

Hollinswood Primary School and Nursery Pupil Premium Strategy Statement 2020-2021

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 of 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 that may prove to be an external barrier.

1.Summary Information	
Deprivation 122 pupils x £1,320.00	£162,745.00
Service pupils	£1,860.00
Pupils Adopted from Care	£ 9,380
Total	£ 174, 462.00

Key question identified from analysis of school data.	Success criteria – measurable and with termly milestones.	Actions	Who is responsible?	Monitoring activity	Evaluation
Foundation stage					
<p>Overall target:</p> <ul style="list-style-type: none"> The % of PPG pupils on track to achieve the expected standard in the specific areas is in line with the same group nationally. PPG pupils make good or better progress in the specific areas from baseline in Reception. 					
How can we ensure PPG pupils read regularly and are given opportunities to explore a wide range of texts?	<p>Pupils to read at least three times a week recorded in their reading record.</p> <p>All PPG pupils to make at least expected progress from baseline.</p>	<p>English lead to:</p> <ul style="list-style-type: none"> Purchase books for shared reading areas linked to children’s interests. Purchase books for whole class shared reading linked to theme. Purchase additional guided reading and independent reading books that link to Letters and Sound. 	English lead	English lead and KS1 lead to monitor and evaluate the reading provision in the Spring term and report findings to	

		Foundation stage staff to provide additional reading opportunities for PPG pupils in class and encourage engagement with Bug Club online.		the Governors meeting.	
How can we ensure that PPG pupils develop skills in CLL that will then support them in the specific areas?	<p>All PPG pupils to make at least expected progress from baseline in CLL.</p> <p>Pupils to demonstrate that they are able to</p> <p>Maintain attention, concentrate and sit quietly during an appropriate activity.</p> <p>Listen to and respond to ideas expressed by others in conversation or discussion.</p>	<p>Foundation lead to identify PPG pupils who require additional intervention for CLL.</p> <p>Additional adult to deliver a six-week language intervention with a focus on:</p> <ul style="list-style-type: none"> • Maintaining attention, concentration and sit quietly during appropriate activity. • Listening to and responding to ideas expressed by others in conversation or discussion. <p>Foundation lead to track progress of pupils and adapt/develop intervention in response to findings.</p>	Foundation lead	Foundation lead to report impact at pupil progress meeting.	
How can we ensure that PPG pupils develop skills and knowledge in phonics and maths?	<p>Writing</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Foundation lead to identify PPG pupils who require additional intervention.</p> <p>Class teacher to deliver a booster phonics group and maths group for 6 weeks – 2 x 30 minute sessions.</p>	Foundation lead	Foundation lead to report impact at pupil progress meeting.	

	<ul style="list-style-type: none"> • Writes own name and other things such as labels and captions. • Attempts to write short sentences in meaningful contexts <p>Maths Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects. • Find the total number of items in two groups by counting all of them. • Say the number that is one more than a given number. • Find one more or one less from a group of up to five objects, then ten objects 	Foundation lead to track progress of pupils and adapt/develop intervention in response to findings.			
How can we ensure that pupils have opportunities to use and apply writing and maths skills?	Evidence of independent writing and number across all areas of the Foundation stage in the children's learning journey.	Staff must ensure planning evolves with the children's interests and opportunities for writing/number are put into a context. Opportunities for writing/number must be available in all areas of the provision	Foundation stage lead All FU staff to be responsible	Is progress clear in the learning journeys? Are the children having opportunity to	

	<p>Progress will be clear in the learning journeys.</p> <p>The provision will be resourced to entice and encourage children to write as part of their Open door sessions.</p>	<p>and at all times: snack time, registration, home corner, outdoors etc.</p> <p>TAs will join the weekly team meetings to ensure they are accessing regular updates and training, and weekly planning discussions can take place, to ensure provision is challenging.</p>	<p>for keeping the resources stocked and well presented.</p>	<p>write independently in a range of contexts?</p> <p>Is the environment highly stimulating providing a rich and varied range of activities and experiences?</p> <p>Does data show the children making consistently good or better progress in writing/number?</p> <p>Are there scaffolds for writing/number around the environment in all areas?</p>	
--	---	--	--	---	--

KS1 and KS2

Overall target:

The % of PPG pupils on track to achieve expected standard in reading, writing and maths is in line with all pupils.

