



Pupil premium strategy statement



This statement details Hollingwood Primary School’s use of pupil premium (and recovery for the 2023- 2024 academic years) 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.

Detail	Data
School name	Hollingwood Primary School
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	25 % PP 27% FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	15-12-2023
Date on which it will be reviewed	19.4.24 18.10.24
Statement authorised by	M Thorp
Pupil premium lead	T Asghar
Governor / Trustee lead	D Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£164,415
Recovery premium funding allocation this academic year	£15,950
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	£180,365
Total spent	£180,365

Part A: Pupil premium strategy plan

Statement of intent

At Hollingwood our overall aim is to use the pupil premium funding to ensure our disadvantaged children receive the highest quality of education to enable them to flourish. The key principles to our strategy plan are to ensure all of our pupils, including those disadvantaged or vulnerable, through our inclusive practices, receive the highest quality of education to enable them to make good progress and achieve highly across all subject areas.

Decisions on how funds have been allocated have been based on the EEF Teaching and Learning Toolkit; rigorous research about interventions and strategies that have the most impact; internal evidence and data.

We will use available funding effectively to :

- Ensure that teaching and learning opportunities meet the needs of all the pupils.
- Remove barriers to learning caused by individual circumstances.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil Premium funding will be allocated to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Improve the attendance of disadvantaged pupils.
- Give disadvantaged children a wide range of interventions alongside pastoral support.
- Support all pupils with their physical and mental wellbeing.
- Provide all pupils with a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Therefore, the current pupil premium strategy plan will target funding on:

- Additional teaching and support staff to support disadvantaged pupils.
- Tutors for identified pupils.
- Pastoral support to improve wellbeing and readiness to learn.
- A wider curriculum offer, to support equality of opportunity and curriculum enhancement opportunities.
- CPD to ensure effective and inclusive QFT

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- children enter school with low levels of language and communication skills.
2	Removing barriers to learning- including SEND and SEMH needs.
3	Attendance and punctuality- when coupled with other issues affects disadvantaged students more than others.
4	Lack of wider life experiences outside the home. Many of our pupils have limited life experiences and do not engage in diverse cultural activities outside of school life. This lack of cultural capital impedes their ability to contextualise learning.

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
<p><u>Attainment outcomes</u></p> <p>Improve outcomes for disadvantaged pupils</p> <p>Narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Improved Good Level of Development (GLD) at the end of Reception for disadvantaged pupils.</p> <p>Improved outcomes in the Year 1 and Year 2 Phonic Screening Checks for disadvantaged pupils.</p> <p>Improved outcomes in the Multiplication Tables Check (MTC) for disadvantaged pupils in Year 4.</p> <p>Improved outcomes in reading, writing and maths including combined for disadvantaged pupils at end of KS1 and KS2.</p> <p>Gap closes between PP and non-PP pupils. An increase in the number of disadvantages children achieving in line with ARE across all subjects.</p> <p>An increase in the number of disadvantaged pupils achieving Greater Depth in KS1 and KS2.</p>
<p><u>Progress</u></p> <p>Disadvantaged pupils to make or exceed nationally expected progress rates</p>	<p>Disadvantaged pupils to make expected or more than expected in reading, writing and maths.</p> <p>Increased number of disadvantaged pupils achieving ARE.</p>

	Gap between disadvantaged and non-disadvantaged pupils to narrow.
Implementation of approaches to persistent absence, extended leave and long-term absence,	<p>Attendance of disadvantaged pupils is at or above national.</p> <p>Close the attendance gap between non-disadvantaged and disadvantaged pupils.</p> <p>PA figure to be lower than national figure for disadvantaged pupils.</p>

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: 90,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular, high quality CPD targeted at school improvement priorities.</p> <p>(Involvement with the English Hub, Maths Hub, Network Partnerships and Moderation workshops, STEP)</p> <p>£8,000</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2
<p>Training, support and release time to develop subject leaders.</p> <p>(Great Heights- Local Network partnerships Membership of STEP Partnership for CPD, BSiP)</p> <p>£10,000</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2
<p>Identified teachers to access NPQ's</p> <p>£5,000</p>	<p>Release for teachers to access NPQ training.</p> <p>EEF research suggests that CPD is a top priority to improving quality of teaching.</p>	1,2,3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
HLTA deployed to deliver support through school (£30,000)	HLTA will provide intervention and support to identified children.	1,2,3,4
HLTA deployed to deliver targeted support to UKS2 (£30,000)	HLTA will provide intervention and support to identified children.	1
Mentoring of ECT's £4,500	Development of ECT, mentoring and support.	1,2,3
Purchase of new books to support phonics scheme and access relevant training. £7,000	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. EEF Improving Literacy in Key Stage 1 The Reading Framework	1,2,3

