

**At Hollinswood Primary School we:**

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.
4. Focus on outcomes for individual pupils rather than on providing strategies.
5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.
6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.
7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

**Barriers to learning for PPG pupils:**

**In-school barriers (issues to be addressed in school, such as poor oral language skills, vocabulary etc.)**

- Gaps in learning post C-19 lockdown, especially for those pupils who had limited access to resources.
- Poor oral language skills and limited vocabulary on entry to school.
- Coupled vulnerability with SEND, behaviour and mental health needs is an issue for several our PP eligible pupils.

**External barriers (issues which also require action outside school, such as low attendance rates)**

- Ensuring that our Disadvantaged pupils frequently attend school is also an aspect may prove to be an external barrier

Intended outcome	Success criteria	Activity	Impact
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>Embedding dialogic activities across the school curriculum within EYFS and Year 1 such as:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussion.</li> <li>• explicitly extending pupils' spoken vocabulary.</li> <li>• the use of structured questioning to develop reading comprehension; and</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> <li>• Identifying key vocabulary at the planning stage and</li> </ul>	<p>All subject leaders have identified key vocabulary on curriculum progression maps, and these are referred to in every lesson. This has had a positive impact on children's knowledge of tier 3 vocabulary. This year, the focus will be developing children's use and knowledge of tier 2 vocabulary, using explicit vocabulary lessons during reading lesson time.</p> <p>Pupil voice indicated that the greater understanding of a tier 2 vocabulary amongst PPG children is a strength, however, this recognition and understanding of a wider range of vocabulary is not yet evident in written work.</p> <p>Next Steps</p> <p>2024/25 Lead staff training on developing the use active vocabulary in the classroom.</p> <p>Further work with Pupil Voice will demonstrate the embedded impact of vocabulary work.</p> <p>Through development of oral language skills and continued explicit vocabulary instruction, the transfer of vocabulary knowledge and understanding will complete the transition from Stage 3 "Having context-bound and vague knowledge of the word's meaning" to stage 4, "Knowing the word well and remembering it and applying that word in an independent written context."</p> <p>Vocabulary throughout the curriculum is being embedded through recall strategies in the classroom.</p> <p>KS2 Reading data was 83% (EXS). 86% of PPG children achieved the expected standard, which indicates that teaching Tier 2 vocabulary through</p>

