

# GHPS Pupil Premium Strategy Statement 2022-2023

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	Great Hollands Primary School	
Number of pupils in school	<b>Autumn Census 2021</b>	<b>Spring Census 2022</b>
	297	298
Proportion (%) of pupil premium eligible pupils	35% (105)	36% (106)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023	
Date this statement was published	September 2022	
Date on which it will be reviewed	July 2023	
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	£ 138.8774
Recovery premium funding allocation this academic year	
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	<b>£ 138.8774</b>

# 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 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 e.g., WALKTHRU's, RWI
- Professional development for subject leaders
- Considered and effective planning for pupils with 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., Boosters delivered by class teachers
- RWI and Fresh Start 1:1 sessions
- Reading for mastery

#### Tier 3: Wider strategies

- Design and implementation of a new Emotional Literacy Curriculum
- Supporting pupils' social, emotional and behavioural needs through the ELSAs
- Ensuring there is no gap in attendance between DA pupils and non-DA pupils
- Establishing Zones of Regulation throughout the school
- ELSA 1:1 and group sessions for vulnerable pupils
- Canine Assisted Learning and Play Therapy to support social and emotional and mental health needs
- Support with uniform and educational trips

## Challenges

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

Challenge number	Detail of challenge
1	<p>DA gaps, that were once positive gaps pre-pandemic are being targeted and are starting to diminish across the school. An aspirational approach to supporting DA pupils is to eradicate DA gaps at the 'combined' level. This will ensure action is taken in all areas even with those that already have positive DA gaps.</p> <p>All pupils will receive 'tilted' Quality First Teaching across the curriculum, which results in accelerated progress for DA pupils in Reading, Writing and Maths. Any gaps will be identified, analysed, and mastered so pupils can move on.</p>
2	<p>A DA gap exists in the Y1 PSC. Action needs to be taken to ensure there is no gap between DA pupils and non-DA pupils in years 1 and 2.</p> <p>Currently there is a gap of &lt;5% between DA and non-DA pupils in Key Stage 2 for reading in years 3-6; therefore, the school will prioritise reading after phonics through developing reading for mastery across Key Stage 2.</p>
3	<p>Writing gaps have been targeted and are diminishing but there continues to be a gap in writing for DA pupils especially for DA boys therefore DA pupils will receive 'tilted' Quality First Teaching and be targeted to ensure that writing is not a barrier to achieving the combined.</p>
4	<p>The impact of pupils' Mental and Emotional Health is influencing their experiences and learning in class. There has been an increased number of pupils experiencing mental health problems and anxiety after the pandemic.</p>
5	<p>School's PA was above the national last year. PA will be targeted this year so that it is below the national.</p>
6	<p>Due to the increased cost of living many families are struggling to provide school uniform, shoes, etc so the school will ensure that all pupils are provided with school uniform resulting in 'a level playing field' that reduces any disparities, as everyone will look the same.</p>
7	<p>Attainment gap between double disadvantaged pupils is diminishing but there is still a gap in all year groups with the combined (DA and SEN)</p>

## 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 is 'tilted' for DA pupils to ensure they outperform non-DA nationally and the combined gaps diminish across the school.	<p>DA pupils to outperform N-DA pupils nationally in reading, writing and maths.</p> <p>Identified combined gaps to &lt;10%</p> <p>Release time is provided for Curriculum Leads and Phase Leaders to monitor the quality of teaching, planning, supporting/coaching staff, etc (supply teacher two days a week).</p> <p>Focus on professional development for staff using The WALKTHRU's.</p>
Accelerated progress for reading across the school e.g. Year 1 and Year 2 DA pupils reach 84% in screener and resit and there are no reading gaps between DA and N-DA pupils in years 4-6.	<p>84% of DA Year 1 pupils pass phonics screener.</p> <p>84% of DA Year 2 pupils pass phonics resit</p> <p>85% 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>
Accelerated progress in writing for All especially for DA boys so that writing is not a barrier to achieving the combined.	<p>Year 2 DA writing gap to be: &lt;12%</p> <p>Year 3 DA writing gap to be: &lt;13%</p> <p>Year 4 DA writing gap to be: &lt;5%</p> <p>Year 5 DA writing gap to be: &lt;5%</p> <p>Year 6 DA writing gap to be: &lt;6%</p>
Pupils are able to regulate their emotions and then access learning more readily.	<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>95% 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;20 DA incidents per half term.</p>
PA for DA is below 10% and below the national.	<p>Disadvantaged pupils' attendance reaches 97%.</p> <p>PA for disadvantaged pupils is below 10% and below the national.</p> <p>No gap in attendance between DA and non-DA pupils.</p>
School uniform and trip support for DA pupils	<p>All families who request help with uniform are provided with e.g., jumpers, shoes etc.</p> <p>All DA pupils able to access and attend trips to enhance their cultural capital.</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 for the combined.	<p>The progress of DA SEND pupils carefully monitored and tracked using 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 with continuous CPD on colour semantics, Speech and Language, Zones of Regulation, use of provision maps, ASD, specific learning difficulties.</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: £ 32,319**

