



Hollymount School

Pupil Premium Strategy

2024-25





Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	391 (Sept 2024)
Pupil Premium	40.9% (Nurs – Y6) 45% (YR – 6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 25 (2024 – 2027)
Date this statement was published	30 th September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Pritchard (Black Pear Trust CEO)
Pupil premium lead	Andrea Donnelly (Head of School)
Governor / Trustee lead	Paul Edwards/ Paul Shoemith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	223,480
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	£223,480



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 child can 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 identified disadvantaged children is below that of non-disadvantaged. This gap widened in the 2023-24 academic year, with the attendance of all children also dropping.
Academic attainment	The proportion of children reaching a good level of development at the end of Reception is lower than national. In some year groups there is a gap in combined attainment between PP and NPP children. This is cohort specific and needs specific actions. At every assessment point, PP children are less likely to reach higher than average attainment. Children's attainment in the multiplication times table check is low.
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	In some cases, children have lower levels of emotional literacy than



Difficulties	<p>their non-disadvantaged peers.</p> <p>The mental health and well-being of parents has a direct impact on that of children.</p> <p>Vulnerable families have a wide-reaching impact on children in school: they are less likely to learn well in school without significant support and less likely to have support from home.</p>
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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>70% of pupils who were assessed as having language skills below their chronological age have made up this gap by the beginning of KS2.</p> <p>Curriculum plans identify academic and subject specific vocabulary which supports key knowledge.</p> <p>Pupil premium children are able to use identified language orally and in writing (if age appropriate) as well as their non-pupil-premium peers.</p> <p>75% of pupil premium children can express their opinions and knowledge clearly.</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. Attendance to reach at least 95% (an increase of 2.5% on 2023-24 figures)</p> <p>Children and parents have a positive attitude towards school and are keen to attend. Parents understand the importance of good attendance and support plans to improve this attendance.</p>



<p>3) Academic attainment</p> <ul style="list-style-type: none">• The proportion of all children attaining GLD improves to at least 65%. There is little to no gap between PP and NPP children• The gap between the average score of PP and NPP children on the phonic screening test narrows.• More children reach the expected fluency standard in reading at the end of year 1 and 2.• The proportion of children reaching the expected standard in the times table check increases, with little to no gap between PP and NPP children.• The proportion of PP children reaching the higher standard by the end of KS2 increases	<p>All staff have a good understanding of the systematic approach to the teaching of phonics and deliver effective provision daily.</p> <p>The teaching of reading fluency is high profile and staff feel confident in how to improve this for their children.</p> <p>The teaching of mathematical fluency is high profile and staff feel confident in how to improve this for their children.</p> <p>30% of PP pupils reach full marks in the times table check.</p> <p>70% of PP pupils score over 20 in the times table check.</p> <p>A greater proportion of parents support their children in improving fluency in both reading and maths. 80% of targeted families show an improved engagement in their children's learning.</p> <p>Staff have a good understanding of higher standards in reading, writing and maths and give children opportunities to develop the skills and knowledge to reach this standard.</p> <p>PP children close the gap on their NPP peers in reaching high standards in reading, writing and maths; average score in phonics and multiplication check.</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>Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.</p> <p>Parent and child voice recognises the importances of wider experiences.</p> <p>The proportion of PP children accessing wider experiences is in line with those of their NPP peers.</p>
<p>5) Social and Emotional Difficulties</p> <ul style="list-style-type: none">• Parents are better able to recognise emotional difficulties within their family and support children with these• Children are better able to self-regulate their emotions.• Children are able to use appropriate	<p>Parental voice shows they feel school supports them and their families with well-being.</p> <p>Child voice shows that they feel supported by school in recognising their emotions and how</p>



language to discuss their emotions.	to develop positive wellbeing. Anxiety-based absence improves. Over time, the number of behaviour logs for disadvantaged children is reduced, with pupil premium children being in line with non-pupil premium children.
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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: £81,280

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>KS2 reading</p> <p>All relevant staff to receive high quality training and coaching to teach reading fluency and comprehension effectively. Coaching available to all staff where required.</p> <p>Accelerated reader</p> <p>Accurate tracking of children's</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,</p>	<p>3) Academic Attainment</p>



