

Pupil premium strategy statement

Hollydale primary School

‘When used well Pupil Premium has the possibility to open up a whole new world for a child who may never have experienced what you and I may have always taken for granted.’

At Hollydale the aim of the Pupil Premium is to reduce the achievement gap for disadvantaged children by implementing the most effective educational interventions to address these barriers within the school.

The school received funding to target pupils who are eligible for or who have been eligible for Free School Meals within the last 6 years and/or have been looked after. These pupils received additional support and access to extracurricular activities and programmes as required.

The Pupil Premium provides an opportunity to review existing approaches to see if they are effective and to look at new or innovative means of improving standards for all.

At Hollydale we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and **‘Be the Best that you Can Be’**.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need the support most. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to narrow the differences between pupil groups.

We consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress.

For pupils that are new to the school that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once pupils are at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil’s achievement.

1. Summary information					
School	Hollydale Primary School				
Academic Year	19-20	Total PP budget	£92,400	Date of most recent PP Review	N/A
Total number of pupils	186	Number of pupils eligible for PP	42	Date for next internal review of this strategy	October 2020
2. Current attainment					
		School KS2 2019		National KS2 2019	
% achieving in reading, writing and maths		PP (26 pupils) 69% / NON PP (9 pupils) 22%/ ALL (35 pupils) 57%		51% (disadvantaged pupils) / 71% all other / 65% ALL	
% achieving in reading		69% PP / 50% non pp / 60% all		62% disadvantaged / 78% all other / 73% all	
% achieving in writing		85% PP / 56% non PP / 77% all		68% disadvantaged / 83% all other / 78% all	
% achieving in maths		81% PP / 78% non pp / 80% all		67% disadvantaged / 84% all other / 79% all	
Disadvantaged average scaled score (R & M)		PP Reading 104 Maths 104.8		104 105	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels on entry: Speech and language skills of EYFS and KS1 pupils presenting as poor language and literacy skills
B.	Poor emotional literacy for a number of PP pupils this is having an impact on achievement in KS1 & KS2
C.	Standards in maths and writing need to improve for the SEN , high attaining pupils and boys
D.	Early reading intervention strategy for EYFS ,KS1 & KS2 pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance at school and rates of attendance impacting on attainment due to less time in school
E.	Parental engagement with the school
F.	Some home learning environments lack support for pupils' communication reading and writing skills to be fully developed to impact on attainment

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raised achievement in language and communication in the EYFS AND KS1 classes Percentages of pupils achieving GLD/KS1 will increase in 2020 Percentage of PPG summer born pupils achieving GLD/KS1 will increase Percentage of boys achieving GLD/KS1 will increase- especially in Communication Language and literacy	Pupils eligible for PP in Reception class and KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Emotional literacy of EYFS, KS1 & KS2 pupils enables them to access the curriculum	Motivation and aspiration is evident in pupils
C.	Standards in Maths and writing to improve especially in Y2 ,3,5 &6 for SEN and high and attaining pupils	Pupils eligible for PP identified make as much progress as 'other' pupils, across Key Stage 2 in Maths, Reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices
D.	Lowest and highest attaining pupils receive early intervention and support to attain in line with national percentages	At least 80% nationally are working at age related expectations due to the early intervention strategy
E.	Increase parental engagement through workshops and Family Support Worker Role	Parental engagement impacts on pupil's attitudes to school Parents actively support the school through attendance at curriculum workshops events and fundraising Family support worker supports parents through active engagement with parents through adult workshops attendance meetings and organising key events
F.	Increasing the number of PP pupils reaching a greater depth across the curriculum	Data shows most able PP pupils are in line with most able nationally

