

Pupil Premium Strategy Statement 2022-23



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hollickwood Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	39.3% (81 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-3
Date this statement was published	12 th October 2022
Date on which it will be reviewed	31 st July 2023
Pupil Premium Lead	Jo Kennedy (Head of School)
Governor Lead	Kirstie Stroud

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£94180
Recovery premium funding allocation this academic year	£2211
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£96391

Part A Pupil Premium Strategy Plan

Statement of Intent

We are committed to ensuring that **all** pupils, including those who are disadvantaged, are able to fully and equally engage in all aspects of school life. Nurturing and safeguarding children's wellbeing, inclusivity, and working in partnership with parents and carers, is the foundation for all our work at Hollickwood. Every child and family is important to us. We are guided by our six school values which together make up our 'Hollickwood Way.' These are: compassion, curiosity, courage, creativity, commitment and confidence. We want our children to leave Hollickwood happy, confident and committed to using their talents to make a positive contribution to the world around them. We aim to support all children to reach the highest academic standards possible. We want all our children to know that we have high ambitions for them and that they can succeed with the right support. We want all children to experience moments of awe and wonder that fire their curiosity and love of learning and to have access to a wide range of enriching experiences both in and out of school that take them beyond that which they would ordinarily experience.

We recognise that within our school some pupils will be disadvantaged and face greater challenges and barriers to high levels of wellbeing and academic achievement than others. These may or may not be pupils who are in receipt of the pupil premium, and not all children in receipt of pupil premium will necessarily be disadvantaged. Therefore, we will use the resources available to us to target those pupils who are most in need. Funding is spent to maximise impact on pupil achievement, wellbeing and inclusion. Initiatives to support pupils and their families are chosen to meet the specific needs of our community, and are informed by research evidence of their efficacy.

Challenges

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

Challenge number	Detail of challenge
1	Writing is an area of particular difficulty for a significant number of our disadvantaged pupils. Writing outcomes across the school are weaker than in reading and maths. The application of phonic knowledge into writing, knowledge of spelling rules and patterns, handwriting and a limited vocabulary have been identified as key barriers to success in writing.
2	Poor reading comprehension and fluency is a barrier for a significant number of pupils.
3	For a significant number of our disadvantaged pupils, poor arithmetic skills are a barrier to better achievement in mathematics.
4	For a significant number of our disadvantaged families, parents and carers are keen to support their children with learning but struggle to do so due to limited English, or because they are not confident in their own literacy or numeracy skills.
5	Poor attendance is a barrier for a significant number of disadvantaged pupils. Whole school attendance for last academic year was 92.3%. Attendance for last academic year for disadvantaged pupils was 90.4%. 31 disadvantaged pupils were persistently absent last year (attendance lower than 90%) and of these 14 were below 85%. A further 19 non-disadvantaged pupils were persistently absent last academic year.

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Identified pupils have **limited emotional vocabulary and resilience**. They **struggle to express emotions** and to **employ strategies for self-regulation**. Some pupils struggle in identifying their strengths and needs and in articulating these. The periods of remote learning and isolation due to the pandemic have deprived some pupils of opportunities to develop resilience, independence and social skills.

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	Monitoring of Impact
Whole school attendance to be in line with or above the national average for primary schools. The attendance of disadvantaged pupils to be in line with the attendance of non-disadvantaged pupils. Where poor attendance is seen to be a concern for a pupil, there will be evidence of rapid and sustained improvement in attendance.	<ul style="list-style-type: none"> Half termly attendance analysis Individual attendance analysis for persistent poor attendees.
Outcomes in writing across the school will be more in line with outcomes in reading and maths at both EXS+ and GDS+ for all pupils including those who are disadvantaged. Outcomes in writing at EXS+ and GDS+ at the end of EYFS, KS1 and KS2 will be at least in line with the national and local average. Standards of writing across the school will be improved as all pupils, including those who are disadvantaged, will have access to high quality first teaching and effective interventions will be in place to support pupils where required. There will be a consistent approach to the teaching of writing including spelling across the school.	<ul style="list-style-type: none"> Half termly book looks and learning walks Pupil assessment information End of EYFS, KS1 and KS2 outcomes
The percentage of children reaching GLD in mathematics at the end of EYFS will be in line with national and local averages. There will be a consistent approach to the teaching of mathematics across the school with all pupils having access to high quality first teaching and effective interventions and support where required. We will sustain outcomes at the end of KS1 and KS2 at EXS+ that are in line with national and local averages and improve the percentage of pupils reaching greater depth from 2022.	<ul style="list-style-type: none"> Half termly book looks and learning walks Pupil assessment information End of EYFS, KS1 and KS2 outcomes
The percentage of children reaching GLD in reading and writing at the end of EYFS will be in line with national and local averages. In Year 1 and Year 2 the percentages of pupils passing the phonics screening will be in line or above national averages. There will be a consistent approach to the teaching of reading across the school with all pupils having access to high quality first teaching and effective interventions and support where required. We will sustain outcomes at EXS+ and GDS+ at the end of KS1 and KS2 in reading that are in line with national and local averages.	<ul style="list-style-type: none"> Half termly book looks and learning walks Pupil assessment information End of EYFS, KS1 and KS2 outcomes

