

## Hollinswood Primary School and Nursery Pupil Premium Strategy Statement 2019-2020

### 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.

1. Summary Information	
Deprivation 122 pupils x £1,320.00	£ 161,040.00
Service pupils	£ 1,800.00
Pupils Adopted from Care	£ 6,900.00
<b>Total</b>	<b>£ 169,740.00</b>

### 2. Current attainment

End of Foundation Stage									
	All pupils (60 pupils)		National % for all pupils		PPG pupils (12 pupils)		National % for PPG pupils		
Reading	75%		73%		75%		61%		
Writing	72%		73%		67%		61%		
Maths	82%		79%		75%		66%		
Good Level of Development	71.7% (60 pupils)		72%		66.7%		56.5%		
Phonics									
	All pupils	National % of all pupils		PPG pupils		National % for PPG pupils			
Expected standard	85%	82%		86%		71%			
Key stage one									
	All pupils (57 pupils)		National % for all pupils		PPG pupils (16 pupils)		National % for PPG pupils		
Reading	81%	28%	75%	25%	69%	12%	62%	25%	
Writing	72%	16%	69%	15%	56%	0%	55%	15%	
Maths	81%	25%	76%	22%	69%	19%	62%	22%	
Notes: PPG pupils attain lower than all pupils and National for all pupils but are above the National for PPG pupils in all three subjects.									

Key stage two								
	All pupils (57 pupils)		National % for all pupils		PPG pupils (16 pupils)		National % for PPG pupils	
Reading	79.6%	27.8%	73.3%	27%	88%	40%	62%	12%
Writing	84%	18.5%	68%	20%	82%	8%	69%	12%
Maths	91%	20.4%	79%	27%	92%	4%	67%	12%
<p>Notes: KS2  PPG pupils attain in line or above all pupils and National for all and for PPG pupils at expected standard in all three subjects.  PPG pupils attain lower than National and all pupils at Greater Depth in writing and in maths.</p>								
<p><b>Areas to develop further:</b></p> <ul style="list-style-type: none"> <li>• Reception – accelerate the progress</li> <li>• Expected KS1 – close the gap between PPG and peers in all three subjects. (SEN and PPG)</li> <li>• Greater Depth in reading, writing and maths (KS1)</li> <li>• Greater Depth in writing and maths (KS2)</li> </ul>								

Key question identified from analysis of school data.	Evaluation
How can we ensure that PPG pupils in the Foundation Stage read at least three times a week?	<p><u>Monitoring on the 11<sup>th</sup> February – pupil questionnaires</u>  All pupils spoken to, read regularly at home, and it is evident that the reading challenge is an incentive for this. All pupils knew where the books were to take home and knew that they could change their book whenever they need to.</p> <p>Pupils were able to talk about the reading challenge and what they needed to do to achieve a brick. Consequently, pupils make good progress in reading because they're given lots of opportunities to use and apply reading skills.</p>
How can we ensure that parents know how to support their child when reading with them at home?	<p>The reading incentive ran throughout the Autumn and Spring term. Year two teacher ran 3 parent workshops On average, 30 parents attended and noted an increased</p>

	<p><i>confidence in supporting their child with phonics. Class teachers also noted an improvement in reading at home and parental engagement in reading diaries.</i></p> <p><i>In February, Year 2 teacher ran a rewards session for the children and parents who has engaged the most. This session gave the reading incentive a further boost.</i></p> <p><i>Due to COVID19, the final 3 parent workshop sessions were cancelled, and it was difficult to get a true representation of impact due to no data collection in the Summer term. This also meant that the report to Governors did not take place.</i></p>
<p>How can we ensure that pupils have opportunities to use and apply writing and maths skills?</p>	<p><u><i>Monitoring 14<sup>th</sup> November 2020 following recommendations made.</i></u></p> <p><i>There were groups of children in nursery, home corner and role-play area incorporating writing therefore children are valuing the purpose of writing and using writing for different purposes.</i></p> <p><i>Children are encouraged to write their names or have a go and to get name cards if they need support as a result, children know what the expectations are and are supported in achieving these.</i></p> <p><i>Writing opportunities were provided within the home corner and children were accessing these therefore children are valuing the purpose of writing and using writing for different purposes.</i></p> <p><i>Activities are being planned that develop the children's fine manipulative skills therefore developing children's physical strength which will in turn support their writing.</i></p>
<p>How can we ensure that PPG pupils develop a good understanding of vocabulary to tackle challenging texts?</p>	<p><u><i>Monitoring on the 11<sup>th</sup> February 2020 – learning walk and reading response book look.</i></u></p> <p><i>Ambitious vocabulary to challenge pupils was used in all year groups and the pupils talked about how they can use this vocabulary in their writing. Therefore, all pupils at all stages of learning were challenged appropriately.</i></p> <p><i>It was evident in books that close the gap feedback is used effectively to address misconceptions and the this is followed up with another activity to ensure that pupils</i></p>

