

Pupil premium strategy statement Homefields Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	308 plus 32 Nursery
Proportion (%) of pupil premium eligible pupils	5.8% 20 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	January 26
Date on which it will be reviewed	January 27
Statement authorised by	Natasha Austin- Cooke Acting Headteacher
Pupil premium lead	Debbie Rollerson Headteacher
Governor / Trustee lead	Louise Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,717
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£33,717

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. The funding aims to address the impact of poverty on children's life chances by closing the attainment gap between disadvantaged pupils and their peers, ensuring they make expected or better progress. The strategy is designed to help all pupils achieve their full potential.

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

Statement of Intent for Pupil Premium:

Pupil Premium is allocated to schools for pupils who have been eligible for free school meals (FSM) in the last six years. The funding aims to address the impact of poverty on children's life chances by closing the attainment gap between disadvantaged pupils and their peers, ensuring they make expected or better progress. The strategy is designed to help all pupils achieve their full potential.

Use of Pupil Premium Funding:

Schools reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils identified as needing intervention and support, following a needs analysis. This means that not all children receiving free school meals will always receive Pupil Premium interventions due to limited funding and resources.

Key Principles for Using Pupil Premium:

Leaders are committed to using the Pupil Premium to address social disadvantage by ensuring teaching and learning meet the needs of all pupils.

Schools will:

- Conduct 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 focused professional development (CPD).

Challenges

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

Challenge number	Detail of challenge
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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 has a positive impact on progress • Planning addresses individual need and will improve the attendance of PP children.
Attendance of PP children in each year group will be the same as non-PP children.	<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. <ul style="list-style-type: none"> • 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 <p>The gap between non PP and PP children is reduced</p>

Activity in this academic year

This details how we intend to spend our pupil 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 taking on coaching responsibilities. CPD is essential to ensure effective methods are used and impact is evident.	1,4
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 Voice 21 (Oracy)	The voice 21 project will deepen the knowledge of the four strands of oracy –	1,4
	(physical, linguistic, cognitive and social and emotional and support staff in implementing specific teaching styles into their daily practice. The skill of oracy is the ability to articulate through spoken language and listening. This skills set has the power to change a child's life and create a fairer society, setting a child up for success in school and life.	

<p>Literacy and Maths Guided Groups and SEN support – KS1/2</p>	<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>	<p>1,4</p>
<p>Guided Groups - KS2</p> <p>KS1/2 SEN Interventions/Elsa/Drawing and Talking</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</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' decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>1,3,4</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
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To provide additional TA support to deliver 1:1 or small group phonics sessions	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 'Making best use of teaching assistants' states that we should 'use teaching 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	1,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions/ ELSA/Drawing and Talking/ Counsellor/SEN interventions</i>	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.	
Extended schools support for persistent absences, providing financial support to PP families to increase attendance	The DFE guidance report 'School Attendance 2020' states that children with poor attendance tend to achieve less at primary school	2
Trips/Visitors/Residential Participation in clubs Learning is contextualised in concrete experiences	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	3
and language rich environments	then reflected in the work they produce and their overall progress levels.	

<p>Music Tuition –wind, brass, piano, drums, guitar (Hot House)</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Choir – young voices</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.</p>	
<p>Sports tuition</p>	<p>Providing additional music and sports tuition provides opportunities to develop cultural capital that might not be available outside of school.</p>	

Total budgeted cost: £ 33,717

Part B: Review of the previous academic year 20232024

Outcomes for disadvantaged pupils

Attendance Data 2024-2025

Pupil Premium Children	79% were above 90% attendance
Non – Pupil Premium Children	96.81% Average attendance for the year

Evaluation of 2024-2025 PP Strategy

Statements	Success Criteria	Impact 2024-2025
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 has a positive impact on progress Planning addresses individual need and will improve the attendance of PP children. 	<p>out of our 19 PP children also have SEN (26%)</p> <p>Data shows that all children with PP are making progress but not always as quickly as non-SEN PP pupils.</p> <p>Lesson observations and pupil book study show PP SEN pupils engaged in their learning and able to recall key knowledge. Termly pupil progress meetings highlight interventions and support.</p> <p>Through regular discussions with SLT and SENCO it is clear teachers have a good understanding of the individual needs of SEN PP pupils and target support effectively.</p>

