

Hollymount 3 Year Pupil Premium strategy plan 2019-2022

2020 – 21 Plan

SUMMARY INFORMATION				
Pupil Premium Strategy Plan		2019-2022 – Current year 2020-2021		
CURRENT PUPIL INFORMATION * All data taken 25.9.20				
Total number of pupils:	374	Total pupil premium budget:	£176,880	
Number of pupils eligible for pupil premium:	135 (36.1%)	Amount of pupil premium received per child:	£1320	
LAC PP+	4	Amount of pupil premium received per child:	£2300	
EYFS PP	2	Amount of pupil premium received per child:	£300	
CHARACTERISTIC	ALL PUPILS NUMBER IN GROUP (374)	% of GROUP	PP PUPILS NUMBER IN GROUP (135)	% of GROUP
Boys	174	46.5%	62	36%
Girls	200	53.4%	73	36.5%
SEN support	48	12.8%	27	56%
EHC plan	4	1%	1	25%

Children were on track to perform slightly better than the previous year. It was expected that 78 – 84% would have reached the required standard based on the children in the cohort in March 2020.

Disadvantaged A greater percentage of PP children were likely to have met the standard. Proportionately more children in this cohort who are NPP are also SEND or newly arrived EAL.

Is lower than previous years due to proportion of SEND and new EAL pupils.

Attained higher than non-disadvantaged group.

Gender gap reflects the proportion of boys with SEND (1/3 of boy cohort). When SEND and pupils who have been in the UK less than 18 months are removed from figures, 95% met the expected standard.

KS1 (15 PP; 30 NPP)										
Expected standard reading (all 74%)	71%	80%	78	75	50	71	48	86	53	79
Expected standard writing (all 62%)	67%	76%	73	69	36	68	43	75	47	71
Expected standard maths (all 74%)	71%	79%	79	76	64	71	50	93	53	75
Expected standard reading, writing and maths	67%	76%	68	62	27	64	33	74		
Greater depth reading	8%	12%	28	25	0	19				
Greater depth writing	4%	15%	17	15	0	7				
Greater depth maths	17%	21%	28	22	0	29				

End of Year Predictions (from end of March 2020)							
		BEL	PKF	WTS	WA	GDS	WA+
Reading	No.	1	4	12	33	7	40
	%	2%	7%	21%	58%	12%	74%
Writing	No.	1	4	14	30	5	35
	%	2%	7%	25%	58%	9%	62%
Maths	No.	1	4	12	29	11	40

Attainment:

Children's attainment is slightly lower than that predicted. The cohort has had significant mobility: 14 children (31%) have joined the cohort during Year 1 and 2. Year 2 attainment shows satisfactory or better progress as only 51% of the 2019 Year 2 cohort had reached GLD by the end of Reception.

Children in this group have attained lower than those who are not disadvantaged but it is a relatively small group size (15 children;

	%	2%	7%	21%	51%	19%	74%	compared to 30 NPP). Proportionately, although still lower, the gap is less. Two thirds of the SEND group are also pupil premium					
Attainment Children were on track to perform slightly better than the previous year. Disadvantaged The proportional attainment of PP children was in line with that on non-pupil premium. (two thirds on track)													
KS2 (27 PP; 24 NPP)		PP		NPP		Nat							
Expected standard reading 80 - 85%		88		85		78	76	69	83	75	82	52	83
Expected standard writing 73 – 78%		76		74		83	80	73	88	70	88	68	89
Expected standard maths 76 – 84%		80		79		84	82	67	88	85	94	68	89
Expected standard GPAS		80		80		83		63	88				
Expected standard reading, writing and maths		75		74		71	65	69	83	70	82	52	83
Higher standard reading		24		28		31`	27	27	29				
Greater depth writing		21		15		24	20	21	21				
Higher standard maths		13		23		31	27	27	46				
Greater depth readiing, writing and maths		8		13			11	14	9				
2020 Attainment “All” children were expected to perform well against national benchmarks. The percentage on track was slightly below that for maths compared to previous years. Disadvantaged Disadvantaged children were on track to perform well against their NPP peers and in line with national benchmarks.								2019 Attainment: “All” children attained in line with or above national in all subjects. The proportion of children reaching combined expected attainment is significantly above national figures. Disadvantaged: Combined attainment of disadvantaged children (69%) was in-line with national benchmark of non-disadvantaged (70%) All disadvantaged children, except 1, who did not reach combined expected standards, were classed as having					

				SEND. 97% of disadvantaged children, with no SEND, achieved the combined expected standard. The 1 child who didn't missed reading "expected standard" by 1 mark						
Progress		2020 Teacher assessment		2019			2018		2017	
KS1 – 2 progress scores (21 PP children; 32 NPP) – 2020 % predicted to meet or exceed target	% PP	% Not PP		% of pupils not eligible for PP (National)	% PP	% Not PP	% PP	% Not PP	% PP	% Not PP
Reading	95%	100%		0.32	1.3 2	2.9	0.4	1.6	- 2.8	-1.6
Writing	100%	100%		0.27	0.3 4	3.03	0.2	1.4	0.9	2.2
Maths	90%	100%		0.37	1.7 4	4.49	2.8	5.5	2.9	4.2
2020 All except 1 PP child was expected to meet or exceed targets in Reading; all in Writing and in maths all except 2 girls predicted GDS who would probably have received EXP in Maths. Both these girls had significant family problems and poor historical attendance.				2019 Progress is good for both PP and NPP children. On the IDSR it is identified as significantly above for the middle prior attaining in reading.						

