

Pupil premium strategy statement 2023/24

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	Hollyfast Primary School
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	Gary Watson
Pupil premium lead	Michelle Giblin
Governor / Trustee lead	Elaine Shirley

Funding overview **£96 162**

Detail	Amount
Pupil premium funding allocation this academic year	£92,315
Recovery premium funding allocation this academic year	£ 3847
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£96,162

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Pupil Premium funding is to ensure that schools offer additional support to children from disadvantaged backgrounds in realising their potential.

At Hollyfast, we believe a good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (LAC), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gap in attainment between these pupils and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

Hollyfast Primary is committed to meeting the needs of every pupil at the school and providing the best possible education for all. We have high aspirations and expectations for every single pupil, whatever their needs and abilities, and teach a creative, inclusive, and enriched curriculum that helps every child reach his or her potential. Our vision is to be an excellent school that empowers children to dream big, aim high and push limits to achieve and attain their very best, all of the time. Our mission as a school is to provide an excellent education to every child, in every classroom, every day whilst maintaining high quality pastoral care. Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. Thus, excellent teaching and leadership is part of everyday life at Hollyfast, underpinned by collaborative, respectful working and learning relationships by all. As a result, all children will leave our school happy and driven to become the very best version of themselves.

At Hollyfast, we work hard to ensure that a child's individual challenges are addressed and monitored so that every child makes progress, both academically and emotionally. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family circumstances that prevent children from flourishing. Therefore, we use our pupil premium funding to engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. All pupils are highly valued and respected at Hollyfast and are supported by dedicated, skilled and motivated teachers and support staff. We provide a rich and varied curriculum, so that children are engaged, and pupil outcomes improve.

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto of: "Aim high, grow within and reach beyond the stars." Intertwined with our school values of:

Excellence, Kindness, Courage, Respect, Collaboration and Perseverance



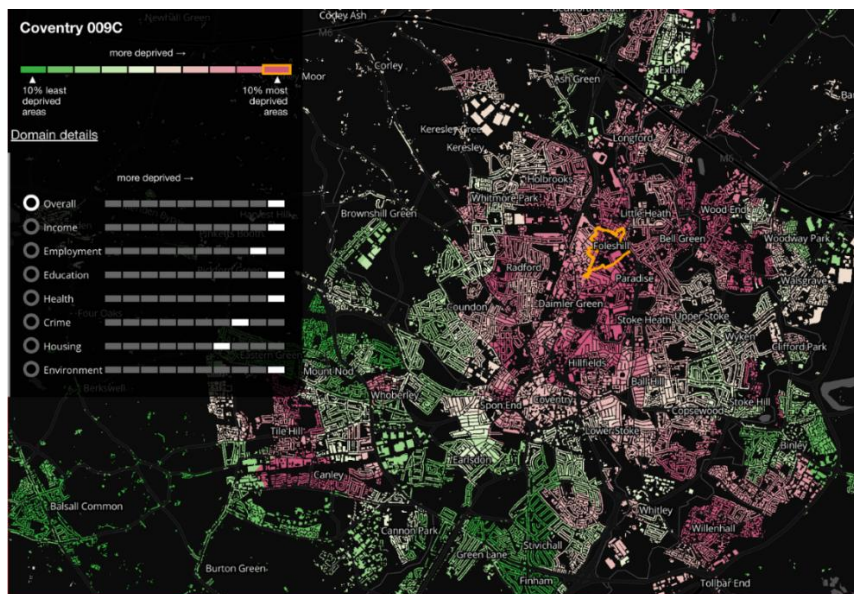
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure appropriate provision is made for pupils who belong to vulnerable groups and that their needs are adequately assessed and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we will ensure our pupil premium funding supports any pupil or group that meets the disadvantaged criteria.

School Context:

Hollyfast Primary School is located in the Coundon catchment area of Coventry. However, approximately 50% of children currently come from out of catchment areas; this means a growing proportion of our families are located inner-city and sit in the lowest quartile of deprivation nationally. A significant proportion of our families receive universal credit and live below the poverty line.

We are also seeing an increase in newly arrived pupils as well as an increase in percentage of our school population who have English as an additional Language. Currently 22% of our pupils on role are EAL; many of whom converse in their home language outside of school, resulting in limited access to spoken English language, including books at home.

