



Pupil premium strategy statement: Hollybush Primary School

1. Summary information					
School	Hollybush Primary School				
Academic Year	2019-20	Total PP budget	£68640 (indicative)	Date of most recent PP Review	September 2019
Total number of pupils	224	Number of pupils eligible for PP	55	Date for next internal review of this strategy	December 2019

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average) 2018 national figures
% achieving in reading, writing and maths	Reception GLD: 60% Year 1 phonics: 87.5 % Year 2 reading: 88.9% Year 2 writing: 88.9% Year 2 maths: 88.9% Year 6 reading: 25% Year 6 writing: 50% Year 6 maths: 62.5%	Reception GLD (national all including PP) 70.7% Year 1 phonics: 82% Year 2 reading: 79% Year 2 writing: 72% Year 2 maths: 79% Year 6 reading: 77% Year 6 writing: 81% Year 6 maths: 80%
% making expected or better progress in reading	The small number of PPG children in Year 6 means that there is no statistically valid	

	<i>progress measure for this group.</i>	
% making expected or better progress in writing	<i>The small number of PPG children in Year 6 means that there is no statistically valid progress measure for this group.</i>	
% making expected or better progress in maths	<i>The small number of PPG children in Year 6 means that there is no statistically valid progress measure for this group.</i>	

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.	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.	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.	
C.	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>		
D.	- 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. - 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.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	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.

D.	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 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).
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5. Planned expenditure					
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?
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.	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. For all staff to model standard English when talking to children. For our planned curriculum redesign to sequence subject specific language across the year groups to ensure consistency and progression. For the vast majority of learning interventions to school to centre on developing children's reading skills. For the school's range of books to be audited and improved to engender a love of reading quality texts. DHT to model effective teaching and team teach with teachers and TAs	<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> <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> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ 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	Monitored through staff performance management and through SLT learning walks as well as through curriculum redesign.	Clare Stokes Grace Brogeat Annie Kenway	Termly

		design for building knowledge, developing creative thinking and promoting independence. P88			
Total budgeted cost					£37,253
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?

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	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. We will employ TAs alongside MSAs to model more engaging interactions with children and effective behaviour management in line with the Hertfordshire Steps approach. 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 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.; large waterproof board games; improved seating areas for reading, colouring etc)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ ‘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. 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	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
Total budgeted cost					£15,794
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?
For PPG children to participate in a broad and balanced range of extra-curricular experiences which will enrich their language, vocabulary and general knowledge	We will fund extra-curricular experiences such as day trips, visitors, residential trips and extra-curricular learning such as piano lessons and gymnastics classes We have dedicated a part of the school grounds to Forest School and intend to develop this provision over the coming years.	'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 'Lewis (2004) found 41 studies that investigated the effects of these activities and the finding of the most direct relevance is the $d = .47$ effect on academic achievement...' Visible Learning: A synthesis of over 800 meta-analysis relating to achievement; John Hattie: 2009 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.	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 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.	Class teachers and Forest School Lead (TBC)	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	http://dera.ioe.ac.uk/2945/3/110308section3en.pdf https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-study	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

	(rewards/incentive schemes etc.) 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)	studies/?marker=full-search-q-improving attendance primary-result-1 http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/attendanceandengagement/BestPracticeAttendance.pdf			
Total budgeted cost					£15,638

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
For children to show greater self-help skills and to improve their expectations of themselves so that they are not satisfied with outcomes that are less than their very best.	New feedback policy which emphasises developmental feedback and giving children time to respond to this. Children to increase their expectations of themselves so that they are no longer content with work that is less than their very best. All teachers will have a list of non-negotiables displayed.	There is increased evidence of children responding to feedback in their books and making improvements against the LO/SC. So far, this is most evident in core subjects. Ofsted reported that ‘Senior staff model high expectations of pupils and expect pupils’ work...to be of a high standard.’ 2019	This approach has been successful and so will be continued but it needs extending so that children’s expectations of what they can achieve increase across the curriculum and not just in core subjects.	NA
Fewer conflicts occur involving children eligible for PP funding, allowing them to focus on their learning rather than friendship/social concerns.	Learning mentor to work with children around self-regulation and conflict resolution. All staff to use Hertfordshire STEPS to manage anti-social behaviour and teach pro-social behaviour.	This has been highly successful; conflict is relatively rare and is generally isolated to a small number of pupils with complex needs.	This approach will be continued and built up in terms of teaching self-regulation in a more concrete and strategic way across the school.	

Increase attendance for children eligible for PP funding so that it is at least 96%. Reduce the rate of persistent absenteeism for children eligible for PP funding.	Learning mentor to plan and oversee/run programmes with individual children and families based on identified barriers which prevent attendance.	As at 9 th October 2019, overall attendance for PP children is 95.9%. 17.4% of PP children are persistently absent compared with 31% last year.	We will strengthen our approach further by working with more children and families but this strategy has been highly successful.	
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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
For all children, except those with exceptional additional needs to achieve Age Expected Standards at the end of every year.	Support staff will be allocated to TLTs so that teachers can use them flexibly to provide support for individuals/groups of children. Senior Leaders will timetable support staff according to need and will review allocation (sometimes daily) in order to ensure that needs are met.	An increasing number of PP children is achieving Age Expected Standards across the school but the attainment of these children still lags behind that of their more advantaged peers.	We feel that it is important for PP children to have more access to qualified teacher input in order to accelerate their progress. We absolutely acknowledge that support staff have a vital role to play in ensuring that this can happen, but our most vulnerable children must be taught by our most qualified staff.	

iii. Other approaches

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

For children eligible for PP funding to have improved vocabulary and word finding skills which allow them to use imaginative play in the EYFS and access the curriculum throughout school.	We funded extra-curricular experiences such as day trips, visitors, residential trips and extra-curricular learning such as piano lessons and gymnastics classes We have dedicated a part of our school grounds to Forest School, employed a Forest School leader and incorporated Forest School into the curriculum for all children throughout the year.	75% of PPG children left the Early Years Foundation Stage at the expected level in all areas of Communication and Language. But there were only 4 PPG children in the class in 2019 meaning that each child represents 25% and statistical analysis of outcomes is not helpful. 75% of children also made typical or better progress from starting points but again this is out of a very small number of children. Our 2019 Ofsted report says that, 'Children are developing the characteristics of effective learning quickly', 'staff...prioritise children's basic skills, language and personal development' and 'Children are taught basic skills well and then given the opportunity to practise these in the provision throughout the day'.	Children are taught basic skills very effectively in EYFS but opportunities to continue to practise these are sometimes lost in the more structured learning of Key Stages 1 and 2. We are in the process of reviewing our curriculum implementation to ensure that children continue to learn in a dynamic, exciting and relevant way throughout the school so that basic skills are secured and built on quickly. We intend to move away from seeing extra-curricular activities as an add-on towards integrating them into our curriculum so that children's language skills are developed in a cohesive, planned way.	
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7. 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