

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hollinswood Primary School & Nursery
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	121 (30%)
Academic year/years that our current pupil premium strategy plan covers 2021/2022	2021/2022
Date this statement was published	19 th December 2021
Date on which it will be reviewed	19 th December 2022
Statement authorised by	Governing body
Pupil premium lead	Kath Osborne and Shona Barrow
Governor / Trustee lead	Jenny Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,467.00
Recovery premium funding allocation this academic year	£16,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192, 657
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Part A: Pupil premium strategy plan

Statement of intent

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in Early Years and Year 1 and more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations in Year 1 suggest disadvantaged pupils generally have difficulties in phonics, particularly with their ability to blend and segment, which negatively impacts on their development as readers and writers.
3	Internal assessment and observations indicate that there is a dip in attainment for Year 3 pupils as they have transitioned from Year 2. Further diagnostic assessment indicates that a group of pupils have difficulties in applying grammatical structures in their writing. This is linked to difficulties in their oral language.
4	Data analysis indicates that the % of disadvantaged pupils on track to achieve expected in writing in Year 5 is lower than their peers. Further diagnostic assessments indicate that there is a group of pupils that have difficulties in SPAG (Spelling, Punctuation, and Grammar)
5	Our observations and discussions with pupils have identified social and emotional issues for many pupils, noticeably around their resilience, emotional well-being, and interactions with other children. These challenges particularly affect disadvantaged pupils including their attainment.
6	Attendance analysis indicates that persistent absence is higher for disadvantaged pupils in comparison to their peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading and writing data for disadvantaged pupils in Year 1.	Phonic outcomes in 2022 show that there is an increase in the % of disadvantaged pupils meeting the

	<p>expected standard in phonics. (Current baseline 2/16)</p> <p>Reading and writing outcomes in 2022 show that % of pupils achieving expected standard is in line with their peers.</p>
Improved writing data for disadvantaged pupils in Year 3.	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.
Improved writing data for disadvantaged pupils in Year 5.	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.
To achieve and sustain improved well-being for all our pupils in school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being from 2021/2022 demonstrated by pupil voice outcomes and teacher observations.</p> <p>An improvement in the quality of writing produced as result of increased resilience and stamina.</p>
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"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of pupils who are persistently absent is reduced for all pupils, particularly disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge
<p>Embedding dialogic activities across the school curriculum within EYFS and Year 1 such as:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion. explicitly extending pupils' spoken vocabulary. the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. Identifying key vocabulary at the planning stage and share with all practitioners. Practitioners to model the use of vocabulary in the correct context. 	<p>The security of the evidence around oral language interventions is rated as high and has high impact on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<ul style="list-style-type: none"> Purchase of a DFE validated systematic synthetic phonics programme to secure stronger phonics for pupils. Purchase reading materials that follow the systematic phonics programme. Purchase of Phonics Tracker which provides diagnostic assessment information which can be used to identify barriers to learning. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<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> <ul style="list-style-type: none"> DHT to attend Mental Health Lead training. Complete audit and devise action plan. Provide training to all staff. Evaluate impact. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 85,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3 and 4
Engagement with Arthog Outreach to plan and deliver an enrichment activity programme with a focus on developing pupils' well-being and resilience.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Targeted intervention led by Forest School Lead with a focus on problem-solving and teamwork.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 93,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in the DfE's Improving School Attendance 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>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Development of an implementation of art and drama extra-curricular activity with a focus on improving pupils' well-being.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 192,657

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

See attached evaluation plan for 2020/2021

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.