



## Hollymount Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
<b>Hollymount School</b>	
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	12% (52 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Joe Croft
Pupil premium lead	Mrs Faye Kimber and Mrs Kerrin Dooley
Governor / Trustee lead	Stephen Crowe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,670
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,920



## Part A: Pupil premium strategy plan

### Statement of intent

When considering where to allocate the Pupil Premium (PP) 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 has also used to support our decisions around the different interventions' effectiveness and value for money.

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

- Less support at home
- Weaker language and communication skills
- More frequent behaviour problems / Increased behavioural needs
- Poor attendance and punctuality
- Lack of culture capital experiences

Equally many of those who are on Pupil Premium may also be in other pupil groups which might need additional support, such as being on the Inclusion and Additional Support register or having English as an Additional Language.

At Hollymount we aim to use our Pupil Premium funding to enable those pupils who are eligible, to experience and engage with school life 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 PP funding. We reserve the right to allocate the PP 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.
- Enhancing staffing ratios in order to enable children to work in smaller group sizes to aid more effective and personalised teaching and accelerate progress.
- Our work through the PP 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 maintaining supervision for the ELSA's who work with our most vulnerable pupils. This work creates the emotional space for children to be able to engage fully in their learning.

## 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.
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: £43,159

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. £34,695	<p>The EEF state that:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p>As a school our additional adults (Support Staff) have high levels of training and experience, for example they have a range of training in areas such as ASD, AHD and SEMH. Some of our support staff as also trained ELKLAN and/or ELSA. As such we have seen over time the positive impact that this high skill set has had in teacher planned interventions. These staff members have proved themselves to be key in providing support to small groups and teaching whole class groups in order to release teachers for intervention work. .</p>	1, 3
For the Pupil Premium Leader in school to have time out of class to provide support for pupils, families and teachers to ensure that PP children's outcomes	<p>The EEF state that:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	1, 2, 3



<p>(attainment and wellbeing) are as high as non-PPG children £8,464</p>	<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. This work means that relationships have formed which have enabled parents to develop trusting bonds with the school and engage more with the support on offer. It also enables the PP Lead to spend time supporting PP pupils with emotional regulation and wellbeing.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,761

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. 1:1 social and emotional support from ELSA (x3)  £25,000</p>	<p>The EEF state that:</p> <ul style="list-style-type: none"> <li>The impact of a pupil understanding their metacognition and emotional regulation needs has a high evidence of impact</li> <li>There is a correlating cost to impact with regards to pupils learning more about their social and emotional skills.</li> </ul> <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>Little Wandle Letters and Sound programme  Support staff work 1:1 or in small groups to provide Rapid Catch Up, Keep Up and the SEND Programme  £5,761</p>	<p>The EEF state that:</p> <ul style="list-style-type: none"> <li>The impact of Oral Language interventions has a high evidenced based impact on pupil outcomes.</li> </ul> <p>This intervention programme is research based and tracks and monitors both the gaps in learning and progress made through regular assessments. This programme is overseen by the Heads of Reading and is proven to close gaps</p>	<p>1, 2</p>
<p>For identified PPG children to receive high quality tutoring in order to make accelerated progress and access all areas of the curriculum £3,000</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>	<p>1, 3</p>

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

Budgeted cost: £7,000



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"> <li>• The impact of a pupil understanding their metacognition and emotional regulation needs has a high evidence of impact</li> <li>• There is a correlating cost to impact with regards to pupils learning more about their social and emotional skills.</li> </ul>	<p>2</p>
<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"> <li>• Residential visits £3,000</li> <li>• Clubs £ 1,500</li> <li>• Swimming £150</li> <li>• Cool Milk £1,250</li> <li>• Resources £600</li> </ul>	<p>The EEF say that:</p> <ul style="list-style-type: none"> <li>• There is a moderate impact for a low cost when arts participation has been funded.</li> <li>• As a uniform policy is in place it is important to consider how to support families with this to aid social inclusion amongst peers.</li> <li>• Studies have shown that there is a positive impact to outdoor adventure learning</li> </ul>	<p>3, 4</p>

**Total budgeted cost: £83,920**



## 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 2021 to 2022 academic year.

#### Pupil Premium Evaluation:

**Additional Support In Class** – By enhancing ratio's in class we are able to ensure that those children with Pupil Premium funding were able to access smaller group work interventions, pre teaching and post teaching. The Support Staff employed work to a high teaching standard and are able to deliver teacher planned intervention well as well as cover whole class teaching for periods of time to enable the teachers to deliver some of these interventions also. This affords more opportunities to address misconceptions, adapt the teaching and learning to different learning styles and to develop their schemas.

**PP Lead time to support families, children and teachers** - This funding has enabled the Pupil Premium Lead the time to meet with families, form relationships and better understand their circumstances and pressures at home. This has meant that the school has been in a better place to meet the children's emotional and cognitive needs more effectively. Ensuring that there is time to develop and maintain these relationships and support pupils with emotional regulation has been essential to improving outcomes for pupils.

**ELSA Support and resources** – The ELSA and nurture support on offer in school is invaluable to both the children and their families. They are able to offer group and individual therapeutic support under EP supervision. They are members of staff that children and feel comfortable to approach for support. They will also work with families to strengthen and rebuild connections within the family when needed providing holistic support which ultimately enhances both the children's academic success and emotional wellbeing.

**Literacy Intervention** - The librarian works with targeted Pupil Premium children throughout Key Stage 1 and 2 to support them with their love of reading, reading comprehension and inferencing skills. The librarian will also help the children in these sessions to pick appropriately challenging texts for them to read for pleasure at home. We have seen the evidenced impact that Little Wandle keep ups, catch ups and SEND programmes have had for individuals and so next year will redirect this funding towards that.



**Additional LBL units** - This was used to fund learning and behaviour support assessments which deepened our understanding of individuals so that we can be more targeted to improve learning outcomes

**Catch up tutoring** - The catch up tutoring programme was very beneficial, particularly with regards to pre teaching math concepts and addressing numerical misconceptions.

**Providing Financial Support for trips, clubs, milk etc** – This makes Culture Capital experiences more readily available to some of our families and creates an equity between our Pupil Premium children and the rest of their peers.

## 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

## 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?	Funding was used to ensure that this child had access to pre teaching when needed and regular structured movement breaks
What was the impact of that spending on service pupil premium eligible pupils?	It made the learning environment more comfortable and enabled him to attend to learning better





## Further information (optional)

**Emotional Wellbeing:** Alongside the ELSA team we have a child therapist who comes into school to undertake therapeutic work with six children a week and mentors a therapist who can work with up to three more. They work with children for a minimum of 20 weeks each and enables children to explore their feelings in a safe therapeutic space.