

Pupil premium strategy statement

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
School name	Holland Moor
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 1 st 2022
Date on which it will be reviewed	September 1 st 2023
Statement authorised by	M Beale
Pupil premium lead	M Beale
Governor / Trustee lead	B Trainor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170815
Recovery premium funding allocation this academic year	£13195
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	£184010

Part A: Pupil premium strategy plan

Statement of intent



Holland Moor has the overall pupil premium aim to ensure that none of our pupils are disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential.

At Holland Moor we are passionate about ensuring that our Pupil Premium funding contributes to an overall, non-negotiable vision that the achievement of every child matters to us, so that all children and families have the opportunity to thrive.

All members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. To ensure this happens -

We aim to

Remove barriers to learning created by poverty, family circumstance or background

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers

Ensure all pupils are able to read fluently, with good understanding to enable them to access our full curriculum

Develop the confidence in our pupils to communicate effectively in a wide range of contexts

Support our pupils to access a wide range of opportunities to develop their knowledge and understanding of the world

Provide all staff with high quality CPD to ensure that pupils access effective quality first teaching

Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition including tutoring

Provide opportunities for all pupils to participate in enrichment activities including sport and music

Provide appropriate direct nurture support to aid pupils in their emotional and social development

Class teachers will identify through individual pupil premium plans specific interventions and support for pupils which will be reviewed termly. Class teachers will record all interventions each week. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will ensure disadvantaged pupils attend school regularly to close any gap between themselves and non-disadvantaged pupils.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We

have accessed this using our current staff in school but will also be accessing the National Tutoring Programme.

Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium

We know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We recognise that early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced family learning mentor who works in close partnership with the pastoral lead in school.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Attendance and Punctuality issues. Disadvantaged pupils have lower attendance due to low importance of school for some parents.
4	Chaotic family lives and Social Service involvement
5	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
6	Multiple barriers to learning. Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.
7	Catch-up, Levels of engagement in remote/on school education varied during the pandemic. As a result there are some pupils who need to catch-up. So that they are working at age-related expectations.

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 above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths

Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.
PP children will be supported emotionally and socially in order to fully access the curriculum	Through active mental health support and high quality SEND support, children will be in a position to be 'secure enough to be vulnerable' particularly post-Covid.
Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access	Access to high quality cultural capital opportunities for all PP children to ensure a broad and balanced curriculum, and a wide variety of experiences.

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: £ 94000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Full implementation of Teaching and Learning Policy</p> <p>Each class to have support of high quality and well trained teaching assistant</p>	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1, 2, 5, 6, 7.</p>
<p>Using blended learning to support gaps caused by Covid 19 lockdowns.</p>	<p>Digital technology can add up to +4 months progress (EEF, 2020)</p>	<p>1,2,5,6, 7.</p>
<p>Echo reading training and resources</p>	<p>Research demonstrates that Echo reading supports fluency and confidence (Penny Slater HFLS research 2018)</p>	
<p>Particular focus on small group children in receipt of pupil premium funding not making progress in reading</p> <p>Use Learning By Question resource to support the whole class shared reading sessions with a clearer focus in lessons</p>	<p>Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence</p>	<p>1, 2, 5, 6, 7.</p>

<p>TA CPD is ongoing for Maths and English by leads</p> <p>Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	<p>2, 5, 6.</p>
<p>Work with the local authority to embed Teaching for Mastery across all year groups</p> <p>Training for Year 4 teachers</p>	<p>Evidence indicates that mastery learning can deliver approximately five additional months progress on average. (EEF 2020)</p> <p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>2, 5, 6, 7..</p>
<p>Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively.</p> <p>Teach phonics with fidelity using a systematic and synthetic approach using a validated scheme</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions</p> <p>The Rose report. • DfE reading framework. • Reading from key topical professionals such as Christopher Such • Phonics toolkit EEF DfE accredited phonics programmes. • Phonics strategies, EEF T&L toolkit</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	<p>2, 5, 6, 7..</p>
<p>Dedicated HLTA and TA time to focus on PP children: Keeping-up sessions •</p> <p>Pre-teach sessions</p> <p>Emotional and social support groups</p> <p>Theraplay support group</p> <p>Support within the classroom</p> <p>Whole school CPD to ensure consistency of approach using the school strictly approach</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2, 5, 6, 7.</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Ensure SEND pupils make above average progress	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	6.

