

Pupil premium strategy statement

Hollydale primary School 2017-18

‘When used well Pupil Premium has the possibility to open up a whole new world for a child who may never have experienced what you and I may have always taken for granted.’

At Hollydale the aim of the Pupil Premium is to reduce the achievement gap for disadvantaged children by implementing the most effective educational interventions to address these barriers within the school.

The school received funding to target pupils who are eligible for or who have been eligible for Free School Meals within the last 6 years and/or have been looked after. These pupils received additional support and access to extracurricular activities and programmes as required.

The Pupil Premium provides an opportunity to review existing approaches to see if they are effective and to look at new or innovative means of improving standards for all.

At Hollydale we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and **‘Be the Best that you Can Be’**.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the Pupils who need the support most. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to narrow the differences between pupil groups.

We consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress.

For pupils that are new to the school that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once pupils are at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil’s achievement.

1. Summary information					
School	Hollydale Primary School				
Academic Year	17-18	Total PP budget	153.000	Date of most recent PP Review	N/A
Total number of pupils	213	Number of pupils eligible for PP	118 Sen PP	Date for next internal review of this strategy	October 17

2. Current attainment		
	School	National
	KS2 2017	KS2 2017
% achieving in reading, writing and maths	59%	67%
Average progress in reading	-0.07	+0.33
Average progress in writing	+2.92	+0.17
Average progress in maths	-0.36	+0.28
Disadvantaged Average Score (R and M)	101.2	Expected 100

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low levels on entry: Speech and language skills of EYFS and KS1 pupils presenting as poor language and literacy skills	
B.	Poor emotional literacy for a number of PP pupils this is having an impact on achievement in KS1 & KS2	
C.	Standards in maths and writing need to improve for the SEN, high attaining pupils and boys	
D.	Early reading intervention strategy for EYFS, KS1 & KS2 pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance at school and rates of attendance impacting on attainment due to less time in school	
E.	Parental engagement with the school	
F.	Some home learning environments lack support for pupils' communication reading and writing skills to be fully developed to impact on attainment	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Raised achievement in language and communication in the EYFS AND KS1 classes Percentages of pupils achieving GLD/KS1 will increase 2018	Pupils eligible for PP in Reception class and KS1 make rapid progress by the end of the year so that all pupils eligible for PP

	Percentage of PPG summer born pupils achieving GLD/KS1 will increase Percentage of boys achieving GLD/KS1 will increase- especially in Communication Language and literacy	meet age related expectations.
B.	Emotional literacy of EYFS, KS1 & KS2 pupils enables them to access the curriculum	Motivation and aspiration is evident in pupils
C.	Standards in Maths and writing to improve especially in Y2 ,3,5 &6 for SEN and high and attaining pupils	Pupils eligible for PP identified make as much progress as 'other' pupils, across Key Stage 2 in Maths, Reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices
D.	Lowest and highest attaining pupils receive early intervention and support to attain in line with national percentages	At least 80% nationally are working at the expected due to the early intervention strategy
E.	Increase parental engagement through workshops and Family Support Worker Role	Parental engagement impacts on pupil's attitudes to school Parents actively support the school through attendance at curriculum workshops events and fundraising Family support worker supports parents through active engagement with parents through adult workshops attendance meetings and organising key events
F.	Increasing the number of PP pupils reaching a greater depth across the curriculum	Data shows most able PP pupils are in line with most able nationally

