

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Hollymount Primary				
Academic Year	2017-18	Total PP budget	£62098	Date of most recent PP Review	Sept 17
Total number of pupils	450	Number of pupils eligible for PP	42	Date for next internal review of this strategy	July 18

2. Current attainment		
KS2 Results 2016-17	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EXS+ in reading, writing & maths	67%	tbc
average progress score in reading	6.3	tbc
average progress score in writing	-1.9	tbc
average progress score in maths	1.8	tbc

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Emotional barriers to learning due to problematic family circumstances. Difficult for pupils to access learning in class and affects ability to concentrate.	
B.	SEN issues such as ADHD, dyslexia and speech and language difficulties could impact on progress for certain individuals	
C.	Support for families who are struggling to support their children either financially or emotionally	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some pupils experience a difficult home situation that affects their emotional well-being, leading to difficulties both socially and academically	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Emotional well-being for pupils will improve with the result that they become more engaged in their learning and more focussed	Pupils with known problematic home situations will be more engaged and as a result make good progress

B.	Children with these SEN issues will be effectively supported both in class and through targeted intervention and as a result will make good progress	Pupils develop positive self- esteem and are confident learners, resulting in good progress from their starting points.
C.	Financial support will be provided for children whose families are struggling to cope. The children will have opportunities to attend extra- curricular activities and planned residential trips. Their families will be supported to complete paperwork where necessary, particularly for transition. Emotional and nurture support will be provided.	Pupils will have positive experiences and have opportunities to develop wider interests. Their emotional wellbeing will be improved and they will learn strategies to help them manage challenging situations.
D.	Families will be effectively supported by school and other agencies to improve the situation for the whole family	Pupils concerned lead a less chaotic and unpredictable life and are able to develop confidence in themselves as learners.

5. Planned expenditure

Academic year	2017-18
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils are aware of a range of techniques to support their emotional wellbeing and reduce anxiety	Wellbeing Week w/b 5 th March 2018 Yoga - £350 Relax Kids - £375 Mindfulness - £1200 Mindfulness - £159.92 resources	We have been using Mindfulness techniques in school since our training last year. Teachers have reported that pupils enjoy these activities and actively seek them, particularly after busy parts of the day such as lunchtime play. We want to build on and develop this experience and introduce the children to other relaxation and meditative practices that they might wish to use, such as relaxation exercises and yoga. We also want to expand our knowledge of Mindfulness activities through providing more resources and training to build on the good practice already taking place.	The activities will be delivered by skilled practitioners who will work with all classes across the school. Teachers will have the opportunity to observe their techniques and then use them themselves. There will also be staff INSET on Mindfulness led by the trainer. In the summer term regular feedback will be sought from teachers to determine how they are using these techniques with their class and their effectiveness.	Ann Pope	July 2018
Total budgeted cost					£2,084.92

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the outcomes for targeted pupils through 1:1 support	1:1 support from specialist teacher £25,534	The aim of this work is to provide 1:1 support for those pupils with dyslexic type difficulties from a specialist dyslexia teacher. The sessions aim to provide not only support with literacy skills but also raise confidence and self-esteem amongst these learners as it is well known that they can be at risk of becoming disengaged with their learning due to their difficulties.	Pupil performance in class – engagement in lessons and increased understanding. Tracking progress through assessment data.	Ann Pope	Termly
For emotionally vulnerable pupils to develop confidence and resilience to be able to overcome emotional barriers to their learning	1:1 social and emotional support from ELSA (x2) £18,690	We have been providing support for our pupils through the ELSA programme for several years and have witnessed the huge impact the development of positive emotional well-being can have on pupils. It leads to better concentration and a more positive engagement in class which in turn leads to better academic progress.	Discussion with ELSA and class teachers about the impact that her work is having as evidenced by the pupil's engagement in class. Assessment data. Discussion with pupil.	Ann Pope Sharon Boughedda (ELSA) Anne Wilkinson (ELSA)	Termly
To support the high level emotional difficulties of a targeted pupil	Weekly Play Therapy sessions delivered by a specialist therapist £2,450	We have used this therapist to work with a pupil with high level emotional needs before and it was highly effective. A particular pupil has been targeted for this support as he has a high level of emotional need due to circumstances within his family. This provision will provide a much needed opportunity for him to explore and begin to understand some of the complex emotions he is experiencing and support him to manage his emotions.	Regular updates from the therapist. Reports from staff of better engagement with learning and more positive social interaction with peers. Feedback from other meetings with parents and carers.	Ann Pope Sarah Hickson (Therapist)	Half Termly
Total budgeted cost					£46,674