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

Budgeted cost: £78000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments</p> <p>Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member</p> <p>Teaching Assistant to deliver the intervention 3 times per week</p>	<p>Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Update (Aug 2020):</p> <p>The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government’s £350m allocation to tutoring, through the £1bn Covid-19 catch-up’ package announced in June 2020.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2.
TA support in class	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EEF 2020)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	1, 2, 3, 4, 5, 6, 7.
Reading for pleasure-	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person’s understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	1, 2, 5, 6, 7.

<p>Reading, Writing and Maths interventions; Pre-trach/ same day/ specific skill based intervention.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 4, 5, 6, 7.</p>
<p>HLTA / TAs deliver interventions 4 days a week to pupils identified as in need. HLTA /TAs to plan and deliver speech interventions HLTA / TAs will deliver social skills and Talk Boost activities</p>	<p>EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	<p>1, 2, 4, 5, 6, 7.</p>
<p>HLTA / TAs to lead intervention groups to extend vocabulary</p>	<p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class. Vocabulary explicitly taught through each domain. EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction. Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch-up through the vocabulary intervention programme</p>	<p>1, 2, 4, 5, 6, 7.</p>
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations Start to use Third Space Learning / WRM for 'bespoke' individual / small group intervention.</p> <p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning.</p> <p>Teaching Assistant Apprentice working in EYFS to support teaching and learning alongside delivering positive play sessions at lunchtime.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>1, 2, 4, 5, 6, 7.</p>

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

Budgeted cost: £12010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuing disadvantaged pupils attain school on time and each day (98%)</p>	<p>The Department for Education (DfE) published research in 2016 which found that the higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2. It identified that pupils with no absence are 1.3 times more likely to achieve age related expectations and 3.1 times more likely to achieve greater depth than pupils that missed 10-15% of all sessions.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf</p>	<p>3.</p>
<p>Ensure that Pupil Premium pupils have extra emotional and well-being support through interventions such as lego therapy, positive play and dyslexia support.</p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 4, 5, 6, 7.</p>
<p>Full time Inclusion Manager with family liaison responsibilities</p> <p>Inclusion Manager contacts all new families as join, finds out needs and circumstances and offers support.</p> <p>Register of families and level of support required is kept.</p> <p>.</p>	<p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker. Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p> <p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4.</p> <p>1, 2, 4, 5, 6, 7.</p>

<p>Cultural capital experiences promoted in the curriculum. Essential experiences built into curriculum Reduction in cost of trips for PP Residential trip cost is greatly reduced for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Outdoor learning encouraged</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	<p>1, 2, 3, 4, 5, 6, 7.</p>
<p>Employment of 0.3 counsellor</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p> <p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</p> <p>https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/</p>	<p>1, 2, 3, 4, 5, 6, 7.</p>

Total budgeted cost: £196910.00

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils compared to their peers in the core areas of the curriculum has improved.

Internal Reading data and Y6 SATs data (July 2022) show that the gap between PP and non-PP children in school has significantly reduced (a difference in 2022 of 4% compared to 38% difference in 2021)

Internal Reading data and Y2 SATs data (July 2022) show that the gap between PP and non-PP children in school has significantly reduced to 16% but is only 1% below the national figure

Internal data shows that more PP children were at ARE at the end of July 2022, compared to the number of PP children at ARE at the end of July 2021.

Internal Writing data and Y6 data, show that the gap between PP and non-PP children in school has reduced (a 2% difference in 2022 compared to 19% difference in 2021)
Internal data shows that more children PP children were at ARE at the end of July 2022, compared to the number of PP children at ARE at the end of July 2021.

Internal Writing data and Y2 SATs data (July 2022) shows that the gap between PP and non-PP children in school has reduced to 17% but is 9% above the national figure

Mathematics data and Y6 data, show that the gap between PP and non-PP children in school has reduced (a 4% difference in 2022 compared to 19% difference in 2021)
Internal data shows that more children PP children were at ARE at the end of July 2022, compared to the number of PP children at ARE at the end of July 2021.

Internal Mathematics data and Y2 SATs data (July 2022) show that the gap between PP and non-PP children in school has reduced to 16% but is only 2% below the national figure.

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
Learning by Questions	Learning by Questions
Creative education at primary school. The transformative power of the performing arts to change lives. Weekly integrating the arts throughout their learning.	Access Arts
X Tables Rockstars	TT Rockstars

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?	TA support for Service PP children when required.
What was the impact of that spending on service pupil premium eligible pupils?	Ensuring Service PP children are ready emotionally to learn; developing emotional resilience so that children are 'secure enough to be vulnerable'