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 and coaching of staff)  Continuation of RWI training for all RWI teachers  Developing Reading after phonics (reading for mastery)	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.  (EEF Key Findings) <a href="#">backgrounds</a>	2
PP Lead to oversee strategy		1, 2, 3, 4, 5, 6 and 7

## Targeted academic support

**Budgeted cost: £ 32,456**

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
RWI online subscription	(EEF Toolkit)	2
Boosters before and after school for reading, writing and maths (2 x teachers for Years 4-6)	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.  (EEF Toolkit)	1, 2 and 3
PiXL subscription for access to therapies		1, 2 and 3
Support for Learning Groups		3 and 7
Numicon online		1

## Wider strategies

**Budgeted cost: £74,099**

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Emotional Literacy Curriculum for reception-Year 6 (skills and strategies to manage emotions and support pupils' mental health)	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> ).	4, 5, 6 and 7
Embedding the Zones of Regulation from reception to Year 6	Behaviour interventions and social and emotional learning interventions both have an impact of +4 (moderate impact for moderate costs based on extensive evidence).	
Staff CPD on Mental Health and The Zone of Regulation		
ELSAs	(EEF Toolkit)	
Canine Assisted Learning (Dennis the Dog)	Meta-cognition and self-regulation intervention has an impact of +8 (high	
Play Therapy		

Creation of Great Hollands Garden to support pupils Mental Health  SEN TAs  Family Safeguarding Advisor	impact for very low cost, based on extensive evidence)  (EEF Toolkit)	
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  (The link between Attendance and Attainment report by the Department for Education, March 2016)	6
School uniform support for DA pupils		6
Support for Learning-assessments		1, 4 and 7
WPA (Education Welfare)		5
Attendance Officer		5