Parents of children, including those who are disadvantaged, will feel well supported to help their child with reading, writing and behaviour at home, and will know how and where to seek support when required.	<ul style="list-style-type: none"> • Parent voice surveys • Workshop Evaluations
Pupils will show improved learning behaviour and self-regulation. They will be better able to talk about their emotions and be equipped with a range of strategies to support them when they face challenges and to manage difficult emotions such as anger or anxiety. Pupils will feel happy and settled within school.	<ul style="list-style-type: none"> • Tootoot behaviour records • Learning walks
All pupils will be able to take a full part in extra-curricular and enrichment experiences and have an equal opportunity to fully engage in all aspects of school life.	<ul style="list-style-type: none"> • Pupil voice meetings and surveys • Parent voice surveys • Record of experiences and pupil involvement.

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: £7,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of ' Essential Letters and Sounds ' systematic synthetic programme across the school including: -Purchase of matched reading books. -Purchase of online and physical teaching resources. -High quality online CPD for all teachers and LSAs delivered by The Knowledge Schools Trust. -Ongoing CPD provided by English Subject Leader. -Phonics Assessment Tracker	The EEF Toolkit states that phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	1 and 2
Introduction of ' Sounds and Syllables ' spelling programme across Years 3-6 including: -Whole day INSET training from Jason Wade Education. -Ongoing CPD provided by English Subject Leader. -Purchase of Sounds and Syllables teaching materials and curriculum.	The EEF 'Improving Literacy at Key Stage 2' report recommends that spellings are explicitly taught and that pupils are provided with extensive opportunities to practice. Research into the effective teaching of spelling is ongoing and there is a lack of high quality evidence about how best to teach it. However, most recent research points towards children being exposed to a balanced approach to instruction which includes teaching:	1

	phonology, morphology, orthography and etymology in combination and at the earliest of stages (Young & Ferguson 2021).	
Introduction of new whole school approach to the teaching of reading based on research evidence as summarised in Chris Such's <i>The Art and Science of Teaching Primary Reading</i> . This will include whole class fluency, extended read and close read lessons in Years 3-6 and daily guided group reading lessons in Years R-2. Adults will be pooled across the school so that children in KS1 can read in a group with an adult daily. The English Lead will be released to team teach and plan with targeted year groups.	EEF Toolkit states that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.	1 and 2
Purchase of 3 year subscription to Accelerated Reader .	Research summarised by the EEF found that Accelerated Reader increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time. The programme also supports assessment and informs intervention planning.	2
CPD programme for Learning Support Assistants to support them to have the knowledge and skills required to effectively support pupils during English and Maths lessons and to run effective small group and individual interventions. This programme to include sessions led by the English and Maths Leads and BPSI courses.	LSAs need to have the appropriate CPD and guidance to ensure that the interventions that they are delivering are effective. EEF Toolkit indicates that when LSAs deliver interventions that are clearly structured and when they have had appropriate training they can be highly effective. The EEF's report 'Characteristics of Effective Teacher Development' which summarises best evidence-based practice has been used to support the design of CPD.	1, 2 and 3
Introduction of 'Fluent in Five' and weekly arithmetic lessons across KS1 and KS2 to provide opportunities for spaced practice and opportunities for interleaving to revise and secure core number and reasoning skills.	Research evidence shows that for pupils to commit a piece of knowledge or a skill to long term memory they need to revisit it repeatedly at spaced intervals and have opportunities for interleaved practice. The research evidence is summarised in: <i>Make it Stick: The Science of Successful Learning</i> by Brown, Roediger and McDaniel. The EEF recommendations for maths teaching also support the fact that pupils must be taught to fluently recall key facts in order to be able to successfully solve more complex problems.	3
Purchase of maths manipulatives and CPD for all staff on how to use these concrete resources to support learning and how to use the CPA sequence to plan for and teach maths.	The EEF research-informed recommendations for maths teaching in the EYFS and KS1 indicate that manipulatives and representations can be powerful tools for supporting children to engage with mathematical ideas provided that teachers have a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. It also recommends that children are encouraged to represent problems	3

