

## Pupil premium strategy statement – Hollinhey Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Hollinhey Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	13.0%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	LAC
Pupil premium lead	Sarah Clough
Governor / Trustee lead	Charlotte Whalley

### Funding overview

Detail	Amount 2024-2025
Pupil premium funding allocation this academic year	£37,000
Pupil premium funding carried forward from previous years	£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	£38,000

## Part A: Pupil premium strategy plan

### Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

### Our priorities

**Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:**

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- Ensuring an 'outstanding' teacher is in every class.
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour.
- Ensuring that the PPG reaches the pupils who need it most.

### Our implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our academy development planning is rooted in evidence informed practice; using robust evidence alongside professional expertise to make decisions. We engage in-school monitoring and an annual Pupil Premium

review with colleagues from The Aspire Educational Trust to ensure our approach is effective (adapting provision, ceasing or amending interventions that are not having the intended impact).

### **We aim to do this through**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- 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.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and re-sources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Our tiered approach**

To prioritise spending, we have used tiered approach for many years, to define our priorities and ensure balance.

*Our tiered approach comprises three categories:*

1. **Teaching** – ensuring outstanding teaching for all pupils.
2. **Targeted Academic Support** – evidence informed interventions.
3. **Other Wider Strategies** – addressing non-academic barriers to learning interventions at one time.

### **Achieving these objectives:**

The range of provision for this group include and would not be inclusive of:

### **Teaching Strategies**

- Engagement in MAT GD clusters for English and Maths Leads.
- Engagement in Year group cluster groups
- Implementation of Talk for writing in EYFS and KS1
- Regular focus for training in staff meetings throughout the year.
- Staff engagement in joint book looks for in house moderation and MAT moderation sessions.
- Monitoring focus upon GD and specifically PP.
- Deputy Headteacher engage with the MAT Research School cluster group.
- Disseminate learning from the cluster back in school via the MAT wide train the trainer model – series of staff meetings.
- Incremental coaching to support consistency of implementation quality.
- Implementation of activating prior knowledge, modelling, step teaching structure, retrieval practices and elaboration. Engagement in NCETM Maths Hub.
- Reading for Pleasure focus.
- Use of high-quality literature – supplement the text library of resources in school.
- Book talk and Teacher Readers.
- Enriching reading environment and reading practices.
- Support from LH (MAT).

### **Targeted Academic Support**

- Interventions planned and targeted according to barriers by headteacher during termly PPMs.
- Monitoring of impact of targeted support.
- Continued implementation of RWI – up front training, follow on support, use of materials, coaching relationships with peers
- Staff training for teacher conferencing.
- Identify pupils for this targeted support and their barriers.
- Daily assessment of need.
- Individual feedback for these pupils daily.
- Monitor implementation and impact.
- Pupil voice to tweak approach used.

### **Wider Strategies**

- At least one trip funded by school each year for disadvantaged pupils.
- Fully funded residential for disadvantaged pupils.
- Pay for swimming lessons and extra-curricular clubs for disadvantaged pupils.
- Forest School half a day weekly, targeted Rec -Year 3 on a rolling programme.
- Nurture Groups – resilience bucket and Cool Connections.
- Bespoke provision to support children with SEMH needs.
- Homework club – one hour weekly.
- Mindfulness 6 week programme for Years 4-6.

### **3 Year Plan**

#### **Three Year Plan**

At AET, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non- disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects

**Our priorities are to ensure that we do this are:**

**AIM 1: To close the gap in attainment between pupil premium children and our non-disadvantaged children.**

**AIM 2: To ensure that pupil premium children with SEND make good or better progress from starting points.**

**AIM 3: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non disadvantaged peers.**

## Challenges

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

Challenge number	Detail of challenge Key – Challenge has broadly remained the same and needs to continue to be worked upon Some of the challenge overcome but other challenges arisen – record in the right-hand column. Challenge has been broadly overcome – new challenge arisen which is recorded in right hand column.
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Attainment gap in children achieving greater depth particularly in writing
4	Attendance and Punctuality issues.
5	Some behaviour difficulties within a core group of children

## 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	Children to make expected or better than expected progress in Reading

Progress in Writing	Children to make expected or better than expected progress in Writing
Progress in Mathematics	Children to make expected or better than expected progress in Maths
Greater Depth in writing	Achieve national average for greater depth writing at end of KS2
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of think sheet behavioural incidents on CPOMs system

### 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: £5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Renew or new challenge
<b>Reading, Writing and Maths</b>  Engagement in MAT GD clusters for English and Maths Leads.  Engagement in Year group cluster groups.	<b>EEF guide to pupil premium</b> – tiered approach – teaching is the top priority, including CPD. As a result we will moderate and train all of our staff to ensure consistency of judgment.	2,3	