5. Planned expenditure

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Raised achievement in language and communication.</p> <p>All children given opportunities to be challenged, improving vocabulary, overall oracy and promotion of higher order thinking skills</p>	<p>Speech and Language support at universal levels in EYFS, KS1 and KS2</p> <p>CPD for all staff working with pupils</p> <p>Collaborative learning approaches encouraged in class – the use of purposeful, curriculum-focused, dialogue and interaction</p>	<p>Children develop social skills and good communication which they are able to transfer to different situations</p> <p>Early intervention shown to have positive outcomes on achievement.</p> <p>Well trained staff improves the impact of TAs working with pupils.</p> <p>The impact of collaborative approaches on learning is consistently positive. (EEF)</p>	<p>Training will be given and this will be monitored.</p> <p>Observations of TAs and LSAs supporting pupils in class</p>	<p>SLT</p> <p>Inclusion team</p> <p>SALT therapist</p>	<p>July 2020</p> <p>Speech and Language (Universal) £1000</p> <p>CPD (£3000)</p>
<p>Raised achievement in language and communication</p> <p>Increase in PP pupils reaching greater depth in reading</p> <p>Standards in reading across the school to improve</p>	<p>Daily supported reading programme for reception and year</p> <p>Robust guided support for KS2 pupils with quality reading materials (Literacy Tree)</p>	<p>The programme has shown positive outcomes across 2 local authorities in KS1 reading Tracking data in the school shows that pupils in Yr 1 made better than expected progress in reading Daily reading activity by trained staff</p> <p>Reading Comprehension Strategies, on average, deliver an extra 6 months progress.</p> <p>As above, oral language interventions have been shown to improve progress, especially for</p>	<p>DSR Lead Training with Hackney Lead All new staff inducted All resources are updated replenished and used effectively Weekly meetings to take place to ensure implementation is effective</p> <p>Guided reading CPD and quality first resources for pupils (literacy tree plans and books).</p>	<p>Key stage 1 leader and phase leader</p> <p>Literacy leader</p> <p>Inclusion Coordinator</p>	<p>July 2020</p> <p>Updated DSR books £500</p> <p>Training for DSR: £500</p> <p>Extra Ta support for sessions: £500</p> <p>Literacy Tree training/planning sessions/ Access to literacy Tree planning and</p>

		disadvantaged pupils. Oral language interventions include – targeted reading aloud and book discussion with young children (DSR) / The use of structured questioning to develop comprehension (Literacy Tree Guided Reading)			resources £1000
Increase attendance of pp pupils	Employment of a trained family support worker	<p>Good attendance at school means increased levels of attainment and progress.</p> <p>Addressing attendance through the family support worker, who offers individualised problem solving and emotional support to families where attendance is poor rather than generic support (as advised by 'Supporting the Attainment of Disadvantaged Pupils' 2015)</p>	<p>Monitoring of impact in the school</p> <p>FSW records of support for families/ case studies</p> <p>Quality first CPD undertaken by FSW and office staff</p>	Inclusion manager / Family Support Worker	<p>Termly review by School support service and SLT</p> <p>FSW: £10,000</p>
<p>Improved standards in reading and writing in Y1-6</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions</p>	<p>Additional adult support in the classroom (teacher / intervention teacher)</p> <p>Ongoing CPD for support staff</p> <p>Use of higher level TA for low attaining PP pupils and for high attaining pp pupils</p> <p>Literacy consultant – training staff and monitoring impact of new planning on pupils progress</p> <p>CPD to take place this year for new evidence based writing intervention 'Write Away Together'</p> <p>Reading support as above (, DSR, New Guided reading programme)</p>	<p>Extra support provided to maintain high attainment and boost low attainment in PP pupils. Small group interventions with highly qualified staff have been shown to be effective. (EEF tool kit)</p> <p>Children are identified for additional literacy and numeracy intervention to close gaps with peers. Additional staff support with focus and attention, provide reading, spelling, handwriting support as necessary.</p> <p>Effective intervention classes and individual tuition have been shown to be successful when:</p> <ul style="list-style-type: none"> -taught by well-qualified teachers/well trained TAs -carefully targeted / frequently evaluated and alterations made quickly if needed (Ofsted- The 	<p>Consistent approach in intervention groups and classroom practice</p> <p>Monitoring to ensure quality of support</p> <p>Monitoring to track pupil progress</p> <p>Observations of interventions and regular evaluation of provision</p>	<p>SLT</p> <p>Inclusion team</p>	<p>July 20</p> <p>Intervention Teacher: £13,000</p> <p>Write Away Training £300</p> <p>Additional TA support: £14,000</p>