Attendance and Exclusions 2017-2019					
Attendance September 2018- July 2019	School		National Average		Strengths Individual children/ families who are supported on an attendance plan or other intervention have made improvements to their attendance (see attendance tracking) Whole school attendance has risen in comparison to the same time last year 95.47% compared to 95.09% (Year 1 – Year 6)
% Overall Absence	All pupils: 4.8		All pupils: 3.9		
	PP	NPP	PP	NPP	
	5.2	4.3	5.4	3.4	

Persistent Absentees	All pupils: 14.2		All pupils: 8.4		Weakness <ul style="list-style-type: none">Both overall attendance and the percentage of persistent absenteeism is much higher in PP compared to non PP and All.Pupil premium children make up almost 2 thirds of the persistent absentee group at 63% (Year 1 – 6) This is similar 2018- 19 and 2019-20 IDSR <ul style="list-style-type: none">Overall absence (4.8%) was in the highest 20% of all schools in 2019Persistent absence (14.2%) was in the highest 20% of all schools in 2019
	PP	NPP	PP	NPP	
	18.8	10.2	15.7	5.8	
Exclusions 2017 – 18	School		National Average		
Fixed term exclusions Numbers of pupils	All pupils:		All pupils:		
	PP	NPP	PP	NPP	
	1	0			
Permanent exclusions as % of group	All pupils: 0		All pupils:		
	PP	NPP	PP	NPP	
	0	0			
Attendance September 2019– 6th March 2020					
	School		National Average		No national figures or comparisons for 2020 due to closure. School began a new contract for educational welfare support in February 2020 and this will continue in the 2020-21 year group in order to focus on persistent absentees.
Overall attendance (Y1- 6) 94.9%	All pupils:		All pupils:		
	PP	NPP	PP	NPP	
	93.8%	96.1%			

PRIORITY A- To raise outcomes for PP/FSM learners

Member of staff responsible: Andrea Donnelly, Emma Train, Andrew Hill, Teaching staff (including TAs)

Identified need	Strategies	By whom, when,	Outcome
<p>Disadvantaged children who are not working at age expected level and have conceptual gaps or misconceptions.</p> <p>This is particularly evident at the end of KS1. The school needs to continue to close the gap between the attainment of PP and NPP both at school and national</p>	<ul style="list-style-type: none"> • 2020/2021- Recovery curriculum- will have a clear focus on 'catch up' curriculum for FSM/PP- this will be led by AD/ET/AH - particular focus on prioritisation of key skills and knowledge • All staff to engage in quality CPD from highly skilled practitioners who work across the trust so that there is a higher percentage of outstanding teaching throughout the curriculum- with particular focus on early career teacher • Ongoing areas for development will be identified swiftly and support put into place to address these evidenced in the school development plan • To track data for all PP children • To hold regular pupil 	<p>All staff</p> <p>Ongoing focus will be dependent on need of the school development plan</p>	<ul style="list-style-type: none"> • The vast majority of children to finish the academic year 'working within expected standards' for year group • Gap between PP and peers will reduce • Quality of teaching across the curriculum will be effective and have a positive impact for all children • Surveys undertaken from a range of stakeholders will reflect that quality of teaching and learning is good and pupils are making expected or better progress • Pupils will meet (or exceed) age-related national expectations in English and maths both at expected and greater depth standard • All staff will receive appropriate CPD to facilitate development and high-quality teaching. • Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. • Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths • Support staff will support learning effectively. • Additional intervention sessions will take place, based on gaps/need

	<p>progress meetings with a focus on diminishing the difference for pp children</p> <ul style="list-style-type: none"> To provide effective focus groups and interventions so that all children, including PP children, meet their targets 2020-2021 To provide tutoring and catch up strategies to targeted children – DFE recovery curriculum 		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

PRIORITY B Disadvantaged pupils will meet national expectations for attendance and punctuality

Members of staff responsible: Andrea Donnelly, Darren Davies, Anna Woodward, teaching staff (including TAs)

Identified need	Strategies	By whom, when	Outcome
<p>To identify and track key PP families with poor attendance</p> <p>To support key PP families to</p>	<ul style="list-style-type: none"> Attendance lead to keep accurate records of key PP pupils' attendance and identify any patterns or concerns Attendance lead to identify any trends in 	<p>Attendance lead, all staff</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Attendance lead will be knowledgeable about the trend in data and will be able to report accurately on the attendance figures for this group Attendance lead will work closely alongside educational welfare to support families for whom attendance is an identified problem. Attendance lead will keep up to data records for this group and will be able to discuss key children that are affecting

improve attendance	<p>data for this group and act upon these</p> <ul style="list-style-type: none"> Attendance lead to work alongside inclusion manager/DSL to ensure support is targeted for individuals and removes any barriers to attendance Attendance lead will signpost/ liaise with outside agencies to remove barriers to attendance for key pp families Attendance lead to reward improved attendance for key PP children through certificates and prizes etc. To support families with financial difficulties that may prevent children from attending school. 		<p>attendance figures/ improving</p> <ul style="list-style-type: none"> Key PP families will be identified quickly and support in place swiftly Persistent absence for key PP children will reduce Relationships between parents and school for these key PP children will be positive Key PP children will feel a pride in their improved attendance and will feel safe and happy in school. Financial difficulties are not a barrier to children's attendance in school
PRIORITY C School will deliver an engaging, broad and varied curriculum.			
Member of staff responsible: Emma Pritchard, Sharon Ricketts/Lauren Amos, Classroom teachers			
Identified need	Strategies	By whom, when	Outcome
	<ul style="list-style-type: none"> 2020/2021- Recovery curriculum- will have a 	All staff Ongoing	<ul style="list-style-type: none"> The vast majority of children finish the academic year 'working within expected standards for year group

