

Pupil Premium Strategy Statement: Holland Moor Primary School 2020/21

Summary information					
School	Holland Moor Primary School				
Academic Year	2020/21	Total PP budget	£180020	Date of most recent PP Review	Sept 2020
Total number of pupils	501	Number of pupils eligible for PP	140	Date for next internal review of this strategy	Sept 2021

COVID 19

In March 2020 the school went into lockdown due to the COVID 19 pandemic. All assessments for the academic year 2019-2020 were suspended by national government. All the data in this document is from the previous academic year 2018-2019 and is left for illustrative purposes only. All targets are ambitious and may need to be adjusted depending on our assessments as children return to school and the ongoing effects of the pandemic.

Current attainment		
Year 6 Cohort - 63 children	<i>Pupils eligible for PP - 27</i>	<i>Pupils not eligible for PP - 36</i>
% achieving the expected standard or above in reading, writing and maths	20/27 = 74.07%	26/36 = 72.22%
% making at least expected progress in reading *	21/27 = 77.78%	28/36 = 77.78%
% making at least expected progress in writing *	23/27 = 85.19%	27/36 = 75.00%
% making at least expected progress in maths *	24/27 = 88.89%	30/36 = 83.33%

Current attainment		
Year 5 Cohort 69 children	<i>Pupils eligible for PP - 30</i>	<i>Pupils not eligible for PP - 39</i>
% achieving the expected standard or above in reading, writing and maths	18/30 = 60%	28/39 = 71.79%
% making at least expected progress in reading *	22/30 = 73.33%	28/39 = 71.79%

% making at least expected progress in writing *	18/30 = 60%	28/39 = 71.79%
% making at least expected progress in maths *	23/30 = 76.67%	31/39 = 79.49%

Current attainment		
Year 4 Cohort 56 children	<i>Pupils eligible for PP - 22</i>	<i>Pupils not eligible for PP - 34</i>
% achieving the expected standard or above in reading, writing and maths	8/22 = 36.36%	21/34 = 61.76%
% making at least expected progress in reading *	12/22 = 54.55%	26/34 = 76.47%
% making at least expected progress in writing *	8/22 = 36.36%	22/34 = 64.71%
% making at least expected progress in maths *	17/22 = 77.27%	22/34 = 61.76%

Current attainment		
Year 3 Cohort 61 Children	<i>Pupils eligible for PP - 15</i>	<i>Pupils not eligible for PP - 46</i>
% achieving the expected standard or above in reading, writing and maths	7/15 = 46.67%	32/46 = 69.57%
% making at least expected progress in reading *	12/15 = 80%	35/46 = 76.09%
% making at least expected progress in writing *	8/15 = 53.5%	32/46 = 69.57%
% making at least expected progress in maths *	11/15 = 73.33%	39/46 = 84.78%

Current attainment		
Year 2 Cohort 72 children	<i>Pupils eligible for PP - 11</i>	<i>Pupils not eligible for PP - 61</i>
% achieving the expected standard or above in reading, writing and maths	5/11 = 45.45%	38/61 = 62.30%
% making at least expected progress in reading *	8/11 = 72.73%	45/61 = 73.77%

% making at least expected progress in writing *	7/11 = 63.4%	41/61 = 67.21%
% making at least expected progress in maths *	7/11 = 63.4%	47/61 = 77.05%

Current attainment		
Year 1 Cohort 74 children (CURRENT YEAR 2)	<i>Pupils eligible for PP - 14</i>	<i>Pupils not eligible for PP - 60</i>
% achieving the expected standard or above in reading, writing and maths	6/14 = 42.86%	33/60 = 55%
% making at least expected progress in reading *	7/14 = 50%	41/60 = 68.33%
% making at least expected progress in writing *	6/14 = 42.86%	35/60 = 58.33%
% making at least expected progress in maths *	7/14 = 50%	40/60 = 66.67%

1. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

	Social and emotional difficulties that impact on relationships, learning and progress.
	Spelling skills for some children in KS2.
	Lower levels of initial mathematical skills and knowledge.
	Attendance and punctuality.
	Most begin the learning journey below national expectations.
	For some of our children their complex family circumstances.

	Lower ability boys eligible for PPG making less progress across KS2 – affecting aspirations.
	Lack of resilience, self-confidence and co-operation.
	A few pupils lack of developing phonic skills.
	Children new to the school - often below standard.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>).	
	The attendance rate for pupils eligible for PP (2018-2019)94.1% (below the target for all children of 96%). This reduces their school hours and leads to them being absent from quality first teaching. Many of these absences were authorised, usually for medical reasons. A significant number of pupils eligible for PP have profound and complex special needs including medical needs.