Therefore, the landscape of our school population is changing, and our geographical location does not necessarily reflect the context of the emerging needs of our pupils and their families.



A large proportion (37%) of our PPG pupils also have additional SEND needs (1% EHCP) and/or are from families with limited knowledge or resources to support with learning at home.

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 below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Fundamental Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress to achieve Age Related Expectation at the end of Key Stage 2.
- Increase social mobility
- Enable more pupils from disadvantaged backgrounds to excel in further education and opportunities that may otherwise be unavailable to our children.
- Enrich our children's life experiences - providing additional experiences and opportunities that may otherwise be unavailable to our children.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education had been worst affected, including non-disadvantaged pupils.

Achieving These Objectives:

We choose the classroom approaches and intervention programmes that research shows work: <http://educationendowmentfoundation.org.uk/toolkit/>

- Allocate a 'Catch Up' HLTA to each phase – providing small group work with an experienced HLTA focussed on overcoming gaps in learning.
- Use of the Maths Hub and Mastery Programme
- Use of the ELS phonic resources and CPD programme
- Provide AHT and SENDCo/PP Lead 'Catch Up' interventions for targeted pupils in English and Maths.
- Additional teaching and learning opportunities to support Quality First Teaching
- Implementation of the Hollyfast Leadership Coaching Programme and Walkthrus CPD
- Internal '**Reach beyond the stars**' programme
- Deploy non-class based AHT's and other senior leadership staff:
Pupil Premium lead to develop Teaching and Learning Champions to lead the OBI/Aim beyond the stars programme to raise aspirations and strengthen/accelerate progress of pupil premium children.
SENDCO to support the social and emotional needs of disadvantaged learners and thus enhance learning.
 Dedicated Sports Coaches to raise confidence and improve resilience, 1:1 reading catch up
- Develop creative initiatives (lead by the pastoral team) to improve attendance and reinforce positive learning behaviours in line with our school values
- Pupil premium resources to be used to target able children on Free School Meals to achieve age-related expectations and beyond.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional Learning Support, such as additional 1-1 support
- Subsidised enrichment activities, educational visits and residentials to ensure children have tangible, first-hand experiences to support learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument (keyboard, guitars)
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Hollyfast values via the Forest school/Play Leaders programme and

Note: This list may change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor Language and Communication skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

	<p>Teachers will require further training on oracy, dialogic teaching and creating opportunities for talk in the classroom to raise standards of written outcomes. Walthrus CPD and internal coaching model will support this.</p>
2	<p>Academic Progress and Outcomes - Assessments, observations, and discussions with children indicate that attainment at Age-Related Expectations (ARE) in Reading, Writing and Maths is below the national for Pupil Premium children. This is particularly acute in Writing where the gap between Pupil Premium and Non-Pupil Premium is the largest. This means the quality of classroom teaching; data tracking and small group tuition are key to improving outcomes for our Pupil Premium children. Spelling has been identified as an area of concern which can hold children back from making progress in writing. A new scheme is being implemented to ensure rapid progress and an impact on writing outcomes.</p>
	<p>Phonics & Early Reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers. Although we have overcome these challenges and have had positive results in our phonics screening over the last 2 academic years the current pupil premium children in KS1 have additional barriers to learning i.e. EAL, SEND needs and pastoral meaning the challenges this year are greater. <u>2021-2022</u> By the end of KS1 all PP children passed Phonics screen. <u>2022-2023</u> 70% of PP children passed the Phonics screen in comparison to 87% of non-PPG.</p>
3	<p>Attendance and Punctuality concerns Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is below the national standard of 96.1%. Absence among disadvantaged pupils compared to their peers was also higher during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>More frequent SEMHL support Our assessment observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to incidents recorded on CPOMs. These challenges particularly affect disadvantaged pupils including their attainment. Teacher referrals or support for SEND remain relatively high. 39% of PPG pupils are on our SEND register and receiving additional provision.</p>
5	<p>Busy family lives and limited parental time to support learning. Our assessments, observations, and discussions with pupils and families indicate the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closure during the COVID-19 pandemic, and to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>