<p>To ensure the school provides a broad and purposeful curriculum for all learners</p> <p>In some cases, learning opportunities outside school may be limited as a result vocabulary can be less broad and children can lack context for their learning</p>	<p>clear focus on ‘catch up’ curriculum for FSM/PP- this will be led by AD/ET/AH - particular focus on prioritisation of key skills and knowledge</p> <ul style="list-style-type: none"> • Introduction of the new Black Pear Trust curriculum – ensuring children have gain good subject knowledge from a broad range of subjects • Introduction of a school STEM lab – a purpose-built space for the teaching of Science and technology • Trust wide focus on the development of Pedagogy of language • Age appropriate subject knowledge and skills will be taught robustly across the school. • Robust and effective teaching of language and vocabulary across the school, through specific programs and quality first teaching • Pupils will be exposed to a wide range of social, cultural, enrichment 		<ul style="list-style-type: none"> • Larger percentage of PP children will attend school trips. • Families will feel supported. • Pupil surveys will reflect that experiences are valued Pupils will have raised aspirations due to experiences they receive • ICT resources will be fit for purpose and ensure that PP children have access to new and innovative technology. • PP children will report that lunchtimes and playtimes are fun and behavior on playground is good. • PP children will be engaged in revised foundation curriculum • Curriculum and the resources provided will enhance their experience of learning • Age appropriate subject knowledge and skills will be taught robustly across the school. • Robust and effective teaching of language and vocabulary across the school, through specific programs and quality first teaching • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>and sporting experiences within (and outside) the school day.</p> <ul style="list-style-type: none"> Contributions to school trips are communicated to PP families as early as possible Payment plans available for families who have difficulty affording school trips/ residential trips give our pupil premium children experiences that they wouldn't otherwise have access to. 		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Please see below review of key actions from 2019-2020 which will not continue in 2020-2021

Pupil Premium actions 2019-2020						
A- To raise outcomes for PP/FSM learners						
Identified need – To raise the attainment of disadvantaged learners by ensuring they make at least good progress						
Rationale A third of children in Year 6 and Year 2 Evidence from the EEF Toolkit and research from John Hattie suggest there is evidence that pupils in disadvantaged areas in the UK benefit from classes of 20 or fewer pupils in primary school. This is also supported by our very successful Year 6 results (2016) where this strategy was used and evidence that shows smaller classes are associated with slightly higher attainment.						
Year Group	Action	Cost	Lead	Monitor	Success Criteria	Impact
Year 6 – 63 children	High % of PP and vulnerable children within year group to be split into three small classes.	£49,368	AD EP	<ul style="list-style-type: none"> Weekly phase meetings Year group reviews 	<ul style="list-style-type: none"> Majority of children (80%) working at age expected- in line with national data 1/4 of year group to be exceeding age expected 	Mid Year See On Track Report for details. Between 65 – 75% of PP children currently judged to be securely on track to reach standard and have already met standards on

				<ul style="list-style-type: none"> Data analysis and PPM's <p>To be monitored each half term</p>	<p>expectations at each subject</p> <ul style="list-style-type: none"> All pupil premium children to make at least expected progress and attainment is in line with national Attainment gap between PP and NP to be closed writing and maths 	<p>a practice paper. A further 10% of each subject are also "on track". All except Rdg:1; Wtg 2: Ma 1: PP children are working within predictions. Those children not, are receiving extra provision.</p> <p>No further data due to COVID-19 lockdown . This strategy will not continue in 2020/2021</p>
Year 2 teachers 53	High % of PP and vulnerable children within year group. Year group to be split into three small classes	£35,417	AD EP	<ul style="list-style-type: none"> Weekly phase meetings Year group reviews Data analysis and PPM's <p>To be monitored each half term</p>	<ul style="list-style-type: none"> Majority of children (75%) working at age expected- in line with national data 1/4 of year group to be exceeding age expected expectations at each subject All pupil premium children to make at least expected progress and attainment is in line with national Attainment gap between PP and NP to be closed writing and maths 	<p>Mid Year</p> <p>See On Track Report for details. Between 70 – 75 of all children are "on track" to reach the standard at the end of the year. Between 60 – 70% of PP children are "on track" Between 10 – 20% are predicted to exceed this standard. (PP and all)</p> <p>The majority of PP children are on track to reach their predictions. Those who are not, are receiving extra provision.</p> <p>No further data due to COVID-19 lockdown. This strategy will not continue in 2020/2021</p>

Reading

Identified need – reading is at the heart of the curriculum, all children need to be effective readers to access the broad curriculum.

Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.

Year Group	Action	Cost	Lead	Monitor	Success Criteria	Impact
------------	--------	------	------	---------	------------------	--------

Spelling

Identified need – spelling of high frequency words and spelling rules have been identified as an area of development across the school.

Maths						
Identified need – recall of number facts and multiplication facts has been identified as an area of development across the school.						
These two areas have been identified as key development points of the school development plan this year.						
All Year Groups	Intervention strategies used effectively to support progress in maths – targeted provision for disadvantaged pupils.	£10,000	AH	Weekly phase meetings, year group reviews, data analysis, PPMs, statutory data	<ul style="list-style-type: none"> % of children achieving expected standard in Maths at the end of KS1 and 2 is inline with National or above. 	End of Year From mid-year data, predictions have been made to show what end of year achievements would have been expected to be. This shows that all children are in line with National and there is no gap between PP and NPP in maths at KS2.
All Year Groups	Effective counting strategies are explicitly taught and modelled	AH		Weekly phase meetings, year group reviews, data analysis and PPMS	<ul style="list-style-type: none"> % of children achieving expected standard in Maths at end of KS1 is in line with or above national % of children achieving expected standard in Maths at end of EYFS is in line with or above national 	Two teachers in Year 1 and 2 are worked with the Glow Hub as part of the Maths Hub Project- this is to focus on developing reasoning across KS1
Years 2 – 6	Spelling is taught effectively across the school which enables children to make good progress and work within age expectations	£500	AD	Weekly phase meetings, year group reviews, data analysis and PPMS	<ul style="list-style-type: none"> Vast majority (80%) of children's spelling age is in line or above their chronological age – over two-year period. 	Mid Year Year groups 2 – 6 have increased percentage of year group at expected standard between 15 – 20%. Average standardized scores have risen between 3-4 points.
C-School will deliver an engaging, broad and varied curriculum.						
Intended need – To ensure all children have the same opportunities and experience – Hollymount Curriculum						
All year groups	Allotment project/ wellbeing garden	£5287	LJ	Pupil interviews and questionnaires.	<ul style="list-style-type: none"> Wellbeing of children is good All children are able to discuss their emotional wellbeing. 	Summer term project