Attendance (Y1-6) Year 2018 - 2019	Autumn	Spring	Summer	Year
Pupil Premium	94.7%	94.8%	94.2%	94.6%
Non-Pupil Premium	96.1%	97%	94.8%	95.9%

2. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
	Improve the attainment of pupils eligible for PP at the end of KS2.
	All pupils eligible for PP who achieved year group expectation in Y2 to meet the expected

		standard at the end of Y6 in Reading, Writing and Maths.
	Improve the rate of progress of pupils eligible for PP.	Pupils eligible for PP make as much progress as non-PP pupils across EYFS/KS1/KS2 in maths, reading and writing.
	Strengthen the support for those pupils whose social and emotional needs are having an adverse impact on their attainment.	Children indentified as have S\E needs are in line with the national standards.
	Fewer pupil premium children have difficulties in social situations, develop self-control, and make the right choices.	PP children trained restorative approaches, buddying, calming down techniques, mental health sessions, including body image and self-confidence.
	To strengthen engagement of PP pupils with a focus on support for parents / carers and hard-to-reach families.	Parents eveing / mtgs / courses / mix&match / homework.
	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.1% to 96% in line with 'other' pupils.
	Reduced impact of social and emotional difficulties on the progress of certain PP Pupils.	Progress of these children is accelerated and monitored by TA and pupil surveys. PP children are targeted for additional input such STEM club.
	All children to approach and overcome challenges in a positive way.	PP children are involved in fewer serious (and less serious) incidents on the playground.

3. Planned expenditure

Academic year

2020/2021

The three headings below enable Holland Moor 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? Cost Details.
<p>Improved attainment and progress for PP pupils across school</p>	<p>Staff using quality marking, analysis diaries and constructive/ differentiated feedback.</p> <p>Staff training covering the most effective learning interventions Professional development opportunities will have a clearer impact on pedagogy with teachers and teaching assistants well informed of good practice. Pupils will understand the immediate next steps from their teacher or teaching assistant feedback.</p>	<p>Quality marking and feedback known as one of the most effective determiners of progress. CPD delivered in this area over the past 2 years.</p>	<p>Headteacher, AHT and Phase Leaders and Subject Leaders will undertake monitoring of lessons and work scrutiny to ensure consistency across school. Pupil premium pupils to have more book scrutinies Outstanding professional development for all staff. Whole School training.</p>	<p>Headteacher AHT Phase Leaders Maths and English Subject Leaders</p>	<p>June 2021</p> <p>£4500</p>

<p>Develop Team approach in classroom using all classroom adults</p>	<p>Produce Class Information File Each class to have allocated teaching assistants.</p>	<p>Much recent research on effective use of teaching assistants in the classroom</p>	<p>Teams given regular time to develop strategies, review progress of pupils. All class team members to have full knowledge of PP in their class and their individual targets and needs.</p>		<p>£49000</p>
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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?
<p>Improved attainment and progress for PP pupils across school</p>	<p>1:1 tutoring and small group interventions for targeted PP pupils led by teachers and teaching assistants (AHT/PP Co-ordinator and HT to maintain an overview of PP Intervention programmes through the individual PP Profiles) Teacher appointed with specific responsibility for coordinating and leading programmes and interventions. This to include counselling, time to talk and CBT.</p>	<p>Some pupils need targeted support to make accelerated progress. Intervention programmes will be in place.</p>	<p>Staff organise intervention timetables to ensure staff delivering provision have sufficient preparation, delivery and evaluation time.</p>	<p>Pupil Premium Coordinator</p>	<p>June 2021</p> <p>£9000</p>