		Pupil Premium 2013)			
<ul style="list-style-type: none"> IT used effectively to support children's learning 	<p>ICT teacher to support the development of teacher's ICT knowledge</p> <p>Ensuring disadvantaged pupils have a broad range of experiences, extending their experiences and skills through the use of ICT</p> <p>Mathletics and timestables rock programmes to support improving standards in maths</p>	<p>Disadvantaged children may have gaps in experiences compared to their more affluent peers, the use of a range of ICT (movie making/ coding/digital leaders etc) broaden experiences</p> <p>Teachers are able to assess and target maths learning through setting tasks for pupils in mathletics to help boost attainment</p>	<p>Monitoring of teachers applying ICT knowledge across the curriculum</p> <p>Tracking and monitoring use and progress of pupils on mathletics</p>	<p>ICT lead</p> <p>SLT</p>	<p>July 20</p> <p>ICT teacher £5000</p>

<p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality</p>	<p>'School home Support' Family support worker employed to support families that need support</p> <p>SLT to work with attendance officer and outside agencies to target families eligible for FSMs Attendance Officer to highlight to SLT when targeted disadvantaged pupils are absent</p> <p>Weekly reports to SLT on attendance rates for PP pupils Evaluate the impact of actions taken through a half-termly attendance review</p> <p>Parental engagement encouraged through a range of support and events facilitated by the family support worker (parent workshops, parent coffee mornings, fundraising events)</p>	<p>Targeting families and promoting the importance of good attendance is essential to improving outcomes. National Center for Educational Statistics 'Research shows that attendance is an important factor in student achievement' Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve at age related expectations, or above, and 3.1 times more likely to achieve above national expectations or above, than pupils that missed 10-15 per cent of all sessions</p> <p>Pupils need to be in school to achieve; research from the school home support has evidenced that those from lower income households are less likely to attend school regularly, are less likely to achieve higher grades, are less likely to pursue higher education and are less likely to find work after school. Without intervention, a relentless cycle of disadvantage begins which spans generations.</p> <p>Addressing attendance through the family support worker, who offers individualised problem solving and emotional support to families where attendance is poor rather than generic support (as advised by 'Supporting the Attainment of Disadvantaged Pupils' 2015)</p>	<p>Liaise closely with School Home Support organisation</p> <p>Parent voice listened to through regular surveys/questionnaires</p> <p>FSW reports on attendance</p>	<p>HT and inclusion leader</p> <p>Family Support Worker</p>	<p>July 20</p> <p>FSW: £9000</p>
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Secure a greater Number of PP pupils achieving greater depth. This is increased in all curriculum areas	<p>CPD for all teachers and support staff</p> <p>Intervention given to high achieving pupils in maths, writing and reading skills</p> <p>Development of subject leaders through regular meetings/ CPD to lead on improving outcomes in their areas</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs in the school – pupils who received targeted support to raise attainment showed very positive progress measures.</p> <p>The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally.</p>	<p>Part of SIP – SLT regularly review this</p> <ul style="list-style-type: none"> <input type="checkbox"/> Groups will be tracked termly and assessment information analysed <input type="checkbox"/> Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support 	<p>SLT and inclusion team</p> <p>Subject Leaders</p>	SLT termly reviews
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Total budgeted cost

£57,800

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve language and communication skills for pp pupils	<p>Higher level Support staff running intervention groups in phonics and writing and talk partners.</p> <p>Early intervention through targeted groups in reception.</p> <p>Debate Mate in KS2</p> <p>Speech and Language support at specialist and targeted levels in EYFS, KS1 and KS2</p> <p>Story Starters Programme in Reception</p> <p>Literacy Lab Phonics and reading intervention</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs This approach has been shown to be effective in other schools.</p> <p>Early intervention shown to have positive outcomes on achievement.</p> <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression – studies of oral language interventions consistently show positive impact on learning, on average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of a year, and studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</p>	<p>Groups will be tracked termly and assessment information analysed</p> <ul style="list-style-type: none"> • Timetabled to ensure that interventions take place <p>CPD given by speech and language therapist</p> <p>Pre-intervention and post-intervention assessments carried out on pupils.</p> <p>Observations of TAs and LSAs leading groups.</p> <p>Monitoring of story starters sessions, as well as assessment of language skills before and after intervention (WellComm)</p> <p>Termly reports and data from literacy lab on pupil progress</p>	<p>Inclusion manager</p> <p>Phase leaders</p> <p>SLT</p> <p>Speech and Language Therapist</p>	<p>July 20</p> <p>Story Starters £300</p> <p>Speech and Language Therapist (Targeted/specialist) £6,000</p> <p>Literacy Lab £4000</p>