	Children have a space within school where they can relax and feel safe.					
Targeted children	Play therapy Play therapy for identified vulnerable learners. 3 children x 30 weeks.	£1000	LW, ST	IPM's, pupil parent interviews	<ul style="list-style-type: none"> Identified children are able to work through and develop strategies to deal with emotional and social problems. 	Ongoing

Please see below the development strategy for 2019-2021- new strategies have been identified for 2020/2021 and have been included within the plan- these are recorded in purple. All strategies will be reviewed termly. (December 2020)

Pupil Premium actions 2019-2021						
Priority A -To raise outcomes for PP/FSM 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						
<p>Rationale We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 						
Year Group	Action	Cost	Lead	Monitor	Success Criteria	Impact
Years 1 to 6	<p>To use interventions and pre teaching strategies to effectively target children who are required to make accelerated progress.</p> <ul style="list-style-type: none"> • 1:1 phonics • Small group phonics • Maths and reading intervention 	<p>2019/2020 £36,385</p> <p>2020/2021</p> <p>TAs £36,385</p> <p>Teaching staff £90,916</p>	ET, AH, LD	<p>Intervention data entry and exit</p> <p>Weekly phase meetings</p> <p>Year group reviews</p> <p>Data analysis and PPM's</p> <p>Intervention team meetings</p>	<ul style="list-style-type: none"> • Close gap in attainment of individuals and groups to ensure they are working within age expected expectations (see vulnerable learners grid, interventions plan and evidence) • Identified learners make accelerated progress 	<p>Mid-Year 2019/2020</p> <p>Focus group data showed that children had made good progress against their targets. However due to school closure, the strategies were not able to be completed.</p> <p>Predictions at statutory data points were made from mid-year attainment (shown above)</p> <p>2020/2021</p> <p><u>Teacher assessment at the end of March:</u> The proportion of PP children working "at expected" continues to be below that of</p>

	<ul style="list-style-type: none">• Pre teaching of information• Intervention team• Speech and language interventions <p>Easter interventions in Easter holidays for targeted Year 6 children</p> <p>2020/2021</p> <p>Focused teaching groups will also be delivered by teachers. There will be an additional teacher attached to Years 1 and 3 whose focus initially will be the teaching of phonics and reading – enabling the children to make accelerated progress</p> <p>Focused tutoring through DFE funding through the academic year 2020/2021</p>					<p>NPP across the school combined, however there are some year group differences.</p> <table><tr><td></td><td colspan="3">% At ARE from Year 1 – 6</td></tr><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP</td><td>46</td><td>42</td><td>46</td></tr><tr><td>NPP</td><td>64</td><td>56</td><td>68</td></tr></table> <ul style="list-style-type: none">• The gap between PP and NPP has stayed similar since entry data was collected in September 2020. At this time, Hollymount School are not seeing a significant growth in the gap, as some national data has reported.• However, some individual children, many of which have multiple “disadvantages” have been more significantly affected by the repeated lockdowns.• In-school and after-school intervention groups have restarted since full-school return for targeted children.• Good progress has been seen in phonics intervention (online and face-to-face) <p>Phonics Data - % of children in intervention groups making expected or accelerated progress over time.</p> <table><tr><td></td><td colspan="3">Autumn Term</td></tr><tr><td></td><td>No pro</td><td>Exp</td><td>Acc</td></tr><tr><td>Year 1</td><td>28%</td><td>46%</td><td>32%</td></tr><tr><td>Year 2</td><td>23%</td><td>36%</td><td>41%</td></tr></table> <table><tr><td></td><td colspan="3">Spring Term (March – April)</td></tr><tr><td></td><td>No pro</td><td>Exp</td><td>Acc</td></tr></table>		% At ARE from Year 1 – 6				Reading	Writing	Maths	PP	46	42	46	NPP	64	56	68		Autumn Term				No pro	Exp	Acc	Year 1	28%	46%	32%	Year 2	23%	36%	41%		Spring Term (March – April)				No pro	Exp	Acc
	% At ARE from Year 1 – 6																																													
	Reading	Writing	Maths																																											
PP	46	42	46																																											
NPP	64	56	68																																											
	Autumn Term																																													
	No pro	Exp	Acc																																											
Year 1	28%	46%	32%																																											
Year 2	23%	36%	41%																																											
	Spring Term (March – April)																																													
	No pro	Exp	Acc																																											

						<table><tr><td>Year 2 only</td><td>20%</td><td>30%</td><td>50%</td></tr></table> <p><u>July 2021</u> 74% of the current Year 1 cohort are at or securely on tract to meet the standard in Autumn 21. (29/42) A further 10 children will continue to receive intervention in the Autumn term in order to reach the standard (93%) 3 children will have 1:1 support but are significantly behind the expected standard.</p>	Year 2 only	20%	30%	50%
Year 2 only	20%	30%	50%							
Recovery curriculum										
Identified need – Due to the forced school closure, the school has designed a reconnection action plan to aimed at addressing the issues created due the COVID-19 pandemic										
Year Group	Action	Cost	Lead	Monitor	• Success Criteria	Impact				