			Home visits, use of support agencies and early intervention.		£7250
Behaviour and attitudes to learning of small group of pupils improved	Headteacher to monitor behaviour through report cards / observations.	Pupils need to focus on learning and make daily progress. Need high self-esteem.	Renewal of Behaviour for Learning Policy. Staff training. Clearer behaviour tracking procedures. New programmes in place – alternative play areas to support vulnerable pupils.	Headteacher Lead Behaviour Professional	June 2021 £1000
Children to develop empathy towards others and conflict resolution strategies	Restorative approaches Higher profile of PSHE (Heart Smart) in the school. Identify PP pupils that need deeper questioning. Social stories.	Many PP children need to develop their sense of awareness due to struggling to find a way to 'let go' of certain situations.	Less difficult incidents with key children.		June 2021 £2000
For children to feel more comfortable in social situations and have happier playtimes	Play therapy Counselling Social stories Buddies	Some children find building friendships for various personal reasons/issues.	PP pupils will be encouraged to participate in more extra-curricular activities. Club leaders to monitor the impact of pupil participation. Building friendships becomes easier for them.		June 2021 £9000
To reduce stress, anxiety amongst children	Garden therapy Counselling Massage	Some children need 'time out' and have a lack of self-control.	Less difficult incidents with key children.		June 2021 £1000

For targeted children to develop resilience, co-operation and self confidence	Draw and Talk Counselling	Many children have low self-esteem. Self-talk is often negative and struggle to get themselves out of 'negative' feelings.	Targeted children for set number of weeks for programmes in place.		£1000
Students with SEN issues including mental health receive appropriate support and advice	Recorded cases signposted correctly Speedy referrals Use of external expertise	Pupils with SEN including mental health difficulties need detailed and individual programmes.	Inclusion manager to monitor progress and provide regular reports to headteacher and governors Inclusion manager to support most vulnerable pupils with support of outside agencies such as CAMHS and private ED Psychologists.	Inclusion manager	June 2021 £1000
Reduced impact of social and emotional difficulties on the progress of certain PP Pupils.	Identify relevant PP pupils. Put in place targeted social and emotional behaviour interventions e.g. Nurture Groups/Circle of friends/ break out spaces etc. Use Inclusion Manager to support engagement with parents before interventions begin.	Pupils need to feel calm and supported in a nurtured environment in order for effective learning to take place. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor learning behaviour but also monitor whether improvements translate into improved attainment. Feedback from staff and pupils.	Class teachers + Inclusion Manager	June 2021 £5000
Establish programme of structured conversations with parents of disadvantaged pupils.	Home school diaries for some PP children. Use of texting system and emails to some of PP.	Involvement of parents and carers in their children's learning makes raising attainment more likely.	Initially work with small targeted group in specific year groups. Put meeting onto calendar. Use new online booking system.	Class teachers Head Champion	

	Increase number of consultation meetings and experiment with different times				£3000
Total budgeted cost					£98750

4. Review of expenditure					
Previous Academic Year		2018-19			
Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost	
Increase the attainment and progress of pupil premium children	<p>All KS1 classes had a full time +4 hours teaching assistant paid and working at L3 to allow for</p> <ul style="list-style-type: none"> • Individual and team planning by all adults. • Time for adults to plan and evaluate together. • Increased opportunities for meaningful feedback. • Improved tracking and ROAs/Learning Journeys. • Involvement of more adults in progress meetings. 	<ul style="list-style-type: none"> • Teachers and Teaching Assistants more aware of PP • Teaching and Teaching Assistants more aware of individual PP needs • More effective planning and delivery with targeted teaching for PP • More children reached expected standard in Y1 phonics. • More children reached the expected standard in Y2 reading and writing with significant improvement in maths. • Above national average for PP children in reading, writing and maths. 	<p>Greater monitoring of allocated time needed.</p> <p>Greater use of specific progress targets for TAs through appraisal system</p> <p>Make more use of more regular pupil progress meetings with whole team attending</p>	£96270	

<p>Increase the attainment and progress of pupil premium children</p>	<p>Both Reception Classes had a minimum 1:6 adult to pupil ratio at all times with at least 2 teaching assistants to be HLTA or Level 3 to allow for</p> <ul style="list-style-type: none"> • Individual and team planning by all adults. • Time for adults to plan and evaluate together. • Increased opportunities for meaningful feedback. • Improved tracking and ROAs/Learning Journeys. • Involvement of more adults in progress meetings. 	<ul style="list-style-type: none"> • Teachers and Teaching Assistants more aware of PP. • Teaching and Teaching Assistants more aware of individual PP needs. • More effective planning and delivery with targeted teaching for PP. • More PP children reached expected standard in C and L, Maths and Physical Development. 	<p>Greater monitoring of allocated time needed. Greater use of specific progress targets for TAs through appraisal system. Make more use of more regular pupil progress meetings with whole team attending.</p>	<p>£22000</p>
<p>Increase the attainment and progress of pupil premium children</p>	<p>All KS2 classes had additional and guaranteed teaching assistant time in addition to individual needs allocations to allow for</p> <ul style="list-style-type: none"> • Individual and team planning by all adults. • Time for adults to plan and evaluate together. • Increased opportunities for meaningful feedback. • Improved tracking and ROAs/Learning Journeys. • Involvement of more adults in progress meetings. • Joint marking. • Whole class teaching by all adults. • Paired teaching by all adults. • Individual teaching by all adults. • Group teaching by all adults. 	<ul style="list-style-type: none"> • Teachers and Teaching Assistants more aware of PP. • Teaching and Teaching Assistants more aware of individual PP needs. • More effective planning and delivery with targeted teaching for PP • More PP children reached expected standard in EGPS and Reading. Standards maintained in Writing but no significant progress in maths although still above national average for PP maths • PP above national average in reading and writing and expected standard in maths but slightly below average in 	<p>Greater monitoring of allocated time needed. Greater use of specific Progress targets for TAs through appraisal system. Make more use of more regular pupil progress meetings with whole team attending.</p>	<p>£58000</p>