Increasing the number of PP pupils reaching a greater depth across the curriculum	Support staff and SLT to run challenge groups for reading and maths Action Tutoring for Y6 pupils Additional adult support in the classroom (teacher / intervention teacher)	Data for 2016-17 demonstrated very positive progress measures where additional support and interventions were implemented. The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally Extra support provided to maintain high attainment in PP pupils. Small group interventions with highly qualified staff have been shown to be effective. (EEF tool kit)	Termly tracking Timetabling to ensure that interventions take place	Inclusion team SLT	July 20
Pupils that have emotional needs are supported to promote well being and impact on achievement	School based counsellor to support these pupils ELSA training and room to provide a dedicated space for these pupils to address emotional and learning needs alongside each other <ul style="list-style-type: none"> ○ Jigsaw PHSCE scheme to be used in all classes 	Some pupils need targeted support to diminish differences and to have individual support matched to their needs This approach has been shown to be effective in other schools. Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust) To limit the disruption to their own and others learning, pupils with emotional behaviours need additional support. Emotional wellbeing is key to supporting pupils learning. There are numerous pieces of research that shows that strong social and emotional skills can also boost motivation, perseverance, and self-regulation – critical skills for academic and lifelong success. Children who enter school with good social and emotional skills may be more likely to attend college, earn a degree, and enjoy stable employment prospects later in life.	Training to be given to support staff and monitoring of the PHSCE scheme to be monitored for use.	PHCSE leader SLT Inclusion team	July 20 Counsellor: £8.000 ELSA training / resources for room: £700
Total budgeted cost					£19, 000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To diminish the difference between PP and all pupils</p>	<p>Identify pupils with the potential to reach a higher standard in their learning cross the curriculum</p> <p>Set up a newspaper club before school and target those most able and potential most able PP for KS2</p> <p>After school enrichment clubs (study-facilities) provided for mathematics/homework for pupils who may find it hard to find a quiet place to study at home/may not have ICT needed to access mathematics at home</p> <p>Curriculum related trips and educational visits</p> <p>HA Pupils to Work with Kings College London undergraduate students</p>	<p>Hollydale data analysis shows that we need to increase the number of most able PP pupils reaching a higher standard. Nationally PP do less well at the higher levels.</p> <p>We have focused on writing and maths as this area of learning is the key to accessing all aspects of the curriculum</p> <p>Disadvantaged children may have gaps in experiences compared to their more affluent peers, through providing a range of trips/clubs and workshops the school broadens their experiences.</p>	<p>Monitoring of uptake of enrichment clubs and targeting of specific pupils to join</p> <p>Termly tracking and monitoring of attainment and progress (pupil progress meetings)</p>	<p>SLT Inclusion</p>	<p>Termly review</p> <p>Mathletics: £300</p> <p>Enrichment club/Staff: £1000</p> <p>Booster Interventions/Enrichment activities and trips: £13,000</p>
<p>Increase parental engagement through workshops and PSA role</p>	<p>Senior Leaders and subject Leads to deliver workshops FSW to run reading sessions for parents with their child Support parents with reading books to share at home.</p>	<p>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust) Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete homework.</p>	<p>Schedule given to parents Monitoring of parental engagement that is reported to SLT with impact</p>	<p>SLT</p>	<p>Termly review</p> <p>Workshops: £1000</p>
Total budgeted cost					£15,300
TOTAL					£92,100