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
Improve oral language skills and vocabulary among disadvantaged pupils	To close the gap by the end of EYFS so that PP achieve in line with non-PP (within the areas of listening and attention and understanding). Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment (incl. phonics) among disadvantaged pupils	Achieve above national average expected standard in Phonics Screening.
Improved attainment in Reading, Writing and Mathematics for disadvantaged pupils at the end of KS2.	Achieve above national average progress scores in KS2 Reading, Writing and Maths.
To achieved and sustain improved attendance for all pupils, particularly our disadvantaged pupils and for our disadvantaged children to be in line with non-disadvantaged children.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils will fall below national the percentage of al pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more also being below national ensuring the attendance of disadvantaged pupils is above 96.1%.
Pastoral support provides disadvantaged learners with the emotional skills to support their wellbeing and ensure they are fully engaged in school.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in incidents recorded on CPOMs a significant increase in participation in enrichment activities, particularly among disadvantage pupils. children will be identified based upon SEMH needs and possible external agencies support e.g. Early Help Plans. specific social and emotional support provided for identified individuals and their families pupils and parents' questionnaire reg. feeling safe at school will be 100% positive
Reduce the impact of social and emotional experiences in home life on pupil attainment and wellbeing through increased enrichment opportunities.	100% of children accessing enrichment activities and trips to aid real life experiences termly. 100% of children to participate in Aspirational and Love Learning events.

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: **£41, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use and implementation of ELS phonics scheme, virtual platform and CPD programme. In-house training.</p>	<p><i>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)</i></p> <p>Weak Language and Communication skills. Most children are working below age related expectations and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Most PPG children are working below age-related bands on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's.</p> <p><i>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</i></p>	1,2
<p>Additional adult within EYFS and Bespoke Provision to enable smaller phonics groups</p>	<p>This slows progress in subsequent years. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p>Dedicated SENDCo time in EYFS</p> <p>Oracy based intervention to improve high quality linguistic interactions in Reception.</p>	<p>Higher than average numbers of children access SALT in Reception and our disadvantaged children will either require small group support or 1:1 support from additional adults.</p> <p><i>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. (EEF 2019)</i></p> <p>EEF Guidance Report, Preparing for Literacy: EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p>	1,2,4

<p>Embedding a whole school Walkthru curriculum Teaching and Learning Champions to drive the project</p> <p>Purchasing resources and funding of ongoing teacher training and release time.</p>	<p>Embedding dialogic activities across the curriculum. There is a strong evidence base that suggests oral language interventions including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Phase Group HLTA's for core intervention support</p> <p>Pastoral and Inclusion Leads non-class-based time</p>	<p>Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' non-disadvantaged peers have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p><i>Speech, language and communication underpin cognitive, emotional and social development and are crucial skills for learning and life. It is generally assumed that most development of speech and language happens in the early years. However, development continues for all children and young people throughout school and into adulthood. Certain aspects of language develop during the older years: complex verbal reasoning, understanding and using figurative language, telling more involved stories and using increasingly sophisticated social communication skills. Socially, interactions become more complex and sophisticated as pupils mature and opportunities to practise speaking skills are paramount (ICAN 2011)</i></p> <p>37% of pupil premium children have SEND/ learning difficulties with some requiring high levels of care through EHCPs or My Support Plans. 22% of pupil premium children have English as and Additional Language (EAL).</p> <p>Confidence and resilience are also lacking for our disadvantaged learners, which can lead to poor self-regulation and adverse learning behaviours. Thus, impacting on teaching and learning outcomes. The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children's results outperform 'Others.'</p> <p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p>	<p>1,2 and 4.</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance:</p> <p>Maths Mastery & Maths Hub</p> <p>Third Space Maths Tuition</p>	<p>Before the onset of Covid-19, pupils were making good progress in Maths. However, continued efforts were being made to close the gap between PP children and non-PP children further. <i>Evidence from EEF-Teaching and Learning Toolkit: Teaching Mastery = + 5 Months</i></p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance introduction (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: <i>Improving Mathematics in Key Stages 2 and 3.</i></p>	2,3
<p>Improve the quality of social and emotional (SEL) learning by CPD and staff training</p> <p>Whole Education CPD for Leaders</p>	<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>SENCO using the EEF Behaviours for Learning Programme to upskill staff</p> <p>SEMHL support for the most challenging</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4,5
<p>Staff CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p><i>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011)</i></p> <p>Internal CPD – Walthrus and Coaching Model. External CPD offered by Jo Upton, the Maths Hub and (1/2 Term per year group) form part of our staff development and Quality First Teaching plan.</p> <p>Internal Teaching and Learning Champions: peer teaching and bespoke classroom support also feed into this along with Inclusion CPD for support staff.</p> <p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p> <p>Additional Leadership training by Whole Education; 1-1 coaching sessions for leaders and a whole school coaching model through phase leaders - The Hollyfast CPD Programme to upskill and develop staff. Teachers with leadership responsibilities are released at least once a term and covered internally. All TLR holders are released x1 weekly to lead effectively. Additional CPD includes: Subject leader training with Paul Longden. English Curriculum CPD – Jo Upton.</p>	1,2,3,4,5