		combined, overall progress in maths and AVSS in maths		
Targeted support				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost
Improved attainment and progress for PP pupils across school To strengthen key systems to ensure PP children have needs addressed to decrease gap between the group and others nationally	1:1 tutoring and small group interventions for targeted PP pupils led by additional teachers and teaching assistants.	Some pupils need targeted support to make accelerated progress. Intervention programmes will be in place.	This worked for some pupils but not for others. Has to be significantly better than the quality first teaching received in classroom. Worked well for those with additional social needs.	£23000
Accountability for PP outcomes was a stronger feature for teachers and teaching assistants	Greater use was made of the tracking system on a daily basis and this has begun to influence the quality of planning and specific interventions. Regular pupil progress meetings started involving the TAs in some classes.	Helped ensure all adults in the classroom were fully conversant with the particular attainment and targets of PP children	Need to ensure daily face to face time between adults is well used.	£4000
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

<p>Children to develop empathy towards others and conflict resolution strategies</p>	<p>Use of social skills group. Training in peer mentoring for some of targeted group. Greater use of restorative approach.</p>	<p>Peer mentoring for Y6 children very effective and many moved on to being very effective buddies. Improved self-esteem and focus in the classroom</p>	<p>Very effective strategy – all round improvements in older children</p>	<p>£8000</p>
<p>Increased attendance rates of PP pupils.</p>	<p>Additional time allocated to Inclusion Manager. Greater use of school attendance office and local authority team. Whole school raising attendance projects. Early morning telephoning systems. Home visits.</p>	<p>Attendance of most PP improved with some showing marked improvement. Helped with the attainment of the group in Y1 phonics scores</p>	<p>Need further strategies for the small percentage of PPG children that remain in danger of becoming persistent absentees. Need to use a member of the senior management team to enforce procedures.</p>	<p>£6000</p>
<p>For children to feel more comfortable in social situations and have happier playtimes</p>	<p>Access to Learning Mentor. Alternative Playtime system in place.</p>	<p>Number of serious incidents involving the targeted group of PP children dropped dramatically. Teachers report more settled behaviour in class and group more ready to access learning.</p>	<p>System must continue and could usefully be extended to involve other members of the group. Need to further enhance the new outside area</p>	<p>£4500</p>
<p>For targeted children to develop resilience,</p>	<p>Draw and Talk Sessions. Counselling Sessions. Access to Learning Mentor.</p>	<p>Excellent for those children in the PP who have accompanying social and / or behavioural difficulties. The</p>	<p>System to continue and be extended to</p>	

co-operation and self confidence		intensity of the 1:1 relationship forged proved useful in wider aspects of school life too	include children from KS1 also.	£3000
Targeted children to settle more quickly into early morning activities	Access to Breakfast Club. Access to early morning social skills club.	Class teachers and Learning Mentor report a far calmer start to the day with most attendees ready to access learning at the correct 08.30 starting time. Teachers report this as extremely valuable as 08.30 to 09.00 is feedback time.	Access to continue to both groups. Would be useful to involve younger children from the PP also but may be more beneficial in alternative venue.	£3500
Review provision for disadvantage pupils with School Improvement Partner and SLT	Made review of provision for PP including impact and outcome an appraisal target for headteacher and SLT team. Appoint PP champion.	Data shows clear improvement in many areas.	Now focus on other specific areas where progress not so apparent.	£1000
TOTAL BUDGETED COST				£148000