		<p>share with all practitioners. Practitioners to model the use of vocabulary in the correct context.</p> <ul style="list-style-type: none"> <li>The use of oracy strategies to improve verbal reasoning and expression</li> </ul>	<p>the curriculum and the vocabulary strategies promoted by Read Master are continuing to be successful.</p>																																								
<p>Improved writing data for disadvantaged pupils in Year 3.</p>	<p>Year 3 writing outcomes in 2022 show an increase of the % of disadvantaged pupils achieving expected standard. Pupils will achieve in line with their peers.</p>	<p>Small group writing intervention with a focus on talk for writing and providing pupils with additional opportunities to practise sentence construction. This will we particularly targeted at disadvantaged pupils.</p>	<p>As a result of continuing targeted provision in Year 3, the percentage of PPG children in Year 3 achieving EXS was Higher than non PPG children. PPG girls, in particular excelled and 18% were above. Of the 12 PPG boys, 50% were SEN and in some cases made accelerated made accelerated progress.</p> <table border="1" data-bbox="958 1027 1973 1358"> <thead> <tr> <th colspan="5">Y3 Writing Attainment</th> </tr> <tr> <th></th> <th>Total (55)</th> <th>Below (23/55)</th> <th>Exs (24/55)</th> <th>Above (8/55)</th> </tr> </thead> <tbody> <tr> <td><b>Non PPG</b></td> <td>33 (60%)</td> <td>13 (39.39%)</td> <td>14 (42.42%)</td> <td>5 (15.15%)</td> </tr> <tr> <td><b>PPG</b></td> <td>23 (41.81%)</td> <td>10 (43.47%)</td> <td>10 (43.47%)</td> <td>3 (13.04%)</td> </tr> <tr> <td><b>PPG + SEND</b></td> <td>5 (9.09%)</td> <td>5 (100%)</td> <td></td> <td></td> </tr> <tr> <td><b>PPG + Girls</b></td> <td>11 (20%)</td> <td>4 (36.36%)</td> <td>5 (45.45%)</td> <td>2 (18.18%)</td> </tr> <tr> <td><b>PPG + Boys</b></td> <td>12 (21.81%)</td> <td>6 (50%)</td> <td>5 (41.67%)</td> <td>1 (8.33%)</td> </tr> <tr> <td><b>PPG + EAL</b></td> <td>6 (10.90%)</td> <td>2 (33.33%)</td> <td>4 (66.66%)</td> <td></td> </tr> </tbody> </table>	Y3 Writing Attainment						Total (55)	Below (23/55)	Exs (24/55)	Above (8/55)	<b>Non PPG</b>	33 (60%)	13 (39.39%)	14 (42.42%)	5 (15.15%)	<b>PPG</b>	23 (41.81%)	10 (43.47%)	10 (43.47%)	3 (13.04%)	<b>PPG + SEND</b>	5 (9.09%)	5 (100%)			<b>PPG + Girls</b>	11 (20%)	4 (36.36%)	5 (45.45%)	2 (18.18%)	<b>PPG + Boys</b>	12 (21.81%)	6 (50%)	5 (41.67%)	1 (8.33%)	<b>PPG + EAL</b>	6 (10.90%)	2 (33.33%)	4 (66.66%)	
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<p>Improved writing data for disadvantaged pupils in Year 5.</p>	<p>Year 5 writing outcomes in 2022 show an increase of the % of disadvantaged pupils achieving expected standard. Pupils will achieve in line with their peers.</p>	<p>Small group writing intervention with a focus on talk for writing and providing pupils with additional opportunities to practise sentence construction. This will be particularly targeted at disadvantaged pupils.</p>	<table border="1" data-bbox="965 236 2033 448"> <thead> <tr> <th colspan="5">Y5 Writing Attainment</th> </tr> <tr> <th></th> <th>Total (60)</th> <th>Below (13/60)</th> <th>Exs (35/60)</th> <th>Above (12/60)</th> </tr> </thead> <tbody> <tr> <td>Non PPG</td> <td>41 (68.33%)</td> <td>6 (14.64%)</td> <td>25 (60.78%)</td> <td>10 (24.39%)</td> </tr> <tr> <td>PPG</td> <td>19 (31.66%)</td> <td>7 (36.84%)</td> <td>10 (52.63%)</td> <td>2 (10.53%)</td> </tr> <tr> <td>PPG + SEND</td> <td>6 (10%)</td> <td>3 (50%)</td> <td>3 (50%)</td> <td></td> </tr> <tr> <td>PPG + Girls</td> <td>11 (18.33%)</td> <td>3 (27.27%)</td> <td>7 (63.64%)</td> <td>1 (9.09%)</td> </tr> </tbody> </table> <p>52.63% of PPG girls achieved expected standard and 10.53%</p>	Y5 Writing Attainment						Total (60)	Below (13/60)	Exs (35/60)	Above (12/60)	Non PPG	41 (68.33%)	6 (14.64%)	25 (60.78%)	10 (24.39%)	PPG	19 (31.66%)	7 (36.84%)	10 (52.63%)	2 (10.53%)	PPG + SEND	6 (10%)	3 (50%)	3 (50%)		PPG + Girls	11 (18.33%)	3 (27.27%)	7 (63.64%)	1 (9.09%)
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<p>To achieve and sustain improved well-being for all our pupils in school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of well-being from 2021/2022 demonstrated by pupil voice outcomes and teacher observations. An improvement in the quality of writing produced as result of increased resilience and stamina.</p>	<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>10 children in Year 5 and 6 4 1hr sessions. Groups of 5 children in each session.</p> <p>Aims:</p> <ul style="list-style-type: none"> <li>• Build resilience</li> <li>• Develop and strengthen friendships</li> <li>• Increase physical activity outdoors for health benefits</li> </ul> <p>Impact</p> <ul style="list-style-type: none"> <li>• Children built resilience, perseverance and self-belief which has led to increased participation in lessons that they may at first perceive as difficult.</li> <li>• Children were given opportunities to support each other which has developed and strengthened friendships. This has led to less child-on-child behaviour incidents in school.</li> <li>• Children developed their independence and confidence which has transferred back into school when working, problem solving or playing with friends.</li> </ul>																														