The % of pupils on track to achieve greater depth in reading, writing and maths is in line with all pupils.

<p>How can we ensure that PPG pupils attain in line with their peers for writing in year one and two?</p>	<p>Pupils develop the stamina to write.</p> <p>Pupils are more engaged and motivated to write.</p>	<p>Creative writing group intervention led by the inclusion leader with a focus on developing pupil's confidence and stamina to write.</p> <p>Additional 6-week intervention following the creative writing group led by a qualified teacher with a focus on writing simple sentences and captions.</p> <p>KS1 leader to track progress and adapt/develop the intervention in response to assessments.</p>	<p>Inclusion leader</p> <p>Year one teacher</p> <p>KS1 leader</p>	<p>KS1 leader to report impact in Pupil Progress meeting.</p>	
<p>How can we ensure that PPG pupils in year one attain in line with their peers in phonics?</p>	<p>At least 80% of PPG pupils pass the phonics test in Year one.</p>	<p>Phonics recovery Complete phonic assessments for pupils in year one and year two to assess pupils' phonic attainment and plan intervention to address gaps quickly and effectively.</p> <p>KS1 teachers to deliver an after-school phonics booster session targeting PPG pupils.</p> <p>Parents to be provided with guidance on how they can support their child with phonics.</p> <p>Pupils to be given games and activities that they can complete with their parents at home.</p>	<p>KS1 teachers</p>	<p>KS1 leader to track progress for Reception and year one pupils and report in a Governors meeting.</p>	

		<p>Priority given to mental health and emotional well-being. Relationships are key.</p> <p>Class teachers to consider pupils with SEN needs. How will these pupils be supported back into school? SENCo to monitor the provision for these pupils and ensure they are supported well.</p> <p>Class teachers to continue to use ClassDojo to communicate with parents and pupils.</p>			
How can we support PPG pupils and families if a pupil has to self-isolate due to Covid?	.All PPG pupils have access to remote learning in the event of them having to self-isolate.	<p>ICT lead to use outcomes from parent questionnaires and an analysis of ClassDojo engagement to identify any barriers to pupils being unable to access remote learning. ICT lead to work collaboratively with the class teacher to overcome any barriers for example:</p> <ul style="list-style-type: none"> • Provide families with a laptop. • Provide support for ICT use with parents and pupils. • Compile and deliver paper-based work packs. <p>If a pupil has to self-isolate, class teacher to be in regular communication either via ClassDojo, email or by phone.</p>	ICT lead and class teachers	DHT to report to Governors in an Achievement and Progress committee meeting.	

		DHT to continue to monitor and evaluate the effectiveness of the remote learning provision.			
How can we improve the attendance rate of PPG children?	Schools absence rate is lower than National absence rate.	<p>Attendance meetings held fortnightly with EWO and admin staff to identify any pupils who are causing concern and to plan next steps for intervention.</p> <p>School Business Manager to use attendance tracking grid to track pupils.</p> <p>If there are any PPG pupils whose attendance is causing concern, inclusion leaders to initially meet with parents to discuss if there are any way in which school can offer support</p> <p>Action plan put in place with family.</p>	<p>DHT/Business manager</p> <p>Team leaders/class teacher/intervention leaders</p> <p>Class teacher</p> <p>Admin team</p>	<p>Attendance to be monitored by Admin/EWO</p> <p>PPG leader to analyse data termly</p> <p>DHT to monitor implementation of attendance flow chart</p>	
How can we reduce exclusion rate of PPG children?	Schools exclusion rate is lower than National exclusion rates.	<p>Inclusion leaders and SLT to work with class teachers to develop a behaviour plan for individuals who are at risk of exclusion. Behaviour plan to be shared with relevant staff and parents.</p> <p>Use to track any behaviour incidents for the child so that triggers/barriers can be quickly identified and acted upon.</p>	<p>Team leaders/DHT</p> <p>Class teacher/Team leaders</p> <p>Class teacher</p>	<p>DHT to monitor any exclusions</p> <p>PPG leader to analyse data termly</p>	

