

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

Key question identified from analysis of school data.	Evaluation	Impact
How can we ensure PPG pupils read regularly and are given opportunities to explore a wide range of texts?	<p>English lead set up a lending library with books that children could choose to take home both in KS1 and FS.</p> <p>A new scheme was introduced in Reception, KS1 and Year 3 to ensure consistent approach. Books were ordered to match scheme.</p> <p>Phonic tracker (app) was introduced and used to track progress of all pupils and groups of pupils.</p> <p>Staff provided additional reading opportunities for PPG pupils in class and encourage engagement with Bug Club online.</p>	<p>English leads monitored impact of new scheme and outcomes were as follows:</p> <ul style="list-style-type: none"> <li>• Phonics is used throughout the day – not just in phonics lessons so lots of opportunities to use and apply skills and knowledge.</li> <li>• Clear structure within the phonic session with all groups and a clear sequence of teaching across the week.</li> <li>• Explicit links are made with letter formation.</li> <li>• Lots of visual images and actions are used to support with recall.</li> <li>• All adults demonstrated good subject knowledge.</li> <li>• As lessons were clearly differentiated to meet differing abilities, progress was made to suit ability within the session and the more able were further extended by independently applying taught phonemes in an extended sentence (also applying tricky words).</li> </ul>
How can we ensure that PPG pupils develop skills in CLL that will then support them in the specific areas?	<p>Due to the second lockdown the NELI programme could not be completed in the time available.</p> <p>The programme will be reviewed and consideration made to implementing during Autumn term in Year 1</p> <p>However, 7 pupils were targeted for CLL and a tailored intervention was delivered by the Teaching Assistant.</p>	<p>7 children were identified as target children. All children made progress across the year and improvement was observed in their attention and listening skills, however all children were below age-related expectations at the end of the year.</p> <p>Following Spring Lockdown children returned to school working at a much lower level than their initial baseline. The intervention enabled children to achieve their initial starting point.</p>
How can we ensure that PPG pupils develop skills and	Foundation lead identified PPG pupils who required additional intervention.	There were 33% of children on track for GLD at the end of the Summer term.

<p>knowledge in phonics and maths?</p>	<p>Class teacher delivered a booster phonics group and maths group for 6 weeks – 2 x 30 minute sessions.</p> <p>Foundation lead tracked progress of pupils and adapt/develop intervention in response to findings.</p>	<p>PSED and C/L were the areas that lockdown had the biggest impact on. The spring 2 data was low in these areas and with the support and interventions put in place we were able to bring the children back in line with their starting points.</p> <p>Although the % of GLD is low, there are many children working just slightly below, with a few weeks in Y1 we should see them reach their ELG.</p>
<p>How can we ensure that pupils have opportunities to use and apply writing and maths skills?</p>	<p>Staff ensured planning evolved with the children’s interests and opportunities for writing/number are put into a context.</p> <p>Opportunities for writing/number are always available in all areas of the provision and: snack time, registration, home corner, outdoors etc.</p> <p>TAs joined 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>Monitoring outcomes:</p> <ul style="list-style-type: none"> <li>• The environment is stimulating and provides a range of activities and experiences for the pupils.</li> <li>• Pupils are given opportunities to write independently in a range of contexts.</li> <li>• Pupils are provided with scaffolds for writing/number around the environment in all areas.</li> </ul>
<p>Key Stage 1 and 2</p>		
<p>How can we ensure that PPG pupils attain in line with their peers for writing in year one and two?</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>At Baseline 60% (6/10) PPG pupils were on track to achieve ARE. By the end of the Summer term, the gap had closed completely and there were 70% (7/10) pupils on track to achieve ARE.</p> <p><u>Evaluation from creative writing intervention:</u> Children are more confident accessing classroom resources. Their use of capital letters, full stops and finger spaces has improved a lot and they are becoming more consistent.</p>

		Children are still needing reminding to check their work back. All children in the group achieved their targets.
How can we ensure that PPG pupils in year one attain in line with their peers in phonics?	<p>Completed phonic assessments for pupils in year one and year two to assess pupils' phonic attainment and plan intervention to address gaps quickly and effectively. Introduction of Phonics Tracker supported in this process.</p> <p>KS1 teachers delivered an after-school phonics booster session targeting PPG pupils.</p> <p>Parents were provided guidance on how they can support their child with phonics.</p> <p>Pupils were given games and activities that they completed with their parents at home.</p>	<p>At Baseline 50% of PPG pupils (5/10) were on track to achieve ARE in reading. This was a gap of -24.92%. At the end of the summer term the gap had closed and 70% of pupils (7/10) were on track to achieve ARE.</p> <p>In phonics, there was a gap of -53% between PPG pupils and PPG pupils Nationally. By the end of the summer term, the gap closed to -14%</p>
How can we support PPG pupils with the transition back into school following the lockdown?	<p>End of the Summer term Transition picnics organised for those pupils who have not had the opportunity to return to school. New class teacher takeover of ClassDojo in the last week of the Summer term. Transition activities provided. ClassDojo used to support the transition of pupils new to school in Reception and Nursery.</p> <p>Autumn term</p>	<p><b><u>Report from STSA – July 2021</u></b> A 'Recovery Curriculum Plan' was put in place in September 2020. This was shared with governors. Effective transition arrangements were put in place to ensure that pupils were well prepared for their new class. For the first two weeks teachers gave pupils time to reflect and discuss their fears and anxieties associated with the pandemic. There was a strong emphasis on ensuring that pupils saw the school as a place of safety and belonging. Additional help, funded by the Covid catch-up funding, was used to support a small group of Key Stage 2 boys whose work ethic, stamina and resilience had suffered over 'lockdown'. They accessed activities led by the Arthog</p>