<p>reading and progression will support teachers. Children will be able to access a range of appropriate reading material to aid their progression.</p>	<p>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. Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)</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. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Explicit teaching of language Continued CPD for teachers to ensure high quality, explicit language teaching is provided across the curriculum.</p> <p>Talk for Writing/ Word Aware/Freyers Model CPD for staff in EYFS and KS1 will support the development of language and early language. CPD on the use of the Freyer model to support the aquisition of new language will bring consistency of approach and improve teacher subject knowledge</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>"Vocabulary in Action" EEF</p> <p>The curriculum will continue to be developed to ensure the progression of language is layered. This will allow children to revisit prior knowledge and build on their understanding and use this language effectively both in their written and spoken language</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Vocabulary in Action poster: A tool for teachers EEF (educationendowmentfoundation.org.uk)</p>	<p>1) Language deprivation</p>

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

Budgeted cost: 79,873

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) Academic Achievement</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 62,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance lead to roll out updated attendance strategy, ensuring support for families but also careful monitoring of children causing concern.</p> <p>She will ensure that previously hard-to-reach families maintain their improvement as well as targeting any</p>	<p>Absence and attendance The Key for School Leaders (thekeysupport.com)</p> <p>UCL (2020) found that a sense of belonging improve attendance and behaviour of pupils. If hard-to-reach families feel a closer connection to school, then attendance of children should improve.</p> <p>Research shows 'a sense of belonging' is important for pupils' learning and behaviour I</p>	<p>2) Attendance</p> <p>3) Academic Achievement</p>



<p>further concerns. She will provide support where needed for improvements to be made.</p> <p>A part-time family support worker will advise and reassure families, pointing them in direction of support available within the community and online.</p> <p>All teaching staff will also take responsibility as the “first line” of action when improving attendance.</p> <p>The school minibus will collect children on attendance plans and those who are also deemed vulnerable.</p> <p>Our school demographic has changed over the last few years with now almost 50% of families where English is a second language. Further research into methods of communicating with families will be carried out and changes implemented.</p>	<p>The EEF guidance report ‘Working with parents to support children’s learning’ recognises the positive impact parents can have on children’s academic achievements.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Play therapy will support children with identified social and emotional needs</p>	<p>Info for Professionals & Employers - The British Association of Play Therapists (bapt.info)</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</p>	<p>5) Social and emotional difficulties</p>



	<p>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 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. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Families are coming under increased pressure leading to more evidence of poor wellbeing and mental health. Some families are regularly in crisis. A family support worker will be employed part-time to support families to access help within the community. The intention is to decrease the chance of 'crisis' being reached and to help parents to help themselves as well as to access support.</p>	<p>Parental mental health problems NSPCC Learning</p> <p>Many parents with mental health problems are able to give their children safe and loving care, without their children being negatively affected in any way. But sometimes, parents with mental health problems need support from family members, friends, neighbours and/or professionals, to help them care for their children.....Coping with lots of challenges at once can make it difficult for parents to provide their children with the care that they need. NSPCC</p>	<p>5) Social and emotional difficulties</p>
<p>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</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: £223,480



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of impact September 2024

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 Increasingly ambitious vocabulary identified and used as part of planned curriculum. Explicit and specific vocabulary teaching across the curriculum Teachers adapt the curriculum to meet the needs of children whose language acquisition is below that of their peers. Extra support is provided to children who have a speech and language delay, including from specialist professionals.
Success criteria 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. A greater proportion of children are reaching a higher standard of writing through the use of carefully selected vocabulary. 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. The percentage of children on the SEND register for speech and language is reduced from EYFS/KS1 to KS2. 18/27 children in Rec- Year 2 have SLCN 66% 13/31 children Year 3 – 6 – 42% EYFS The proportion of PP children reaching GLD was inline with NPP. (61% of pupil premium children achieved GLD compared to 59% non-pupil premium children) 78% of pupil premium children achieved the speaking ELG compared to 62% of non-pupil-premium children. 78% of pupil premium children achieved the language and understanding ELG compared to



62% of non-pupil premium children.

KS2

78% of pupil premium children achieved age-expected in reading compared to 83% of non-pupil-premium children. (national 74%) showing a good understanding of vocabulary.

78% for both pupil-premium and non-pupil premium achieved age-expected in SPAG. (national 72%)

All PP children (except 1) who passed their phonics screening in Year 1, reached the expected standard or better in Year 6. 1 PP child who did not reach the standard in Year 1, did in Year 6.