Data shows progress made year 2024-2025

Year group	Reading		Writing		Maths	
	PP (not SEN)	Not PP	PP (not SEN)	Not PP	PP (not SEN)	Not PP
R (PP=1)	0 (0 not SEN)	95%	0 (0 not SEN)	84%	0 (0 not SEN)	93%
1 (pp=1)	100% (1not SEN)	97%	100% (1not SEN)	97%	100% (1not SEN)	100%
2 (pp=1)	100% (1not SEN)	75%	100% (1not SEN)	81%	100% (1not SEN)	95%
3 (pp=4)	100% (2 not SEN)	95%	100% (2 not SEN)	79%	100% (2 not SEN)	89%
4 (PP=3)	0% (1not SEN)	71%	100% (1not SEN)	82%	100% (1not SEN)	84%

5 (PP=6)	100% (6not SEN)	100%	100% (6not SEN)	100%	100% (6not SEN)	100%
6 (PP=3)	100% (3not SEN)	100%	100% (3not SEN)	100%	100% (3not SEN)	100%

<p>Attendance of pp children in each year group is above 95%</p>	<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. 	<p>Attendance monitoring has ensured that we have been able to monitor and support out PP parents closely.</p> <p>Of our 19PP children, 4 children were highlighted as persistent lates and persistent absence.</p> <p>Of these 4 children, parents were encouraged to work with school to support them into improving the children's attendance.</p> <p>3 of these children have support from outside agencies.</p> <p>Daily monitoring of children who are not in school. Phone calls and home visits are used to support absenteeism. Where necessary children are collected from home.</p>
<p>Strategies 2025-26</p> <p>Improved school data system will support the tracking, monitoring and analysis of children's data.</p> <p>Improved weekly attendance data monitoring in school will ensure information is shared with parents and support is offered more regularly than previously</p> <p>HT regularly checks in with key parents and bespoke packages of support are put in place. Where necessary families are referred for enforcement through the EHAF process.</p>		

<p>PP pupils are engaged in a wide range of experiences and activities beyond the classroom.</p>	<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) 	<p>All PP pupils were offered the opportunity to join in extra-curricular activities. Of our KS2 children 62% of PP pupils attended a extracurricular activity or afterschool club. There was a wide variety of clubs on offer including sports, music, arts.</p> <p>All PP children in year 6 were offered the opportunity to attend the residential trip and all of them attended.</p> <p>1 PP child took part in music tuition.</p>
		<p>All Year 6 PP children took part in DCC growth mindset project.</p> <p>2 PP children have afterschool club provision funded.</p>
<p>Continued work on offering clubs and enrichment and making these more bespoke to our cultural capital will support our PP children moving into year 2025-2026.</p>		
<p>70% of non SEN PP children achieve expected standard for their year group.</p>	<ul style="list-style-type: none"> Pupils attainment is improved The gap between non PP and PP children is reduced 	<p>Data below shows that in Key stage 1 and year 3 the children who are PP and not SEND are attaining equal to or above that of Non PP/non SEND.</p> <p>In year 4 the one child who is not SEND did not achieve the expected standard. SEMH support is in place for this child.</p> <p>In year 6 there is a gap but this is one child who joined in year 6.</p>

Data shows expected standard 2024-2025						
	Reading		Writing		Maths	
Year group	PP (not SEN)	Non PP (not SEN)	PP (not SEN)	Non PP (not SEN)	PP (not SEN)	Non PP (not SEN)
R (PP=1)	0	100%	0	92%	0	97%
1 (pp=1)	100%	77%	100%	67%	100%	73%
2 (pp=1)	100% (1 not SEN)	78%	100% (1 not SEN)	69%	100% (1 not SEN)	100%
3 (pp=4)	100% (1 not SEN)	90%	100% (1 not SEN)	92%	100% (1 not SEN)	94%

4 (PP=3)	0% (1not SEN)	83%	0% (1not SEN)	80%	0% (1not SEN)	86%
5 (PP=6)	83% (6 not SEN)	91%	33% (6 not SEN)	57%	66% (6 not SEN)	81%
6 (PP=3)	66% (3 not SEN)	90%	66% (3 not SEN)	93%	66% (3 not SEN)	84%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	
Synthetic Phonics Programme	ELS – Letters and Sounds
OU Reading Schools Programme: building a culture of reading.	Oxford University

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

