

Hollinswood Primary School and Nursery Pupil Premium Strategy Statement 2021-2022 Review

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
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	Embedding dialogic activities across the school curriculum within EYFS and Year 1 such as: <ul style="list-style-type: none"> • targeted reading aloud and book discussion. 	Pupils are still presenting in EYFS and Year 1 with underdeveloped oral language skills and vocabulary gaps. This has been further compounded by COVID and high percentages of EAL and PPG children in these year groups. 50% in EYFS and 30% in Y1 of PPG children were also EAL learners last year. Due to the interventions put in place last year, children made good progress from low baselines and 5/11 disadvantaged children achieved GLD last year.

	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	<ul style="list-style-type: none"> 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>Therefore, the focus for activity to improve oral language skills will carry forward to the new Y1 and Y2 cohorts.</p> <p>This year, we will also deliver daily NELI interventions for children in Reception as Autumn baselines suggest 20/36 (55%) children are entering Reception as on track for GLD for spoken language.</p> <p>All subject leaders have identified key vocabulary on progression maps and these are referred to in every lesson, which 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>														
Improved reading and writing data for disadvantaged pupils in Year 1.	<p>Phonic outcomes in 2022 show that there is an increase in the % of disadvantaged pupils meeting the 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>	<p>Purchase of a DFE validated systematic synthetic phonics programme to secure stronger phonics for pupils.</p> <p>Purchase reading materials that follow the systematic phonics programme.</p> <p>Purchase of Phonics Tracker which provides diagnostic assessment information which can be used to identify barriers to learning.</p>	<table border="1" data-bbox="1173 616 1592 906"> <thead> <tr> <th colspan="2">Summer 2022 Y1 Reading</th> </tr> </thead> <tbody> <tr> <td>Non PPG (31)</td> <td>77% (23)</td> </tr> <tr> <td>PPG (17)</td> <td>41% (7)</td> </tr> <tr> <td>PPG + SEND (6)</td> <td>17% (1)</td> </tr> <tr> <td>PPG + Girls (8)</td> <td>50% (4)</td> </tr> <tr> <td>PPG + Boys (9)</td> <td>33% (3)</td> </tr> <tr> <td>PPG + EAL (5)</td> <td>60% (3)</td> </tr> </tbody> </table> <p>At baseline only 2/16 disadvantaged children were on track to meet expected standard in phonics in Y1. At the end of Y1, 7 children met the expected standard, which shows a positive impact on progress. However, only a third of disadvantaged boys met age related expectations in Reading, making this group a target moving into Y2.</p> <p>39% of PPG children passed the Phonics Screening Check compared to 65% of their peers, which presents a significant difference between disadvantaged learners and their peers.</p> <p>Reading will become a focus for Deep dives this year to monitor the impact of the phonics programme and we will also engage with an external English Hub to ensure all children, especially disadvantaged are in line with their peers.</p>	Summer 2022 Y1 Reading		Non PPG (31)	77% (23)	PPG (17)	41% (7)	PPG + SEND (6)	17% (1)	PPG + Girls (8)	50% (4)	PPG + Boys (9)	33% (3)	PPG + EAL (5)	60% (3)
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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	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.	<table border="1"> <thead> <tr> <th>Y5 Writing</th> <th>Autumn 2021</th> <th>Summer 2022</th> </tr> </thead> <tbody> <tr> <td>Non PPG (36)</td> <td>87% (27)</td> <td>86% (30)</td> </tr> <tr> <td>PPG (23)</td> <td>61% (14)</td> <td>74% (17)</td> </tr> <tr> <td>PPG + SEND (3)</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Y5 Writing	Autumn 2021	Summer 2022	Non PPG (36)	87% (27)	86% (30)	PPG (23)	61% (14)	74% (17)	PPG + SEND (3)	0%	0%									
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To achieve and sustain improved well-being for all our pupils in school, particularly our disadvantaged pupils.	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>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>DHT to attend Mental Health Lead training. Complete audit and devise action plan.</p> <p>Provide training to all staff.</p> <p>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 activity with a focus on improving pupils' well-being.</p>	<p>The small group talk for writing intervention in Y5 had a positive impact, meaning 17/23 PPG children finished the year at expected standard compared to 14 at baseline.</p>	<p>DHT completed the Mental Health Lead training and an action plan was put into place to deliver high quality mental health support in school. This year, training will be delivered to staff and the impact of this on children will be evaluated.</p> <p>Forest Schools had a positive impact on children's well being and in supporting them to live the 4 Rs in and out of school. This positive intervention will continue to support children in EFYS and KS1.</p> <p>Year 5 children received support from Arthog Outreach, which had a positive impact on behaviour, resilience and academic outcomes. Year 5 will be a target this year as this intervention has supported children to prepare for their final year of Primary.</p> <p>Year 4 children received an art intervention to support emotional and mental wellbeing. All children who attended the intervention developed strategies to manage difficult situations and became more settled in class. Children in Care were targeted to attend a extra-curricular art club to extend their skills and knowledge beyond that is taught through the curriculum.</p>									

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<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. 	<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>Whole school attendance at the end of Summer 2022 was 93.45%, which falls below national targets. This figure is lower again for disadvantaged pupils (92.49%).</p> <p>The percentage of children who were persistently absent was 20.6%, which is above national.</p> <p>Attendance will continue to be a focus this year.</p>
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