Reception – Year 6	<ul style="list-style-type: none"> Home learning action plan to be designed and implemented to enable children to learn remotely Early data capture and parents' meetings planned to identify children's needs Reconnection action plan designed and key milestones identified (see plan) 	£10000	AD	Data Pupil progress meetings Staff feedback Phase reviews Parental feedback	<ul style="list-style-type: none"> The school has a robust strategy for home learning in place All children return to school and feel happy and safe All children make accelerated progress enabling them to 'catch up' within reading, writing and maths 	<p>See reconnection plan for further evidence March 2021</p> <ul style="list-style-type: none"> All children returned to school in September happily. After March return, two Year 5 children have shown some mental health concerns regarding school. These children (and their families) are being supported via the SENCO and relevant class teachers. One (who has had some historical attendance issues) has also had support from the EWO. Home learning succeeded in keeping children's skills and knowledge fairly stable. Around 70% of children engaged in home learning to some extent. Writing has been more significantly affected by the Jan – March school closure. Accelerated progress has been impossible due to repeated closure. <p>July 2021</p> <ul style="list-style-type: none"> Writing continues to be most negatively impacted area with only 53% of pupils considered to be working securely within the expected standard across the year groups. The variation is high between year groups. NFER tests supported and largely validated TA judgements. Younger
--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------	----	-----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

						children did not perform so well in test situations.
--	--	--	--	--	--	------------------------------------------------------

Reading

Identified need – reading is at the heart of the curriculum, all children need to be effective readers to access the broad curriculum.

Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well, read more, and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.

Year Group	Action	Cost	Lead	Monitor	Success Criteria	Impact
Reception, Year 1, Year 2	Phonics home reading books Decodable phonics books which children can take home which will closely match their school phonics groups enabling children to practice learning and develop fluency A further set of decodable phonics books to be purchased for EYFS and KS1 – this will include non fiction books to enable children to have wider reading opportunities	£500 2020/2021 £2560	LD AD	Phase reviews Weekly phase meetings Year group reviews	<ul style="list-style-type: none"> Vast majority (84%+) of Year 1 children pass Year 1 phonics test; PP % in line with all. 95% of Year 2 pass the phonics screening test (2020/21- Two testing points December 2020 June 2021 for this year only it will be 95% of current cohort as of 1/9/2020) KS1 reading results are in line with national for both expected and HS % of children achieving '2' at the end of Reception is inline with or above national 2020/21- Year 3 children to complete KS1 assessments by December 2020 and the vast majority of children to be at ARE for end of Year 2 standard at this point 	Mid Year 18 PP children – 9 securely on track to pass; 7 slightly behind and receiving extra phonics. 2 significantly behind but having small group targeted intervention and 1:1 to begin March 20. No further data provided due to COVID 19 school closure. No 1:1 was able to take place. It is predicted that with appropriate intervention 16/18 PP would have passed the screening test. 2020/2021 <ul style="list-style-type: none"> December Year 2 Phonic screening Test <ul style="list-style-type: none"> 78% of total cohort met the standard. This is below national and Hollymount's usual standard. 92% of PP children met the standard; 64% of NPP met the standard, reversing our usual trend. PP children in Year 2 have continued to achieve better this academic year than non-PP children. The vast majority of Year 2 PP children attended school during lockdowns.

					<ul style="list-style-type: none"> • March data showed that the Year 3 cohort have been significantly affected by the second school closure, more so than other year groups. 29% of cohort have social care involvement currently or historically; 18% of the cohort are SEND (10 children with 8 of these being PP), with 3 children (5%) EHCP • 54% of Year 3 are on track in Teacher Assessment to reach the expected standard. A further 15% are "slightly below" but almost 30% are significantly below ARE. • 3rd Teacher continues to work each morning with this year group to accelerate and support progress. Similarly, the TA is a trained teacher. <p><u>March DATA</u></p> <p>Year 1 – 6: 55% of "all children" are on track to reach ARE (10% GDS) A further 20% are "slightly below this standard and with accelerated progress, could reach ARE by the end of July.</p> <p><u>July DATA</u></p> <p>See supportive document Data Headlines End of Year 2020 - 21</p>
--	--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CPD – Identified need -staff have a good understanding of subject knowledge and pedagogical practice						
Rationale -July 2016 DfE Standard for teachers' professional development state that "Professional development must be prioritized by school leadership."						
All staff To use CPD to ensure teaching is of an excellent standard	CPD – staff training across the year is of high quality and targeted at continuing to improve the quality of teaching and learning Targeted CPD program for NQT/RQTs this will be an individualized program lead by ST- targeted on matched learning and effective feedback - DB	£7410 2020/2021 £4500	SLT	Phase reviews Weekly phase meetings Year group reviews Data analysis and PPM's	<ul style="list-style-type: none"> Teaching is good or better across the school Breakdown of costs <ul style="list-style-type: none"> £3000 CPD £1500 RWI development day £2910 iris £3000 David Barclay project £1500- RWI development days 	Mid Year Trust review of teaching showed the vast majority of teaching to be good or better across the school. Any support required to be built into CPD program or provided at an individual level. Iris project RWI development days CPD for new staff ensure quality first teaching of phonics 2020/21 <ul style="list-style-type: none"> DB began delayed project with NQTs/ RQTs immediately after Easter Project took place and all staff reported positively. A feedback session demonstrated areas of research and impact on staff and children. This will support the relaunch of the teaching and learning and feedback policies in 2021-22 All current staff have updated phonics training and the school has continued with RWI Development Days to monitor quality of provision. Phase reviews has shown teaching over time, is good or better in all classes. Continued June 2021