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Interventions in EYFS and KS1 (groups and 1-1)</p> <p>SLT Catch Up Interventions in Years 3,5 and 6.</p> <p>Phonics Intervention Programme</p> <p>EAL Lead</p> <p>Individual Reading time – 1-1 Readers</p> <p>SLT Aspirational Writing Sessions termly</p> <p>Pastoral Team Interventions</p>	<p><i>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)</i></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Engaging with an in-house and national Tutoring Programme to provide a blend of Tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p><i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Small group tuition = +4 Months</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Following the impact of Covid and the changes to the needs of the school - writing is a school priority. *** Small group interventions will close gaps and ensure that pupils achieve the combined standard at the end of Key Stage 2.</p> <p><i>Evidence from EEF – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months / Self-regulation = +7 Months/ Behaviour interventions = + 4 Months /Social & emotional learning = +4 Months</i></p> <p>**** The impact of Covid on pupil stamina and learning power needs addressing and it is essential that we know our children and can spot triggers which will affect learning.</p>	<p>1,2,3, 4, 5</p>

<p>Times Table Rockstars</p> <p>Spelling Shed</p> <p>Seesaw</p>	<p>During Lockdown and on return to school, internal data and pupil/teacher voice has indicated these programmes are an essential part of learning and engagement. Parent voice also revealed an increased confidence in supporting learning at home using these apps.</p> <p><i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</i></p> <p>Competitions with incentives and rewards proved successful and our reading for pleasure promotions saw improved data and reading ages increase as a result.</p>	<p>1,2,5</p>
<p>Development of whole school vocabulary (Walkthrus- e.g. cold calling) to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills.</p> <p>Child Leadership Development</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>A significant barrier for PP students is their lack of vocabulary knowledge, a predictor of achievement which is often linked to socio-economic status. A study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment. (1992)</i></p>	<p>1,2</p>

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

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school staff training on behaviours for learning with the aim of developing our school ethos and improving learner expectations</p> <p>Pastoral Team to work with vulnerable pupils to ensure they can access</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>EEF report (2015) states pupils need to be in school to learn and achieve. There is a direct link between achievement at KS2. Pupils with no absence are 1.6 x more likely to achieve level 4 or above, and 4.7 x more likely to achieve level 5 or above, than pupils that missed 15-20 % of all sessions.</i></p> <p>More frequent low level behaviour incidents can have a detrimental effect in the classroom, effecting Quality First Teach for all. By taking the time to discuss each individual pupil, a wider joined up approach will build connections and lead to improved outcomes.</p>	<p>2, 3,4,5</p>

<p><i>Learning and conduct</i></p> <p>Data Analysis (incl. Attendance & Behaviour)</p> <p>Pastoral Behaviour Meetings and Phase Leader meetings - Internal Cover to conduct meetings for all linked staff.</p> <p>School based councillor</p> <p>Lunchtime Playleaders/Nurture Clubs to provide high quality games and activities to engage pupils and support needs.</p>	<p>Attendance and Punctuality remain a challenge in school, with figures variable for Pupil Premium pupils. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>PP pupils are also more likely to miss lesson time, or be sent to Reflection Time at lunch, which impacts on their academic progress. This approach aims to support more vulnerable pupils to ensure they can access learning.</p> <p><i>Evidence from EEF: Teaching and Learning Toolkit: Behaviour interventions = + 4 Months /Social & emotional learning = +4 Months</i></p> <p>The above is supported by additional and targeted interventions to support more vulnerable learners with proven, effective approaches: Lego Therapy; Emotional Literacy and Sensory Circuits.</p> <p><i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</i></p> <ul style="list-style-type: none"> - Social and emotional learning = +4 Months - Individualised instruction = + 4 Months - Metacognition & self-regulation = +7 Months <p><i>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. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. (EEF)</i></p>	
<p>Funded Breakfast club placements</p> <p><i>to support families and ensure children have to start their day</i></p>	<p>The Pastoral Team work hard to support families alongside Food Bank and local charities.</p> <p>Research shows hungry children do not perform as well.</p> <p><i>Breakfast club schools saw an improvement in pupil behaviour and attendance. (Magic breakfast)</i></p> <p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p>	<p>3,4,5</p>

