Hollymount School

Pupil Premium Strategy

2021 – 22

Hollymount School
INSPIRING SUCCESS

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	Hollymount School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	39.54%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 – 22 (2021 – 2024)
Date this statement was published	1st November 2021
Date on which it will be reviewed	1st March 2022
Statement authorised by	Emma Pritchard (Black Pear Trust CEO)
Pupil premium lead	Andrea Donnelly (Head of School
Governor / Trustee lead	Paul Edwards/ Paul Shoesmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,000
Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,000
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	£207,720 Not applicable

Part A: Pupil premium strategy plan

Statement of intent

Our school motto, "Inspiring Success" sums up our aims for all pupils in our school. We aspire for our children to achieve well, whatever their background and ensure that through high quality teaching each individual is able to make good progress. Although we understand that many of our children have multiple 'barriers to learning', we also know that good teaching can overcome these so provide focused, continued CPD to staff to ensure children's needs are met. To further support our plans for pupils, we have used a tiered approach, established by the EEF and have studied evidence included in their pupil premium toolkit.

Our school curriculum is devised so that children can build upon firm foundations of knowledge and skills and, through wider experiences, bring this curriculum to life. In this way, children make the connections necessary to apply their learning to fully reach their potential. Working with families is crucial to gain the best for each child, including developing an understanding of regular attendance and punctuality. By ensuring excellent provision at a whole class, targeted support and wider experience level, our aim is that every child will reach their full potential which will equip them well for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
Language Deprivation	A significant proportion of children enter school with high levels of language deprivation and weak oral language and communication skills. Diagnostic assessment tools to assess children's' language acquisition consistently illustrates this gap on school entry. Left unchallenged, this and a continued narrow vocabulary would be a barrier for learning throughout children's education.
Attendance	Attendance of disadvantaged children is below that of non-disadvantaged. This gap has widened since the pandemic.
Early Reading Development	By the end of EYFS, the areas of learning most likely to hinder attainment of GLD is reading and writing. This is particularly true for disadvantaged children. The proportion of children meeting the expected standard at Year 1 is below national standards, particularly for disadvantaged learners.

Limited Wider experiences	In some cases, children lack the experiences that their non-disadvantaged peers may have had outside of school and, as a result, vocabulary can be less broad and children can lack context to their learning.
Social and Emotional Difficulties	In some cases, children have lower levels of emotional literacy than their non-disadvantaged peers.

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
1) Language Deprivation • Language acquisition is a high priority throughout school and explicit strategies for extending vocabulary as well as a language rich environment are consistently in place and are effective. • A careful selection of language is taught including high frequency words found in many different contexts. • Pupils are able to use expressive and receptive vocabulary in order to demonstrate their understanding and join in with discussions with topics they have learnt. • Pupils' demonstrate breadth in their language use and depth in the contexts in which they apply this.	The number of children on the SEND register for speech and language is reduced from EYFS to KS1 and KS1 to KS2. The proportion of children identified as having significant language (via Language Link) delay reduces. Children have key strategies to decipher new words Children use increasing ambitious vocabulary in conversation and writing. Children have a better understanding of the curriculum due to an improvement in their understanding of language, which results in an improvement in educational outcomes.
2) Attendance • Attendance for all children increases and the gap between the attendance of disadvantaged and non-disadvantaged children narrows.	Strategies are effective in raising attendance for all learners and particularly those who are disadvantaged. Children and parents have a positive attitude towards school are keen to attend. Parents understand the importance of good attendance.
3) Early Reading • The proportion of all children attaining the expected standard in reading at EYFS increases. The gap between disadvantaged and non-disadvantaged children narrows • The gap between the attainment of disadvantaged and non-disadvantsged children reaching the phonics screening standard and good level of development is narrowed.	All staff have a good understanding of the systematic approach to the teaching of phonics and deliver effective provision daily. The teaching of reading is high priority across the school and all staff feel confident in the planning appropriate provision in order to narrow gaps.

4) Limited Experiences • Children will have a broad vocabulary and can link learning to context. • Children can utilise widening experiences to support writing and other curriculum learning. • Children develop skills which support positive learning behaviours such as resilience, risk-taking, communication and co-operation.	The proportion of children reaching ARE increases. Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.
5) Social and Emotional Difficulties • Children are better able to self-regulate their emotions. • Children are able to use appropriate language to discuss their emotions.	Over time, the number of behaviour logs for disadvantaged children is reduced. The number of children demonstrating consistently positive behaviours has risen.
6) Raise attainment • Identified children make good progress against targets set in reading, writing and maths	The gap in attainment between identified children (disadvantaged and non-disadvantaged) will narrow or close.

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: £49446

Activity	Evidence that supports this approach	Challenge number(s) addressed
All relevant staff to receive high quality RWI training and coaching to deliver phonics effectively. **RWI development package** **Reading lead** The teaching of reading to be effectively resourced to support children's learning e.g.	Quality first teaching for all. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as	3) Early reading

phonetically decodable books, online portal **RWI portal** **Phonically decodable readers** Early identification of children falling behind their peers will ensure effective provision can be put in place and impact measured. **Phonics TA** Support for families, face-to-face and online, will enable support for children's reading at home.	whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy (EEF) Phonics	EEF (educationendowmentfoundation.org.uk)	
Explicit teaching of language Continued CPD for teachers to ensure high quality, explicit language teaching is provided across the curriculum.	'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.' Improving Literacy in Key Stage 1	EEF (educationendowmentfoundation.org.uk)	1) Language deprivation

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

Budgeted cost: £ 68824

Activity	Evidence that supports this approach	Challenge number(s) addressed
All relevant staff to receive CPD Explicit teaching strategies will be	New emerging findings from an ongoing EEF-funded study, which aims to examine the impact of Covid-19 disruption on primary school starters, suggest that language and communication are particular areas of concern for teachers this year	1) Speech and language

Activity	Evidence that supports this approach	Challenge number(s) addressed
used to effectively develop language.

