

## GHPS Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Great Hollands Primary School	
Number of pupils in school	<b>Autumn Census 2020</b>	<b>Spring Census 2021</b>
	327	328
Proportion (%) of pupil premium eligible pupils	109 (33%)	123 (37.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022	
Date this statement was published	September 2021	
Date on which it will be reviewed	July 2022	
Statement authorised by	Mr R Ferris	
Pupil premium lead	Mrs N Watson	
Governor / Trustee lead	Lindsey Bowden	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,805
Recovery premium funding allocation this academic year	£15,080
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	£175,885

# Part A: Pupil premium strategy plan

## Statement of intent

Great Hollands Primary School is committed to providing quality first teaching for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be disadvantaged. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

### Strategic approach to the use of funding using the EEF's tiered model approach

#### Tier 1: Teaching and whole school strategies

- High-quality teaching for all
  - Rosenshine's Principles of Instruction
  - Metacognition and self-regulated learning
  - Reading, Rigour and Routines
- Effective diagnostic assessment
  - Use of PLCs, using formative and summative assessment, to identify gaps in learning
- Effective formative assessment and feedback
- Focus on professional development and high-quality CPD for ALL staff
- Careful planning for pupils with special educational needs and disabilities (SEND)



#### Tier 2: Targeted approaches

- High-quality small group booster sessions and interventions
  - Focused and structured interventions using diagnostic assessment e.g., PiXL therapies
- High-quality 1:1 and small group tuition
- Academic tutoring e.g., Third Space Learning, Boosters delivered by class teachers
- RWI 1:1 sessions

#### Tier 3: Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Ensuring there is no gap in attendance between DA pupils and non-DA pupils
- Implementing Zones of Regulation throughout the school
- ELSA 1:1 and group sessions for vulnerable pupils
- Canine Assisted Learning to support social and emotional and mental health needs
- Support with uniform and educational trips including swimming

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have been disproportionately affected by Covid 19 with gaps emerging. All pupils will receive Quality First Teaching across the curriculum, which results in accelerated progress for DA pupils in Reading, Writing and Maths. Any gaps from lockdown identified, mastered so pupils can move on.
2	There are no phonics gaps between DA pupils and non-DA pupils in years 1 and 2. There are no gaps in reading between DA and non-DA pupils.
3	Accelerated progress in writing for all especially for DA boys so that writing is not a barrier to achieving the combined, as writing was impacted during the lockdowns.
4	The impact of pupils' Mental and Emotional Health influencing their experiences and work in class, especially after the two lockdowns (increase in numbers of pupils experiencing mental health problems and anxiety).
5	An attendance gap emerged after the two lockdowns between DA pupils and non-DA pupils (before the lockdowns there was no gap in attendance)
6	Many of our families have struggled to provide school uniform, shoes, etc and this need has now increased with many parents losing their jobs due to the Covid pandemic.
7	Attainment gap between double disadvantaged pupils in all year groups (DA and SEN)

## 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
Quality First Teaching for All - Release time for Phase Leaders and Curriculum Leads to monitor the quality of teaching, planning, supporting/coaching staff, etc (supply teacher two days a week)	To have no DA combined gap in Year 2. To have a positive Year 3 DA combined gap of at least 5+% To have a DA combined gap of <10% in Year 4. To be no DA combined gap in Year 5. To have a positive DA combined gap of at least 5+% in Year 6.
There are no gaps in phonics and there are no gaps in reading between DA and N-DA pupils.	78% of DA Year 1 pupils pass phonics screener. 92% of DA Year 2 pupils pass phonics screener.

