



Hollyfast Primary School

Pupil premium strategy statement – 2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	602
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Governors and SLT
Pupil premium lead	Gary Watson
Governor / Trustee lead	Elaine Shirley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,445
Recovery premium funding allocation this academic year	£9,425
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£103,870

Part A: Pupil premium strategy plan

Statement of intent

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 gaps in attainment between these pupils and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our children to improve. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

This links to our vision, mission, pupil motto and school values. Our school values

VISION

Our vision is to be an excellent school that empowers children to ***dream big, aim high*** and ***push limits***, in order to achieve and attain their very best, all of the time. Every child at Hollyfast will be ***valued and nurtured***, feeling a strong sense of ***belonging***- within their class, year group, school and wider community. Rooted in ***kindness*** and ***respect***, this sense of belonging will nurture the children into confident, outward-facing citizens, who ***value personal growth as much as academic achievement***, enabling them to ***flourish***, both today and in the future.

OUR MISSION

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. ***Excellent teaching and leadership*** will be a part of ***every day 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.

PUPIL MOTTO

'Aim high, grow within and reach beyond the stars'

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto intertwined with our school values of:

- Excellence
- Kindness
- Courage
- Respect
- Collaboration
- Perseverance

Our Pupil Premium Strategy has a number of wider aims:

- Reduce the attainment gap between the highest and lowest achieving pupils nationally.
- Increase social mobility.
- Enable more pupils from disadvantaged backgrounds to excel in further education. • Broaden our children's aspirations.
- Enrich our children's life experiences - provide additional experiences and opportunities that may otherwise be unavailable to our children.

Individual schools decide how the Pupil Premium (allocated per FSM pupil and LAC / PLAC pupil and includes Catch-up funding from 2020) is spent since we are best placed to assess what additional provision should be made for the individual pupils within our responsibility. Schools are accountable for how we use the additional funding to support these pupils. Performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Accountability will ensure that parents and stakeholders are made fully aware of the attainment of these pupils.

Simply spending more on children from less affluent backgrounds, however, will not necessarily improve their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area (Sutton Trust and Education Endowment Foundation) shows that it is a complex issue, indicating that the way the money is spent is crucial. So if the Pupil Premium is to succeed in achieving its ambitious goals, the choices that our schools make in allocating the money is vital so that the funding can help raise pupils' attainment and aspirations. Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities. From 2020, we also received funding for specific activities to support pupils to catch up for lost teaching due to the COVID pandemic, in line with the curriculum expectations for the next academic year.

Challenges

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

Challenge number	Detail of challenge
1	Academic Progress & 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

	<p>new scheme is being implemented to ensure rapid progress and an impact on writing outcomes.</p>
2	<p>Oral Language & Vocabulary</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Teachers will require further training on oracy, dialogic teaching and creating opportunities for talk in the classroom to raise standards of written outcomes.</p>
3	<p>Phonics & Early Reading</p> <p>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.</p> <p>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.</p> <p>2021-2022</p> <p>By the end of KS1 all PP children passed Phonics screen.</p> <p>2021-2022</p> <p>By the end of KS1 all pupil premium children passed their phonics screen apart from one child that was on the SEND register.</p>
4	<p>Wellbeing & Mental Health</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by multiple factors these include: COVID 19 school closures, increase levels of deprivation within the locality and the cost of living crisis to a greater extent than for other children. The number of children being referred for safeguarding or mental health investigations & interventions has increased significantly</p>
5	<p>Experiences & Enrichment</p> <p>Our surveys, observations and discussions with children and families have identified lack of enrichment opportunities before, during and after the school closure period. These challenges particularly affect disadvantaged children, including their attainment and confidence.</p>
6	<p>Attendance</p> <p>Autumn 2022</p> <p>10% of disadvantaged pupils have been 'persistently absent' compared to 5% of their peers during that period. Showing a closing of attendance gap although the data source is of a shorter period of time.</p> <p>In the Autumn term so far, disadvantaged attendance is slightly lower than non-disadvantaged with a 5% difference.</p> <p>2021 – 22</p>

15% of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during that periods. Our attendance data indicates that attendance amongst disadvantaged pupils has been between 95-97% which is slightly lower than our non-disadvantaged children.

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.

Challenge Number	Intended outcome	Success criteria
1	Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Daily Supported Reader targets pupils at risk of falling behind and provides appropriate support to ensure at least expected progress. • Children are supported in reading through high quality Daily Supported Reader sessions which will, in turn, ensure pupils make at least expected national and local authority attainment in KS1 reading. • Continuation of Gaps Analysis and discussions in pupil progress meetings so that next steps can be carefully planned for.
1	Improved writing attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • Writing shows significant increase to meet or exceed national and local authority outcomes for GLD, end of KS1 and KS2. • Writing standardisation and moderation demonstrates the impact of high quality CPD for teachers. Increased pedagogy results in accelerated progress for the most disadvantaged and those working significantly below. • Children make at least expected progress or better in writing. • Writing in Early Years meets at least national GLD expectations. • Disadvantaged pupils receive priority feedback and marking and gaps between them and their peers close as a result of quality first teaching. • Spelling programme implemented in autumn 2022 demonstrates a significant impact on GaPS outcomes and impacts on writing outcomes across KS1.