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

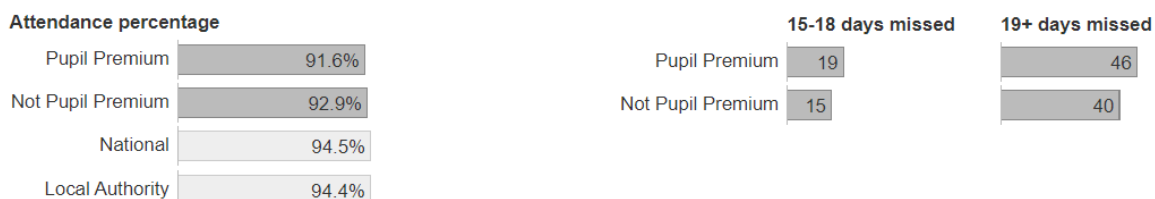
Success criteria

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 and support plans to improve this attendance.**

Overall school attendance was low in 2023 – 24 at 92.4%. Despite best efforts, school strategies were not as effective as planned in raising attendance for all learners and particularly those who are disadvantaged. Although the attendance of identified pupils improved, this was not sufficient to raise the attendance of PP children overall. Due to staff commitments in other parts of our school, the attention planned for attendance was not as rigorous and systematic as required to improve attendance outcomes.

Overall attendance was poor, and the gap between PP and NPP was wider than at the end of last year



Despite these poor figures, FSM attendance compared well to other school in the Local Authority.

Rank 68/174 for FSM children's attendance.

7 PP children were financially supported in being collected for school by the minibus and attending breakfast club. All 7 equalled or improved their attendance on previous years, one by more than 20%.



Children and parents generally have a positive attitude towards school are keen to attend. The vast majority of parents whose children's attendance cause concern did not complete this survey.

Parent questionnaire May 2024

3. My child is happy at this school

[More Details](#)

[Insights](#)

● Agree	64
● Disagree	5
● Don't know	1



Some parents continue to need support to fully understand attendance. For instance, when children's attendance figures have been sent home, they have questioned why they are low not understanding that 'illness' still counts as an absence.

All parents on support plans understand why they have been put there. Of the 17 children put on an attendance plan, 16 showed significant improvement in their attendance.

Most children with the poorest attendance have multiple vulnerabilities. As well as their children being eligible for pupil premium, many have parents with poor mental or physical health, are, or have been, open to social services or have housing problems. Four children have had extended trips abroad (over 2 months)

10 of the 16 lowest attending children were PP. Their average attendance was 71%.

Discounting these children, overall attendance would have been 93% and the gap between PP and NPP narrower (92.5; 93.3)

Attendance will be a key area of development for the school in 2024-25 with more focus put on regular support and rigorous monitoring, in line with Government-led changes announced in August 2024. A newly employed, part-time, family support worker will assist this focus.

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 inline with national figures, however this is not always true of disadvantaged children and it is these children who often go on not to make expected progress into the end of KS1 and beyond.

The majority of the lowest 20% of readers are also classed as disadvantaged.

Actions

- Regular coaching for staff
- High quality teaching and well-matched resources
- Rigorous, systematic approach by all staff.

Success criteria



- 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.

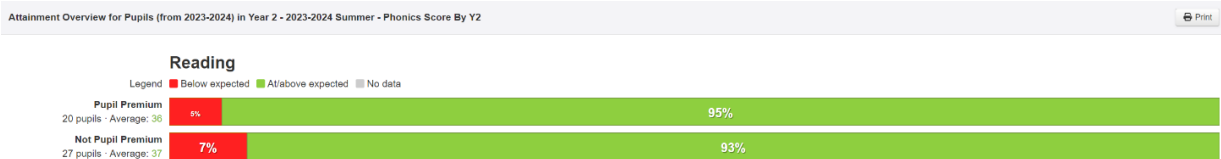
Outcome

Early reading and phonics are well taught. Children who are at risk of falling behind are identified early and expert support is in place to help them make progress. By the June phonics screening, 49 out of 57 pupils reached the expected standard – 86%