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

Budgeted cost: 36,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring Out of school hours Teacher Booster groups In school	EEF Small group tuition is defined as one teacher or professional educator working with a small group or individual (6 children Maximum in our model.) (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) 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.	1, 2
20 children to receive 1:1 Maths tuition via 3rd Space (Learning £110 per pupil £2200)	Y5/ Y6 pupils have been identified for 1:1 support in maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
Purchase of online materials to support learning and parental engagement.	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 opportunities (Subsidised Trips Subsidised visitors / productions / speakers into school)	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

Use of LSA's to provide effective support to targeted individuals/key groups	A significant number of pupils who are currently in receipt of PP funding and are also on the SEND register – these pupils are particularly vulnerable in terms attainment and progress and are below ARE. Many PP pupils rely on additional support to access tasks due to communication issues, extra-curricular experiences, emotional and behaviour needs.	1, 2, 3
Interventions for pupils who have been identified as not making expected progress for reading, writing, maths. (Pre teaching, reactive interventions Precision Teaching, Targeted vertical interventions Sensory Circuits, Sight words, Mastering number)	The Education Endowment Fund toolkit highlights moderate cost/medium impact of small group tuition. Evidence and in school progress data suggests that intervention grouping is impacting positively on pupil progress.	1
Set up a learning hub 9,000 Address social and emotional difficulties through small group intervention and targeted nurture support provided by the Pastoral team	A number of children are unable to access the provision in Early Years due to their complex SEND needs. In the absence of special school places for these children, schools will set up an internal alternative provision skillfully catering for the children's needs. Staffed	1, 2

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

Budgeted cost: 54,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create an effective system for challenging and supporting families with attendance issues and those at risk of persistent absence	EEF states that parental engagement increases the involvement of parents in supporting their children's academic learning. Absence has a severe negative effect particularly for disadvantaged pupils, who typically have lower rates of attendance and whose families have indicated that they would be less likely to send their child back to school if given the choice (IFS 2020) The EEF Toolkit highlights a focus on parental engagement has 'moderate impact for very low cost based on extensive evidence.' It details how it has a positive impact overall (+4	3

	months) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	
Strengthen the pastoral team to create capacity to address increasing social and emotional barriers to learning.	EFF 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	1,2,3,4
Set up a breakfast club to target vulnerable and disadvantaged children. Identified vulnerable families are given cereal / holiday food boxes to take home.	Breakfast Club attendance enables disadvantaged children to have a calmer start to the day and supports attendance.	1,2, 3
Set up a sensory room to allow space for children to deregulate.	A space for children to regulate their emotions so that they are more ready to access learning in the classroom. This will minimise disruption to learning.	1, 2, 3, 4
Residential visits and extra curricular activities are funded. Disadvantaged pupils receive financial support with school uniform -	Many disadvantaged pupils have limited access to learning experiences and lack cultural capital EF Toolkit Predicted Impact:Outdoor Adventure Learning +4 months, Learning Styles +2 months, Arts Participation +2 months	4
Work closely with the Bradford South MHST (Mental Health specialist team)who will also provide training for staff and support for parents.	Children have SEMH concerns addressed in school. Staff are equipped to support pupils with an increasing number of SEMH difficulties.	1 ,2, 3
Purchase resources		1,2,3,4

Total budgeted cost:

Part B: Review of the outcomes in previous academic year (2022-2023)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had in the 2022-2023 academic year.

Pupil Premium strategies and impact 2022 - 2023

At Hollingwood Primary School pupil premium money is used to address barriers to learning in order to improve educational outcomes.

