

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	Hollyfield Primary
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	C. Lewis
Pupil premium lead	G. Shilton
Governor / Trustee lead	G. Shilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,540
Recovery premium funding allocation this academic year	£18,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,485
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

Barriers to learning and achievement faced by our disadvantaged pupils

The school has identified a variety of specific needs related to disadvantaged children's performance and learning requirements. The recent pandemic with school closures/lockdown have impacted significantly on the progress and outcomes for these children as well as pupils new to the school who have not been able to access the usual toddler/nursery groups which help with language and social activities. Academic intervention and structured support are vital to ensuring progress and attainment however we are aware that in order to build up children's self-esteem and confidence, which in turn impacts on academic achievement, we need to include provision for these differing needs. We have identified the barriers to learning and achievement that many of our disadvantaged children face; some of our disadvantaged children enter Reception below average in reading, writing and maths, some children have special educational needs, both in terms of physical and learning needs and specific plans are put in place to identify where their challenges are and what provision they need. Others have social and emotional learning needs, have experienced family breakdown, stress, serious family illness or are particularly vulnerable for a variety of complex reasons. Some of our pupils have demonstrated low self-esteem and limited aspirations resulting in a lack of knowledge of opportunities available later in life. These children are all closely monitored in terms of their well-being and their progress.

We have many disadvantaged children who start at Hollyfield after their Reception year and for some pupils, attendance is an issue. By employing the services of a dedicated attendance welfare officer (CSAWS), we have been able to identify specific attendance issues and work closely with families to address need and improve attendance. Attendance is monitored closely and reported to the Senior Leadership Team fortnightly as well as to the Full Governing Board twice a term.

We closely track the progress of all individual pupils in school in half termly pupil progress meetings where disadvantaged children are identified and progress tracked. Interventions for these groups are regularly evaluated for the impact and adapted when necessary. Currently, for our disadvantaged pupils we are implementing the following interventions:

- Reading practice groups across the school have been reviewed so as to increase the amount of time children read with an adult
- Extra deployment of our team of support staff working across the school providing intervention in reading/phonics, writing and maths to address needs as identified in data and discussed in half termly pupil progress meetings.
- Extra teaching staff support each class to work with disadvantaged groups on specific interventions
- Specific online resources (Reading Solutions) have been purchased to accelerate reading progress across KS2
- Lexia develops phonic knowledge and reading comprehension
- Same day 'keep up' (including pre and post tutoring) in all subjects (reading, maths, times tables, spellings, grammar, sentence construction, language development - BVPS)
- A speech and language therapist works across the school to provide early support and intervention where needed
- A specialist communication and language trained TA takes children out 4x per week for 1 hour to work on social skills and language development work
- We provide a learning mentor for vulnerable pupils to boost self-esteem for 2 days a week
- We track and closely monitor this group of children on a half termly basis in focussed pupil progress meetings; interventions to meet individual pupil's needs are agreed and reviewed. Cover costs to release teachers for these meetings where possible

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills in EYFS/KS1
2	Impact of Covid/lockdown on progress and attainment in core areas: Reading/phonics, writing and maths
3	Attendance and punctuality issues
4	Impact of Covid/lockdown on behaviour and learning behaviours in school

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
Accelerated progress in reading/phonics, writing and maths	Above National scores in reading, writing and maths in KS1 and KS2 and 100% pass Phonics Screening Check in Year 1/2
Improved attendance	At least 96% attendance
Improved receptive and expressive language in EYFS/KS1 with improved vocabulary	Children speak with confidence and fluency as well as a wider vocabulary
Improved focus in class and reduced incidents of poor behaviour at break/lunchtimes	Lesson observations show all children engaged and actively participating in class. Reduced number of red card incidents at break/lunchtimes.

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: £ 155,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing-extra teacher support plus teaching assistant support to facilitate small group interventions and 'keep up'.</i>	Intense individual or small group support which focuses clearly and explicitly on the skill needed to be addressed along with ensuring metacognition strategies are embedded to ensure children know more and remember more, can accelerate progress by +5 months. (EEF Teaching and Learning toolkit)	2

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

Budgeted cost: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Voices (Speech & Language Therapist)</i>	On entry to Reception, many children have low language and communication skills, particularly as a result of lockdown when families have been unable to access parent/toddler /nursery groups. Research from the EEF states that focusing on early communication and language skills increases progress by +6 months. Staff are also trained in the NELI programme.	1

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

Budgeted cost: £16,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Central School & attendance Welfare Service</i>	Poor attendance (below 96%) means that children are missing key learning as well as social opportunities in school. Even small improvements in attendance result in better engagement and progress (Rapid evidence assessment on attendance interventions for school aged pupils Protocol for a rapid evidence assessment Principal investigators: Jonathan Kay, Rupal Patel, Hannah Blausten, Harry Madgwick)	3
<i>Assured Mentoring & Cobs Outreach</i>	Individual and specialist support programmes will reduce incidents of poor behaviour which in turn will impact on improving engagement in class.	4

Total budgeted cost: £ 181,172

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.

Pupil Premium funding 2020-2021 was primarily targeted at increasing staffing to offer small group and 1:1 tuition across the school. Every class had extra teaching and teaching assistant support and all staff assessed the gaps in knowledge due to learning lost through the periods of lockdown. All pupils who were entitled to pupil premium funding were offered an Ipad to support home learning during the January 2021 lockdown period. The school's mental health first aider was trained in ELSA programme to support the wellbeing of pupils on their return as well as specific resources to support wellbeing.

Data: Although no external end of year assessments took place 2020-201, the school carried out its own internal assessments to ascertain progress and attainment.

EYFS Good Level of Development

PP 67%

All pupils 82%

Year 1 phonics

PP 64%

All children 92%

Year 2 phonics

PP 94%

All children 93%

Year 2 End Of Year (Age Related)

Reading:

PP 63%

All children 77%

Writing:

PP 38%

All children 69%

Maths:

PP 50%

All children 75%

Year 6 End Of Year (Age Related)

Reading:
PP 68%
All children 78%
Writing:
PP 58%
All children 69%
Maths:
PP 63%
All children 66%

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
Lexia Reading - expires April 2022 £4,030 every 3 years	Lexia UK