		<p>DHT to attend Mental Health Lead training. Complete audit and devise action plan. Provide training to all staff. Evaluate impact.</p> <p>Engagement with Arthog Outreach to plan and deliver an enrichment activity programme with a focus on developing pupils' well-being and resilience.</p> <p>Targeted intervention led by Forest School Lead with a focus on problem-solving and teamwork.</p> <p>Development of an implementation of art and drama extra-curricular</p>	<p>Inclusion Leads have received training in mental health. One Inclusion Lead received training to deliver Drawing and Talking interventions and another Inclusion Lead received training to be a Mental Health Lead. Children whose families were receiving Early Help were identified to receive targeted sessions with Inclusion Leads, where we saw an impact in their abilities to regulate their emotions and engage with lessons more successfully. We recognise that this is a journey for these children and they will continue to receive targeted support next year.</p> <p>Trauma Based training and delivered to all staff by the virtual school and drawing and talking interventions have begun.</p>
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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/2022 demonstrated by:</p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of pupils who are persistently absent is reduced for all pupils, particularly disadvantaged pupils.</li> </ul>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<table border="1" data-bbox="965 384 2042 528"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2021/2022</th> <th colspan="3">Year to Autumn 1</th> <th colspan="3">Year to Autumn Term End</th> <th colspan="3">Year to Spring 1</th> <th colspan="3">Year to Spring Term End</th> <th colspan="3">Year to Summer 1</th> <th colspan="3">Year to Summer term End</th> </tr> <tr> <th>Attendance %</th> <th>No of pupils</th> <th>No of PA</th> <th>Attendance %</th> <th>No of pupils</th> <th>No of PA</th> <th>Attendance %</th> <th>No of pupils</th> <th>No of PA</th> <th>Attendance %</th> <th>No of pupils</th> <th>No of PA</th> <th>Attendance %</th> <th>No of pupils</th> <th>No of PA</th> <th>Attendance %</th> <th>No of pupils</th> <th>No of PA</th> <th>Attendance %</th> <th>No of pupils</th> <th>No of PA</th> </tr> </thead> <tbody> <tr> <td>All Pupils exc Nursery</td> <td>93.5%</td> <td>390</td> <td>82</td> <td>95.6%</td> <td>366</td> <td>58</td> <td>94.8%</td> <td>367</td> <td>58</td> <td>94.9%</td> <td>369</td> <td>57</td> <td>95.4%</td> <td>391</td> <td>56</td> <td>94.9%</td> <td>405</td> <td>52</td> <td>95%</td> <td>408</td> <td>52</td> </tr> <tr> <td>PPG Pupils</td> <td>92.5%</td> <td>129</td> <td>38</td> <td>94.8%</td> <td>120</td> <td>23</td> <td>93.8%</td> <td>122</td> <td>31</td> <td>93.9%</td> <td>121</td> <td>16</td> <td>94.2%</td> <td>128</td> <td>30</td> <td>94%</td> <td>133</td> <td>27</td> <td>94.1%</td> <td>132</td> <td>25</td> </tr> </tbody> </table> <table border="1" data-bbox="965 544 2042 775"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2021 - 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The attendance gap between PP and non PP children has closed in some year groups, particularly Years 1, 2, 4 and 6.  <b>Pupil Premium attendance remains to be a focus in 2024/ 2025, especially in years 3 and 5.