable us to track the progress of groups and individual pupils. This method is highly effective and ensures that all pupils are on track. Through this method we are able to create lesson plans that are tailored for each group, enabling our teachers to pitch lessons appropriately and extend their understanding. This action has had significant impact whereby our most vulnerable pupils are making progress in line with expectation or above.

Our intervention programme has been highly successful with a variety of sessions taking place for all of our year groups. Our teachers and support staff have been trained to lead these sessions and their sequence is planned to bring about rapid progress, working closely with class teacher and SENDCo to ensure there is consistency of all aspects.

Throughout this academic year, we have also operated a series of additional learning opportunities through our morning and after school boosters which are designed specifically to address learning gaps, targeted at our PP pupils in Year 6. These highly effective boosters are led by our experienced teachers and leaders and this quality first teaching has resulted in children making good progress.

We have ensured that our PP pupils have had access to the same exciting experimental learning opportunities as their peers throughout the year. This has included a variety of sports activities across the year groups, including fencing in Year 3 and football in Nursery to Year 6. In addition, our after school clubs have been well attended by our pupil premium children, who have had full access to our extended services.

We are confident that the measures that we have put in place have had a positive impact on our PP pupils. Our drive for excellence in the classroom means that quality first teaching takes place in every classroom and in every intervention group, day in, day out. Close tracking of data and targeted support means that our PP pupils receive bespoke intervention programs to ensure that they are on track and making progress in line with their peers.

	National ARE	ARE	GDS
Reading	73%	83%	28%
Maths	73%	79%	21%
GPS	74%	90%	31%
Combined	59.0%	62%	7%

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
Bug Club Phonics	Bug Club
Kapow Primary (PSHE/RSHE)	KAPOW