Vulnerable Learners: achievement for all pupils						
<p>Growth Mindset is an area of psychology most thoroughly researched by Carole Dweck. It focuses on the idea of possessing a 'Growth Mindset' as opposed to a 'Fixed Mindset'. A 'Growth Mindset' is one whereby challenges are seen as a good thing; you can learn from your mistakes; and you are open to feedback. A 'Fixed Mindset' is one whereby challenges are avoided at all costs; new opportunities are never undertaken due to a fear of failure; and you are find it difficult to learn from feedback. Ultimately a child with a 'Growth Mindset' is a good learner. By exploring a number of key themes with our children over the year, we would hope to see children taking on this 'Growth Mindset'. Children learn the power of the word yet (I can't do something... YET!); that mistakes are magic and we can learn from them; that success is never straightforward; that sometimes learning is hard and we can find ourselves 'in the pit'; and finally, that when we learn, our brain actually grows and changes! By possessing a 'Growth Mindset' our children will become resilient learners, who thrive on challenge and learn from mistakes.</p>						
All year groups	<p>Train new staff in how to complete structured conversations. Growth mindset rewards</p> <p>Training new staff on Growth Mindset principles</p> <p>Vulnerable learners groups created – additional PPMs , meeting with parents , including structured conversations with parents.</p> <p>Release time for structured conversations with parents</p> <p>2020/2021</p> <p>Actions for vulnerable learners will be weaved into Year group specific action plans/provision maps as part of the</p>	<p>£10,000</p> <p>2020/21</p> <p>£1000</p>	ET	<p>Staff confidence</p> <p>Pupil progress meetings</p> <p>Parent feedback</p>	<ul style="list-style-type: none"> • New teachers and TAs trained • Each vulnerable learner to have attendance of 96% and make good progress in all core subjects • Achievement and attainment targets met • Parents take a greater responsibility in the education of their children through regular structured conversations • 2020/21 • Growth mindset relaunch linked with the schools' reconnection curriculum – every class will have weekly assemblies focused on growth mindset – reconnection to learning 	<p>Mid Year</p> <p>All new staff trained and leading meetings, where appropriate. 22/30 (73%) vulnerable learners have attendance over 95%. 2 children in this group are classed as P.A 1 child's attendance is 8% improved on the same time last year. 1 child's attendance is – 5% on the same time last year. He has ongoing medical issues.</p> <p>2020/21</p> <ul style="list-style-type: none"> • Growth mindset relaunch after school reopening March 8th. • Focus in virtual assemblies around Core Values and British values, supported by growth mindset ethos.

	reconnection plan to accelerate progress.					
ICT – Identified need – to enable children to work and learn independently						
Rationale Flipped learning- – flipped videos support learners (individuals or groups) to clarify, consolidate or extend their understanding. Children may also create flipped videos to demonstrate their understanding to the class teacher.						
All year groups	Update software and buy children's laptops for flipped learning. Enabling learning to be well matched to groups of children and for children to learn independently Continued update of IT resources, with focused spend on IT resources for disadvantaged pupils which can be accessed from home	£5324 2020/21 £1000	LA, JL	Weekly phase meetings, year group reviews, data analysis and PPMs Engagement with home learning and use of ICT within lessons	<ul style="list-style-type: none"> Planned opportunities for flipped learning enabling pre teaching and independent learning. Children make good progress within lessons 	Phase reviews Evidence of phase reviews found children use technology effective 2020/21 <ul style="list-style-type: none"> Blended learning was used very successfully during school closure in Winter/ Spring. Parents commented in questionnaire how teachers were able to support pupils through a blended approach Live teaching of phonics for groups and individuals also had a good impact on intervention results. Continued blended approach using Covid Catch up funding to purchase Numbots and Spelling Shed to continue provision of key skills at home. Targeted children to receive hardware, where needed.

B- Disadvantaged pupils will meet national expectations for attendance and punctuality
Identified need- low attendance of FSM/PP children across the school. IDSR reports attendance rate is in the bottom 20% nationally
Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.
By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and preempt possible attendance issues.

The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.

Breakfast clubs improve attendance/punctuality.

Year Group	Chosen Action	Cost	Lead	Monitor	Success Criteria	Impact
All year groups	Robust system of weekly monitoring and identification of key actions by SLT and EWO through guidance of school and Trust policy	£2712	AD/AW	Data analysis.	<ul style="list-style-type: none"> Attendance of all pupils and disadvantaged pupil is in line with national % of PA reduces to in line or below national Families understand the importance of good attendance on their child's Every term pupils (and parents) to receive RAG rated attendance summaries on mentoring reports. 	<p>Autumn</p> <p>Attendance has been monitored closely since the beginning of term. The first letters regarding historical (2018-19) poor attendance inviting parents to a meeting were sent out in early October.</p> <p>16 letters were sent out – 3 parents attended the arranged meeting. Further letters were then sent to those who did not attend informing them that their children's absence would be monitored for a further 3 weeks. After this time period 12 out of 16 children had improved their attendance. 2nd letters have been sent to the other 4 families and their review period is due to end w/b 2nd Dec. Two families will receive the next step of PA process (a further monitoring period of 15 school days); 3 families are receiving alternative support/ monitoring due to wider family issues.</p> <p>Monthly meetings are held with EWO who is supporting the school with all families causing concern. She has also support AWo to update policies and procedures where required.</p> <p>Mid- Year</p> <p>Whole school attendance has risen in comparison to same time last year 95.47% compared to 95.09% (Year 1 – Year 6)</p>