	<p>75 % of Year 3 pupils who will be off RWI programme at the end of the academic year.</p> <p>There are no gaps in reading in years 4-6.</p>
<p>Accelerated progress in writing for All especially for DA boys so that writing is not a barrier to achieving the combined.</p>	<p>Year 2 DA writing gap to be &lt; 5%</p> <p>Year 3 DA writing gap: to be +10%</p> <p>Year 4 DA writing gap: &lt; 5%</p> <p>Year 5 DA writing gap: -&lt; 5%</p> <p>Year 6 DA writing gap: to be +10%</p>
<p>Pupils are able to regulate their emotions</p>	<p>The Zones of Regulation are embedded across the school</p> <p>90% of DA pupils attending therapy groups see improvements in SQ+DQs or all smart targets are met.</p> <p>90% of parents feel they have the correct tools to support their child with their SEN and mental health needs etc.</p> <p>Behaviour incidents for DA pupils reduce by 20%.</p> <p>Target: &lt;15 DA incidents per term.</p>
<p>No gap in attendance between DA and non-DA pupils.</p>	<p>Disadvantaged pupils' attendance reaches 97%.</p> <p>PA for disadvantaged pupils is below 10% and in line with the national.</p> <p>No gap in attendance between DA and non-DA pupils.</p>
<p>School uniform, swimming and trip support for DA pupils</p>	<p>All families who request help with uniform are provided with e.g., jumpers, shoes etc.</p> <p>100% of DA pupils attend swimming and can swim at least 10m.</p> <p>All DA pupils able to access and attend trips to enhance their cultural capital.</p>
<p>Accelerated progress for double disadvantaged pupils e.g., DA SEND pupils and a diminishing of the gap between double disadvantaged pupils in all year groups.</p>	<p>The progress of DA SEND pupils carefully monitored and tracked through the use of provision map.</p> <p>A range of strategies are put in place to support them in making good progress – e.g., effective adaptations, pre-teaching of key vocabulary, visual timetables, communication in print, access to external agencies (speech therapist, EP, Support for Learning) language groups, sensory resources.</p> <p>Staff provided CPD on colour semantics, Speech and Language, Zones of Regulation, use of provision maps (KS2)</p>

## 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

Budgeted cost: £ 52,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Phase Leaders and Curriculum Leads to monitor the quality of teaching, planning, supporting/ coaching staff etc (supply teacher two days a week)	Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.  (EEF Attainment Gap report 2018)	1, 2, 3 and 7
RWI consultation to support school (development days)	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  (EEF Key Findings)	2
Accelerated Reader and MyOn subscription (Renaissance Learning)		3
PP Lead to oversee strategy		1, 2, 3, 4, 5, 6 and 7
Purchasing quality texts for KS2 and whole class readers for every year group		2
Numicon CPD for staff		1 and 7

## Targeted academic support

Budgeted cost: £ £32,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI TAs for the afternoon for 1:1s	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	2 and 7

	(EEF Toolkit)	
RWI online subscription		2
Third Space Learning for three terms (Maths tutoring for Years 5 and 6) TAs to supervise pupils after school for Third Space Learning	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.  (EEF Toolkit)	1
Boosters before and after school for reading, writing and maths (2 x teachers for Years 4-6)		1, 2 and 3
PiXL subscription for access to therapies		1, 2 and 3
Support for Learning Groups		3 and 7
Numicon online		1
TA NELi group cover		1 and 7

## Wider strategies

Budgeted cost: £91,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introducing and embedding the Zones of Regulation from reception to Year 6  Staff CPD on Mental Health and The Zone of Regulation  ELSAs  Canine Assisted Learning (Dennis the Dog)  Play Therapy  Creation of Great Hollands Garden to support pupils Mental Health  SEN TAs  Family Safeguarding Advisor	Emotional needs affect the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing. ELSA is a recognised effective approach to develop children's emotional literacy skills and TAs are trained by Educational Psychologists ( <a href="http://www.elsanetwork.org">www.elsanetwork.org</a> ).  Behaviour interventions and social and emotional learning interventions both have an impact of +4 (moderate impact for moderate costs based on extensive evidence).  EEF  Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very low cost, based on extensive evidence)	4, 5, 6 and 7

	EEF	
Swimming lessons for DA pupils in year 4, 5 and 6 DA pupils able to attend school trips	The higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2	6
School uniform support for DA pupils	(The link between Attendance and Attainment report by the Department for Education, March 2016)	6
Support for Learning and Education Psychologist		1, 4 and 7
WPA (Education Welfare)		5
Attendance Officer		5

