

# Pupil premium strategy statement - Hollingwood Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	26.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	
Pupil premium lead	Tahira Asghar
Governor / Trustee lead	Deirdre Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,720
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£168,720</b>

# 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.
- Pastoral support to improve wellbeing and readiness to learn and improve attendance levels.
- A wider curriculum offer, to support equality of opportunity and curriculum enhancement opportunities.
- Improving mental wellbeing provision through school
- 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><b><u>Attainment outcomes</u></b></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><b><u>Progress</u></b></p>	<p>Disadvantaged pupils to make expected or more than expected in reading, writing and maths.</p>

Disadvantaged pupils to make or exceed nationally expected progress rates	Increased number of disadvantaged pupils achieving ARE.  Gap between disadvantaged and non-disadvantaged pupils to narrow.
Implementation of approaches to persistent absence, extended leave and long-term absence,	Attendance of disadvantaged pupils is at or above national.  Close the attendance gap between non-disadvantaged and disadvantaged pupils.  PA figure to be lower than national figure for disadvantaged pupils.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular, high quality CPD targeted at school improvement priorities.  (Involvement with the English Hub, Maths Hub, Network Partnerships and Moderation workshops, STEP )  £8,000	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1,2
Training, support and release time to develop subject leaders.	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'	1,2

(Great Heights- Local Network partnerships Membership of STEP Partnership for CPD, BSiP)	expertise in this area is essential for narrowing the social divide.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	
Identified teachers to access NPQ's	Release for teachers to access NPQ training. EEF research suggests that CPD is a top priority to improving quality of teaching.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1 ,2 3
HLTA deployed to deliver support through school	HLTA will provide intervention and support to identified children.	1,2,3,4
HLTA deployed to deliver targeted support to UKS2	HTLA will provide intervention and support to identified children.	1
Mentoring of ECT's	Development of ECT, mentoring and support.	1,2 ,3
Purchase of new books to support phonics scheme and access relevant training.	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: £153,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>School led tutoring</p> <p>Out of school hours</p> <p>Teacher Booster groups</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 (6 children Maximum in our model.)</p> <p>(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>) 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.</p>	<p>1, 2</p>
<p>20 children to receive 1:1 Maths tuition via 3rd Space</p>	<p>Y5/ Y6 pupils have been identified for 1:1 support in maths</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1,2</p>
<p>Purchase of online materials to support learning and parental engagement.</p>	<p>Materials identified to help parents support their children with learning at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 2, 4</p>
<p>Curriculum Enrichment opportunities (Subsidised Trips Subsidised visitors / productions / speakers into school )</p>	<p>Research suggests that providing children with an enhanced curriculum can support attainment and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>3,4</p>
<p>Use of LSA's to provide effective support to targeted individuals/key groups</p>	<p>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.</p> <p>Many PP pupils rely on additional support to access tasks due to communication issues, extra-curricular experiences, emotional and behaviour needs.</p>	<p>1, 2, 3</p>
<p>Interventions for pupils who have been identified as not making expected progress for reading, writing, maths.</p>	<p>The Education Endowment Fund toolkit highlights moderate cost/medium impact of small group tuition. Evidence and in school progress data suggests that intervention</p>	<p>1</p>

(Pre teaching, reactive interventions Precision Teaching, Targeted vertical interventions Sensory Circuits, Sight words, Mastering number)	grouping is impacting positively on pupil progress.	
Set up a learning hub 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: £9,200

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	<p>EEF states that parental engagement increases the involvement of parents in supporting their children's academic learning.</p> <p>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)</p> <p>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 months)<a href="https://educationendowmentfoundation">https://educationendowmentfoundation</a>.</p>	3

	<a href="https://www.gov.uk/education-evidence/early-years-toolkit/parental-engagement">org.uk/education-evidence/early-years-toolkit/parental-engagement</a>	
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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	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. Allocating funding allows all children to engage.  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. Purchase My Happy Mind resources.	Children have SEMH concerns addressed in school.  Staff are equipped to support pupils with an increasing number of SEMH difficulties.	1 ,2, 3



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**Total budgeted cost: £171,297**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium strategies and impact 2023 - 2024

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

#### Outcomes

	Subject	% All Pupils	% Pupil Premium
Year 6	Reading	74 %	47 %
	Writing	80 %	53 %
	Maths	82 %	53%
	MTC	72 %	67 %
Year 1	Phonics	85 %	61 %
Reception	GLD	50 %	46 %

Throughout 2023 - 2024, 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.

#### Behaviour and well-being

Behaviour outcomes in 2024 were good. Pupil learning behaviours are a strength of the school. The strategy of one LSA per 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.