	<p><i>have made progress with this. Consequently, pupils are making good or better progress in the lesson and over time.</i></p> <p><i>TAs questioned, supported, and challenged pupils well during the reading sessions for example KA, supported a pupil with understanding what a dictionary and thesaurus were for. Consequently, pupils supported/guided by an adult make good progress.</i></p> <p><i>Pupils used terminology correctly such as synonym and were able to talk about up levelling their vocabulary. Consequently, pupils are able to use the correct terminology when describing their learning.</i></p> <p><u><i>STSA Annual Report – 2019-2020</i></u>  <i>The use being made of shared high quality texts is having a very positive impact on the pupils' understanding and use of wider vocabulary and grammatical devices. This has enriched the quality of the pupils' writing, including for the most able (an Ofsted development area).</i></p>
<p>How can we ensure that more able PPG learners develop the resilience to be able to tackle challenging tasks?</p>	<p><i>End of Spring term teacher assessment data shows that in reading the most able pupils are doing well, with all year groups meeting 2019 national averages and Years 2, 3, 5 and 6 being above. In writing, with the exception of Year 1, all groups are meeting 2019 national averages for greater depth. In mathematics, the pupils are meeting 2019 national averages for greater depth with Year 5 being above.</i></p>
<p>How can we ensure that the % of PPG pupils on track to achieve greater depth is in line with the national % for all pupils?</p>	<p><i>End of spring term data:  In writing, with the exception of Year 1, all groups are meeting 2019 national averages for greater depth.</i></p> <p><i>STSA Advisor Annual Report  The English Lead has effectively supported staff in developing the pupils' writing, especially those working towards or at greater depth, through using a high quality shared text as a stimulus. This successfully introduces the pupils to new grammatical techniques, vocabulary and themes through daily story telling.</i></p> <p><i>The English curriculum leader has also trained staff in their planning of writing lessons</i></p>

<p>How can we ensure that the % of PPG pupils on track to achieve greater depth in Maths is in line with the national % for all pupils?</p>	<p><i>In mathematics, the pupils are meeting 2019 national averages for greater depth with Year 5 being above.</i></p>
<p>How can we ensure that pupils in the foundation stage attain in line with national for CLL?</p> <p>How can we ensure that PPG pupils attain in line with their peers for speaking and listening in KS1 and KS2?</p>	<p><u>STSA Advisor Annual Report</u>  <i>Learning environments are well resourced. Careful thought is given to the needs of pupils. The SEN co-ordinator, following a learning walk, provided staff with very insightful guidance on how to make sure their classrooms are SEN friendly, including the importance of visual timetables and visual prompts to remind the pupils of key learning points they have learnt across a week.</i></p>
<p>How can we improve engagement and motivation for PPG pupils?</p>	<p><i>All staff reported an increase in motivation and engagement for pupils  Children enjoy learning in an active way, and it supports memory recall  Reading and Writing no. of greater depth increased  Active Learning will continue to be normal practice across the school, ensuring children understand the importance of it</i></p>
<p><b>Data Dashboard</b>  How can we improve the attendance rate of PPG children?</p>	<p><u>STSA Advisor Annual Report</u>  <i>To further strengthen the school processes and procedures regarding attendance the Business Manager has undertaken a range of training events. This has led to more robust recording systems, enabling leaders to identify trends and patterns. Outcomes are then followed up by the Inclusion Leader. Attendance levels are good.</i></p>
<p>How can we reduce exclusion rate of PPG children?</p>	<p><u>STSA Advisor Annual Report</u>  <i>Incidents of misbehaviour are dealt with swiftly and in a measured positive way. Strong relationships with parents help to resolve issues quickly, as the school works in partnership with them to address concerns. In the rare instances when pupils have more complex behavioural needs senior leaders swiftly seek out support from a range of agencies, and act on the advice they are given. This helps to minimise the need for exclusions, which only take place on the rare occasions when all other courses of action have been exhausted. On these occasions the pupils have quickly and successfully been re-integrated back into school life.</i></p> <p><i>The school's behaviour policy sets out very clear expectations as to how staff and pupils should behave. These were agreed as part of a consultative process. Expectations for good behaviour are high.</i></p>