5. Planned expenditure

Academic year

17-18

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?
Communication and language delivered effectively to all pupils.	Daily supported reading programme for reception and year Robust guided support for KS2 pupils with quality reading materials Lego therapy	The programme has shown positive outcomes across 2 local authorities in KS1 reading Tracking data in the school shows that pupils in Yr 1 made better than expected progress in reading Daily reading activity by trained staff Children develop social skills and good communication which they are able to transfer to different situations	DSR Lead Training with Hackney Lead All new staff inducted All resources are updated replenished and used effectively Weekly meetings to take place to ensure implementation is effective Guided reading CPD and quality first resources for pupils Training will be given and this will be monitored	Key stage 1 leader and phase leader Literacy leader Inclusion team SALT therapist	July 2018
Increase attendance of pp pupils	Employment of a trained family support worker	Good attendance at school means increased levels of attainment and progress	Monitoring of impact in the school Quality first CPD undertaken by FSW and office staff	Inclusion manager	Termly review by School support service and SLT
Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions • IT used effectively to support children's learning	Intervention teacher and training for support staff Use of higher lever TA for low attaining PP pupils and for high attaining pp pupils Action Tutoring for Y6 pupils Literacy consultant	We want to provide extra support to maintain high attainment and boost low attainment in PP pupils. Small group interventions with highly qualified staff have been shown to be effective. (EEF tool kit)	Consistent approach in intervention groups and classroom practice Monitoring to track progress •	SLT Inclusion team	July 18

<p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality</p>	<p>'School home Support' Family support worker employed to support families that need support SLT to work with attendance officer and outside agencies to target families eligible for FSMs Attendance Officer to highlight to SLT when targeted disadvantaged pupils are absent Weekly reports to SLT on attendance rates for PP pupils Evaluate the impact of actions taken through a half-termly attendance review</p>	<p>Targeting families and promoting the importance of good attendance is essential to improving outcomes. National Centre for Educational Statistics 'Research shows that attendance is an important factor in student achievement' Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve at age related expectations, or above, and 3.1 times more likely to achieve above national expectations or above, than pupils that missed 10-15 per cent of all sessions</p> <p>Pupils need to be in school to achieve Research from the school home support has evidenced that those from lower income households are less likely to attend school regularly, are less likely to achieve higher grades, are less likely to pursue higher education and are less likely to find work after school. Without intervention, a relentless cycle of disadvantage begins which spans generations</p>	<p>Liaise closely with School Home Support organisation</p>	<p>HT and inclusion leader</p>	<p>July18</p>
<p>Secure a greater Number of PP pupils achieving greater depth. This is increased in all curriculum areas</p>	<p>CPD for all teachers and support staff Intervention given to high achieving pupils in maths, writing and reading skills</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs in the school showed very positive progress measures where additional support and interventions were implemented The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils</p>	<p>Part of SIP – SLT regularly review this <input type="checkbox"/> Groups will be tracked termly and assessment information analysed <input type="checkbox"/> Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</p>	<p>SLT and inclusion team</p>	<p>October 17 January18 March 18 July 18</p>
Total budgeted cost					£80,000
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?
Improve language and communication skills for pp pupils	Higher level Support staff running intervention groups in phonics and writing and talk partners	Some pupils need targeted support to diminish differences and to have individual support matched to their needs This approach has been shown to be effective in other schools	Groups will be tracked termly and assessment information analysed • Timetabled to ensure that interventions take place CPD given by speech and language therapist	Inclusion manager Phase leaders SLT	July 18
Increasing the number of PP pupils reaching a greater depth across the curriculum	Support staff and SLT to run challenge groups for reading and maths	Data for 2016-17 demonstrated very positive progress measures where additional support and interventions were implemented The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally	Termly tracking Timetabling to ensure that interventions take place	Inclusion team SLT	July 18
Pupils that have emotional needs are supported to promote well being and impact on achievement	<ul style="list-style-type: none"> ○ School based counsellor to support these pupils ○ ELSA training 	Some pupils need targeted support to diminish differences and to have individual support matched to their needs This approach has been shown to be effective in other schools.	Training to be given to support staff and monitoring of the PHSCE scheme to be monitored for use	PHCSE leader SLT Inclusion team	July 18
Total budgeted cost					£57,000
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?
To diminish the difference between PP and all pupils	<p>identify pupils with the potential to reach a higher standard in their learning cross the curriculum</p> <p>Set up a newspaper club before school and target those most able and potential most able PP for KS2</p>	Hollydale data analysis shows that we need to increase the number of most able PP pupils reaching a higher standard. Nationally PP do less well at the higher levels. We have focused on writing and maths as this area of learning is the key to accessing all aspects of the curriculum	Additional time after school for these pupils HA Pupils to Work with Kings College London undergraduate students	AHT	Termly review
Increase parental engagement through workshops and PSA role	Senior Leaders and subject Leads to deliver workshops FSW to run reading sessions for	Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust) Pupil progress meetings show that those	Schedule given to parents Monitoring of parental engagement that is reported to SLT with impact	SLT	Termly review

	parents with their child Support parents with reading books to share at home	pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete homework.			
Total budgeted cost					£16,000