6. Review of expenditure				
Previous Academic Year 2018-19		£129, 385		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils increased levels in reading	Daily supported reading resources and CPD for all staff to implement accurately	DSR (Daily supported reading has had a big impact in Y1, 75 % of pupils achieving ARE	<p>This programme has a positive impact on all pupils reading and will continue next year</p> <p>This approach will continue this year and be rolled out to early years pupils so all staff are trained in this strategy</p> <p>We need to continue to focus on phonics to maintain the positive outcomes we have achieved over the last 2 years. As mobility continues to be an issue, with a high number of non-English speaking pupils joining the school, the phonics sets and interventions will continue to be implemented</p>	£1,000
Raised achievement in reading and writing,	Intervention teacher	<p>This made a difference to the outcomes of pupils, with an increase of 3% achieving ARE in writing in Y6 and a 6% in maths.</p> <p>Y4 has low outcomes for pupils achieving ARE across R, W, M</p> <p>However, reading was a 14% decrease in Y6</p>	<p>Intervention teacher to support Y5 in 2019-20</p> <p>Guided reading focus across KS2 for next year – pupils to follow literacy tree planning for guided reading, additional suitable books purchased to improve standards across KS2 in reading.</p>	£26,00
Raise achievement in mathematics across the school	<p>Mathletics on line programme purchased</p> <p>Times table rock online programme</p> <p>White Rose Maths scheme CPD for all staff</p> <p>Action Tutoring</p>	<p>Improved attainment in Mathematics for all year groups, the exception being Y4</p> <p>This made a difference to the outcomes of pupils, with an increase of 6% in maths achieving ARE in Y6</p>	This approach will continue next year	£15,000

To increase access to music tuition for children from disadvantaged backgrounds	Significant music subsidies for instrumental lessons and whole class lessons SLA Whole school musical events for pupils to participate	Pupils demonstrated increased discipline in their learning Enhancement in school learning generally having an impact on attainment Pupils working harmoniously together to develop their social skills Increased concentration skills and improvements in behaviour across the school	This strategy will continue next year More pupils to be put forward for musical exams to enable them to compete for secondary places or music scholarships Opportunities given equality to all to learn an instrument	£25,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Achievement raised in literacy skills and communication	Use of an intervention teacher and SLT Debate mate for KS2 pupils Speech and Language Therapist service (35 days) Story Starters (Summer Term)	Increase of 6% GLD to 77% compared to 2017-18 GLD outcomes in EY, these pupils had very low baselines and made good progress especially with their speaking and listening skills (83% achieving speaking GLD)	This was a good strategy that demonstrated that closing the gap as early as possible makes a difference to all pupils There is a need to focus support in EYFS to develop further oral skills through effective questioning of pupils by the adults. Story Starters to continue through Beanstalk charity	£12,000
Raised achievement in reading and writing for PP pupils in KS1 & KS2	Literacy Lab intervention	Children at Hollydale on the literacy lab programme made on average: 10 PM levels progress 1yr 9 months reading age progress 1 year 5 months comprehension age progress	Termly monitoring shows clear impact of strategy for pp pupils . To continue with a focus on KS1 children for early intervention.	£15,000
To improve the personal development, emotional wellbeing and behaviour of children	School based counsellor	Hollydale always has 6-7 pupils receiving counselling, and others on a waiting list	This approach will continue in 19-20	£8,000
To reach out to and engage hard to reach	Family Support Worker	Increased number of parents involved in the Friends of Hollydale	Parental awareness has impacted on attendance which has increased in number of pupils in attendance	£23,000

parents to impact upon children's readiness for school, their attendance and their punctuality		Increased number of parents at parent consultation meetings School attendance panel meetings have impacted on parents awareness of attendance and punctuality Increased number of workshops for parents including ESOL	at school	
To raise the achievement of pupils in Year 6	Action Tutoring Weekly Booster sessions Easter school Intervention Teacher	Percentages of ARE (age related expectations) in Y6 increased in writing and maths and SPAG Reading levels were low in Y6 (14% decrease)	Action tutoring, weekly booster and Easter school to continue. Intervention teacher to support mainly in Y5, but with some Y6 support as necessary. Reading focus across the school through literacy tree Guided Reading planning in 2019-20	£4000
			TOTAL:	£129,000

TOTAL BUDGET £129,385

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.