*Pupils' positive behaviour is routinely seen, including at the start of the school day where pupils are excitedly waiting to enter the school building. This is a school where pupils are clearly very happy, enjoying their learning and being with their friends.*

*Staff and pupils welcome visitors in a way which demonstrates respect, friendliness and care. These aspects of human decency are common place in the school. There is a real sense of community and joy which is a pleasure to see and be part of.*

*How can we ensure PPG pupils with social, emotional and behavioural difficulties are supported well, so that they continue to make good progress and attain as well as their peers?*

*STSA advisor annual report*

*School leaders are constantly seeking to extend the pupils' learning experiences through its curriculum and extra-curricular offer. For example, the school has recently taken up the opportunity to extend its music provision through their engagement in a national initiative. This will enable the pupils to receive regular music tuition from a range of experts, and will include the opportunity for them to learn how to play musical instruments such as violins and cellos.*

*Much thought has been given to how the school can develop a sense of citizenship, in line with modern British values, within the pupils. This is evident in the work undertaken by the School Council, a democratically elected group. They recently met with a member of the Parish council to explore answers to the question: "When coming to school, what do you notice most and what is your opinion of it – good or bad," Their responses showed a mature and sensitive appreciation of what was going well and what could be improved. This is successfully helping them to develop a sense of civic responsibility and pride in their local area (See pupils' comments above)*

*Pupils are also encouraged to appreciate the needs of more vulnerable people, such as the elderly in the local community. For example, they have set up the Chit Chat Club. This involves a group of pupils visiting Hollinswood's elderly residents to, amongst other things, play bingo and take part in shared reading sessions.*

*The school curriculum very effectively supports pupils' personal development, including their role in making the world a better place. For example, through the work of the ECO Committee on food wastage and a reduction in the use of plastic in school. The school was awarded the Plastics Free Schools Award from Surfers Against Sewage (SAS).*

*The pupils successfully reduced or replaced the use of single-use plastic items like pudding cups and cling film, and supplied each child with a long-life water bottle.*

*The curriculum offer includes opportunities for outdoor learning, visits and visitors. This helps the learning come to life for the pupils, as they see, handle and experience information through direct experience. For example, Key Stage 1 pupils visited Blists Hill Victorian Town and also undertook a heritage work in the local area as part of their history work. This successfully enriched their understanding of how people lived in the past and how this compares with their lives today.*

*How can we promote the emotional wellbeing and resilience of our PPG pupils?*

*STSA Advisor Annual Review:*

*The school website provides helpful information for parents on ways they can support their child's mental well-being. These include areas such as helping their child to take notice of their surrounding environment and seasonal changes, being active and talking together. There is also useful information on who to contact in school if any concerns arise.*

*During lockdown ClassDojo, a remote learning platform, was used across the whole school. The aims of using the platform were two fold, to provide learning tasks but also to support pupils' emotional wellbeing:*

- To provide home learning tasks for pupils.*
- To engage further with pupils and parents/carers during the school closure. This was through feedback given by the class teacher to the pupil when activities are uploaded or responding to questions from parents that are posted on their child's portfolio.*
- Audit was completed after the first week of the roll out and class teachers contacted all parents who had not signed up to offer further support. Most parents signed up.*
- Families who were struggling with ICT were given additional learning packs which staff in school have delivered.*
- Class teachers have continued to contact those parents who have signed up but are not engaging in uploading tasks consistently to check on their well-being and offer support if needed.*

<p><i>How can we ensure develop the capacity and specialism to monitor and report on PPG attainment and progress?</i></p>	<p><i>DHT has continued to monitor the data and provision for PPG pupils and evaluated the impact of the provision.</i></p> <p><i>Pupil progress meetings continue to be held half termly. Through pupil progress, additional intervention is planned for disadvantaged pupils as and when required.</i></p>
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