		<p>Parental engagement for identified children</p> <p>Continue with parent sessions throughout school, to maintain positive engagement. Ensure we target identified families</p> <p>Work closely with the Behaviour Support Team to review behaviour plan and develop the provision.</p>	Team leaders		
How can we promote the emotional wellbeing and resilience of our PPG pupils?	<p>Data shows that children targeted make good progress over time</p> <p>Children make good progress in meeting SMART targets</p>	<p>Inclusion leaders and teaching assistants to use Build to Express as a tool to explore emotions, responses to situations, social storied,</p> <p>Inclusion leaders to have time available to pick up distressed children/families at key times e.g. first thing, after breaks.</p> <p>Provide opportunities for PPG pupils that are not normally available such as Forest School, Arthog, Arthog Outreach, Music/Art/craft activities by an expert.</p> <p>Inclusion leader in KS2 to work with Arthog staff to plan and implement an intervention with a focus on developing pupils' self esteem and resilience. Inclusion leader to use well-being scale</p>	<p>Inclusion leaders and Teaching Assistants.</p> <p>Inclusion leader</p> <p>Class teachers and teaching assistants.</p> <p>Inclusion leaders</p>	Inclusion leaders and TAs to provide a case study for identified pupils to demonstrate the progress that the children have made.	

		<p>to track progress and to feedback to Year 5/6 team leader.</p> <p>Inclusion leader to plan and implement an intervention based on 'hidden chimp'. Pupils to become aware of how their brain works when they become distressed and to learn strategies to support with managing these emotions.</p>			
<p><i>How can we promote the emotional wellbeing of our PPG pupils?</i></p>	<p>Data shows that children targeted make good progress over time</p> <p>Children make good progress in meeting SMART targets</p>	<p>Teaching assistants and inclusion leaders to identify pupils who don't eat breakfast before they come to school.</p> <p>Inclusion leader to provide breakfast bagels for pupils in the morning.</p> <p>Inclusion leader to ensure that any pupils who come into school late are given the opportunity to have a bagel.</p> <p>Inclusion leader to work with class teachers to promote the importance of a healthy breakfast in the morning.</p> <p>Breakfast club leader to target PPG pupils who disclose that they do not receive breakfast at home.</p>	<p>Teaching assistants and inclusion leaders</p> <p>Inclusion leader</p> <p>Breakfast club leader</p>	<p>Inclusion leader to conduct pupil and staff questionnaires to measure the impact of the intervention and report back to Governors.</p>	

<p><i>How can we ensure develop the capacity and specialism to monitor and report on PPG attainment and progress?</i></p>	<p>Data shows that PPG pupils are making accelerated progress in order to close attainment gaps in reading, writing and maths.</p>	<p>Half termly rigorous analysis of PPG attainment and progress data against National %s, using Otrack.</p> <p>Non-teaching Deputy Headteacher will work alongside the Inclusion leaders and team leaders to ensure children in receipt of FSM are targeted and interventions are having an impact on progress. Track progress and evaluate.</p> <p>Non-teaching Deputy Head will feedback progress to the PPG Governor every half term, who will then evaluate the plan.</p> <p>PPG admin assistant will update provision map for PPG pupils half termly.</p>	<p>PPG Governors, PPG lead, team leaders and Inclusion Manager.</p>	<p>PPG lead to report half termly to PPG Governor.</p>	
---	--	--	---	--	--