						<p>New Education welfare service contract taken out which increase the potential of support for families and school staff to tackle persistent cases.</p> <p>2020/21</p> <ul style="list-style-type: none"> • Attendance has been in line with national figures during very disruptive year. Primary national – 95% • EWO continues to support key families whose children's attendance has become very low. • May 10th - statutory attendance 95.2% (minus 2 EHCP children who do not attend or who attend part-time) • Attendance declined and continue to decline after bubble closure in May 2021. As cases in community rose, so more children were impacted through isolation from family members or parents kept children at home with any sign of illness. • New EWO met with 2 key families in July and plans set for September. • SLA agreement for more regular EWO contact in Autumn Term.
--	--	--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

All year groups	Whole school reward system to be high profile across the school and discussed every week in assembly with weekly incentives and end of year rewards.	£1000 – rewards £1000 – medals	DD AD	Data analysis. Assemblies	<ul style="list-style-type: none"> Families and children understand the importance of good attendance on their child's Children awarded for good attendance 	<p>Ongoing Whole school system ran from Sept – March No medals awarded due to school closure.</p> <p>2020/21</p> <ul style="list-style-type: none"> House point system continued during lockdown, including for those children working from home Pencil case reward system purchased to refresh children's interest in gaining reward.
All year groups	Minibus to support punctuality and attendance.	£1500	AD	Data analysis	<ul style="list-style-type: none"> Selected children have good attendance and punctuality. 	<p>Ongoing Improvement in attendance of key children 2020/21 Unable to use due to COVID</p>
All year groups	Pupils to be given an opportunity to attend breakfast club, which offers: support to parents, to ensure pupils basic needs are met, promote parental engagement by providing further support. For example, working parents.	£2500	EMG EP	Pupil and parent questionnaires Club register	<ul style="list-style-type: none"> Provide a safe and supportive environment for pupils to develop their social skills. Good attendance and punctuality 	<p>On average 50 – 60 pupils attend each day. Approximately ½ - 1/3 are eligible for PP.</p> <p>2020/21</p> <ul style="list-style-type: none"> Reduced numbers at Breakfast Club, due to Covid restrictions and school being open earlier to all. Free attendance at Little Pears has been offered to two PP children whose parents are struggling.

C-School will deliver an engaging, broad and varied curriculum.

Intended need – To ensure all children have the same opportunities and experience – Hollymount Curriculum

School uniform is a part of Hollymount school. This is one area – alongside others – that has led to positive behaviours in learning. All staff uphold the behavior and uniform policy, which had led to a successful implementation. (EEF Toolkit)

Ofsted Requirement:

The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. Pupils' horizons will be broadened and they will learn more about culture, history and geography. Meaningful experiences and contexts will enhance 'Loops of Learning' approach.

Year Group	Chosen Action	Cost	Lead	Monitor	Success Criteria	Impact
All year groups	Assistance with school uniform	£2500 2020/21 £2500	EP	Uniform assistance forms	<ul style="list-style-type: none"> All children look smart and the correct uniforms for school activities 	Mid Point All uniform is subsidized 22 families have received a payment card -2/3 of which are PP Vast majority of children attend school in the correct uniform 2020/21
Years 1 and 2	Ensure all children in the school have swimming lessons each year. With particular funding to Years 3 - 6 all children in these year groups have 10 weeks of swimming	£3900 2020/21 £3900	MH LA	Termly swimming data analysis. Pupil questionnaires	<ul style="list-style-type: none"> All children across Year 3 - 6 make good progress during swimming sessions All children have the strongest chance of swimming when leaving Hollymount in year 6. 	Autumn term Year 3 have 5% below and 7% exceeding. None of the pupils in these areas are PP - 100% expected for PP. One PP child was below last year and is now expected (GD). Year 6 are currently swimming No other year groups were able to complete their swimming sessions due to COVID 19 2020/21 <ul style="list-style-type: none"> Swimming for Years 5 and 6 began after Easter. Lessons paid for by school. Coach subsidized.

	lessons each year.					
Years 1 - 6	Pupils will partake in 'social enterprise' project in the summer term (linked to future careers) encompass a range of foci to develop personal, health, social and citizenship themes.	£1000 2020/21 £1000	LA, EP, AD	PPMs Pupil interviews and questionnaires Review of project	<ul style="list-style-type: none"> Children develop a range of skills which they will be able to use within the 'real world'. These skills will help them to prepare for secondary school Children have strong ambitions for the future. In Year 6 they have an understanding of the career they make like to follow and the skills required 	<p>January KS2 children took part in careers workshops (Primary Futures) which introduced children to different career options and "real life" people who worked in those careers.</p> <p>Summer term project Canceled due to COVID-19</p> <p>2020/21 Postponed to 2021/22</p>
All year groups	<p>To provide children with the opportunity to learn different musical instruments. Work with the Birmingham Symphony Orchestra for Year 6 children</p> <p>2020/21</p>	£2550 2020/21 £2400	EP	Termly music data, learning walks, Pupil interviews	<ul style="list-style-type: none"> All children in year 4 and 5 children learn how to play a musical instrument. Year 6 children have worked alongside the Birmingham Symphony Orchestra <p>2020/21</p> <ul style="list-style-type: none"> All children in year 4 and 5 children learn how to play a musical instrument. 	<p>String quartet from CBSO performed to all children Dec 2019. Children were mesmerized and very engaged when asking/ answering questions. Spring Term – dance and further music workshops culminating with visit to Birmingham to perform.</p> <p>External music provision is taking place in Year 4 & 5 - children in Year 4 have been learning the Djembe and Year 5 have been playing the ukuleles. Both year groups have had the opportunity to play in front of an audience (Sharer assemblies.)</p> <p>Music planning trawls show a wide range of musical activities taking place in school, children have the</p>