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all pupils to have equal access to a range of opportunities to develop their talents and opportunities to work with other pupils.	Financial support for after-school clubs, school trips etc Residential visits £1,362 Clubs £ 110 Total: £1,472	Some of our PP pupils experience difficulties with social relationships and they are able to widen their friendship groups through attendance at clubs where they can share activities with like-minded individuals. It also gives them the opportunity to develop skills and talents that they have. We are also committed to providing equal access to all opportunities on offer for all pupils.	The after-school clubs provided at Hollymount are assessed for their quality and the delivery of the club is monitored to ensure that the standard required is maintained and the pupils are getting value for money.	Ann Pope	Termly
For targeted pupils to develop touch typing skills to support their work in class	Touch Typing training £99	Some of our PP pupils have additional SEN needs and touch typing has been identified in assessments by outside agencies as being a support strategy which could be effective for them. We are trialling it with a group and will assess the impact of this intervention at the end of the programme. We ran this course last year and it was effective but we need to adjust some of the timings to make it more accessible for some of our pupils.	The pupils follow an online training programme which will be overseen by our IT Manager Maria Halpin. The children have been carefully selected based on need and attendance at the Touch typing Club is by invitation only.	Maria Halpin	July 2018
To support the emotional well-being of pupils	ELSA Resources including training Resources: £311.11 Training: £390 Termly ELSA Supervision: £195 Friendship Club: £200 Total: £1,096.11	These additional resources are essential for the ELSAs to be able to carry out their work effectively.	These resources and the ongoing training are essential for our ELSAs to deliver their support effectively. The impact can be seen in increased engagement, improved social communication and decreased challenging behaviour for pupils that are supported by them.	Ann Pope Sharon Boughedda (ELSA) Anne Wilkinson (ELSA)	As needed
Total budgeted cost					£2,667.11

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils are able to use mindfulness techniques to develop a calm and resilient approach to life and work	Mindfulness Training	Medium: Teachers were keen to engage with this but only had limited ideas to use with their classes from the training. Where teachers focussed on this the children became motivated by the activities and actively sought them out. Some other lacked confidence and so it was implemented as effectively in these classes.	We are providing further training and also direct work with classes delivered by a trained Mindfulness Practitioner as part of our Wellbeing Week. We are also purchasing some resources to support teachers to plan activities. We are hoping this will give teachers more confidence to use the mindfulness practice with their classes more regularly	£1000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To close gaps in the maths understanding of targeted pupils	3rd Space Maths £3580 (2 terms)	Medium: This had limited effect. Some of the children really engaged with it well and it did make a difference to their progress in maths. Others did not like learning this way, talking to a virtual teacher through a headset. It was also only completed for 2 terms (we had planned to extend to 3 if successful) as the company providing the service unexpectedly increased the cost to an unsustainable level and could only offer timeslots	We would have to think carefully before embarking on a programme such as this again. It was quite a substantial financial outlay for limited results.	£3580
To improve the outcomes for targeted pupils through 1:1 and small group support	Additional Teacher led intervention - 1:1 and group support £8802	High: This was very effective in re-engaging certain targeted pupils with writing. They had lost confidence and motivation and the opportunity to work in a small group with an experienced teacher helped to raise their confidence. They began to see themselves as good writers and this translated into good progress and greater engagement in the classroom.	This worked well and both teachers and pupils felt well-supported by this strategy. We would like to continue with this approach but the cost is prohibitive at the moment.	£8802

To improve the outcomes for targeted pupils through 1:1 support	1:1 support from specialist teacher	High: Support was given to pupils in Y6, with additional diagnostic testing carried out to support their transition to secondary school. This additional support boosted confidence and the children showed increased engagement in writing. All pupils had made good progress across the year and although all did not achieve the expected standard they made gains of between 4 and 6 jumps. The work of the specialist teacher also involved carrying out diagnostic assessments across the school and working with pupils either 1:1 or in small groups.	This support seems to work particularly well in years 1, 2 and 6. It helps to increase confidence and engagement in class. It is sometimes difficult to maintain the regular intervention due to other pressures on the specialist teacher but this approach has been used over several years particularly with Y6 and has been shown to have impact on the targeted pupils.	£22656
For emotionally vulnerable pupils to develop confidence and resilience to be able to overcome emotional barriers to their learning	1:1 social and emotional support from ELSA (x2)	High: The work of our ELSA yet again provided pupils with opportunities to develop their self-esteem and their emotional well-being which has had a positive impact on their ability to engage in class and manage the school day. Evidence from pupils, parents and class teachers all point to the effectiveness of this approach at enabling these pupils to access their learning.	This is an approach that we have been using for several years and have seen the positive effect it has on pupils since the beginning of the programme. The demand is so great that we now have an additional ELSA working across the school. It has become an essential part of our work in school and has benefitted many pupils, allowing them to re-engage both socially and academically.	£17687

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For all pupils to have equal access to a range of opportunities to develop their talents and opportunities to work with other pupils.	Financial support for after-school clubs, school trips etc	High: This funding supported several of our PP children to develop their interests, skills and talents through after-school activities. This is turn helped with developing new friendships and building self-esteem, It gave them access to additional opportunities which would otherwise have been out of reach. The residential visits play a significant role in the pupil's personal development as well as affording opportunities to explore part of their curriculum in a new and unique way.	We are planning to continue this valuable support for our PP pupils. It is not a large amount of money compared to the total budget but it has a significant impact on the pupil's self-esteem and emotional well-being. In addition the residential trips cover some key areas of the curriculum and provide unique opportunities which we would not want any of our pupils to miss out on.	£2164
For targeted pupils to develop touch typing skills to support their work in class	Touch Typing training	Medium: Whilst most pupils enjoyed taking part in this the timing of it made it problematic to ensure all pupils were in attendance. It was held across lunchtime play and some pupils were reluctant to miss out on this to complete the training.	Our IT manager is still keen to run this but we will need to look more carefully at the scheduling of this so that the targeted children attend more regularly and make the most of the opportunity.	£99