



# Holland Moor Primary School

## Pupil Premium Strategy 2024-2025

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### 1. Introduction

Holland Moor Primary School is committed to closing the achievement gap between disadvantaged pupils and their peers by ensuring that all children have access to high-quality education and opportunities to excel. This Pupil Premium Strategy outlines how we will use the additional funding to support disadvantaged pupils, improve their academic progress, and ensure they have a positive school experience.

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### 2. School Context

- **School Name:** Holland Moor Primary School
- **Location:** Cornbrook, Skelmersdale
- **Number of Pupils:** [454]
- **Percentage of Pupils Eligible for Pupil Premium:** 35%
- **Disadvantaged Pupils:** 100 pupils
- **Headteacher:** Mr. Michael Beale

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### 3. Pupil Premium Funding Overview

For the academic year 2024-2025, Holland Moor Primary School has been allocated £190845.40 Amount] in Pupil Premium funding. This funding will be spent on targeted interventions, resources, and strategies that will improve outcomes for disadvantaged pupils.

Total Pupil Premium: £190,845.40

Staffing Costs (80%)

1. Teaching Assistants: £130,000.00

- Employing additional teaching assistants to provide targeted support in classrooms.

2. Special Educational Needs Coordinator (SENDCO): £10,000.00

- Part-time salary for a SENDCO to support pupil premium pupils with specific needs.

3. Reading Specialist: £5,000.00

- Hiring a reading specialist to run small group interventions for struggling readers.

4. Mental Health Support Worker/Workshops: £5,000.00

- Providing support for students' mental health and well-being through a designated worker.

5. After-school Program Staff: £5,000.00

- Staffing costs for after-school programs focusing on academic support and enrichment activities.

Total Staffing Costs: £155,000.00 (78.7% of total)

Non-Staffing Costs (20%)

1. Educational Resources: £20,000.00

- Purchasing books, learning materials, and educational technology to support learning.

2. Training and Development: £7,000.00

- Professional development for teachers and staff to enhance teaching strategies.

3. Extra-Curricular Activities: £5,000.00

- Funding for trips and activities that enrich the curriculum (e.g., sports, art).

4. School Counselling Services: £8,000.00

- Contracting professional counselling services for students needing additional support.

5. Parental Engagement Programs: £5,000.00

- Initiatives to involve parents in school activities and support their children's learning.

Total Non-Staffing Costs: £45,845.40 (26.6% of total)

Summary

- Total Staffing Costs: £150,000.00 (78.7%)

- Total Non-Staffing Costs: £50,845.40 (26.6%)

- Total Budget Used: £200,845.40

While the total surpasses the pupil premium by £10,000, the majority of the funding (78.7%) has been allocated towards staffing costs, ensuring that the school effectively supports its students.

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## 4. Key Objectives for the Pupil Premium Strategy

Our overarching goals for the Pupil Premium strategy are:

- To improve academic outcomes for disadvantaged pupils in reading, writing, and mathematics.
- To ensure high levels of engagement, participation, and well-being for disadvantaged pupils.
- To provide targeted support that addresses barriers to learning, including attendance, social and emotional development, and parental engagement.

### Supporting Research:

- EEF (Education Endowment Foundation) “The EEF Guide to Pupil Premium” (2021) emphasises that the most effective strategies for improving outcomes for disadvantaged pupils are those that focus on quality teaching, targeted academic support, and addressing social and emotional needs. The EEF’s recommendations align with our goal of holistic support for disadvantaged students.

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## 5. Key Areas of Focus and Integrated Targets

### 1. Raising Academic Attainment

Focus on improving outcomes for disadvantaged pupils by addressing performance gaps in reading, writing, mathematics, and grammar, punctuation, and spelling (GPS).

- **New Target for Reading:**
  - Reduce the gap in the percentage of disadvantaged pupils meeting the expected standard in reading from 11.1% to 5%.
  - Increase the percentage of disadvantaged pupils achieving the higher score in reading from 13% to 18%, in line with the percentage of non-disadvantaged pupils nationally.

### Actions:

- Provide additional guided reading interventions focused on comprehension skills for disadvantaged pupils.
- Introduce a peer tutoring scheme for reading fluency and comprehension.
- Ensure phonics teaching for early readers is systematically reinforced.

### Supporting Research:

- *EEF “Improving Literacy in Key Stage 2” (2017)*: Guided reading and peer tutoring are evidence-based strategies to improve reading fluency and comprehension, particularly for disadvantaged pupils.
- *National Literacy Trust (2020)*: Early reading interventions and sustained comprehension teaching significantly impact literacy outcomes, particularly for pupils from disadvantaged backgrounds.

- **New Target for Writing:**
  - Reduce the gap in the percentage of disadvantaged pupils meeting the expected standard in writing from 5.8% to 3%.
  - Maintain and build on the existing strength of disadvantaged pupils achieving the higher score.

#### **Actions:**

- Implement structured writing workshops, emphasizing sentence construction and vocabulary development.
- Provide CPD for teachers to improve the use of feedback and scaffolding in writing lessons.

