



Hollymount School

Pupil Premium Strategy

2022 - 23



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	387
Proportion (%) of pupil premium eligible pupils	39.85% (Nurs – Y6) 43.8% (YR – 6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 23 (2021 – 2024)
Date this statement was published	30.9.22
Date on which it will be reviewed	July 2023
Statement authorised by	Emma Pritchard (Black Pear Trust CEO)
Pupil premium lead	Andrea Donnelly (Head of School)
Governor / Trustee lead	Paul Edwards/ Paul Shoemsmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,285
Recovery premium funding allocation this academic year	£20,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£215,730 (No pooling)



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.
Reading	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 inline with national figures, however this is not always true of disadvantaged children and it is these children who often go



	<p>on not to make expected progress into the end of KS1 and beyond.</p> <p>The majority of the lowest 20% of readers are also classed as disadvantaged.</p>
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
<p>1) Language Deprivation</p> <ul style="list-style-type: none"> 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. Identified children with specific speech and language difficulties make good progress from targets set. 	<p>The number of children on the SEND register for speech and language is reduced from EYFS to KS1 and KS1 to KS2.</p> <p>The proportion of children identified as having significant language (via Language Link) delay reduces.</p> <p>Children have key strategies to decipher new words</p> <p>Children use increasing ambitious vocabulary in conversation and writing.</p> <p>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.</p>
<p>2) Attendance</p> <ul style="list-style-type: none"> Attendance for all children increases and the gap between the attendance of disadvantaged and non-disadvantaged children narrows. 	<p>Strategies are effective in raising attendance for all learners and particularly those who are disadvantaged.</p> <p>Children and parents have a positive attitude towards school are keen to attend. Parents understand the importance of good attendance and support plans to improve this attendance.</p>



<p>3) Reading</p> <ul style="list-style-type: none">• 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-disadvantaged children reaching the phonics screening standard and good level of development is narrowed.	<p>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.</p>
<p>4) Limited Experiences</p> <ul style="list-style-type: none">• 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.	<p>The proportion of children reaching ARE increases.</p> <p>Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.</p>
<p>5) Social and Emotional Difficulties</p> <ul style="list-style-type: none">• Children are better able to self-regulate their emotions.• Children are able to use appropriate language to discuss their emotions.	<p>Over time, the number of behaviour logs for disadvantaged children is reduced.</p> <p>The number of children demonstrating consistently positive behaviours has risen.</p>
<p>6) Raise attainment</p> <ul style="list-style-type: none">• Identified children make good progress against targets set in reading, writing and maths• Attainment in writing will increase, particularly amongst disadvantaged learners.• Attainment in grammar and spelling will increase, particularly amongst disadvantaged learners.• Proportion of disadvantaged learners achieving greater depth standard to increase	<p>Teachers confidently plan for all children and ensure that learners needs are met effectively.</p> <p>The gap in attainment between identified children (disadvantaged and non-disadvantaged) will narrow or close.</p> <p>All staff have a good subject knowledge for grammar and spelling</p> <p>Children's spelling will become more accurate and closer to age expected levels across the school.</p> <p>The accuracy of spoken and written grammar will increase.</p>

Activity in this academic year

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



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All relevant staff to receive high quality RWI training and coaching to deliver phonics effectively.</p> <p>RWI development package</p> <p>Reading lead</p> <p>The teaching of reading to be effectively resourced to support children’s learning e.g. phonetically decodable books, online portal</p> <p>RWI portal</p> <p>Phonically decodable readers/online</p> <p>Early identification of children falling behind their peers will ensure effective provision can be put in place and impact measured.</p> <p>Phonics TA</p> <p>Support for families, face-to-face and online, will enable support for children’s reading at home.</p> <p>KS2 reading</p> <p>All relevant staff to receive high quality training and coaching to teach reading effectively. ECT and recently qualified teachers (and any other identified staff) will be supported with personalised CPD.</p> <p>Accelerated reader</p> <p>Accurate tracking of children’s reading and progression will support teachers.</p> <p>Children will be able to access a range of appropriate reading material to aid their progression.</p> <p>Talk for Writing</p>	<p>Quality first teaching for all.</p> <p>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 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)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF’s Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months’ progress. Although in the trial limited success was found, AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes. For this reason, we believe it may support our disadvantaged pupils and aid motivation.</p> <p>Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	<p>3) Reading</p> <p>6) Raise attainment</p>