	<p>in their own way and that manipulatives and representations should be used to encourage deeper discussion in mathematics. In KS2 they suggest that manipulatives should be temporary acting as a ‘scaffold’ that can be removed once independence is achieved.</p>	
Introduction of Hollickwood agreed ‘writing process’ and linked CPD to support teachers to teach writing effectively in line with evidence-based best practice. CPD to include opportunities for teachers to team teach and plan with senior leaders and the Head of School.	The writing process ensures that children are explicitly taught how to plan and monitor their writing including drafting, editing and revising. This approach is in line with the EEF Literacy report recommendations. The writing process also includes the explicit teaching and building of vocabulary which is a key barrier for many of our EAL and disadvantaged pupils.	1
Staff CPD focused on effective marking and feedback. Introduction of new marking and feedback policy which has a focus on providing timely, high quality verbal feedback.	EEF Toolkit states feedback has a high impact (+6 months) for low cost. It states that lower attaining pupils particularly benefit from explicit feedback. There is evidence that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement.	1, 2 and 3

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Better Reading Support Partners 2 x LSAs trained in running this research-based Edge Hill intervention will work 1:1 with targeted disadvantaged, lower attaining readers and their families.	In a study of 3000 pupils, pupils participating in this intervention made an average reading age gain of 12 months in 3 months. They made an average comprehension age gain of 10 months. 99% of pupils showed more interest and confidence in reading after taking part in the intervention. The EEF guidance on effective use of teaching assistants says that interventions are most successful when based on a clearly specified approach which teaching assistants have been trained to deliver.	2 and 4
Participation in the ‘Reader Leader’ programme developed by the Children’s Literacy Trust.	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year. Peer tutoring appears to be particularly effective when pupils are provided with support	2

Targeted Year 5 and Year 6 pupils will have a half day training session with the trust to enable them to support Year 2 and Year 3 pupils with reading.	to ensure that the quality of peer interaction is high: for example, questioning frames to use in tutoring sessions, and training and feedback for the tutor.	
<p>Participation in the Barnet Language Enrichment Project</p> <p>The Language Enrichment Project has been developed by Wave Speech and Language Therapy in partnership with BELS to bridge the gap in children's language skills that occurred as a result of the pandemic. It provides expert training to LSAs and teachers who are then able to lead specific small group interventions to support pupils with speech and language delay.</p>	<p>The EEF Toolkit states that the average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. The studies in the toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact overall. The Initial Report of Oracy All Parliamentary Committee (Dec 2020) states that 'Oracy provides a gateway not only to improved reading and writing, but also to learning across the whole curriculum for children and young people throughout their schooling. Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. The EEF Toolkit states that research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	1 and 2
<p>Additional teacher with SENDCO qualification to lead targeted interventions across Year 2 and Year 6 three days a week.</p>	<p>The EEF Toolkit states that small group tuition has an average impact of four months' additional progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	1, 2 and 3
<p>Additional release for experienced EMA teacher to provide CPD support to staff and induct mid-term entrants.</p>	<p>A large proportion of our disadvantaged pupils are EAL and there is higher than usual mobility during the school year. Some pupils arrive having not been in school previously, and with very limited or no English.</p>	1 and 4

