



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2023
Date this statement was published	November 2021
Date on which it was reviewed	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr Andy Holmes
Pupil premium lead	Mr Andy Holmes
Governor / Trustee lead	Mrs Gill Shilton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,125
Recovery premium funding allocation this academic year	£8,627 c/f £9,498
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	£181,752 with c/f £191,250

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium is a government programme that was implemented in 2011 as a way to help disadvantaged pupils receive further support in their education. It was established following the publication of several research papers clearly showing a significant gap between the educational performance of disadvantaged children and their peers.

At Hollyfield, we are determined that all pupils, regardless of their background or the challenges they face, make good progress and achieve well throughout all aspects of school life. As a school, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved and, as such, the focus of this Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 and nursery groups which help greatly with language development and social awareness.

Academic intervention and structured support are vital to ensuring progress and attainment. However, we are also fully aware of the need to build children's self-esteem, resilience and confidence, which in turn impacts on academic achievement.

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 already have identified special educational needs, both in terms of their physical and cognitive learning development. Specific plans are put in place to identify where their challenges are and what provision they need to support their development. Other children 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 team (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.
- Additional teaching staff support each class to work with disadvantaged groups on specific

- interventions
- Specific online resources (Reading Solutions, Times Tables Rockstars) have been purchased to accelerate reading progress across KS2 and the acquisition of basic maths skills
- 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
- Our Inclusion Team, which consists of our SENDCo, Pastoral Manager, Mental Health First Aider and learning mentor provide daily support for vulnerable pupils to support the emotional well-being, develop social skills and boost self-esteem
- We track and closely monitor this group of children on a half termly basis in focused 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	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 pupil well-being, 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
Improved receptive and expressive language in EYFS/KS1 with improved vocabulary	<ul style="list-style-type: none"> <li>• Children speak with confidence and fluency as well as a wider vocabulary.</li> </ul>
Accelerated progress in reading/phonics, writing and maths	<ul style="list-style-type: none"> <li>• Above National scores in reading, writing and maths in KS1 and KS2 and 100% pass Phonics Screening Checks in Year 1/2.</li> </ul>
Improved attendance	<ul style="list-style-type: none"> <li>• At least 96% attendance.</li> </ul>
Improved learning behaviours and concentration in class and reduced incidents of poor behaviour at break/lunchtimes	<ul style="list-style-type: none"> <li>• Lesson observations show all children engaged and actively participating in class. Reduced number of red card incidents at break/lunchtimes.</li> </ul>
High quality CPD for all staff, ensuring that pupil have access to quality first teaching and additional support by trained adults	<ul style="list-style-type: none"> <li>• Support is provided for teachers and teaching assistants who are early in their careers</li> </ul>

	<p>allowing them to develop into outstanding practitioners</p> <ul style="list-style-type: none"> <li>• A clear programme of CPD is provided throughout the year via weekly staff development meetings, professional development days and by external providers based upon latest emerging research and evidence-based practice.</li> <li>• All staff have access to appropriate training for their role.</li> </ul>
Pupils at Hollyfield to have access to support and resources aimed at having a positive impact upon mental health and well-being	<ul style="list-style-type: none"> <li>• Pupils have access to safe space to talk about their feelings and emotional well-being and have a trained member of staff who can respond accordingly and/or signpost families signpost them and their families to the relevant additional support where necessary.</li> <li>• SENDCo and outside agencies are involved where needs require additional support and intervention both emotionally and academically.</li> </ul>

### 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: £ 88,193**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing-extra teacher support plus teaching assistant support to facilitate small group interventions and 'keep up'.	<p>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).</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Greater feedback from the teacher, more sustained engagement in smaller groups, and work which is more closely matched to learners' needs explains this impact (EEF Teaching and Learning Toolkit)</p>	1, 2, 4
WALKTHRU's subscription: 5 step visual guides and online CPD to	Evidence indicates that high quality teaching is the most important lever	2, 4