Children with specific language needs will receive regular support from trained staff.

Children delivering specific language problems to receive full training. | The NELI programme, published by Oxford University Press, has been robustly tested through several trials, including two funded by the EEF. The most recent, involving 193 schools, found that children who received NELI made, on average, +3 months of additional progress in oral language skills compared to children who did not receive NELI.

[62,000 reception-age pupils in England to take part in early… | EEF (educationendowmentfoundation.org.uk)](#) | |
| Identified children will receive small group tutoring to close gaps in attainment and to enable good progress. | Small group tuition has an average impact of 4+ months progress across the course of a year.

[Small group tuition | EEF (educationendowmentfoundation.org.uk)](#) | 6) Raise Attainment |

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

Budgeted cost: £ 89450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement renewed strategies to improve attendance

Support from Local Authority attendance officer will support hard to reach families to improve attendance | [Absence and attendance | The Key for School Leaders (thekeysupport.com)](#) | 2) Attendance |
| Play therapy will support children with identified social and emotional needs | [Info for Professionals & Employers - The British Association of Play Therapists (bapt.info)](#)

'Play therapy is an effective therapy that helps children modify their behaviours, clarify their self-concept and build healthy relationships. In play therapy, children enter into a dynamic relationship with the | 5) Social and emotional difficulties |

	therapist that enables them to express, explore and make sense of their difficult and painful experiences. Play therapy helps children find healthier ways of communicating, develop fulfilling relationships, increase resiliency and facilitate emotional literacy.'	
Wider experiences will give children opportunities to develop language and first hand experiences.	Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) Studies showing the benefits of wider experiences are complex, however all children should be entitled to a well-rounded, culturally-rich education. Where children lack wider experiences in the home, school can fill these gaps. These experiences can also support children's development of resilience, building relationships and managing emotions which will help them in their studies and later life.	4) Limited experiences

Total budgeted cost: £ 207720

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

All measures put in place were severely disrupted due to wider school closure between January and March, therefore having a detrimental effect on impact.

Identified Need	Actions	Outcome
To raise outcomes for learners: **Identified need – to ensure Interventions/ focus groups have a positive impact of the learners – to ensure all learners make good progress and the gap between PP and NPP is closed both in school and nationally**	To ensure high quality teaching of phonics To provide phonically decodable reading books to children To improve children's fluency through a targeted intervention approach.	In July, 74% of Year 1 children were on track to meet the expected standard. The remaining children will continue to receive enhanced provision in the Autumn Term in order to support them reaching the standard by November. In-school data (Years 1 – 6) showed that all learners were below what would historically have been expected by the end of the year, due to disrupted schooling, however an increasing percentage were considered to be "at expected" compared to September 2020. By the end of the year, 59% of non-disadvantaged pupils were considered to be 'at expected' within reading, writing and maths, compared to 41% of disadvantaged pupils.
Identified need – to enable children to work and learn independently	Provide children with the digital resources and skills required to support learning in school, at home	During Winter 2021 school closure, a greater proportion of children engaged in online learning (around 70% of pupils at home, compared to 40% in Spring 2020 lockdown) Parents reported that they felt well supported and that children were able to complete their studies with some independence. The use of digital devices has continued with targeted groups of

		children since school reopening to enable them to further practise their skills.
To improve attendance of all pupils, but especially disadvantaged learners. **Identified need- low attendance of FSM/PP children across the school. IDSR reports attendance rate is in the bottom 20% nationally**	Employ services of welfare officer to support school staff in improvement of attendance.	Until the end of the summer term (when COVID cases peaked) attendance was inline with national figures during the disruptive year. However, the gap between disadvantage and non-disadvantaged remained. May 2021 <table><tr><td>PP</td><td>No of chn</td><td>%</td><td>%</td><td>%</td></tr><tr><td>No</td><td>151</td><td>0.55</td><td>3.69</td><td>96.31</td></tr><tr><td>Yes</td><td>147</td><td>1.31</td><td>6.71</td><td>93.29</td></tr></table> Disadvantaged children make up the vast majority of the poorest attending pupils. A further concentrated effort on improving this will take place during academic year 2021-22 A subsidised breakfast club and wrap around care continued to support families throughout Covid restrictions.
To deliver an engaging, broad and varied curriculum **Identified need – To ensure all children have the same opportunities and experience**	Fund enrichment activities within curriculum e.g. music lessons, trips Support families with costing of breadth of experiences e.g. residential trips To fund a STEM lab	The vast majority of children took part in enrichment activities (within the constraints of COVID restrictions). All classes went on a visit in the Summer Term with years 5 and 6 taking part in a residential camping trip. The STEM lab was opened and all children have access to the facilities within.

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
Non applicable	