



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	Homefields Primary School
Number of pupils in school	337 plus 30 nursery
Proportion (%) of pupil premium eligible pupils	5.6% 19
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Debbie Rollerson Head Teacher
Pupil premium lead	Debbie Rollerson Headteacher
Governor / Trustee lead	Louise Jenkins - Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,693
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,693

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is allocated to schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress.

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.

Principle

Leaders are committed to using the Pupil Premium to powerfully address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Each pupil attracts an amount, which is additional to the school's budget, for schools to utilise in ways that they think will best support the focus on raising of the attainment and aspirations of the most vulnerable pupils.

Schools recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support. Support will be allocated following a needs analysis which will identify priority classes, groups or individuals. Due to limited funding and resources not all children receiving free school meals will be in receipt of pupil premium interventions at all times.

Schools will :

- Diagnostic assessments of well-being and learning needs
- Ensure appropriate provision is made for vulnerable pupils
- Prioritise the use of Pupil Premium funds for maximum impact
- Perform regular reviews and monitoring
- Focus provision on the development of the whole child
- Support staff with focussed CPD

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 monitoring shows that 30% of our PP children also have an identified SEN. 15% of our PP children have an EHCP.
2	Our attendance data over the last year shows that poor attendance is a challenge for a 33% of our disadvantaged pupils. Our observations and assessments indicate that this poor attendance is negatively impacting those disadvantaged pupils' progress. Of the 33% of children who have attendance below 95%, 57% of these children are below 85%. 3 out of 20 PP children are persistent absentees.
3	Our observations, assessments (PP calculator) and discussions with pupils and staff show social and emotional issues for many of our disadvantaged children. Disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital.
4	Internal assessments indicate that attainment in reading, writing and maths among disadvantage pupils is lower than that of 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
PP pupils with SEN will make the same rate of progress as other SEN pupils.	<ul style="list-style-type: none"> • PP SEN pupils make expected progress. • Pupils are engaged in their learning (through observations and discussions with pupils and staff) • Intervention have a positive impact on progress

	<ul style="list-style-type: none"> • Planning addresses individual need Improve the attendance of PP children
Attendance of pp children in each year group is above 95%	<ul style="list-style-type: none"> • Parental guidance provided resulting in increased attendance. • Attendance practices and procedures have been reviewed. • Daily monitoring is conducted alongside support mechanisms.
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	<ul style="list-style-type: none"> • Improved engagement in a range of extracurricular activities and experiences. • PP children positively engage with enrichment activities (arts, music and PE
70% of non-SEN PP children achieve expected standard for their year group.	<ul style="list-style-type: none"> • Pupils attainment is improved • The gap between non PP and PP children is reduced

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to access coaching CPD and to lead half termly coaching sessions with middle leaders	Using pupil premium EEF (educationendowmentfoundation.org.uk) – tiered approach – teaching is the top priority, including CPD for staff. In order to support our middle leaders and less experienced members of staff our SLT (deputy and x1 phase leader) will be	1,4

	taking on coaching responsibilities. CPD is essential to ensure effective methods are used and impact is evident.	
Purchase of standardised diagnostic assessments (NTS) Termly assessments to provide reliable assessment data.	Gap analysis gives information about individual pupils' strengths and areas for development. This ensures responsive teaching and access to appropriate and timely interventions and support.	1, 3, 4,
Whole school training on Reading for Pleasure with the Open University	<p>https://ourfp.org/</p> <p>A priority on training the whole staff on Reading for Pleasure ensures a consistent approach and a depth of understanding from the entire staff. This will enable the enrichment process in all classrooms across the school.</p> <p>Reading for Pleasure is the entitlement of every child, and motivating and engaging readers is a real problem. The Open University and UK Literacy Association and other OU studies have established effective ways to support children's Reading for Pleasure (RfP). This research, aims to support a vibrant professional community of teachers, student teachers, librarians and English leaders in order to nurture lifelong readers.</p>	1,4
Literacy and Maths Guided Groups and SEN support – KS1/2	<p>As above EEF Teaching assistant interventions +4 Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact 1, 5</p> <p>EEF phonics training</p>	1,4
Guided Groups - KS2	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3,4

<p>KS1/2 SEN Interventions/Elsa/Drawing and Talking</p>	<p>This intensive tuition, conducted by a trained teaching assistant targeted to pupils' specific needs. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decisionmaking skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	
---	--	--

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional TA support to deliver 1:1 or small group phonics sessions</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>'Making best use of teaching assistants' states that we should 'use teaching</p>	<p>1,4</p>

	assistants to deliver high-quality one to one or small group support using structured interventions.’ Our new phonics program is a structured intervention. All staff in school to receive full training (see teaching activity 2). 1, 5	
--	---	--

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

Budgeted cost: £ 14,693.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music Tuition –wind, brass, piano, drums, guitar (Hot House)</p> <p>Choir – young voices</p> <p>Sports tuition</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Supports the benefits of Arts participation for core academic attainment OFSTED research 2019 explored the importance of developing cultural capital for PP pupils, that is introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. Providing additional music and sports tuition provides opportunities to develop cultural capital that might not be available outside of school.</p>	3
<p>Trips/Visitors/Residential Participation in clubs Learning is contextualised in concrete experiences and language rich environments</p>	<p>Financial support will ensure PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interest. This is then reflected in the work they produce and their overall progress levels</p>	3
<p>Before/After school club for persistent absences Providing financial support to PP families to increase attendance.</p>	<p>The DFE guidance report ‘School Attendance 2020’ states that children with poor</p>	2

	attendance tend to achieve less at primary school	
KS1/2 SEN Interventions/Elsa Counsellor	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. To improve self esteem and confidence and in turn see the benefits that attending school can bring for children and parents.	2

Total budgeted cost: £ 34,693

Part B: Review of outcomes in the previous academic year 2022-23

Pupil premium strategy outcomes

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

Aim	Outcome
PP pupils with SEN will make the same rate of progress as other SEN pupils.	Of the 6 PP children that have SEND 5 children made expected progress across the core areas, and within their Prime Area of Need.
Attendance of pp children in each year group is above 95%	84% of the PP chn achieved attendance of 95% or above. The 3 chn that did not reach this are receiving targeted support
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	100% of PP children have accessed at least one experience beyond the classroom.
70% of non-SEN PP children achieve expected standard for their year group	70% of non SEN pp children achieved the expected standard in all 2 or 3 core areas

Externally provided programmes

Programme	Provider