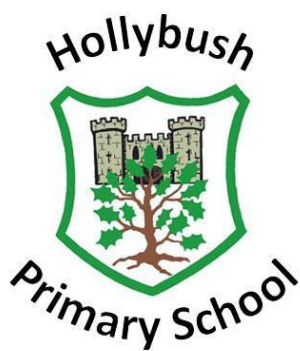




Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hollybush Primary School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	39% (inc EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Amy Smith
Pupil premium lead	Valerie Noon
Governor / Trustee lead	David Craddock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,125
Recovery premium funding allocation this academic year	£4,785

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,773 (due to staff vacancies and long term sickness)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,683

Part A: Pupil premium strategy plan

Statement of intent

At Hollybush Primary School, we believe that every pupil should have the opportunity to achieve the best possible start in life. We are committed to breaking down any barriers to outstanding achievement and attainment. Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas through a focus on quality provision informed by a rigorous cycle of review and planning, whilst raising attainment for all.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

create and maintain an ethos, in line with our school vision and values, which ensure that pupils feel safe, valued and empowered to learn.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	Impoverished language on entry with limited vocabulary, immature speech patterns and limited life experiences on which to draw in their imaginative play, reading, writing and other learning.
2	Limited social skills which can lead to conflict and tension in the classroom. Such conflict often has its origins outside school and is sometimes linked to wider family conflict including domestic abuse.
3	Poor self-help skills and limited expectations of their own potential which leads to passive learning and failure to progress without direct teacher input.
4	Lack of ambition, limited self belief and low self worth.
5	Material poverty: not enough nutritious food, inappropriate clothing for the weather and poor living conditions (damp, cold and overcrowded). Limited access to enrichment activities.
6	Erratic attendance
7	Lack of stability in the home environment: fluid family dynamics mean that some children are anxious about what might be going on at home and are, therefore, not in the right frame of mind to learn.
8	Widely differing experiences during the Covid 19 pandemic with some children accessing a range of home learning and in-school opportunities and others being hard to engage throughout. This has exacerbated - previously diminishing - gaps in learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For children eligible for PP funding to have the skills needed to acquire and use new vocabulary that enables them to communicate effectively, beginning in the EYFS and continuing so that it 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
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. Playtimes and lunchtimes are well organised and structured so that children

	are engaged in purposeful activities supported by trained staff.
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)
For children to be well fed and comfortably clothed.	No child is prevented from learning because they are hungry, thirsty or physically uncomfortable or because any of their basic needs are not being met.
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.
To give children a sense of security and belonging that may be missing within their home environment.	The learning environment reflects a warm and comfortable home environment whilst still be representative of the children's cultural and familial backgrounds. There is flexibility in the way in which children learn, eg. on paper or online, in class or in other areas of the school, sitting at tables or on beanbags/bar stools etc.
To ensure support for children with SEMH problems, many of which were exacerbated by the Covid-19 pandemic (witnessing domestic abuse, material poverty, lack of early socialisation experiences, bereavement etc.)	Children's social, emotional and mental health will be prioritised so that they are able to focus on their learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,748.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher out of class (0.4 PPG funded) to support teaching and learning through coaching and mentoring. 2023 - support is needed in KS2 more than in EYFS and KS1 where results are stronger. New Y6 teacher is not familiar with KS2 curriculum (although is experienced teacher). DHT to release KS2 lead to mentor KS2 staff and maths lead to undertake review of White Rose (led by maths SL) due to criticisms of lack of mastery approach. (DHT cover) SENDCo and DHT to ensure that all teachers know who there PPG children are and any additional risk factors eg. PA, CP, SEND, (release time for pupil progress meetings to address gaps in attainment) Funding for TA support for identified PPG	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap’. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants ‘The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.’ Sobel, D., 2018. <i>Narrowing the Attainment Gap: a Handbook for Schools</i>. London, United Kingdom: Bloomsbury Publishing PLC. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium ‘Successful implementation of a Pupil Premium strategy is a carefully staged process that takes time, rather than being a one-off event. The strategy needs to be aligned with other school development plans and existing practices to ensure a sustained impact.’	1 3 4 8

children who are also SEND (3xFT TA) Funding for TA support for class teaching which releases teachers to work intensively with PPG/SEND children (20 hours per week)		
EDT schools' peer coaching CPD programme (Schools Partnership Programme) with other Herts and Ware schools (cost TBC but likely around £2000 pa. There is contingency in the PPG budget to allow for this.)	https://www.edt.org/news/unleashing-greatness-eefs-three-year-evaluation-of-schools-partnership-programme/ <u>Report highlights</u> <u>The results from the evaluation are strong, with school leaders reporting that SPP:</u> • <u>Develops stronger partnerships, trust and ownership of change</u> • <u>Develops clear structures and processes to collaborate more rigorously and transparently</u> • <u>Develops skills of staff and leaders to share sustainable school improvement</u> • <u>Empowers teachers and leaders with coaching and facilitative tools for evidence-based actions</u> • <u>Many of these benefits were more keenly found in schools with higher levels of deprivation</u>	

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

Budgeted cost: £22,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme In-school tutoring (NOT PPG FUNDED - reported separately)	DfE recommended Senior staff and TAs provide additional teaching before school, after school and at lunch time for targetted groups, especially for phonics in Y1, reading, writing and maths in Y2 and Y6, and times tables in Y4.	1 3 8
Whole School Level 1 Makaton training	https://makaton.org/TMC/TMC/About_Makaton/Who_uses_Makaton.aspx	1 2

