



## Pupil Premium Strategy Statement

**2020 - 2021**

**2021- 2022**

This statement details our school's use of Pupil Premium 2020 – 2021 and recovery premium funding for the academic year 2021- 2022.

It outlines the effect that last year's spending of pupil premium had within our school and how we intend to spend the funding in this academic year.

### School Overview

Metric	Data
School name	Holley Park Academy
Number of Pupils on Roll	294
Proportion of pupil premium eligible pupils	12%
Academic year or years covered by statement	2020-21 2021-2022
Publish date	October 2021
Review date	September 2022
Statement authorised by	Ms G Wood
Pupil Premium Lead	Mrs C Gallant
Governor Lead	Mrs S Ashworth

### Funding Overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation 2020-2021 academic year	£ 40,763
Covid-19 Catch up premium funding allocation 2020-2021 academic year	£20,320
Covid-19 funding carried forward from 2020	£20,320
Total predicted Pupil Premium budget for 2021-2022	£32,280
Projected spending 2021-2022	£52,600

## Statement of Intent

At Holley Park Academy we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

## Disadvantaged pupil progress scores for last academic year 2020 - 2021

Progress	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected or better	3	2	1			
Reading	100%	100%	0%	100%	87%	100%
Writing	100%	100%	100%	89%	87%	100%
Maths	33%	100%	100%	89%	100%	67%

## Review: last year's aims and outcomes - Academic Year 2020-2021

<b>Aim</b>	<b>Outcome</b>
Progress in Reading	26 pupils attracted Pupil Premium funding 8% made below expected progress. 69% made expected progress. 23% made good progress.
Progress in Writing	26 pupils attracted Pupil Premium funding 8% made below expected progress.

	81% made expected progress. 12% made good progress
Progress in Mathematics	26 pupils attracted Pupil Premium funding 9% made below expected progress. 65% made expected progress. 22% made above expected progress 4% made very good progress
Phonics	Pupils exceeded the disadvantaged national average ahead of projection, following use of RWI phonics scheme and staff training. New aim for our disadvantaged pupils is to meet the national average for all pupils by July 2022
Other	Due to Covid-19, attendance was not reported on to parents. Attendance of Pupil Premium pupils when they could attend school was 93.9%

### Strategy aims for disadvantaged pupils 2021 - 2022

Measure	Activity
Priority 1	Nurture groups will be provided for Pupil Premium pupils by HLTA.
Priority 2	Pupil's who attract Pupil Premium funding will receive targeted intervention from Teaching curriculum support staff.
Barriers to learning these priorities address	Ensuring staff create interesting opportunities for learning engaging with pupils to narrow the gaps in their learning. Ensuring staff use evidence-based whole-class teaching interventions

### Teaching priorities for current academic year 2021 - 2022

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022

### Targeted academic support for 2021-2022 academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received relevant training to deliver the phonics scheme effectively from Early Reading Lead.
Priority 2	Phonics Coordinator to purchase new phonics scheme books for Key stage 1 and 2.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

Measure	Activity
Priority 1	Buy and embed use of Launchpad to Literacy across EYFS and RWI phonics scheme to increase phonics scores and early reading development.
Priority 2	Establish small group maths and literacy interventions for disadvantaged pupils falling behind age-related expectations. Focus on basic skills as part of Covid-19 Catch up.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in basic skills in mathematics – typically an area of weakness due to Covid-19 and Lockdown absences.

### Wider strategies for 2021-2022 academic year

Measure	Activity
Priority 1	Creating and embedding a Nurture Group- led and coordinated by HLTA.
Priority 2	Improving attendance of Breakfast and Afterschool Club for disadvantaged pupils.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being

	Focus on training staff to deliver an effective SSP scheme. Training staff in use of Launchpad to Literacy.	provided by senior leaders.
Targeted support	Ensuring enough time for school maths and literacy leads to support small groups and teaching support staff who will be delivering interventions.	Maths and Literacy Coordinator to ensure appropriate support programmes are in place to deliver to small groups.
Wider strategies	Engaging with families who are faced challenging situations	Working in partnership with other agencies and the Local Authority where required

### The Local Governing Board are responsible for:

- Agreeing and approving annual Pupil Premium statements.
- Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website.

### The Executive Headteacher is responsible for:

- Writing annual Pupil Premium statements.
- Reviewing Pupil Premium statements for the previous academic year.
- Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils.
- Publishing statutory information on the school's website.
- Producing termly reports relating to outcomes for disadvantaged pupils to LGB and the Trust.

### Teachers and other school staff are responsible for:

- Ensuring they have an accurate understanding of the disadvantaged pupils in their class/group etc and their specific barriers to achieving highly.
- Implement the school's agreed Pupil Premium strategy (as appropriate to their role).