**Total budgeted cost: £175,885**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2020-2021

Aim	Outcome						
Gap diminishes in reading, writing and mathematics for year 6 DA pupils.	<b>Year 6</b>		Reading % June 2021	Writing % June 2021	Maths% June 2021		
	DA pupils		70	65	65		
	Non -DA pupils		81	76	81		
	Gap at the end of KS2		-11	-11	-16		
	Gap at the end of KS1		-25	-41%	-34%		
	Gap diminished by:		14%	30%	18%		
DA pupils in years 3,4,5 and 6 (September cohorts) are able to catch-up so there is no gap between DA pupils and non-DA pupils (before COVID 19 most year groups had had no gap between DA and non-DA pupils).	<b>% at ARE for COMBINED July 2021</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	DA	42	55	31	47	67	55
	N-DA	50	54	48	51	67	76
	Gap	-8	+1	-17	-4	0	-21
	<ul style="list-style-type: none"> <li>Year 6 combined gap has significantly reduced from a combined gap of - 43% at the start of year 5 to -21% at the end of year 6.</li> <li>It should be noted that 4 DA pupils who had made good progress in year 3 and achieved ARE for combined in year 2 left the school during the academic year.</li> </ul>						
All DA pupils in years 1 and 2 catch-up RWI programme and there is no phonics gap between DA pupils and non-DA pupils.	<p>100% of Year 2 DA pupil passed the phonics screener December 2020.</p> <p>67% DA year 1 pupils passed the screener. A high % of DA pupils in this cohort also have a SEN need.</p>						
Accelerated progress for double disadvantaged pupils e.g. DA SEND pupils and a diminishing of the gap between double disadvantaged pupils in all year groups.	<p>Child Learning Profiles reviewed (November and June) to ensure correct provision in place and appropriate smart targets. Smart targets and standardised scores reviewed to measure impact and progress and double DA pupils who have made have made similar rates of progress</p>						



	when compared to DA and n-DA with pupils when looking at progress made against smart targets, attainment.
Accelerated progress in writing for All especially for DA boys so that writing is not a barrier to achieving the combined.	<p><b><u>DA ARE GAP for Writing July 2021</u></b></p> <p>Year 1 DA writing gap: - 12%</p> <p>Year 2 DA writing gap: +6%</p> <p>Year 3 DA writing gap: -12%</p> <p>Year 4 DA writing gap: -13%</p> <p>Year 5 DA writing gap: +9%</p> <p>Year 6 DA writing gap: -11%</p> <p>KPIs based before pandemic, despite the pandemic significant gaps have not emerged.</p>
DA pupils' mental and emotional needs are met and are not a barrier to learning.	<ul style="list-style-type: none"> <li>• Canine Therapy has run every Friday and DA pupils attending the therapy have made good rates of progress against their individual smart targets.</li> <li>• ELSA pupils with individual targets showed good rates of progress and achievement( progress measured individual targets). 91.8 % of pupils achieving targets and improved SDQs and those with no improvement have been referred to CAMHS and other professionals.</li> <li>• The school has not had any exclusions this year.</li> </ul>
Support provided for parents' for managing their child's mental health, anxiety and SEN needs at home.	School has referred parents to GEMS (ASD/ ADHD parent support group), made referrals to Early Help and CAMHS. During lockdown a weekly wellbeing newsletter went out to parents with information on supporting pupils' mental well-being. In addition, there is a Well-Being and Mental Health page on the school's website providing information for organisations, well-being newsletters etc. The inclusion Team have also provided bespoke support to parents and pupils.
DA pupils' attendance is 97% and there continue to be gap in attendance between DA pupils and non-DA pupils.	<ul style="list-style-type: none"> <li>• The schools overall attendance remains good and is 95.76% for the academic year.</li> <li>• The school's PA was 7.76% in the autumn term ; however, after the lockdown the the school's PA increased to 11.51%. Through targeted support and intervention for identified pupils PA has reduced and is</li> </ul>

	<p>now 8.89% for all years and 6.14% for years 1-6.</p> <ul style="list-style-type: none"> <li>• The DA attendance gap increased after the second lockdown and the gap between DA and non DA pupils was 3.61%. This gap has now reduced to 2.52% - reduction by 1.09 %. Again, this is through targeted intervention e.g. working alongside families etc. the gap has started to diminish but this will continue to be a priority next year.</li> <li>• Before the lockdowns there was no gap between FSM and N-FSM pupils but after the lockdowns the gap significantly increased after the January - 3.61%. Through targeted intervention this gap has started to reduce and is now 2.91%. This continues to be a priority for the school next academic year.</li> </ul>
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Externally provided programmes

Programme	Provider
Maths Tuition	Third Space Learning