Key members of staff in early years and the admin team are trained to Level 4 which means that they can provide ongoing training and support to staff One member of staff is trained to provide Level 1 accredited Makaton training so that new staff can be trained on entry to the school and we can provide training to other schools to recoup costs.	'Makaton is the UK's leading language programme for adults and children with learning or communication difficulties. It is also used by everyone who shares their lives, for example, parents and other family members, friends and carers, and education and health professionals.'	
Private dyslexia assessments GL Assessments (dyslexia screening)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#recommendation-1 Children whose parents can afford to get them diagnosed get earlier support than those who have to wait. Therefore, we arrange their diagnosis so we can access services for them as quickly as their more advantaged peers. In addition, this gives teachers and TAs the information that they need to provide Quality First Teaching and appropriate targeted intervention.	3 8
Targetted interventions: Attention Autism Sherborne Turntables NELI (Gov funded) Wellcomm RWI 1:1 tuition Talkabout Phonological Awareness Group Working Memory Individual S&L support (RAPT Assessments) Numicon Breaking Barriers Precision Teaching The Jungle Journey (fine motor skills) TEAACH Socially Speaking	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support In-school tracking data, linked to start and end points, indicates that children who take part in targeted intervention make quicker progress towards ARE than would be expected without intervention.	1 3 4 8

Emotional Literacy		
Provide 30 hours of school for children in EYFS whose parents are not eligible for funding.	School's internal data tracking shows better outcomes for 30 hours children.	1 8
Dedicated SALT - 2 hours per week	20% of our SEND children have speech and language as a main presenting need. This is 6% of the children on roll and 14% of PPG children.	1 3 4 8
SENCO provides curriculum interventions for SEND and low attaining children, a large majority of whom are PPG. .	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap'.	1 3 4 8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching Direct	Working in partnership with NHS in line with NHS standards including NICE Guidelines.	2 4 6 7
Safe Space Counselling	DfE: 2021. <i>Mental Health and Behaviour in Schools</i> . 'Schools should consider how best to use their SEN and pupil premium resources to provide support for children with mental health difficulties where appropriate.	
BACP counsellor one day per week	School staff cannot act as mental health experts and should not try to diagnose conditions. However, they should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.' https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#support-available-locally	

Social Skills and Oracy Interventions: Therapeutic Gardening Club	https://assets.publishing.service.gov.uk/.../file/807862/Timpon_review.pdf: page 9 para 2.5 page 11 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy: Section 2: Language Comprehension	2 4 6 7
Piano RockSteady Dance Dodgeball Football	https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/sports-participation/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Hattie, J., 2009. <i>Visible learning: a synthesis of over 800 meta-analyses relating to achievement</i>. New York: Routledge. Appendix B: p298	4 5
Breakfast is provided to all children who need it. We also provide bagels, snacks and drinks to children who we feel need them throughout the day.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf: page 9 1 A THEORY OF HUMAN MOTIVATION 2 A Theory of Human Motivation A. H. Maslow (1943) Originally Published in <i>Psychological Review</i> https://www.family-action.org.uk/what-we-do/children-families/breakfast/	5
The school keeps chickens and ducks and the children are responsible for their care including feeding, cleaning and egg collection.	Dix, P., 2017. <i>When the Adults Change</i>. La Vergne, UNITED STATES: Crown House Publishing. P152 Children feel a sense of responsibility and belonging through looking after the animals. Children who don't want to separate from carers can often be distracted by the animals.	4 6
Redesigning the learning environment to reflect home	https://www.nea.org/advocating-for-change/new-from-nea/hygge-classroom-design-word-means-calm https://www.thecuriosityapproach.com/ SIP visit report: 18.11.21 'The environment was neatly presented and well-focussed on the relevant learning for the session. In addition, in both classrooms, there were areas which represented 'home' and this aligns well with what for some children are high levels of disadvantage.' Helen Jones Early Years Advisory Team visit report 17.09.21	5 7

Targeted support for children whose attendance is below 90% Also see other activities which address challenge 6	There is limited evidence available of the effectiveness of strategies designed to improve attendance but it seems that there is no one size fits all model and an individualised programme is likely to be most beneficial: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment Teachers need to know which children are PA, or at risk of PA. This links to our behaviour policy and the Herts Therapeutic Thinking (STEPS) approach which cites a link between internalising the impact of trauma and other risk factors and PA. Strategies will need to include targeting children's interests through the curriculum and work with parents to overcome potential barriers to learning. Previously this has been done at SLT level but we have seen much better impact when class teachers have driven the strategies.	6
OPAL play at lunchtimes and playtimes	Follett. M. 2017. <i>Creating Excellence in Primary School Playtimes: How to make 20% of the day 100% better</i>. Jessica Kingsley Publishers, London, UK. 'It is hard to capture the feeling of walking around a school that has become a great provider of play. The sound is different, the atmosphere is different, the children and adults look different...Hundreds of children are having the most basic needs of childhood met.' P7	1 2 3 4 6 8
ELSA	School has a qualified ELSA (Emotional Support Assistant) who provides targeted sessions for named children.	1 2 7

Total budgeted cost: £120,198.60 (+EDT cost at c.£2000)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Statutory Assessment:

EYFS:

GLD 69%

GLD PP 40%

Phonics check:

EXS 72.4%

EXS PPG 58.3%

KS1:

R EXS 69%

R EXS PPG 64.3%

W EXS 62.1%

W EXS PPG 50%

M EXS 79.3%

M EXS PPG 71.4%

KS2:

R EXS 63%

R EXS PPG 70%

SPAG EXS 59.3%

SPAG EXS 50%

M EXS 59.3%

M EXS PPG 40%

Attendance:

Overall

PPG

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Magic Breakfast	National Schools Breakfast Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)