

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	Hollingwood Primary school
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2022 2022 to 2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	
Pupil premium lead	Jonathan Duke
Governor / Trustee lead	J Iqbal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,000
Recovery premium funding allocation this academic year	£ 13,940
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	£165,940

Part A: Pupil premium strategy plan

Statement of intent

Our disadvantaged pupils experience barriers to learning because they and their families cannot make the same choices other more affluent families can. The Trust and school leadership will use Pupil Premium Funding to overcome barriers by:

- Having high expectations of all our children
- Insisting on good behaviour and attendance
- Providing high quality teaching
- Tracking progress and responding quickly to what it is telling us.
- Deploying additional staff effectively to meet needs of individual pupils

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the gap in attainment
2	Children achieve greater depth
3	Attendance and punctuality
4	Removing barriers to learning
5	Lack of wider life experiences outside the home.

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
<i>Progress in reading</i>	Achieve national average progress and attainment scores in KS 2 reading
Progress in writing	Achieve national progress and attainment scores in writing
Greater depth in core subjects	increase the number of children achieving greater depth
Attendance	Gap to the national average is closed.

	Reduce the number of persistent non attenders.
Improved attitudes to learning	Behaviour tracking shows reduced incidents of poor behaviour.
Pupils will have wider life experiences in line with those often afforded by children from more affluent backgrounds.	The school curriculum will offer wider life experiences. These might include outdoor education, gardening, cycling, dancing and learning an instrument.

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: £ 96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
UPS teacher appointed to Y6 £50,000	Additional teachers will provide intervention and support to identified children. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 2 40
HLTA deployed to Y5 £30,000	HLTA will provide intervention and support to identified children https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 2 4
UPS Y6 teacher to access NPQ	Release for Y6 teacher to access NPQ training. (EEF research suggests that CPD is a top priority to improving quality of teaching and learning) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 2 4

UPS Y5 teacher to access NPQ	Release for Y5 teacher to access NPQ training. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development (EEF research suggests that CPD is a top priority to improving quality of teaching and learning)	1 2 4
Regular CPD targeted at school improvement priorities. £1000	EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 2 4
Purchase and training for a new phonics scheme. £8000	Both the EEF and the DfE's Reading Framework cite evidence that a robust and consistent phonics programme will support the development of early reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1 4
Purchase of more phase specific phonic reading books. £2000	Both the EEF and the DfE's Reading framework support the view that children will learn to read fluently if schools invest in books that have been carefully structured in cumulative steps so that they can decode every word as their knowledge of the alphabetical code increases. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1 2 4
Training, support and release time to develop subject leaders. Teacher release time £5000	A broad and balanced and rich curriculum will provide learners with the essential knowledge and skills to move to the next stage of their education. Teachers' expertise in this area is essential for narrowing the social divide. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 5

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

Budgeted cost: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutoring £5000</p> <p>Out of school hours Teacher Booster groups £4000</p> <p>In school</p>	<p>EEF Small group tuition is defined as one teacher or professional educator working with a small group or individual (3 children Maximum in our model.)</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)</p> <p>This approach enables the teacher to focus exclusively on a small number of learners. This will be additional to and not instead of, it will take place before or after school. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging topics and skills.</p> <p>We have analysed our cohorts and will provide support to close gaps in core subjects.</p> <p>The picture is complex and support will be bespoke to each year group.</p>	<p>1 4</p> <p>1 4</p>
<p>Extra teacher employed in so that more children can receive targeted interventions. £7000</p>	<p>Small group teaching led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method of supporting low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 2 4</p>
<p>20 children to receive 1:1 Maths tuition via 3rd Space Learning £110 per pupil £2200</p>	<p>Y 5 Y6 pupils have been identified for 1:1 support in maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1 2 4</p>

Purchase of online materials to support learning and parental engagement. £4000	Materials identified to help parents support their children with learning at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 2 4
Curriculum Enrichment £4000	Research suggests that providing children with an enhanced curriculum can support attainment and attendance. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3 4 5

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

Budgeted cost: £ 42,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support Appointed 0.5 to help and support vulnerable families. L5 admin assistant £4333	EEF Parental engagement increases the involvement of parents in supporting their children's academic learning. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	3 4 5
Nurture Provision Learning Mentor £25,000 Apprentice £5000 LSA £8500	EEF Social and emotional learning intervention which helps pupils improve interactions with others, build self esteem and learn to regulate emotions. Providing a safe and secure environment for pupils to make academic progress against carefully set targets. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3 4 5
Breakfast	Breakfast provided for all pupils	3, 4 , 5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

At Hollingwood Primary School pupil premium money is used to address barriers to learning in order to improve educational outcomes. During 2020-21 all children were provided with breakfast every day. This ensured that these children were well fed and ready for learning.

Dedicated attendance time was provided by school staff to support families, signposting to other agencies to help improve attendance. Learning mentor and support staff through the Nurture provision provided families with support and helped address barriers to learning particularly social, emotional and mental health. Our case studies show us that this work has had a direct impact upon pupil progress and attendance.

Additional staffing was deployed to accelerate learning in identified year groups. Internal data shows that this had a positive impact on standards.

Reading Y6 - 85%

Writing Y6 - 82%

Maths Y6 - 76.4%

Combined - 75%

The pandemic impacted on what we were able to deliver to disadvantaged pupils in some areas e.g early reading and phonics and therefore the impact was not as successful as we had envisaged.

Attendance for our Pupil premium/ Vulnerable and SEND children was prioritised during lockdown. Those that were able to access this provision made good progress.

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)

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