		<ul style="list-style-type: none"> • Pupil voice identifies the children feel well supported in their learning and can identify their strengths and development points in writing. • Gaps between disadvantaged and peers is diminished in line with local and national standards. • Continuation of Gaps Analysis and discussions in pupil progress meetings so that next steps can be carefully planned for.
1	Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • KS2 maths outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth. • Targeted in class teaching at all levels • Pre-teaching to be used where and when needed to support pupils • Continuation of Gaps Analysis and discussions in pupil progress meetings so that next steps can be carefully planned for.
2	Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • 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 assessments. • Increased focus on oracy across the school demonstrates an impact on reading and writing attainment through breadth and depth of age and stage appropriate vocabulary. • Training for all staff to upskill their knowledge of oracy in the classroom.
3	Sustained improvement in phonics and early reading scores so that pupils are in line or better than the national Phonic Screening Check data. High quality phonics teaching impacts on reading outcomes in	<ul style="list-style-type: none"> • Pupil Premium children continue to match non-pupil premium children in phonic attainment. This progress and reading confidence is maintained as children move through Year 3 / KS2. • Consistent high-quality phonics teaching ensures pupils make at least expected progress in RWInc and, for those at risk of falling behind, accelerated progress.

	Year 1 and end of KS1 (Y2)	<ul style="list-style-type: none"> • Phonics Screening Check results are at least in line/better than national and local authority expectations. End of autumn phonics screening data shows: By 24/25 there will be no gap between disadvantaged pupils and their peers in the phonics screening check results (excluding SEND pupils). • Children are supported in reading through high quality Daily Supported Reader sessions which will, in turn, ensure pupils make at least expected national and local authority attainment in KS1 reading. • All pupils across KS2 who did not pass the phonics screening check have daily phonics sessions to support rapid reading development and accelerated progress in reading to meet or exceed national and local authority data for KS2 reading.
4 and 5	To embed and sustain a wide range of enrichment activities to improve wellbeing particularly our disadvantaged pupils.	<p>Sustained high levels of enrichment engagement & wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Our use of the Thrive profiling has enabled our Pastoral Lead to work with Class Teachers further to provide additional support to these children. Alongside this, our staff adopt a Thrive approach in all interactions with children.
6	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrated by: <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</p>

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: £39,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Training for all staff to ensure priority additional feedback, both written and oral, to identify children.</p>	<p>Feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other 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, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Pre teaching of skills and knowledge will support children in embedding understanding and becoming confident with what they know and can do.</p> <p>EEF Feedback Weblink EEF Feedback Overall +6 months Written Feedback +5 months Oral Feedback +7 months</p>	<p>1, 2 £6,500</p>
<p>2. Continual programme of training aligned to ELS programme to secure stronger teaching for all pupils.</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>Our School Led Tutoring programme has also had a focus on Reading.</p> <p>EEF Phonics Weblink EEF Phonics Overall +6 months</p>	<p>1, 3 £6,000</p>
<p>3. Further develop teacher's Maths pedagogy by complimenting the</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>1 £8,000</p>

White Rose scheme with Maths Hub resources to appropriately pitch, stretch and challenge Maths work for all.	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) EEF Maths Weblink	
4. Routinely embed assessment gap analysis techniques to know all children's next steps in learning, particularly in writing.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. EEF Diagnostic Assessment Link	1 £4,500
5. Improve the quality of social and emotional learning through use the pastoral team.	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, behavior and relationships with peers). EEF Social Emotion Learning Link	4 £7,000
6. Develop, through training, the skills of Teaching Assistants so that they more responsively meet the needs of all children.	Whilst there has been a huge increase in the number of teaching assistants available in schools over the last 20 years, high quality training and deployment has been patchy. Linked to the below EEF research and the current needs of our pupil premium children, more honed deployment and knowledgebase of these staff will rapidly improve children academic performance, attitudes to learning and relationship with peers. EEF Teaching Assistant Link	1, 2, 3, 5 £7,760

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

Budgeted cost: £21,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support.	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. EEF Phonics Link	1, 3 £6,000

2. To provide school-led tutoring for pupils whose education has been most impacted by the pandemic, including those who are Pupil Premium and high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. EEF Small Group Tuition Link EEF Small Group Tuition +4 months	1 £12,250
3. Use of Take 2 time so children 'keep up' to minimise the need for 'catch up' programmes.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. EEF Small Group Tuition Link EEF Small Group Tuition +4 months	1, 2 £3,400

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

Budgeted cost: £48,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Enhanced parent engagement through longer parent evening or additional communication to support home-school links.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF Parent Engagement Link EEF Parental Engagement +3 months	1, 4, 5 £1,200
2. Dedicated school based Family support worker to include 1:1 meetings, family link work and support from external attendance officer	Many families do not understand the impact that time away from school has on their child's learning. Persistent absenteeism and lateness for PP is below school target (95%) Attendance figures from last academic year show that attendance for PP was 94.1%. Although this figure is similar to non-PP attendance, this is still below the school based target. This has been impacted by Covid	1, 4, 5, 6 £25,158
3. Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All £5,500
Lunchtime and after school activity clubs. Additional sports	An increasing number of children and families are reporting low level issues around friendships. Activity clubs provide a	5 £9,500

interventions throughout the school day (LSA/sports coaches)	safe space to talk and also the structure that children need in order to support them in having a successful lunchtime. EEF Sports Link	
School Counsellor	A growing number of families are reporting issues with mental health. This has been shared via parental referrals and also through the work children do with our learning mentor support team. School counsellor provides weekly opportunities for children to talk through worries and concerns based on a 6 week block of support following on from in school pastoral support. EEF Social and Emotional Link	4, 5 £6,740

Total budgeted cost: £105,508

Total budgeted cost: £109,508. As a school, we are committed to ensuring the best possible outcomes for all pupils. We are allocating an additional £4638 to ensure that we can provide the support that we feel is necessary to achieve this.