**Total budgeted cost: £138.8774**

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

## Pupil premium strategy outcomes 2021-2022

Aim	Outcome																														
<p>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).</p>	<p><b><u>OFSTED Report November 2021:</u></b></p> <p>'Great Holland Primary School is a great place to learn. Pupils love learning 'new things and work hard to meet teachers' high expectations, including pupils with special educational needs and/or disabilities (SEND). The curriculum in other subjects is well designed to enable pupils to build on their previous learning. Teachers present learning clearly and check pupils' understanding carefully. This means that pupils retain knowledge'.</p> <p><b><u>July 2022 data</u></b></p> <p><b><u>Stage 2 Results July 2022</u></b></p> <p><b><u>GHPS DA compared to the National DA and National N-DA</u></b></p> <table border="1" data-bbox="566 907 1308 1220"> <thead> <tr> <th data-bbox="566 907 790 1008">DA in year</th> <th data-bbox="790 907 885 1008">GHPS DA</th> <th data-bbox="885 907 981 1008">National DA</th> <th data-bbox="981 907 1093 1008">GHPS DA VS National DA</th> <th data-bbox="1093 907 1189 1008">National N-DA</th> <th data-bbox="1189 907 1308 1008">GHPS DA VS National N-DA</th> </tr> </thead> <tbody> <tr> <td data-bbox="566 1008 790 1052">DA Reading</td> <td data-bbox="790 1008 885 1052">80%</td> <td data-bbox="885 1008 981 1052">62%</td> <td data-bbox="981 1008 1093 1052">+18%</td> <td data-bbox="1093 1008 1189 1052">80%</td> <td data-bbox="1189 1008 1308 1052">0%</td> </tr> <tr> <td data-bbox="566 1052 790 1097">DA Writing</td> <td data-bbox="790 1052 885 1097">85%</td> <td data-bbox="885 1052 981 1097">55%</td> <td data-bbox="981 1052 1093 1097">+30%</td> <td data-bbox="1093 1052 1189 1097">75%</td> <td data-bbox="1189 1052 1308 1097">+10%</td> </tr> <tr> <td data-bbox="566 1097 790 1142">DA Maths</td> <td data-bbox="790 1097 885 1142">85%</td> <td data-bbox="885 1097 981 1142">56%</td> <td data-bbox="981 1097 1093 1142">+29%</td> <td data-bbox="1093 1097 1189 1142">78%</td> <td data-bbox="1189 1097 1308 1142">+7%</td> </tr> <tr> <td data-bbox="566 1142 790 1220">DA Combined (reading, writing, maths)</td> <td data-bbox="790 1142 885 1220">80%</td> <td data-bbox="885 1142 981 1220"></td> <td data-bbox="981 1142 1093 1220"></td> <td data-bbox="1093 1142 1189 1220"></td> <td data-bbox="1189 1142 1308 1220"></td> </tr> </tbody> </table> <p data-bbox="1324 940 1404 996">pupils 6</p> <p>outperformed both DA pupils nationally and N-DA pupils nationally in reading, writing and maths through the targeted support and provision put in place for DA pupils in the year 6 cohort.</p> <p>Even though, DA pupils have are now outperforming N-DA pupils in reading, writing, maths there is still a combined gap (RWM) between DA and N-DA pupils in some year groups so this will be a priority for next year.</p>	DA in year	GHPS DA	National DA	GHPS DA VS National DA	National N-DA	GHPS DA VS National N-DA	DA Reading	80%	62%	+18%	80%	0%	DA Writing	85%	55%	+30%	75%	+10%	DA Maths	85%	56%	+29%	78%	+7%	DA Combined (reading, writing, maths)	80%				
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<p>There are no gaps in phonics and there are no gaps in reading between DA and N-DA pupils.</p>	<p><b><u>July 2022 data</u></b></p> <ul style="list-style-type: none"> <li>100% of DA pupils in year 2 passed the PSC, including all pupils with EHCPs.</li> <li>63% of DA year 1 pupils passed the PSC. (-18% gap between DA and non-DA pupils)</li> <li>Over 80% of year 3 pupils were off the RWI programme at the end of July.</li> <li>Year 4: DA -71% in reading; N-DA- 61% in reading; Positive gap of +10%</li> <li>Year 5: DA- 75% in reading; N-DA- 78% in reading; Gap of -3%</li> </ul> <p>Year 6 Key Stage 2 Reading results for DA pupils compared to the national</p> <table border="1" data-bbox="566 1780 1308 1915"> <thead> <tr> <th data-bbox="566 1780 718 1870"></th> <th data-bbox="718 1780 813 1870">GHPS DA</th> <th data-bbox="813 1780 909 1870">National DA</th> <th data-bbox="909 1780 1021 1870">GHPS DA VS National DA</th> <th data-bbox="1021 1780 1117 1870">National N-DA</th> <th data-bbox="1117 1780 1308 1870">GHPS DA VS National N-DA</th> </tr> </thead> <tbody> <tr> <td data-bbox="566 1870 718 1915">DA Reading</td> <td data-bbox="718 1870 813 1915">80%</td> <td data-bbox="813 1870 909 1915">62%</td> <td data-bbox="909 1870 1021 1915">+18%</td> <td data-bbox="1021 1870 1117 1915">80%</td> <td data-bbox="1117 1870 1308 1915">0%</td> </tr> </tbody> </table>		GHPS DA	National DA	GHPS DA VS National DA	National N-DA	GHPS DA VS National N-DA	DA Reading	80%	62%	+18%	80%	0%																		
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<p>Pupils are able to regulate their emotions</p>	<p><b>July 2022 data</b></p> <p>There were no exclusions during the academic year.</p> <p>Tracked therapy groups saw 93% improvements (evidence SDQs and targets set)</p> <p>All classes are using Zones of Regulation and children understand what each zone represents. Children need to continue to develop their understanding of the difference between the red and the yellow zones, so they use strategies effectively.</p> <p><b>OFSTED Report November 2021:</b></p> <p>'Pupils now enjoy coming to school because their learning is not interrupted by poor behaviour. They know that any incidents of bullying are dealt with quickly and fairly. They proudly explain how the school's values of 'generosity, resilience, empowerment, ambition and teamwork (G.R.E.A.T)' help them with their learning and personal development'.</p>												
<p>No gap in attendance between DA and non-DA pupils.</p>	<p>July 2022 data</p> <p>National Attendance All Pupils- 92.8%</p> <p>School Attendance All Pupils – 92.1%</p> <p>Even though COVID spread through the school in the autumn and spring terms there was no gap in attendance between school and the national for ALL pupils.</p> <p>Through continuous targeted intervention, there remains no gap in attendance between FSM and non-FSM pupils (92.85%vs 93.67%).</p> <p>There is no gap between PP and non-PP pupils (93.02% vs 93.63%).</p> <p>Data from FFT Aspire July 2022</p> <p>National FSM6 – 90.5%</p> <p>School FSM6- 91.5%</p> <p>Attendance for DA pupils was above the national.</p> <p>The school's PA figures rose this year due to 26% due to COVID sweeping through the school in the autumn and spring terms Those pupils who were identified as having PA not due to COVID were referred to the school's EWO and put on an attendance action plans.</p> <p>National PA-23%</p> <p>School PA-26%</p> 												

<p>School uniform, swimming and trip support for DA pupils</p>	<p>All DA pupils in year 4, 5 and 6 attended swimming lessons.</p> <p>91% of DA pupils who attended were able to swim at least 10m (48% of DA pupils were non swimmers).</p> <p>All DA pupils in all years attended trips e.g., year 1 and 2 visited the seaside, year 5 visited the Henley Rowing Museum and Thames</p>																
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Externally provided programmes

Programme	Provider
Maths	Third Space Learning