<p>CPD for staff in EYFS and KS1 will support the development of language and early language</p> <p>Staff CPD – early career and recently qualified teachers</p> <p>Personalised support and training have a positive impact on the quality of teaching and the retention of staff.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Explicit teaching of language</p> <p>Continued CPD for teachers to ensure high quality, explicit language teaching is provided across the curriculum.</p>	<p>‘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.</p> <p>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.’</p> <p>Learning Language and Loving It™ - The Hanen Program® for Early... EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1) Language deprivation</p>

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

Budgeted cost: £64,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All relevant staff to receive CPD</p> <p>Explicit teaching strategies will be used to effectively develop language.</p> <p>Children with specific language needs will receive regular support from trained staff.</p> <p>Staff delivering specific language intervention to receive full training.</p> <p>Identified children will receive small group or individual tutoring to close gaps in attainment and to enable good progress.</p>	<p>Small group tuition has an average impact of 4+ months progress across the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The effective deployment of teaching assistants both within and in addition to classroom teaching can support children's progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1) Speech and language</p> <p>3) Reading</p> <p>6) Raise Attainment</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement renewed strategies to improve attendance</p> <p>Support from Local Authority attendance officer will support hard to reach families to improve attendance</p>	<p>Absence and attendance The Key for School Leaders (thekeysupport.com)</p>	<p>2) Attendance</p>
<p>Play therapy will support children with</p>	<p>Info for Professionals & Employers - The British Association of Play Therapists (bapt.info)</p>	<p>5) Social and emotional difficulties</p>



<p>identified social and emotional needs</p> <p>Behaviour support groups/ individual work will support identified children.</p> <p>CPD for identified staff</p>	<p>'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 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.'</p> <p>EEF Toolkit: Tailor targeted approaches to meet the needs of individuals in your school</p> <p>Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Wider experiences will give children opportunities to develop language and first-hand experiences.</p> <p>A) Visits and visitors</p> <p>B) Outdoor learning, including forest school</p> <p>C) Music</p> <p>D) Residential visits</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	<p>4) Limited experiences</p>

Total budgeted cost: £ 215,730



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Identified Need

Language

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.

Actions

- Continued CPD for teachers to ensure high quality, explicit language teaching is provided across the curriculum.
- Explicit teaching strategies will be used to effectively develop language.
- Children with specific language needs will receive regular support from trained staff.
- Staff delivering specific language problems to receive full training.

Outcome

Staff across the school were supported to help identified children with their communication. This not only impacted positively on children's progress but also staff confidence.

Children in reception made good progress from very low starting points.

	Percentage language and understanding ELG	Average point score across cohort	Percentage speaking ELG	Average point score across cohort
Pupil premium 11	64% (7 children)	1.6	64% (7 children)	1.6
Non pupil premium 30	77% (23 children)	1.6	77% (23 children)	1.8

Speech, language and communication needs continues to be the most common reason for a child to be on the SEND register, however all children who were removed from the register last year, were done so due to their improvements in this area and no longer requiring specialist support. The percentage of children with this primary need decreased



from 79% in Autumn to 68.9% in Summer. 5 children were discharged from the speech and language service.

Increases in children reaching Greater Depth Standard in reading can be attributed to their increased confidence and competence in the understanding of literary language due to good, explicit modelling and teaching by teachers.

In KS1 4% (2 pupils) of pupil premium children reached GDS and in KS2 it was 25%.

Attendance

Attendance of disadvantaged children is below that of non-disadvantaged. This gap has widened since the pandemic.

Actions

- Implement renewed strategies to improve attendance
- Support from Local Authority attendance officer will support hard to reach families to improve attendance

Outcome

Good attendance is key to good progress and attainment as well as a positive attitude towards school. Good attendance was a challenge in 2021-22 due to Covid outbreaks during the winter months which severely impacted the overall annual attendance.