</b></p>		2021/2022			Year to Autumn 1			Year to Autumn Term End			Year to Spring 1			Year to Spring Term End			Year to Summer 1			Year to Summer term End			Attendance %	No of pupils	No of PA	Attendance %	No of pupils	No of PA	Attendance %	No of pupils	No of PA	Attendance %	No of pupils	No of PA	Attendance %	No of pupils	No of PA	Attendance %	No of pupils	No of PA	Attendance %	No of pupils	No of PA	All Pupils exc Nursery	93.5%	390	82	95.6%	366	58	94.8%	367	58	94.9%	369	57	95.4%	391	56	94.9%	405	52	95%	408	52	PPG Pupils	92.5%	129	38	94.8%	120	23	93.8%	122	31	93.9%	121	16	94.2%	128	30	94%	133	27	94.1%	132	25		2021 - 2022			Autumn 1			Autumn Term			Spring 1			Spring Term			Summer 1			Summer Term			PP	Non-PP	Difference	PP	Non-PP	Difference	PP	Non-PP	Difference	PP	Non-PP	Difference	PP	Non-PP	Difference	PP	Non-PP	Difference	PP	Non-PP	Difference	Reception	88.3	91.3	-3																			Year 1	89.5	94.4	-4.9	94.4	93.4	+1	93.7	94.6	-0.9	92.9	94.3	-1.4	93.3	93.4	+0.1	93.8	93.7	+0.1	94	94	0	Year 2	94.6	93.7	+0.9	91.4	95.7	-4.3	92	95.9	-3.9	92.9	96.2	-3.3	93.1	95.8	-2.7	93.6	95.6	-2	94.2	95.5	-1.3	Year 3	92	94.8	-2.8	97.5	94.6	+2.9	94.1	94.1	0	93.7	94.6	-0.9	93.4	94.9	-1.5	93.2	95.1	-1.9	93.7	95.2	-1.5	Year 4	92.2	93.4	-1.2	92.7	98	-5.3	93	96.2	-3.2	93.2	96	-2.8	93.3	96.1	-2.8	93.5	96.1	-2.6	93.7	96.3	-2.6	Year 5	92.3	94.7	-2.4	96.2	95.6	+0.6	94.4	94.8	-0.4	94.1	94.9	-0.8	93.7	94.8	-1.1	94	95	-1	93.4	95.1	-1.7	Year 6	93.9	94.3	-0.4	95.3	97.5	-2.2	95.3	96.3	-1	95.5	96.4	-0.9	95.8	96.6	-0.8	95.6	96.7	-1.1	95.4	96.5	-1.1
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Year 2	94.6	93.7	+0.9	91.4	95.7	-4.3	92	95.9	-3.9	92.9	96.2	-3.3	93.1	95.8	-2.7	93.6	95.6	-2	94.2	95.5	-1.3																																																																																																																																																																																																																																																																										
Year 3	92	94.8	-2.8	97.5	94.6	+2.9	94.1	94.1	0	93.7	94.6	-0.9	93.4	94.9	-1.5	93.2	95.1	-1.9	93.7	95.2	-1.5																																																																																																																																																																																																																																																																										
Year 4	92.2	93.4	-1.2	92.7	98	-5.3	93	96.2	-3.2	93.2	96	-2.8	93.3	96.1	-2.8	93.5	96.1	-2.6	93.7	96.3	-2.6																																																																																																																																																																																																																																																																										
Year 5	92.3	94.7	-2.4	96.2	95.6	+0.6	94.4	94.8	-0.4	94.1	94.9	-0.8	93.7	94.8	-1.1	94	95	-1	93.4	95.1	-1.7																																																																																																																																																																																																																																																																										
Year 6	93.9	94.3	-0.4	95.3	97.5	-2.2	95.3	96.3	-1	95.5	96.4	-0.9	95.8	96.6	-0.8	95.6	96.7	-1.1	95.4	96.5	-1.1																																																																																																																																																																																																																																																																										