



Holley Park Academy
Pupil Premium Strategy Statement
Academic Year 2023-2024
December 2023

Pupil premium strategy statement

School overview

Detail	Data
School name	Holley Park Academy
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	10.4% 24 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lee Garrett Acting Headteacher
Pupil premium lead	Clare Gallant Assistant Headteacher
Governor / Trustee lead	Chris James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,246
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£36,581

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	Reading attainment and progress, with a focus upon Early Reading: Whilst the focus on reading and its interventions were successful last academic year and targeted children made progress, a majority of pupil premium pupils are identified within the bottom 20% of cohorts when on entry (Autumn 2022) data is analysed. Ongoing formative assessment has shown that there are specific gaps for pupils within their phonics knowledge and wider-comprehension skills.
2	Narrowing the gap in Mathematics: On entry data (Autumn 2022) indicates that attainment in Mathematics is lower than in other subjects. Exit data from KS2 in Summer 2021 was lower than for other classes. Significant proportion of pupils within disadvantaged group identified within the bottom 20% of class achievement within each cohort across the school. Ongoing formative assessments have identified specific gaps in mathematical fluency and recall of number facts for pupil premium children
3	Wellbeing: Observations and discussions with pupils and families have identified social and emotional issues for many pupils, including a lack of access to enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased over the last 3 years. Identified pupils are currently on waiting lists for external support but need more immediate intervention. 25% of our disadvantaged pupils are currently receiving small group 1-1 interventions as and when required.
4	Attendance: Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
<ul style="list-style-type: none"> • Improved Phonic knowledge among disadvantaged pupils • Attainment gap narrowed between disadvantaged pupils and age-related expectations in both Phonics and Reading. • Improved delivery of Phonics teaching and interventions • Improved delivery of Reading teaching and interventions 	<ul style="list-style-type: none"> • Improved staff subject knowledge – identified through monitoring procedures in school and shown in summative phonics data – e.g. phonics screen pass rate, reading assessment • Targeted coaching and mentoring from English and Early Reading lead resulting in consistency and fidelity in delivery of early reading teaching [evident through school monitoring procedures i.e. observations, book looks]. • All pupils in EYFS and Year 1 taught Little Wandle Revised Letters and Sounds Systematic Synthetic Phonics Programme on daily basis with fidelity. • Home reading is accessed by all pupils using LW resources/ books these are matched to phonics ability. • Early identification of intervention needs, resulting in immediate keep-up and catch-up interventions. • Assessments and observations indicate improved phonic awareness – as evidenced through Little Wandle Phonic Assessments. • Termly formative assessments show at least expected progress towards FFT50 targets in Reading. • End of year reading assessments [including statutory validated] identify a narrowing of the gap between nondisadvantaged and disadvantaged/greater proportion of disadvantaged meeting age related expectations. • 100% of disadvantaged pupils pass Year 1 phonics check 2024.
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils and age-related expectations in Mathematics • Improved delivery of Maths Interventions • Improvement in mathematical fluency for pupil premium children • Problem solving improves as school develops metacognitive strategies across classes • Early identification of intervention needs, resulting in immediate appropriate interventions. • Embedded Maths No Problem Maths programme in KS1 and EYFS has impact upon outcomes • EYFS Maths working party disseminates information to staff to upskill.

	<ul style="list-style-type: none"> • In school Maths intervention and booster clubs have an impact upon pupil outcomes. • Metacognitive strategies are developed across school, as part of whole trust focus, and has impact upon maths attainment (EEF) • Pupils are able to articulate and have ownership of their own learning as they develop key metacognitive strategies • Assessments and observations indicate improved fluency. • Coaching and mentoring of identified staff resulting in consistency and fidelity in delivery of early maths teaching [evident through school monitoring procedures i.e. observations, book looks]. • Termly assessments show at least expected progress towards FFT50 targets in Maths • End of year maths assessments [including statutory validated] identify a narrowing of the gap between non-disadvantaged and disadvantaged/greater proportion of disadvantaged meeting age related expectations. • 100% of disadvantaged pupils pass Year 4 multiplication check
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent to be reduced .

Activity in this academic year 2023-2024

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: **£18,040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Little Wandle Letters and Sounds to secure stronger phonics and early reading 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
Teaching practice is shaped and developed to include the implementation of metacognitive strategies to improve mathematical outcomes	Evidence suggests the use of metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. (EEF Metacognition and Self-Regulated Learning Guidance Report)	1, 2
Professional development for staff to ensure assessments are interpreted and administered correctly. Dedicated leadership time to monitor implementation and support staff to improve delivery.	Research shows that implementation is a key aspect of what schools do to improve. In order to have the greatest impact and improve the quality of teaching, careful planning and support time has been consider to ensure effective implementation of the new SSP programme through sustained professional development opportunities. (EEF Effective Professional Development/ EEF Guide to Implementation)	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional phonics intervention sessions and catch up sessions using Little Wandle resources targeted at disadvantaged pupils who require further phonics support. Provided by HLTA.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
HLTA to support one to one targeted and personalised intervention for pupils	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:	1,2 and 3
Reading Plus Support Programme/intervention for Key Stage 2 pupils- lowest 20%	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Additional maths booster and writing catch up for pupils in KS2- disadvantaged pupils below ARE delivered by staff.	Small group tuition (EEF Toolkit)	2

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

Budgeted cost: **£7,206**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for HLTA who is undergoing completion of NPQ in Leading Behaviour and Culture.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Named member of staff to continue to monitor and implement proactive school strategies</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Dedicated pastoral support time training for wellbeing and mental health lead in Thrive Programme</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>Social and Emotional Learning Guidance</p>	<p>3</p>
<p>Funded extracurricular clubs and instrumental music lessons.</p>	<p>Arts participation can have a positive impact in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips.</p> <p>Arts Participation EEF</p>	<p>3</p>

Total budgeted cost: £33,246

Part B: Review of outcomes in the previous academic year -Pupil premium strategy outcomes for disadvantaged pupils.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

End of Key Stage 1 (6 pupils)						
	% Pupil premium at expected standard					
Reading	100%					
Writing	75%					
Mathematics	100%					
Year 1 phonics Screen Summer Term 2023: 0 Pupil Premium pupils						
End of Key Stage 2 (10 pupils)						
	% Pupil premium at expected standard					
Reading	60%					
Writing	50%					
Mathematics	60%					
EYFS (1 pupil)						
	ELG 1	ELG 2	ELG 3	ELG 4	ELG 5	ELG 6
	Listening, attention, understanding	Speaking	Self-Regulation	Managing self	Building Relationships	Gross Motor Skills
% PP meeting expected standard	100%	100%	100%	100%	100%	100%
	ELG 7	ELG 8	ELG 9	ELG 10	ELG 11	ELG 12
	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Pattern
% PP meeting expected standard	100%	100%	100%	100%	100%	100%