	To provide children with the opportunity to learn different musical instruments.					<p>opportunity to use instruments as well as computer software to support their learning.</p> <p>Book looks show that musical terminology is being embedded into all year groups and children are becoming more confident with expressing their emotions linked to music through cross curricular activities.</p> <p>2020/21 Play to learn continued Year 4 – drums Year 5 - ukeleles</p>
All Year groups	<p>To allow children to experience a range of new environments and experiences. All children have the opportunity to attend a residential.</p> <p>2020/21 To allow children to experience a range of new environments and experiences.</p>	<p>£10500</p> <p>2020/21 £8900</p> <p>Minibus to support trips</p>	EP	Pupil questionnaires and interviews.	<ul style="list-style-type: none"> • Provide the opportunity for children to take part in OAA activities. • All children to have the opportunity to experience a range of trips (see Hollymount Charter). • Children have the opportunity to experience new places 	<p>Llanrug: of 19 PP children 15 attended. 4 who didn't were for cultural/ medical reasons., 19 NPP children attended, 7 didn't</p> <p>Oakerwood: all PP children except 1 are attending. That child is not attending due to a medical condition.</p> <p>Trip cancelled due to COVID-19 Lockdown</p> <p>2020/21</p> <ul style="list-style-type: none"> • Years 5 and 6 to attend Burwarton Cottage. Cost subsidized for all children. • Llanrug booked for 2022 for Years 5 and 6.

All year groups	Science To promote enquiry based learning in Science through STEM project. To resources new STEM LAB for school and provide training for teachers	£1000 £1571	LA, ZH	Learning walks, termly science data analysis. Teacher/ child feedback	<ul style="list-style-type: none"> 80% of children to achieve age expected in science. Children have a good understanding of STEM All teachers have received training on the teaching of STEM The School has a STEM set up which is well resourced and used regularly 	Mid Point All staff received CPD on STEM – ensured effective learning sequences were planned for which develop SC1 key knowledge and skills Visits and visitors organized and booked for STEM – providing children with real life aspirations e.g work with BMW, University of Warwick visit Pupil voice – 'I learnt it is ok to make mistakes and things can be fixed if we work together'; I used my science and engineering skills to build my lifting machine' 2020/2021 <ul style="list-style-type: none"> Stem Lab resourced and opened March 2021 £1000 grant for microscopes received. Nick Barker recorded CPD videos for staff and presented online lessons for children during lockdown.
All year groups	PHSE Teaching of PSHE across the school is robust and of a high quality 2020/21 Continuation of above	£500	LA, HW, DD	Learning walks, pupil interviews and questionnaires.	<ul style="list-style-type: none"> All children are able to discuss their emotional wellbeing. Pupils are ready to engage in academic learning. 	Mid Point Learning walks identified good teaching of PSHE across the school, this was supported by book look evidence and pupil voice. 2020/2021 <ul style="list-style-type: none"> PHSE continues to be taught well across the school.
All Year groups	Effective counting strategies are explicitly	£500	AH	Weekly phase meetings, year group reviews, data analysis and PPMs	<ul style="list-style-type: none"> % of children achieving expected standard in Maths at end of KS1 is in line with or above national 	Currently two teachers in Year 1 and 2 are working with the Glow Hub as part of the Maths Hub Project- this is to focus on developing reasoning across KS1

	taught and modelled				% of children achieving expected standard in Maths at end of EYFS is in line with or above national	
All year groups	Super students rewards To continue to celebrate children's excellent behavior and learning attitudes	£1000	DD SP	Pupil questionnaires Phase review Data Learning walks	Behaviour in school continues to be excellent, both inside and outside the classroom Children across the school have a positive learning attitude in all lessons	Mid point All children have achieved at least 1 super student a half term 57,882 house points have given out so far to date Number of red detentions have reduced significantly, from this point compares to the same point last year Just less than ¼ of red sanctions have been obtained by PP, this is proportionality representative of the size of the group 2020/2021 102, 070 House points given out from Sept – May. 118,668 house points given out from Sept - July

EYFS			
Number of pupils 2018-2019	8		
Number of pupils 2019-2020	3		
Funding April 2020 – current	£1482		
Key Priority Area	Desired Outcome	Actions	
Speech and language / communication A significant number of pupils enter school with significant levels of language deprivation & weak oral language and communication skills.	<ul style="list-style-type: none"> selection of language is taught (high frequency words found in many different contexts) activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practice using new vocabulary language teaching develops breadth (vocabulary size) and 	<ul style="list-style-type: none"> Speech and language interventions Speech and language and resources 	End of Summer 2019 8 of the PP children who received Speech and language intervention, 5 of them making accelerated progress, 1 made expected progress. 1 child had extremely poor attendance and 1 other started Nursery in the Summer term Current impact

	depth (understanding and use in context).		Ongoing – to be reviewed at end of Spring term
<p>Physical development / understanding of the World</p> <p>These are two key areas where children enter nursery well below age related standards. Therefore, the Nursery has worked on developing these two areas through the use of outdoor learning</p>	<ul style="list-style-type: none"> Children leave Nursery at age related standards for physical development and Knowledge and understanding of the world – particular focus on 'the world; 	<ul style="list-style-type: none"> Resources purchased for outdoor learning – waterproofs – enabling all learners to access outdoor environment Training in Autumn 2019 focused on use of outdoor provision through Early Excellence 	<p>End of Summer 2019</p> <p>Physical development</p> <p>8 of the PP children who received Speech and language intervention, 5 of them making accelerated progress 1 made expected progress. 1 child had extremely poor attendance and 1 other started Nursery in the Summer term</p> <p>Understanding of the World</p> <p>8 of the PP children who received Speech and language intervention, 5 of them making accelerated progress 2made expected progress. 1 other started Nursery in the Summer term</p> <p>Current impact</p> <p>Ongoing – to be reviewed at end of Spring term</p>

