



## Pupil premium strategy statement: Hollybush Primary School

| 1. Summary information        |                          |                                         |                                                                     |                                                       |              |
|-------------------------------|--------------------------|-----------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------|--------------|
| <b>School</b>                 | Hollybush Primary School |                                         |                                                                     |                                                       |              |
| <b>Academic Year</b>          | 2019-2021                | <b>Total PP budget</b>                  | 2019-2020:£<br><b>£75,596.85</b><br>2020-2021:<br><b>£83,432.60</b> | <b>Date of most recent PP Review</b>                  | October 2020 |
| <b>Total number of pupils</b> | 224                      | <b>Number of pupils eligible for PP</b> | 55<br>(indicative)<br>67 (actual)                                   | <b>Date for next internal review of this strategy</b> | May 2021     |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       |                         |  |  |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       |                         |  |  |
| <b>A.</b>                                                                                                | Impoverished language on entry with poor vocabulary, immature speech patterns and limited life experiences on which to draw. This restricts children's access to texts and means that they lack stimulus for their imaginative play and writing                                                                                                                                                                                                                                                                                                                                     |                                                       |                         |  |  |
| <b>B.</b>                                                                                                | Limited social skills which can lead to conflict and tension in the classroom. This conflict often arises in the playground or on the estate outside of school hours.                                                                                                                                                                                                                                                                                                                                                                                                               |                                                       |                         |  |  |
| <b>C.</b>                                                                                                | Poor self-help skills and low expectations of their own ability which results in children failing to progress without the direct input of a teaching assistant and in them producing work which does not reflect their potential.                                                                                                                                                                                                                                                                                                                                                   |                                                       |                         |  |  |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       |                         |  |  |
| <b>D.</b>                                                                                                | <ul style="list-style-type: none"> <li>Erratic attendance; lack of support at home with early reading, homework etc. Children are not always in school when they should be and so do not benefit from the carefully planned sequence of lessons that teachers deliver. Their learning is not always consolidated and deepened at home.</li> <li>Lack of stability in the home environment; mixed families and fluid family dynamics mean that children are sometimes anxious about what might be going on at home at so are not in the right frame of mind for learning.</li> </ul> |                                                       |                         |  |  |
| 3. Desired outcomes                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       |                         |  |  |
|                                                                                                          | <table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th><th><i>Success criteria</i></th></tr> </thead> <tbody> <tr> <td> </td><td> </td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                               | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |  |  |
| <i>Desired outcomes and how they will be measured</i>                                                    | <i>Success criteria</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                       |                         |  |  |
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| <b>A.</b> | For children eligible for PP funding have the skills needed to acquire and use new vocabulary that enables them to communicate effectively from the EYFS (Ofsted EY Inspection handbook: 32) and that prepares them for future learning especially in becoming fluent readers. | All pupils eligible for PP funding make rapid progress and achieve ARE at the end of the year unless they have significant and exceptional additional needs                                                                         |
| <b>B.</b> | Fewer conflicts occur involving children eligible for PP funding allowing them to focus on their learning rather than on friendship/social concerns and that this extends beyond school.                                                                                       | Children become more self-regulated and able to resolve their own conflicts rather than relying on adults to mediate between them.                                                                                                  |
| <b>C.</b> | Increase attendance for children eligible for PP funding so that it is consistently in line with their more advantaged peers. Further reduce the rate of persistent absenteeism for children eligible for PP funding                                                           | The attendance of PP children is at least as good as their more advantaged peers and at least as good as national averages for all children.                                                                                        |
| <b>D.</b> | For children to show greater self-help skills and to improve their expectations of themselves so that they are not satisfied with outcomes which are less than their very best across the whole curriculum                                                                     | Books show editing and redrafting to improve work<br>PP children, as a group, make accelerated progress and achieve ARE at the end of the year in all subjects (although individuals will have their own strengths and weaknesses). |

| 4. Planned expenditure                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                       |                                                                       |                                                                                                  |
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| Academic year                                                                                                                                                                                                                                                                  | 2020/21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                       |                                                                       |                                                                                                  |
| 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?                                                             |
| For children eligible for PP funding have the skills needed to acquire and use new vocabulary that enables them to communicate effectively from the EYFS (Ofsted EY Inspection handbook: 32) and that prepares them for future learning especially in becoming fluent readers. | <p>To reorganise the learning space in Reception so that children have easy access to quality resources and models of effective use of language for labelling and describing.</p> <p>For all staff to model standard English when talking to children.</p> <p>For our planned curriculum redesign to sequence subject specific language across the year groups to ensure consistency and progression.</p> <p>For the vast majority of learning interventions to school to centre on developing children's reading skills.</p> <p>For the school's range of books to be audited and improved to engender a love of reading quality texts.</p> <p>DHT to model effective teaching and team teach with teachers and TAs</p> | <p><i>'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p> <p><i>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p>When we explain the same thing using different language in different year groups, <i>'it's not surprising that, in the children's brains, these various bits of learning aren't automatically viewed as being related. Connections get missed and the potential to build on prior learning can be lost...'</i> Jonathan Lear; The Monkey Proof Box: Curriculum</p> | Monitored through staff performance management and through SLT learning walks as well as through curriculum redesign. | Grace Borgeat<br>Annie Kenway<br>Hannah Cracknell<br>Lorna McAllister | <b>Termly</b><br>Cost to be determined during Autumn 2 2020 in line with Autumn Term Action Plan |

|                             |                               |                                                                                             |                                                    |                   |                                             |
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|                             |                               | design for building knowledge, developing creative thinking and promoting independence. P88 |                                                    |                   |                                             |
|                             |                               |                                                                                             |                                                    |                   |                                             |
| <b>Total budgeted cost</b>  |                               |                                                                                             |                                                    |                   | £38,556 (tbc)                               |
| <b>ii. Targeted support</b> |                               |                                                                                             |                                                    |                   |                                             |
| <b>Desired outcome</b>      | <b>Chosen action/approach</b> | <b>What is the evidence and rationale for this choice?</b>                                  | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |

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| For children to have self-help skills in terms of increasing confidence, self-esteem and conflict resolution so that they can always be focused on their learning rather than on ongoing disputes generated on the playground and/or out of school | <p>Our learning mentor will conduct 1:1 sessions with children with SEMH difficulties in which they are supported to manage their behaviour/anxiety and learn conflict resolution and confidence building skills.</p> <p>TAs and teachers are covering lunchtimes and playtimes at the moment due to Covid 19 restrictions. This is having a really beneficial impact on children's behaviour, particularly at lunchtime since they are able to implement the Behaviour Policy consistently in class and outside.</p> <p>We will train older children to be play leaders so that they can support the younger children to remain positively engaged at playtime and lunchtimes – can't do this at the moment due to Covid bubbles.</p> <p>We plan to further increase the amount of resources available to children during playtimes so that there are more varied activities in which they can engage (eg. nature equipment – pooters, magnifying glasses, butterfly nets, identification keys etc.)</p> | <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.' EEF</p> | Behaviour records are read by members of SLT every day. Through this, the impact of Behaviour Management strategies and SEMH intervention is monitored termly by the HT and reported to Governors | Katie Collingwood (Learning Mentor) | Weekly by DHT and termly by HT |
| <b>Total budgeted cost</b>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                   |                                     | £16,346(tbc)                   |
| <b>iii. Other approaches</b>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                   |                                     |                                |

| 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? |
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| For PPG children to participate in a broad and balanced range of extra-curricular experiences which will enrich their language, vocabulary and general knowledge                                  | <p>We will fund extra-curricular experiences such as day trips, visitors, residential trips and extra-curricular learning such as piano lessons and gymnastics classes – some of this is not happening due to Covid</p> <p>We have dedicated a part of the school grounds to Forest School and intend to develop this provision over the coming years using PP money but also with support from Friends of Hollybush.</p> <p>Teachers will complete one page profiles for each child to analyse their preferred learning approach and interest as well as the support that they feel they need to help them learn.</p> | <p>‘Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.’EEF</p> <p>‘Lewis (2004) found 41 studies that investigated the effects of these activities and the finding of the most direct relevance is the <math>d = .47</math> effect on academic achievement...’</p> <p>Visible Learning: A synthesis of over 800 meta-analysis relating to achievement; John Hattie: 2009</p> <p>In 2017 -18, all classes took part in a 6 week block of sessions at Panshanger Forest School. Feedback from this was overwhelmingly positive with a clear impact seen on independence, collaborative skills, self-help skills and confidence as well as in academic achievement, for example through increased vocabulary. Feedback from parents indicated that the impact was felt at home as well as at school.</p> | <p>Meet the teacher evening in September – teachers will talk to the parents of PPG children to ascertain their interests so that extra-curricular activities can be planned to meet these needs. Will be done remotely</p> <p>Class teachers will plan trips and visitors linked to the curriculum areas that they are teaching. The quality of these will be monitored within TLT groups.</p> | Class teachers and Forest School Lead | Termly                               |
| To reduce Persistent Absence amongst PPG children so that it is in line with, or lower than, that of ‘other’ children nationally. (The same strategies will be used for children who are not PPG) | Our learning mentor will monitor attendance daily and chase the attendance of all PA children on each day of absence. She will create links with parents and implement strategies to support children with poor attendance                                                                                                                                                                                                                                                                                                                                                                                             | <p><a href="http://dera.ioe.ac.uk/2945/3/110308section3en.pdf">http://dera.ioe.ac.uk/2945/3/110308section3en.pdf</a></p> <p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-study">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-study</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Half termly meetings between the HT and learning mentor to monitor attendance and ensure the consistent application of strategies to improve it.                                                                                                                                                                                                                                                | Katie Collingwood (Learning Mentor)   | Half termly                          |

|                            |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                               |  |  |               |
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|                            | <p>(rewards/incentive schemes etc.)</p> <p>We intend to reinstate our breakfast club for children with SEMH and extend this to cater for all PA children (including those not in receipt of PPG funding)</p> <p>We will work with National Schools Breakfast Scheme to provide breakfast for all children every day £</p> | <p>studies/?marker=full-search-q-improving attendance primary-result-1</p> <p><a href="http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/attendanceandengagement/BestPracticeAttendance.pdf">http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/attendanceandengagement/BestPracticeAttendance.pdf</a></p> |  |  |               |
|                            |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                               |  |  |               |
| <b>Total budgeted cost</b> |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                               |  |  | £28,530 (tbc) |

| 5. Review of expenditure       |                        |                                                                                                                    |                                                                    |      |
|--------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------|
| Previous Academic Year         |                        | IMPACT TO BE MEASURED BY END OF 2020-21 DUE TO COVID-19                                                            |                                                                    |      |
| 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 |
|                                |                        |                                                                                                                    |                                                                    | NA   |
|                                |                        |                                                                                                                    |                                                                    |      |

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|                              |                               |                                                                                                                           |                                                                              |             |
| <b>ii. Targeted support</b>  |                               |                                                                                                                           |                                                                              |             |
| <b>Desired outcome</b>       | <b>Chosen action/approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |
|                              |                               |                                                                                                                           |                                                                              |             |
| <b>iii. Other approaches</b> |                               |                                                                                                                           |                                                                              |             |
| <b>Desired outcome</b>       | <b>Chosen action/approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |

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| May 2016 |  |  |  |  |
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## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)