<p>Implementation of Talk for writing in EYFS and KS1 (staff to attend training, disseminate training to all teachers and offer on-going coaching and support to colleagues). Focus this year and refining writing progression across school.</p> <p>Regular focus for training in staff meetings throughout the year.</p> <p>Staff engagement in joint book looks for in house moderation and MAT moderation sessions.</p> <p>Monitoring focus upon GD and specifically PP.</p>			
<p><b>Metacognition and Oracy</b></p> <p>Deputy Headteacher engage with the MAT Research School cluster group. Additional oracy lead in school.</p> <p>Disseminate learning from the cluster back in school via the MAT wide train the trainer model – series of staff meetings.</p> <p>Incremental coaching to support consistency of implementation quality.</p>	<p><b>EEF - (+7 Months) Metacognition</b></p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	2, 3	

<p>Implementation of activating prior knowledge, modelling, seven step teaching structure, retrieval practices and elaboration.</p> <p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups.</p> <p>Implementation of talk guidelines and talk tactics.</p>	<p><b>EEF - (+6 Months) Oracy</b></p>		
<p><b>Reading for Pleasure focus.</b></p> <p>Use of high quality literature – supplement the text library of resources in school and continued. –continue to monitor diversity of texts available for reading for pleasure. Particularly at KS1.</p> <p>Book talk and Teacher Readers.</p> <p>Enriching reading environment and reading practices. – look at diversity of texts available for reading for pleasure</p> <p>Support from LH (MAT).</p>	<p><b>EEF- Literacy (+5 months) - Literacy</b></p> <p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. Some of the most promising approaches that emerge from the evidence.</p>	<p>1,2,3</p>	

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Renew or new challenge
<p><b>Interventions</b></p> <p>Interventions planned and targeted according to barriers by headteacher during termly PPMs.</p> <p>Monitoring of impact of targeted support.</p> <p>Continued implementation of RWI – up front training, follow on support, use of materials, coaching relationships with peers</p>	<p><b>EEF (+4 Months)- Small Group Tuition</b></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 3 cohort need support to address gaps in learning.</p> <p>We have also identified the Year 2 cohort as needing intervention with SEN children accessing 1:1 provision to narrow the gaps</p>	2,3	
<p>Staff training for teacher conferencing.</p>	<p><b>EEF (+6 Months) – Feedback</b></p>	1,2,3	

<p>Identify pupils for this targeted support and their barriers.</p> <p>Daily assessment of need.</p> <p>Individual feedback for these pupils daily.</p> <p>Monitor implementation and impact.</p> <p>Pupil voice to tweak approach used.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes (+6). Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £ 8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Renew or new challenge
<p>At least one trip funded by school each year for disadvantaged pupils.</p> <p>Fully funded residential for disadvantaged pupils.</p> <p>Pay for swimming lessons and extra-curricular clubs for disadvantaged pupils.</p>	<p><b>EEF (+3 Months) – Parental Engagement</b></p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>the involvement of parents in their children's learning activities; and</li> </ul>	1, 4	

	<ul style="list-style-type: none"> <li>more intensive programmes for families in crisis.</li> </ul>		
<p>Forest School half a day weekly, targeted Rec -Year 3.</p> <p>Nurture Groups – including resilience bucket and Cool Connections</p> <p>Bespoke provision to support children with SEMH needs.</p> <p>Homework club – one hour weekly.</p> <p>Mindfulness 6 week programme for Years 4-6.</p>	<p><b>EEF (+4 Months) - Social and Emotional Learning</b></p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	5	

**Total budgeted cost: £37,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Teaching Strategies

- All teachers received training on small step maths progression, RWI and Meta-cognition
- Small steps of progress pedagogy seen in each class
- Staff confidence in delivering RWI across phases has grown and more staff are now trained in the programme
- Staff implemented the metacognitive strategies both within the classroom and through online learning
- Staff engaged well with Trust year group moderation and practice was improved as a result

#### Targeted Support

- The staffing was deployed effectively during the year and progress was seen in end of year assessments for the majority of classes
- Additional support was used for effectively to target specific children in smaller groups in addition to the Maths and English lessons – this led to an increase in all subjects of children on track to be ARE by the end of summer term
- High quality small 1:1 and small group tuition for phonics in EYFS and KS1
- Small group bespoke literacy and maths groups were set up across KS1 and KS2 to support the small step progression of children who required additional support.

- All interventions monitored for impact and changed as appropriate eg IDL to precision teaching

### **Wider Approaches**

- All trips and residential were funded for PP children and consequently all children attended all trips and visits.
- All PP children has the voluntary transport costs paid for and those attending additional swimming were fully funded. PP children made good progress in swimming.
- Forest School half a day weekly. Reception through to Year 3 on a rolling programme.
- We were able to deliver nurture Groups – resilience bucket and Cool Connections (one hour weekly). This resulted in some individual children feeling less anxiety and greater resilience or being referred to Mental Health Support Team
- Bespoke provision to support children with SEMH needs had an impact on behaviour and a reduction in disruption to learning.
- Homework club – one hour weekly all children in KS2 have access to this and numbers have grown through the year.
- Mindfulness 6 week programme for Years 4-6 resulted in the children having a variety of strategies they could apply. (Year 6 will not need full prevision next year but will require revision sessions)

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.



## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.