6. Review of expenditure

Previous Academic Year 2016-17

190,80,00

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 increased levels	Daily supported reading resources and CPD for all staff to implement accurately	Yes this worked very successfully for all pupils in KS1 83% of pupils across the school made typical progress in Reading, from baseline.	This programme has a positive impact on all pupils reading and will continue next year This approach will continue this year and be rolled out to early years pupils so all staff are trained in this strategy We need to continue to focus on phonics to maintain the positive outcomes we have achieved over the last 2 years. As mobility continues to be an issue, with a high number of non-English speaking pupils joining the school, the phonics sets and interventions will continue to be implemented	£1,000
Raised achievement in reading and writing	Intervention teacher	This made a difference to the outcomes of pupils Increased percentages in Y4 8% & 5 19%	This approach will continue next year	£26,00
Raise achievement in mathematics across the school	Mathletics on line programme purchased Success at arithmetic CPD given to intervention teacher Times table rock online programme	Improved attainment in Mathematics for all year groups since July 17. Particularly in Y2 +16% and Y5 +19%.	This approach will continue next year	15,000

To increase access to music tuition for children from disadvantaged backgrounds	Significant music subsidies for instrumental lessons and whole class lessons SLA Whole school musical events for pupils to participate	Pupils demonstrated increased discipline in their learning Enhancement in school learning generally having an impact on attainment Pupils working harmoniously together to develop their social skills Increased concentration skills and improvements in behaviour across the school	This strategy will continue next year More pupils to be put forward for musical exams to enable them to compete for secondary places or music scholarships Opportunities given equality to all to learn an instrument	£28,000
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
Achievement raised in literacy skills and communication	Use of an intervention teacher and SLT Debate mate for KS2 pupils	60% of EY these pupils had very low baselines and made good progress especially with their speaking and listening skills	This was a good strategy that demonstrated that closing the gap as early as possible makes a difference to all pupils There is a need to focus support in EYFS to develop further oral skills through effective questioning of pupils by the adults.	
Raised achievement in reading and writing for PP pupils in KS1 & KS2	Literacy Lab intervention	80% of pupils made good progress through the Literacy Lab intervention	Half termly monitoring shows clear impact of strategy for pp pupils 80% of pupils made good progress	
Raised achievement in maths for pupils in Y4 & 5	Intervention teacher deployed to accelerate achievements in maths and of EAL pupils	Increased percentages at ARE in Y4 by 8% and Y5 by 19%.	High mobility was an issue in these year groups We will need to look at the attendance of these pupils to ensure that attendance is also not a barrier to accelerated progress Tracking of pupils use of mathematics and times table rock	
To improve the personal development, emotional wellbeing and behaviour of children	School based counsellor		This approach will continue in 17-18	
To reach out to and engage hard to reach parents to impact		Increased number of parents involved in the Friends of Hollydale Increased number of parents at parent	Parental awareness has impacted on attendance which has increased in number of pupils in attendance at school	

upon children's readiness for school, their attendance and their punctuality		consultation meetings School attendance panel meetings have impacted on parents awareness of attendance and punctuality		
To raise the achievement of pupils in Year 6	Third space online tutoring Weekly Booster sessions Easter school	percentages of ARE (age related expectations) in Y6 in line with national in reading and writing 92% of boys in Y6 achieved Expected Standards.	Third space on line tutoring: There were many online issues- not being able to hear the tutor via the computer and just not being able to log on which meant that children lost time each week This third space booster approach <i>will not</i> continue this year. Instead we will use Face to face Action Tutoring tutors once a week for maths and English booster sessions Internal booster sessions will also continue for high achieving pupils	

TOTLA BUDGET £190,80,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.