<p>Enrichment Costs</p> <p>Rock Band Taster sessions</p> <p>Music – Keyboard and Guitars</p>	<p>A large part of our curriculum offer at Hollyfast is to provide children with the opportunities and life experiences that they might not get the chance to at home.</p> <p>A significant amount of our enrichment programme is funded through the pupil premium grant because not only is it essential for pupil wellbeing, but it is also essential that they experience different settings before writing about it. All experiences, whether trips; visits or immersive encounters are linked to Topics that they are studying. For example:</p> <p>Hollyfast also provides music, sports, and cross curricular experiences such as virtual authors and aspirational careers events. A Santa with reindeer experience is provided annually with each child receiving a gift. Our forest school enrichment is offered to all children along with aspirations and community events for the whole school.</p> <p><i>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.</i></p> <p>Every child has the right to learn to play an instrument.</p> <p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p>	<p>1,2,3,4,5</p>
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Total budgeted cost: £96 162

Total budgeted cost: £96 162. As a school, we are committed to ensuring the best possible outcomes for all pupils. We are allocating an additional £3838 to ensure that we can provide the support that we feel is necessary to achieve this.

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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those disadvantaged and non-disadvantaged pupils at a national and regional level.

End of Key Stage 2 data for 2022/23 shows that Pupil Premium children attained less than their non-PP peers across all subjects. In line with the national picture, our internal assessments suggests that, despite some strong individual performances, the progress and attainment of the schools disadvantaged pupils in 2022/23 was below that typically expected. Our analysis suggests that the reason for this is primarily the ongoing impact of Covid -19, although we also identified that some approaches, that we used to boost outcomes for disadvantaged pupils had less impact that anticipated. These have been reviewed and the strategy outlines an investment in proven strategies.

Absence among disadvantaged pupils was also higher compared to their non-disadvantaged peers. We recognise this is insufficient, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Data analysis meetings and Leadership 'Surgery' sessions whole school provided a constructive platform to monitor, and target set for PPP. However, we would like to continue to develop this professional dialogue and feedback from a range of monitoring, to ensure that next steps for PP children are clearly identified.

The continuation of a Catch-Up Curriculum will continue to be developed and writing and maths will be a key focus in the next academic year. Additional intervention support will continue to provide small group work for targeted groups of children. The introduction of the school's 'Reach for the Stars' programme will support the curriculum and equip staff with strategies to close the gap. **Ensuring good outcomes for **all** will remain a whole school priority in the new academic year.*

Reading data was a strength across the school last year, with successful strategies ensuring positive outcomes for PPP to narrow the gap. Reading was heavily championed by the English Lead who also undertook an NPQ Leadership Programme to ensure effective implementation across school. Staff embedded reading within the wider curriculum and shared successes. Next steps for school will be to continue to drive the English curriculum forward, investing heavily in staff development in writing.

A strong pastoral approach, community outreach programmes and varied enrichment opportunities will continue to be implemented.

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
English Curriculum Development	Jo Upton
WE SEND School Improvement Project	Whole Education
X Tables Rockstars	TT Rockstars
Online Learning Platform: Seesaw	Seesaw
Data analysis / demographic analysis / Assessment / Behaviour / Attendance	Insights
Coaching and school improvement	Marula Consultancy DELIOS Training and Consultancy Ltd
Phonics Coach: Teaching and Learning Development	ELS
Data analysis / provision mapping/ Assessment	iASEND
Walkthrus CPD	Walkthrus

Further information