<p>improve all aspects of teaching and learning, including behaviour management.</p> <p>Twinkl subscription – teaching and learning resource materials</p>	<p>schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. (EEF Pupil Premium Evidence Brief)</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching (EEF Cognitive Science Approaches in the Classroom: A Review of the Evidence)</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 48,354**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted speech and language support: Little Voices screen all children on entry and bespoke programmes are put in place for those identified.</p> <p>Staff are also trained in the NELI and WellComm programmes.</p>	<p>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.</p> <p>TAs are given specialist SALT support to carry out these interventions.</p> <p>According to the data released by the DfE in June2021, speech, language and communication needs are the most common type of primary special educational need in state schools. With this knowledge and data in mind the WellComm Primary toolkit, which can be used by Teaching Assistants and Teachers, is a valuable addition to the screening tools that schools have available (GL Assessment (WellComm)).</p>	1
<p>Aspire People – additional TA support x2</p>	<p>EEF Preparing for Literacy: Small-group support is more likely to be effective when children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence based and has been evaluated elsewhere.</p>	1, 2, 4
<p>TT Rockstar Maths</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction,</p>	2

	<p>cognitive and metacognitive strategies, scaffolding, flexible grouping, <i>and the targeted use of technology</i> (EEF Pupil Premium Evidence Brief)</p> <p>Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning (EEF Digital Technology Guidance Report).</p>	
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## Wider strategies (for example, related to attendance, behaviour, well-being)

**Budgeted cost: £54,296**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Manager</p> <p>Mental Health First Aider</p> <p>Our Place Mentoring Services</p>	<p>Disadvantaged pupils have access to well-being support instantly impacting positively on mental health.</p> <p>Disadvantaged pupils' self-confidence increased.</p> <p>Children who are able to access support regarding their emotional health and wellbeing, will be happier in themselves and therefore happier in their learning. Pupils who have had a positive experience at lunchtime will be in a better place to learn and apply their learning in the afternoon.</p> <p>Social and emotional learning approaches have a positive impact in academic outcomes. Being able to effectively manage emotions will be beneficial to children and young people and Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships (EEF Teaching and Learning Toolkit: Social and Emotional Learning).</p>	3, 4
<p>Attendance Officer and CSAWS (Central School &amp; Attendance Welfare Service) support.</p>	<p>Poor attendance (below 96%) means that children are missing key learning as well as social opportunities in school.</p> <p>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 investigator: Jonathan Kay, Rupal Patel, Hannah Blausten, Harry Madgwick).</p>	3

	Regular attendance is linked to improved academic attainment (EEF Working with Parents to Support Children’s Learning).	
WALKTHRU subscription: 5 step visual guides and online CPD to improve all aspects of teaching and learning, including behaviour management.  City of Birmingham School Beacon Support Services (Outreach – behaviour support services)	There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment (EEF Improving Behaviour In School)  Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying, and aggression, leading to improved classroom climate, attendance, and attainment (EEF Improving Behaviour In School)	4

**Total Budgeted Cost: £190,843**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

<p>This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.</p> <p>Pupil Premium funding 2021-2022 was primarily targeted at improving high quality first teaching opportunities for our pupils and increasing staffing to offer regular small group and 1:1 tuition across the school.</p> <p>Every class had additional teaching and teaching assistant support and the gaps in knowledge due to learning lost through the periods of lockdown were addressed specifically. The school’s Mental Health First Aider was been fully trained in the ELSA programme and a Pastoral Manager has been appointed to lead the Inclusion Team in support the emotional well-being of pupils and staff as well as identifying specific resources to support pupils’ mental health.</p> <p><b><u>Data 2021/22:</u></b></p> <p><b>EYFS GLD</b> All pupils: 72.9% achieved GLD (National: 65.2%) Pupil Premium: 64.7%</p> <p><b>Phonics</b> Year 1: All pupils: 90% of children passed the PSC (National 75.5%) Pupil Premium: 77.8%</p> <p>Year 2: All pupils: 91.7% of children passed the PSC (National 87%) Pupil Premium: 73.3%</p>
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<b>End of KS1 (Age Related)</b>		
Reading: All pupils: 76.7% Pupil Premium: 33.3%	Writing: All pupils: 73.3% Pupil Premium: 26.7%	Maths: All pupils: 80.0% Pupil Premium: 33.3%
<b>End of KS2 (Age Related)</b>		
Reading: All pupils: 68.3% Pupil Premium: 57.1%	Writing: All pupils: 63.3% Pupil Premium: 46.4%	Maths: All pupils: 68.3% Pupil Premium: 50%

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading Solutions
Power Maths	Pearson
TT Rockstars / Numbots	Maths Circle
Little Wandle Letters and Sounds Revised	Little Wandle
Nuffield Early Language Intervention Programme (NELI)	Nuffield Foundation