	<p>Week before the return to school, class teachers to reconnect with pupils and families via ClassDojo. Class teachers to share any changes to the environment and any changes to routines prior to the return.</p> <p>In first week: Class teachers to plan in time to provide pupils with opportunities to share their experiences of Covid and to answer any questions that the children may have.</p> <p>Class teachers to provide pupils with clear, consistent rules and support pupils with any changes to routine, to create a sense of safety.</p> <p>Priority given to mental health and emotional well-being. Relationships are key.</p> <p>Class teachers to continue to use ClassDojo to communicate with parents and pupils.</p>	<p>Outdoor Learning team. These included skill-based learning to encourage the development of teamwork, problem solving and tenacity. The outcome of this work was positive, as it re-engaged the pupils into class-based learning.</p>
<p>How can we support PPG pupils and families if a pupil has to self-isolate due to Covid?</p>	<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"> <li>• Provide families with a laptop.</li> </ul>	<p><b><u>Engagement with remote learning.</u></b>  Foundation stage: 83%      Overall engagement:91% of pupils  KS1: 72/81 = 89%  Lower KS2: 94%  Upper KS2: 95%</p> <p>Pupils have been counted as engaging if they have submitted at least three pieces of work/photos in a week. Therefore, there has been some form of engagement from all pupils</p>

	<ul style="list-style-type: none"> <li>• Provide support for ICT use with parents and pupils.</li> <li>• Compile and deliver paper-based work packs.</li> </ul> <p>If a pupil has to self-isolate, class teacher to be in regular communication either via ClassDojo, email or by phone.</p> <p>DHT to continue to monitor and evaluate the effectiveness of the remote learning provision.</p>	<p>however, a small number are not uploading or completing work regularly.</p> <p>Where pupils are not engaging regularly, a number are from large families where at least two of the children attend our school.</p> <p>It is evident from records that are kept by the class teacher that staff are in regular contact with those families that are not engaging regularly and offering support. Ways in which class teachers have tried to engage pupils:</p> <ul style="list-style-type: none"> <li>• Phone calls, letters or Teams call to the child and family.</li> <li>• Visits to the home.</li> <li>• Adaptations to the provision.</li> <li>• Work packs provided.</li> <li>• Support families with ICT – lend a laptop, apply for data or a Wi-Fi dongle.</li> </ul> <p>For those pupils who are receiving a work pack, they are either uploading the work or returning the work to be marked.</p> <p>We were given 58 laptops from the DfE (6 original + 48 in two batches + 4 refurbished). We have two further laptops arriving this week. 32 laptops have been given out to families.</p>
<p>How can we improve the attendance rate of PPG children?</p>	<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</p>	<p>Attendance for two PPG pupils in KS2 improved significantly. One pupil was supported through a support plan led by the DHT and involved parents, Family Support Worker, Inclusion leader and 1:1 TA. The child achieved all targets set through the support plan and his attendance and punctuality improved. Another pupil participated in an Arthog Outreach project which was used as an incentive for attendance but also to improve her confidence and self-esteem. Again, her attendance improved considerably.</p>

	<p>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>	
How can we reduce exclusion rate of PPG children?	<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>Parental engagement for identified children 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>	Case studies demonstrate that for two pupils who were identified as at risk of exclusion, the introduction of a support plan significantly reduced the number of exclusions. For one pupil, there were no further exclusions and due to positive engagement from parents, pupils, and Family Support Worker the well-being for the pupils improved significantly too.
How can we promote the emotional wellbeing and resilience of our PPG pupils?	<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>	It is evident from pupil questionnaires and staff questionnaires that pupils targeted through the interventions made considerable progress. A noticeable improvement was in attendance and punctuality for two pupils.

	<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 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>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>Take up for Breakfast Bagels has been high. Families were also provided with Breakfast Packs during lockdown – these were either delivered or collected.</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><i>How can we ensure develop the capacity and specialism to monitor and report on PPG attainment and progress?</i></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>	