All children	Pupil Premium	Non Pupil Premium
91.33%	90.38%	92.28%

This represents a 1.9% gap between PP and NPP. This is a fall from a 3.48% gap in 2020-21

9 PP families were identified for extra support; the attendance of 7 out of 9 of these families improved significantly. For instance, one child's attendance was 65.26% in 2020-21 and increased to 83.24% in 2021-22. This child currently has 100% attendance this academic year

More regular updates of attendance figures were published to parents and good attendance is better understood by parents

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.

Actions

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. phonetically decodable books, online portal, time for lead teacher to coach and mentor and to receive training herself

RWI portal

- To be purchased and used to support training of staff, monitoring of progress and support for children at home.



Phonically decodable readers/online

- 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.

Outcome

Early Reading

- Because all teachers are trained and receive regular coaching, the quality of teaching of early reading is good. This was quality assured during learning walks by SLT, a development day with RWI and a Trust internal review.

The teaching of phonics was effective, there was evidence of fidelity to the scheme. The school has a strong culture of reading this is because leaders have prioritised the professional development of all staff to ensure the teaching of reading is front and centre of the curriculum. (May 2022)

Pupil premium children made good progress in reading and statutory Year 1 phonics screening test results showed:

	Met expected score	Average score
Pupil Premium – 13 children	77% (10 children)	32
Non pupil premium 31 children	87% (27 children)	36
Pupil premium (not SEND) 8	87% (7 children)	36
Non pupil premium (Not SEND)29	90% (26 children)	37

Reception children made good progress against low starting points (100% of children were below expected standards for their age in September in reading)

	Percentage reading ELG in reading	Average point score across cohort
Pupil premium 11	64% (7 children)	1.6
Non pupil premium 30	73% (22 children)	1.7

Year 2: the proportion of pupil premium children in Year 2 was much greater, however they performed well against their non-pupil premium peers in reading at the expected standard, although were less likely to reach GDS.

	At expected standard +	At greater depth standard
Pupil premium - 26	77%	4%
Non pupil premium - 19	68%	26%

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.

Actions

Wider experiences will give children opportunities to develop language and first-hand experiences.

- A) Visits and visitors
- B) Outdoor learning, including forest school
- C) Music
- D) Residential visits

Outcome

Residential Trips

Residential trips took place in Year 4, 5 and 6. The cost for children was subsidised using PP money and further funds were available to families at request. No child was refused attendance due to cost.

e.g. 69% of Y6 PP children attended Llanrug compared to non-pupil premium children All children benefited from experiences not usually available to them. Teachers reported that children were able to work effectively in groups and showed resilience when facing challenges.

Day Trips

All year groups took children on day trips such as Dudley Zoo, River Severn and the whole school went to Arley Arboretum. Again, costs to parents were either completely paid for or heavily subsidised so that the vast majority of children attended. Staff reported that visits supported children's learning, giving it a real life context and has helped to improve knowledge requisition and retention.

Social and emotional difficulties

In some cases, children have lower levels of emotional literacy than their non-disadvantaged peers.

Actions

- Play therapy will support children with identified social and emotional needs
- Forest School and outdoor learning will be used to support children's wellbeing

Outcome

Good wellbeing is important in all aspects of school. Identifying children quickly who may need further support is important and requires teachers to know children and their families well. In a parent questionnaire 88% of families agreed or strongly agreed that school supported children's wellbeing. From carrying-out phase reviews, it is evident that all children feel they can talk to the adults in school and seek support if they need to.

Peer mentors were launched this academic year. Monitoring of this shows that children are having discussions about low-level behaviour with the peer mentors and they know why the peer mentors are there. There have been very few detentions implemented at lunchtime as peer mentors have been trained to engage with their peers and to stop the escalation of incidents.

Play therapy sessions were offered to 6 children across the year (5 out of 6 children were PP) Outcomes are personal for each child but end of session reports show improvements for all children.

Forest School – Year 3 children benefited from Forest school sessions once per week throughout the school year. This year group were selected due to the large number of



vulnerable children (60% pupil premium; 18% SEND) Observations of the group showed that over the year, the children social skills improved greatly as did their resilience and independence.

Nature Area- all children have been able to benefit from the further development of the Nature area. It has given children the opportunity to witness first hand some of the concepts they are learning about in class e.g. pollination

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	

