



Hollymount Pupil Premium Strategy Statement 2021-22

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 |
|---|-----------------|
| Hollymount School | |
| Number of pupils in school | 425 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Mr Sam Birnage |
| Pupil premium lead | Mrs Faye Kimber |
| Governor / Trustee lead | Stephen Crowe |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £73,802 |
| Recovery premium funding allocation this academic year | £6,960 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £80,762 |



Part A: Pupil premium strategy plan

Statement of intent

When considering where to allocate the Pupil Premium and Pupil Premium Catch Up funding in Hollymount School, we spent time reflecting on the specific needs of our pupils, and the school community. The research which was conducted by the EEF was also used to support our decisions around the different interventions effectiveness and value for money.

There are many barriers to learning for those pupils who are eligible for Pupil Premium funding which include, but are not limited to:

- Less support at home
- Weaker language and communication skills
- More frequent behaviour problems
- Poor attendance and punctuality

Equally many of those who are on Pupil Premium may also be in other pupil groups which might need additional support such as SEN and EAL.

At Hollymount we aim to use our Pupil Premium funding to ensure that those pupils experience and engage in a school in a positive, purposeful and successful way. We will aim to:

- Close the attainment gap between PP and Non PP pupils
- For all PP students to make or exceed national progress rates
- To support children's social, emotional and mental wellbeing to enable them to be in the best position to access learning at an appropriate level
- Ensure that parents in PP families feel like they are welcome and equal members of the Hollymount Community

We aim to meet these targets by:

- Providing equity in PP pupils access to resources and cultural capital experiences
- Ensuring that their individual academic learning needs are met both in the class and through well structured and planned small group interventions
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Providing a safe and nurturing learning environment that caters to both the pupils academics and emotional needs



- Welcoming all families and encouraging them to engage in whole school community events

We will employ a range of strategies in order to achieve these objectives which will include, but would not be exclusive to:

- Ensuring that pupils receive teaching of a good or better quality to ensure that all children have access to good and enriching learning experiences.
- Increasing staffing ratios in order to enable children to work in smaller group sizes to aid more effective and personalised teaching and accelerate progress.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Additional and targeted reading interventions with a specialised literacy tutor.
- Employing and maintain supervisions for the ELSA support workers who work with our most vulnerable pupils. This work will create the emotional space for children to be able to engage fully in their learning.
- Continue to embed a catch up curriculum, including tutoring, to support PPG children make accelerated progress so that they are able to access all areas of the curriculum.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Narrowing the attainment gap across reading, writing and maths between PP and Non PP pupils. |
| 2 | Emotional Barriers to learning linked to problematic family circumstances. |
| 3 | The challenges faced by pupils who fit into multiple target groups alongside PP such as EAL, SEN and SG and the impact that this has globally at school and at home impacting SEMH, attainment and progress. |
| 4 | Accessing extra-curricular resources and clubs that will enrich and embed their learning experience. |



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 |
|--|--|
| Progress in reading | Achieve national average progress scores in KS2 Reading |
| Progress in writing | Achieve national average progress scores in KS2 Writing |
| Progress in mathematics | Achieve national average progress scores in KS2 Maths |
| Improved Social, Emotional and Mental Health | Robust and focussed SEMH provision provided by a teams of ELSA's in which targets are fed through to parents and teachers. |
| | |

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: £33,556

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To provide additional support in class for PP pupils a contribution from PP budget will ensure support across all classes. £26,977 | <p>The EEF state that:</p> <ul style="list-style-type: none"> • Collaborative approaches that enable children to learn in smaller groups to ensure participation and cater for different learning approaches has a good impact to cost ratio • Feedback to the learner to help them in aligning their effort and actions to help them reach their goal has a high evidence base for impact. <p>As a school our additional adults (TAs) have high levels of training and experience, for example they have training in interventions, ELKLAN, ELSA etc. As such we have seen over time the positive impact that this high skill set has had in teacher planned interventions. After the past two years of disrupted teaching these staff members will be key in providing support to small groups and teaching whole class groups to release teachers for intervention work in order to try to close any gaps that have widened in the pandemic.</p> | 1, 3 |
| For the Pupil Premium Leader in school to have time out of | The EEF state that: | 1, 2, 3 |



| | | |
|--|---|--|
| <p>class to provide support for pupils, families and teachers to ensure that PP children's outcomes (attainment and wellbeing) are as high as non-PPG children</p> <p>£6,579</p> | <ul style="list-style-type: none"> • There is strong evidence that engaging parents to support their children in their learning and emotional wellbeing can have a positive impact on pupil outcomes. • There is strong evidence that explicitly teaching phonics will have a high impact on pupil attainment. <p>This time is used to both work with individuals who need some additional 1:1 support, mentor teachers and create links with parents in order to aid their engagement. During the past two years the effects of this relationship development has enabled parents to develop trusting bonds with the school and engage more with the support on offer.</p> | |
|--|---|--|

