

Pupil premium strategy statement

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	120 (30%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	19 th December 2022
Date on which it will be reviewed	19 th December 2023
Statement authorised by	Governing body
Pupil premium lead	Emma Morris
Governor / Trustee lead	Katrina Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,058
Recovery premium funding allocation this academic year	£8410
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	£187,468

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.)

- 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.
- English as an additional language presents an additional barrier to engagement with school and parents being able to provide support for learning at home.

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 EYFS, Year 1 and Year 2 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 and external assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Key Stage 1. On entry to Reception, 78% of our disadvantaged pupils arrive below age-related expectations compared to 65% of other pupils. This gap does close, however still remains significant to the end of KS1.
4	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 in Years 3 and 5.
5	Attendance analysis indicates that persistent absence is higher for disadvantaged pupils (92.49%) in comparison to their peers (93.45%).

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 EYFS and KS1.	Phonic outcomes in 2023 show that there is an increase in the % of disadvantaged pupils meeting the expected standard in phonics. (Current baseline 4/12)

	Reading and writing outcomes in 2022 show that % of pupils achieving expected standard is in line with their peers.
Improved attainment for disadvantaged pupils in KS1.	Outcomes in 2023 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 wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations. • A reduction in behaviour logs. • A significant increase in participation in enrichment activities. • Positive behaviour choices from pupils receiving ELSA interventions.
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. 	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<ul style="list-style-type: none"> White Rose Maths used in KS1 and KS2. CPD given to all staff delivering the approach. Purchase high quality resources to support maths teaching. 	<p>'Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).' (EEF)</p>	3

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

Daily small group interventions for pupils in Years R and 1 delivering NELI (Nuffield Early Language Intervention Programme)	'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' (EEF)	1
Targeted intervention to develop speech and language.	'On average, pupils who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All pupils appear to benefit from such approaches, but some studies show slightly larger effects for pupils from disadvantaged backgrounds.' (EEF) Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1
Small group and 1:1 phonics intervention delivered daily to pupils in Reception and KS1. School led tutoring funding used to deliver small group phonics interventions.	'Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions.' (EEF)	2
Daily class-based interventions to enhance quality first teaching opportunities for targeted pupil premium children.	Disadvantaged learners do not present with the same circumstances as non-disadvantaged learners therefore equality in the classroom does not allow disadvantaged learners to catch up with their peers. Developing equity by providing high standards, great teaching and individual support allows all pupils to achieve age related expectations. (RADY – Raising attainment of disadvantaged youngsters).	1,2,3,4,5
Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3

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

Budgeted cost: £ 88,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Devise action plan.	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):	4

Provide training to all staff. Evaluate impact.	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
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	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Development of an implementation of art and drama extra-curricular activity with a focus on improving pupils' well-being.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Support is provided for at risk families by the Inclusion Team.	'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.' (EEF)	1,2,3,4,5
Educational Psychologist provides quality support and guidance to school staff regarding mental health and behaviour concerns.	'For pupils with more challenging behaviour, the approach should be tailored to individual needs.' (EEF) Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.	3,4

Contingency fund for acute issues.	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.	All
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Total budgeted cost: £ 187,468

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 2021/2022
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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.
- Embedding a whole school adaptive teaching approach, where mastery approaches support the learning of all pupils in the classroom.
- Applying the RADY (Raising Attainment of Disadvantaged young people) methodology.

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.