#### **Supporting Research:**

- *Hattie (2009) “Visible Learning”*: High-quality feedback and scaffolded teaching methods have a significant impact on writing attainment.
- *EEF “Improving Literacy in Secondary Schools” (2019)*: Structured interventions that focus on sentence-level and paragraph-level writing can help close gaps in attainment.
- **New Target for Mathematics:**
  - Reduce the gap in the percentage of disadvantaged pupils meeting the expected standard in maths from 9.3% to 5%.
  - Increase the percentage of disadvantaged pupils achieving the higher score from 21.7% to 23%.

#### **Actions:**

- Use small-group interventions focused on problem-solving and reasoning skills.
- Provide targeted professional development on mastery teaching techniques in mathematics.

#### **Supporting Research:**

- *EEF “Improving Mathematics in Key Stages 2 and 3” (2017)*: Mastery approaches and structured problem-solving interventions improve mathematical outcomes, especially for disadvantaged learners.
- *Shanahan & Gersten (2017)*: Intensive, small-group mathematics instruction supports disadvantaged pupils in achieving higher scores.
- **New Target for GPS:**
  - Reduce the gap in the percentage of disadvantaged pupils meeting the expected standard in GPS from 5% to 3%.
  - Increase the percentage of disadvantaged pupils achieving the higher score from 26.1% to 30%.

#### **Actions:**

- Introduce targeted interventions focusing on grammar usage, punctuation, and spelling.

- Ensure consistent use of high-quality texts that embed grammar and punctuation practice.

### **Supporting Research:**

- *EEF “Improving Literacy” (2021)*: Targeted teaching of grammar and punctuation in context enhances outcomes for disadvantaged pupils.
- *Fisher et al. (2015)*: Structured spelling and grammar programs help close gaps in writing-related skills.

### **2. Improving Attendance and Engagement**

Target: Improve attendance rates for disadvantaged pupils, aiming for a 5% increase by the end of the academic year.

#### **Actions:**

- Employ an Attendance Officer to work with families of persistently absent pupils.
- Introduce an attendance reward program for disadvantaged pupils.

### **Supporting Research:**

- *EEF “Improving School Attendance” (2021)*: Schools that prioritize attendance with structured interventions see improved pupil outcomes.
- *Lambeth Research (2020)*: Building strong family-school partnerships improves attendance and engagement.

### **3. Enhancing Social and Emotional Well-Being**

Target: Increase participation in well-being programs to ensure 100% of disadvantaged pupils have access to interventions that support resilience and confidence.

#### **Actions:**

- Offer resilience-building workshops and mindfulness programs.
- Increase availability of 1:1 mentoring for disadvantaged pupils.

### **Supporting Research:**

- *EEF “Social and Emotional Learning” (2020)*: SEL interventions significantly improve mental health and academic outcomes for disadvantaged pupils.
- *Baker et al. (2013)*: Emotional well-being programs lead to improved academic performance.

### **4. Expanding Extra-Curricular Opportunities**

Target: Ensure that at least 90% of disadvantaged pupils participate in at least one extra-curricular activity during the academic year.

#### **Actions:**

- Provide free/subsidised places for disadvantaged pupils in clubs and enrichment activities.
- Offer transport support to enable participation in after-school programs.

### **Supporting Research:**

- *Catterall (2009)*: Participation in arts and cultural activities improves both academic and social outcomes for disadvantaged pupils.
- *Ofsted (2021)*: Enrichment activities promote engagement, confidence, and holistic development.

### **5. Parental Engagement**

Target: Achieve 100% participation in parent workshops and ensure that all parents of disadvantaged pupils feel supported.

#### **Actions:**

- Increase availability of parent workshops and 1:1 support sessions.
- Use digital platforms to share resources and engage parents in their child's education.

### **Supporting Research:**

- *Hattie (2009)*: Parental involvement has a profound impact on pupil outcomes.
- *EEF "Parental Engagement" (2018)*: Providing clear guidance to parents improves academic outcomes for disadvantaged pupils.

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### **6. Monitoring and Evaluation**

We will monitor and evaluate the effectiveness of our updated Pupil Premium Strategy by:

- Regular Data Analysis: Tracking progress in academic outcomes, attendance, and engagement.
- Pupil Voice: Gathering feedback from pupils to understand their experiences and areas for improvement.
- Parent Feedback: Conducting surveys and workshops to gather insights from parents.
- Termly Impact Reviews: Adjusting strategies where necessary to ensure effectiveness.

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### **7. Expected Outcomes**

By the end of the 2024-2025 academic year, we expect:

- The attainment gap in reading, writing, mathematics, and GPS to narrow to below 5%.
- At least 90% of disadvantaged pupils to engage in enrichment activities.
- Attendance rates of disadvantaged pupils to improve by 5%.

- All disadvantaged pupils to have access to well-being and social-emotional support programs.

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## **8. Conclusion**

Holland Moor Primary School is committed to ensuring that every pupil, regardless of their background, has the opportunity to succeed. By focusing on evidence-based strategies and addressing the specific needs of disadvantaged pupils, we aim to reduce the achievement gap and provide a foundation for long-term success.