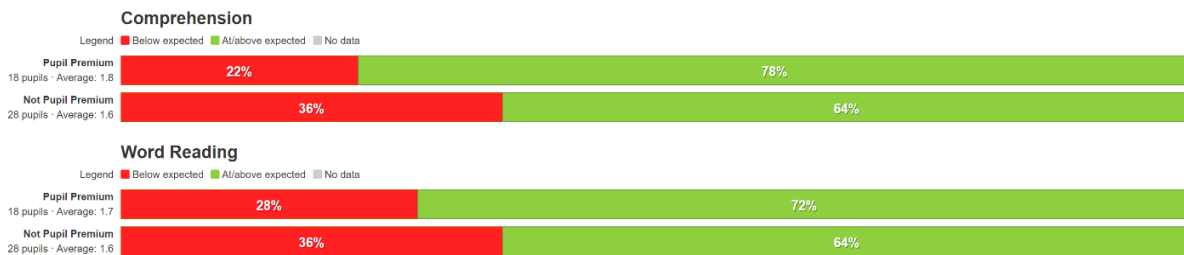
7 out of 11 PP pupils identified in February as being at risk of not reaching the standard did after further support was put in place. The 4 who didn't have additional SEND.

Similarly by the end of Year 2, 94% of pupils have reached the standard with attainment of PP and nonPP in line. 3 children did not reach the standard; one (NPP) was newly arrived to the country.



Reception

Pupil premium children attained proportionally better than NPP children at the end of year ELG.



KS2

The teaching of reading is high-priority across KS2. Lessons are planned well and children make good progress.

78% of pupil premium children achieved age-expected in reading compared to 83% of non-pupil-premium children. (national 74%)

78% for both pupil-premium and non-pupil premium achieved age-expected in SPAG. (national 72%)

All PP children (except 1) who passed their phonics screening in Year 1, reached the expected standard or better in Year 6. 1 PP child who did not reach the standard in Year 1, did in Year 6.



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

Success Criteria

- **Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.**

Outcome

Residential Trips

Llanrug January 2024.

45 children went on the trip. 28 out of 45 are classed as PP. (62%)

88% of PP in year 5 attended (30/34) compared to 70% (14/20) of NPP.

Reason for non-attendance for PP children is parental choice. One child had permission, paid her deposit and then the family withdrew consent.

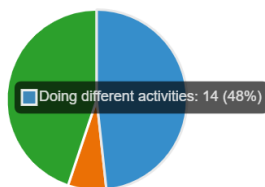
A survey was done of parents and children on their return with showed a high level of overall satisfaction for the trip.

Children:

8. After Llanrug: I most enjoyed (tick as many as apply) (0 point)

[More Details](#)

Doing different activities	14
Staying away from home	2
Being with my friends	13



100% of children who answered the survey, felt that they were now more confident and were glad they had gone on the trip.

Parents:

5. I think the residential was good value for money (0 point)

[More Details](#)

Yes	8
No	1

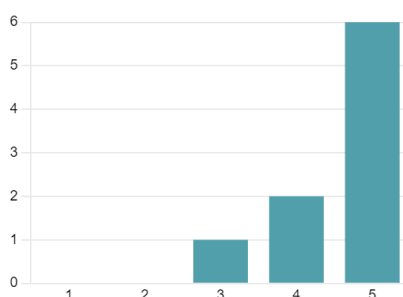




6. Overall, how would you rate your child's experience at Llanrug? (1 not good; 5 very good) (0 point)

[More Details](#)

4.56
Average Rating



100% of parents who answered the survey felt their child had increased in confidence since they trip.

Condover Hall residential trip

35 children attended the trip; 21 of these were PP children.

100% of families who responded to our survey said that the children enjoyed the trip and that it was good value for money. Many families also agreed their child had grown in confidence.

4. My child has grown in confidence since going to Condover (0 point)

[More Details](#)

[Insights](#)

● Agree	11
● Disagree	1
● Don't know	4



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

Behaviour support groups/ individual work will support identified children.

CPD for identified staff

Outcome

All staff received training from CAMHS WEST on wellbeing.

Identified children worked successfully in behavioural groups with improvements shown individually.

7 children benefitted from the work of a play therapist across the year. 6 out of 7 of these children were eligible for PP.

There were no permanent exclusions during the 2023-24 school year and only 1 episode of a suspension.



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
Oxford Owl online resources	Read Write Inc
RWI update resources and Training	Read Write Inc OUP

