

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Holme C of E Primary Academy
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	11% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Clara King
Pupil premium lead	Clara King
Governor / Trustee lead	Iain Fairlie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Recovery premium funding allocation this academic year	£0
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	£19,240

Part A: Pupil premium strategy plan

Statement of intent

*At Holme C of E Primary Academy we aim to provide an inspirational education for **all** our children and families of Holme in which every child is valued and nurtured, regardless of their gender, ethnicity or economic background so that they prove that they are small but mighty, aspire and achieve age related expectations and beyond.*

Challenges

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

Challenge number	Detail of challenge
1	Underperformance
2	Cultural capital
3	Wellbeing, mental health and safeguarding concerns
4	Access to technology, educational materials or resources
5	Parental Engagement
6	Aspiration

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
Gaps in learning are closed between vulnerable pupils and their peers	Data shows that PP children achieve as well, if not better than their peers.
Pupils have a wealth of knowledge (Cultural capital) that they need to prepare themselves for their future success.	Pupils visit other places and have experiences outside of school.
Pupils have healthy life styles and are able to manage their well being	Pupils are resilient and are happy in school.
Aspirations are raised in our pupils	Children talk confidently about their aspirations and future goals.
Better parental engagement	Parents will form effective relationships with the teaching staff to support their child's learning.

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: N/A

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Network Meetings	N/A	Staff to disseminate information and share ways to support and improve pupils' well being	3. Mental health and well being
Use of instructional coaching methods to improve feedback to pupils during learning time.	PDM time	+6 EEF feedback 'proving feedback has high impact on learning outcomes.'	1. Underperformance

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

Budgeted cost: £17,040

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Challenge and Inclusion TA	£9,500	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	3. Well Being and Mental Health

		EEF +4	
1:1/small group work and interventions in reading, writing and maths for pupils who are underachieving in KS2.	£4,616	<p>EEF states that 'Giving every child the skills they need to read and write well is central ambition of our education system'.</p> <p>EEF states that 'supporting pupils to excel in literacy is critical to closing the attainment gap between this group of pupils and their peers.'</p>	<p>1. Underperformance</p> <p>4. Access to resources</p>
<p>Resourcing:</p> <p>Purple Mash licence for homework</p> <p>8 x laptops to support our vulnerable learners in the classroom / remote learning</p> <p>Reading Books and stationary packs</p>	<p>£600</p> <p>DfE funded laptops – no cost</p> <p>£1000</p>	<p>IT to support learning in the classroom- QFT</p> <p>IT to support homework EEF +2</p> <p>Reading Books to support love of reading for our PP children</p> <p>Stationary to support learning at home.</p>	<p>3. Well Being and mental health</p>
<p>High quality teaching in reading, writing and maths in order to achieve attainment and increase progress:</p> <ul style="list-style-type: none"> - Embed the use of 'Sounds Write' phonics teaching for all pupils - Embed whole school writing curriculum to enhance writing provision for all 		<p>EEF states that 'Giving every child the skills they need to read and write well is central ambition of our education system'.</p> <p>EEF states that 'supporting pupils to excel in literacy is critical to closing the attainment gap between this group of pupils and their peers.'</p>	<p>1. Underperformance</p> <p>4. Access to resources</p>

<ul style="list-style-type: none"> - Embed use of complete maths to support all our pupils Resources available to support these programmes	£1,324		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,200

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Equal Access to uniform and resources	£200	This enables pupils are fully included and able to access their learning in the same way as non PP children. This has been a barrier to learning in the past.	3. Mental health and well being
Well Being Week/ Activities	£200	Allowing time to teach children about mental health and it's importance is essential in improving mental health outcomes for pupils	3. Mental Health and well being
Supporting PP pupils in attending Clubs and extra-curricular activities	£300	Arts and sports provision are +2 on the EEF	3. Mental Health and well being
Music lessons	£300	Arts and sports provision are +2 on the EEF	3. Mental Health and well being
Supporting PP pupils go on Visits and Residential activities	£1,000	Participating in visits allows pupils to deepen their understanding; It becomes memorable learning. Residential are vital in allowing pupils to become more confident learners and develop their self-esteem. Outdoor Adventurous learning is +4 on EEF	2. Cultural Capital

Learning Cafes/workshops/Breakfast cafes/ Structured conversations	£200	Parents supporting academic learning +3 EEF	5. Parental engagement
Aspiration Inspirational Speakers in school	N/A – covered by in school costs	Providing speakers to inspire pupils- it was the highlight last year for many children when we got our author inspirational speaker in to speak to pupils on world book day.	6. Aspiration

Total budgeted cost: £22,245 (additional funded internally)

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 2023 to 2024 academic year.

All our Year 6 pupil premium pupils made good progress, even if they did not meet the expected standard at the end of their Key Stage. This was a result of consistent Quality First Teaching, 1:1 intervention work and extra 1:1 feedback to support the individual needs of our more vulnerable pupils. In addition, we were able to put in a bespoke, differentiated curriculum for some of the pupils which ensured that they were able to access the curriculum. A similar picture was seen across the school, where good progress had been made for our pupil premium pupils, even if the pupils are not at ARE.

Emotional support and emotional literacy sessions supported many of our pupils this academic year which ensured they had improved attendance and as a result improved progress. Sessions with our Challenge and Inclusion TA ran over the year has supported 9 of our PP pupils with either emotional literacy sessions or check ins. Daily check-ins with the teacher or TA were also invaluable to these pupils.

Financial support for pupils across the school to attend visits and residential gave children opportunities to grow in confidence and develop their self-esteem. 10 pupil premium children took part in clubs and 3 pupils learnt to play a musical instrument.

Some of our pupil premium pupils were given larger roles in in the end of year performances and to take part in sporting events to allow them to shine in areas that they excelled in, once again raising that so important self- esteem.

Our speakers this year inspired pupils to believe in themselves and strive for the best.

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
Complete Maths	Complete Mathematics
Sounds-Write	Sounds-Write
Purple Mash	2 Simple
Spag.com	Spag.com
Maths.com	Maths.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A