Outcomes

Outcomes from academic year end 2023										
	Reading EXS	GPS EXS	Writing EXS	Maths EXS	R / W / M Comb EXS	Reading GD	GPS GD	Writing GD	Maths GD	R / W / M Comb GD
Key Stage 1	64%		32%	50%	32%	0%		0%	0%	0%
Key Stage 2 SAT	79% (Nat 62%)	74%	56% (Nat 55%)	50% (Nat 56%)	44% (Nat 43%)	9%	12%	6%	12%	0%

Good Level of Development

Reception GLD all pupils – 57% Disadvantaged (17 pupils) – 41.2%

Phonics Year 1 and 2

Year 1 phonics all pupils – 74%. Disadvantaged (16 pupils) – 75%

Year 2 phonics all pupils – 90% Disadvantaged – 95%

Reading outcomes (ARE)

Y1 All pupils - 44.1 % Y1 Disadvantaged - 40 %

Y2 All pupils - 53 % Y2 Disadvantaged - 60 %

Y3 All pupils - 76 % Y3 Disadvantaged – 67%

Y4 All pupils - 86 % Y4 Disadvantaged – 86 %

Y5 All pupils - 77 % Y5 Disadvantaged – 43 %

Y6 All pupils - 75 % Y6 Disadvantaged – 64 %

Writing outcomes

Y1 – All pupil 37 % Y1 Disadvantaged – 33 %

Y2 – All pupil 55% Y2 Disadvantaged – 73 %

Y3 – All pupil 64 % Y3 Disadvantaged – 44 %

Y4 – All pupil 70 % Y4 Disadvantaged – 66 %

Y5 – All pupil 65 % Y5 Disadvantaged – 36 %

Y6 – All pupil 87 % Y6 Disadvantaged – 77 %

Maths outcomes

Y1 – All pupils 42 % Y1 Disadvantaged – 80%

Y2 – All pupils 65 % Y2 Disadvantaged – 40%

Y3 – All pupils 83 % Y3 Disadvantaged – 72%

Y4 – All pupils 83 % Y4 Disadvantaged – 80 %

Y5 –All pupils 78 % Y5 Disadvantaged – 57 %

Y6 –All pupils 82 % Y6 Disadvantaged – 68 %

Throughout 2022 - 2023, breakfast club was offered to approximately 25 pupil premium pupils to ensure that these children were in school on time, well fed and settled before they could access learning. School has also provided breakfast for all pupils through the year.

A pastoral worker and a learning mentor were employed. They have rigorously worked on attendance issues, contacting parents, offering support for parents and signposting them to other agencies in order to improve attendance. The Learning Mentor have provided individual and group work for children and families to remove barriers to learning and address social, emotional and mental health issues.

Throughout the year, Pupil Premium pupils in Years 1, 2 and 6 were taught either in a small target group or within a smaller group in the classroom for maths, phonics and English. This small group teaching, led by experienced and skilled staff, targeting specific needs and knowledge gaps, was an effective strategy to support low attaining Pupil Premium pupils or those identified as disadvantaged.

Y6 Residential Trip was subsidised for families identified as disadvantaged.

69 children received uniform vouchers at a cost of £26 each.

A number of pupils who are pupil premium also have special educational needs. School has invested in higher levels of staffing so that adequate support can be provided to the most vulnerable children allowing them to make good progress.

Attendance

Attendance September 2022 – July 2023 all pupils – 91.62 %. Disadvantaged 91 %.

Attendance remains a key priority in the School Improvement Plan 2023 – 2024

Behaviour and well-being

Behaviour outcomes in 2023 were good. Pupil learning behaviours are a strength of the school. The strategy of one LSA class to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school for each part of the school day, including breaks, has resulted in good outcomes. This approach ensures that the social and emotional needs are also addressed.

Recovery Premium strategies and impact

School used 2 strategies to support pupils:

- school led tuition
- tuition partners through Third Space

School led tuition – These sessions were either reading, phonics, writing or maths, depending on the gaps in the individual classes/groups and were delivered to pupils in Years 1 to 6. All sessions were led by teachers / Support staff following NTP training. Sessions were delivered in a ratio of 1:3/4 in blocks of 15 weeks.

Tuition partners – Third Space delivered online tutoring sessions in the afternoons to Years 5 and 6. The ratio of these sessions was 1:1. These sessions focused on maths.

Technology

Pupils who do not have technology at home to support with their learning (eg TT Rock Stars, homework, Mathletics, Reading Plus) had access to Chromebooks for home use throughout the year. All pupils were offered to loan Chromebooks and during the year so they had access to technology at home.