

Pupil premium strategy statement – Holly Lodge Primary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-26
Date this statement was published	12/2023
Date on which it will be reviewed	12/2025
Statement authorised by	Tammie Wisnia
Pupil premium lead	Tammie Wisnia
Governor / Trustee lead	Maddie Lyons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75,480

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 to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

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

Challenges

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

Challenge number	Detail of challenge
1.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

2.	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3.	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4.	Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5.	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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
1) Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
2) Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
3) Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
4) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: 97%

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: £18.480

Budgeted cost: 7425activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of a DfE validated Systematic Synthetic Phonics programme- ELS to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
Purchase of high interest low level books	This will increase reading engagement and close the gaps in the attainment levels.	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. (Embedding teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Professional Development of effective teaching strategies linked to the new curriculum, OAP, PDA, SEND, de-escalation, and quality first teaching	The EEF guidance is based on a range of the best available evidence: teaching and learning toolkit Embedding high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils.	1,2,3
Support staff to have regular training. Inclusion lead to identify training needs and lead updates regarding subject knowledge and interventions	EEF Effective Professional Development: High quality staff PD is essential to follow EEF principles. PD is planned and delivered both at school and MAT levels, to ensure content and need is specific to our school context. Support staff to attend weekly training sessions,	1,2,3

	focused on specific areas that have been identified to support the children they work with. Making the Best Use of Teaching Assistants Education Endowment Foundation EEF	
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Targeted

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA support	Additional 1:1 and small group sessions targeted at specific gaps in their subject knowledge. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	1,2,3
Release leaders to engage in training with the Maths hub	EEF teaching and learning toolkit states that teaching reading comprehension strategies has very high impact on attainment. EEF toolkit also states that mastery learning (maths) has high impact on attainment.	1,2,3
Learning support assistants to provide in class fix it and catch up sessions for disadvantaged and vulnerable pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind.	1,2,3

Lexia	This will close the gaps in the attainment levels of the children's reading.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Having regular ELSA input helps children to develop self-awareness, regulate their emotions and be able to cope with social and emotional challenges that may affect their learning. Children learn better in school if their emotional needs are met. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective ELSA sessions can lead to learning gains of +4 months over the course of a year.	All
School trips are supported in every year group	Whilst there has been no extensive research on the impact of school trips, there are many reasons to ensure all pupils have access to learning opportunities beyond school. School trips are a way of enhancing the learning process.	4
Senior Attendance Champion	Research shows that attendance is an important factor in pupil achievement. Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not have regular attendance	All
Widget	There is a growing trend of using symbols in primary schools to help children who need additional support in Literacy whilst also creating a welcoming and engaging environment which promotes diversity and inclusion in the school.	1, 2, 3, 4

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £75,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 23/24 data demonstrated that by the end of KS2, in maths, disadvantaged children achieved as well as their non-disadvantaged peers. In writing there was a 10% difference in their attainment and in reading there was 28% difference. Of our disadvantaged cohort, 29% achieved greater depth in reading.

The data demonstrates that having ELSA support available in school has supported the development of the children's social, emotional and mental health. Our Family Support Workers have supported many of our families through one-off come and ask sessions as well as longer term support where required. We also support many of our disadvantaged children through our breakfast club and afterschool provision.

Based on all the information above, the performance of our disadvantaged pupils met expectations and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Attendance is also improving and we are working closely with our Attendance Champion to continue this. We have implemented strategies to streamline identification of need in children and offer online interventions such as Lexia, as well as small group targeted interventions supported by our LSA's.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

We employ ELSA's who support the emotional wellbeing of service children. They help pupils create books and resources to stay connected to their deployed parent, and a memory box for if they move schools.

We monitor achievement and identify gaps in service children's education caused by moving between schools which we address with targeted support.

We also offer subsidised wrap-around care for families where a parent is deployed.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst service children.