	High quality induction supports the school to identify any needs so that we can quickly put appropriate support in place and also supports effective safeguarding. It also helps pupils to make a smooth transition into school. Additional release time for the EMA teacher also enables her to deliver high quality CPD for staff so that they know how to accurately assess and subsequently plan appropriate support and challenge for pupils with EAL.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of free or subsidised places at Breakfast and After School Club or activity clubs.	Breakfast and After School Club supports parents to be able to work. Breakfast Club also supports attendance and transition into school in the morning. Activity clubs linked to sport support pupil motivation, behaviour, physical and mental health and attendance which impacts positively on achievement.	5 and 6
1:1 pastoral sessions for targeted pupils.	The EEF Teaching and Learning Toolkit research states behaviour management intervention has a high impact (+4mths). Positive results include increased time for learning, reduced low level disruption and increased parental engagement.	5 and 6
Introduction of Emotion Coaching and Zones of Regulation across the school.	EEF Teaching and learning Toolkit demonstrates the positive impact of self-regulation. Studies show +8 months can be achieved in primary settings	1, 2, 3 and 6
Development of sensory and calm spaces to include: -KS1 intervention room -Inclusion Office -Head of School Office	Several children who are disadvantaged have identified SEND needs that will be supported by the development of these spaces. Many of our disadvantaged pupils live in poor quality, overcrowded accommodation and often seek out calmed spaces within school to help them self regulate. Classrooms are small so whilst they include regulation stations it is difficult to provide sensory or calm spaces within them.	1, 2, 3, 5 and 6
Weekly parent workshops run by the senior leadership team. Workshops will be open to all parents but parents who we feel may particularly benefit from a workshop focus will be	The EEF Toolkit states that parental engagement has a positive impact on average of 4 months' additional progress (5 months in the Early Years) and that it is crucial to consider how to engage with all parents to avoid	4

personally invited to attend. The workshops will primarily focus on supporting parents with their child's behaviour, mental health and wellbeing, English and Maths.	widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children.	
Attendance initiatives including: -Regular professionals meetings to discuss strategies to support poor attenders. -Release time for Head of School to monitor attendance. -Release time for LSA to follow up poor attendance and meet with targeted parents. -Buying into local authority Education Welfare Package.	Good attendance is essential to both pupil wellbeing and achievement.	5
Discretionary support for families facing financial hardship e.g. support with buying uniform, subsidising or providing free places on trips including the Year 6 residential trip or providing food parcels.	This supports all pupils to be able to equally participate in extra – curricular and enriching activities that build cultural capital and support wellbeing. Providing financial support to families when they are finding it difficult to provide basic necessities supports family wellbeing and improves or sustains high attendance.	

Total budgeted cost: £ 96,677

Part B Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/2 demonstrated that the focus on reading and in particular the use of Better Reading Support partners enabled pupils, including disadvantaged pupils to make strong progress in reading especially in Year 2 and Year 3. This is evidenced by the improvement in decoding and comprehension ages seen in PERA and Salford reading assessment results. There is also evidence in strong improvement in reading outcomes at the end of KS2 in 2021/22 (2019 – 64% EXS+ and 2022 83% EXS+) with the percentage of pupils working at the expected standard and at greater depth both above national and local averages. However, there is some inconsistency in practice across the school in the teaching of reading, and whilst our 2022 phonics outcomes were in line with national figures they were below local figures and internal assessment information shows that many pupils are stronger at decoding than encoding. Therefore, we have continued to have reading including the teaching of phonics as a key focus of our strategy spending as outlined in the 2022/3 spending plan above.

However, our analysis of the impact of pupil premium spending also indicates that historically not enough money was allocated towards improving the quality of teaching. More than half our teachers, and many of our support staff, are in the early stages of their careers and require clear guidance and support from leadership to continue to build their expertise. Book looks and assessment information indicated that there were inconsistencies in the quality of teaching across the school. Last year, there were also considerable staff changes which further impacted on pupil achievement. Therefore, this year, a large proportion of our pupil premium spending is focused on providing high quality CPD to staff; introducing clear guidance for the teaching of reading, writing and maths; and purchasing resources to support new curriculum initiatives.

Our evaluations also indicate that last year's strategy did not go far enough in supporting improved attendance. Whole school attendance for last academic year was 92.3%. Attendance for last academic year for disadvantaged pupils was 90.4%. 31 disadvantaged pupils were persistently absent last year (attendance lower than 90%) and of these 14 were below 85%. A further 19 non-disadvantaged pupils were persistently absent last academic year. Therefore, we will be introducing a more robust approach to improving and managing pupil attendance this year.

Pupil premium spending last year was more impactful in terms of supporting and improving pupils' behaviour, wellbeing and mental health. These areas continued to be significantly impacted by COVID-19 and it was evident that in line with what has been seen nationally the impact was particularly acute for disadvantaged pupils. The EMA teacher's thorough induction process for pupils admitted during the school year, had a very positive impact on how quickly pupils settled and how well supported families felt as well as enabling the school to quickly identify vulnerable pupils and families and put in place strategies to support them. The COVID-19 pandemic and the cost of living crisis mean that supporting pupil's behaviour, wellbeing and mental health continues to be a priority this year.