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

Budgeted cost: £42,856

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>For emotionally vulnerable pupils to develop confidence and resilience to be able to overcome emotional barriers to their learning.</p> <p>1:1 social and emotional support from ELSA (x3)</p> <p>£25,501</p> | <p>The EEF state that:</p> <ul style="list-style-type: none"> • The impact of a pupil understanding their metacognition and emotional regulation needs has a high evidence of impact • There is a correlating cost to impact with regards to pupils learning more about their social and emotional skills. <p>The skills of the ELSA team have had a huge impact on pupil wellbeing. Teachers and parents are confident to refer and often children will approach members of the ELSA team in order to seek help and advice. When a block of therapy ends the ELSA staff communicate with both teacher and parents to ensure that the work that was completed can be supported. It has been evidenced that this has aided children emotional regulations and engagement with their learning.</p> | <p>2, 3</p> |
| <p>Literacy support for PP reluctant readers provided by school librarian Catherine Richards</p> <p>Catherine to work 1:1 and with small group of PP pupils to engage them with reading.</p> <p>£6,577</p> | <p>The EEF state that:</p> <ul style="list-style-type: none"> • The impact of Oral Language interventions has a high evidenced based impact on pupil outcomes. <p>The targeted literacy work completed with the pupils targets the skills of reading out loud, explicit learning of vocabulary, structured questioning to aid comprehension and purposeful curriculum-focussed dialogue and interaction. Historically the work that Catherine has undertaken has proved to engage reluctant readers in reading for pleasure and finding books that are suitable and engaging. This year the groupings have been drawn up to be more targeted and the texts more specific stand alone pieces. There will also be the opportunity for children to take home activities to support the work that they have completed.</p> | <p>1, 2</p> |
| <p>To better identify and support the specific needs of the PP</p> | <p>The EEF state that:</p> | <p>1</p> |



| | | |
|---|--|------|
| <p>students in order to tailor teaching to improve outcomes.</p> <p>Double LBL units purchased with half ringfenced for PP pupils</p> <p>Whole school training on Dyslexia.</p> <p>£3817.50</p> | <ul style="list-style-type: none"> Teachers should aim to support pupils to develop their own successful strategies and approaches. <p>We are continually training all members of staff to be more aware of emotional and academic needs. As such this year all staff will be trained on inclusive practice that can be applied both in class and in the playground. The high level of training that teachers and TA's have has a direct impact on the quality of both whole class and small group teaching.</p> <p>This funding is also being used to get learning and literacy assessments for PP children to ensure that we better understand their specific learning needs. It also ensures that we can empower them to understand themselves better as learners.</p> | |
| <p>For identified PPG children to receive high quality tutoring in order to make accelerated progress and access all areas of the curriculum</p> <p>£6,960</p> | <p>The EEF state:</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> | 1, 3 |

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

Budgeted cost: £4,350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To provide resources for the ELSAs to carry out their work with pupils.</p> <p>Budget for consumables and reference materials used by ELSAs</p> <p>£500</p> | <p>The EEF state that:</p> <ul style="list-style-type: none"> The impact of a pupil understanding their metacognition and emotional regulation needs has a high evidence of impact There is a correlating cost to impact with regards to pupils learning more about their social and emotional skills. | 2 |
| <p>For all pupils to have equal access to a range of opportunities to develop their talents and opportunities to work with other pupils.</p> <p>Financial support for after-school clubs, school trips etc</p> <ul style="list-style-type: none"> Residential visits £2,000 Clubs £ 200 Swimming £150 Cool Milk £1,000 Resources £500 | <p>The EEF say that:</p> <ul style="list-style-type: none"> There is a moderate impact for a low cost when arts participation has been funded. As a uniform policy is in place it is important to consider how to support families with this to aid social inclusion amongst peers. Studies have shown that there is a positive impact to outdoor adventure learning | 3, 4 |

Total budgeted cost: £80,762



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 |
|-----------------------|----------|
| LBL Dyslexia Training | LBL |
| | |

Service pupil premium funding (optional)

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

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Please see the reviewed PP report for 2020-2021 |
| What was the impact of that spending on service pupil premium eligible pupils? | Please see the reviewed PP report for 2020-2021 |



Further information (optional)

Staff upskilling: As a school we are undertaking training on dyspraxia, dyslexia and ADHD this academic year with an overall view of whole school inclusion strategies. This will be taken to a view need both within the classroom and the playground. We believe that this will improve both educational and emotional outcomes.

Emotional Wellbeing: Alongside the ELSA team we have a child therapist who comes into school to undertake therapeutic work with three children a week on a voluntary basis. She works with children for a minimum of 20 weeks each and enables children to explore their feelings in a safe therapeutic space.

Co-occurring pupil groups: We are taking a broader view of the needs affecting both individuals and families on the PP list. We are taking into account other factors such as SEN, EAL, Safeguarding and Asylum in order to ensure that we are taking a more holistic approach to helping them.