

GHPS Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium funding (for the 2023 to 2024 academic year) 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	Autumn Census 2022	Spring Census 2023	Summer Census 2023
NOR	278 (inc. 16 YN)	282 (inc. 18 YN)	284 (inc. 18 YN)
Proportion (%) of pupil premium eligible pupils	98 (35%)	99 (35%)	99 (35%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024		
Date this statement was published	September 2023		
Date on which it will be reviewed	July 2024		
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	£128,623
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	£ 128,623

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 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., WALKTHRUs, RWI
- Professional development for subject leaders
- Considered and effective planning for pupils with SEND
- Priority pupils (first to be asked a question, first for feedback and first book to be marked)



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 pre-teach
- 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>Last year 69% of DA pupils in Year 1 passed the phonics screener and 78% of DA pupils in Year 2 passed the phonics resit.</p> <p>Only Year 5 at the end of July 2023 had a positive gap for reading for in Years 3-5 last year; therefore, the school will prioritise reading after phonics through embedding 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 in Key Stage 1 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 attendance, 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 below the national last year but at 16%. PA will be targeted this year so that it is below 10% (pre-pandemic).</p>
6	<p>Due to the continuing 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 and progress for SEND support pupils is above the national 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 at the end of Year 6 (aspirational target).</p> <p>Identified combined gaps to be: Year 2: <20 Year 3: <20 Year 4: <20 Year 5: no gap Year 6: <10</p> <p>Release time is provided for Curriculum Leads and Phase Leaders to monitor the quality of teaching, planning, supporting/coaching staff, mastery readers (supply teacher two days a week).</p> <p>Focus on professional development for staff using The WALKTHRUs.</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>% of DA Year 1 pupils pass phonics screener. % of DA Year 2 pupils pass phonics resit % of Year 3 pupils who will be off RWI programme at the end of the academic year. Highlighted targets to be confirmed</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: < 15% Year 3 DA writing gap to be: < 20% Year 4 DA writing gap to be: < 20% Year 5 DA writing gap to be: > 5% Year 6 DA writing gap to be: no gap</p>
Pupils are able to regulate their emotions and then access learning more readily.	<p>Behaviour incidents for DA pupils reduce by 10%. Target: <40 DA incidents per term.</p> <p>90% of DA pupils attending therapy groups see improvements in SQ+DQs or all smart targets are met. 95% of parents feel they have the correct tools to support their child with their SEN and mental health needs etc.</p>
PA for DA is below 10% and below the national.	<p>Disadvantaged pupils' attendance reaches 95%. PA for disadvantaged pupils is below 10% and below the national. No gap in attendance between DA and non-DA pupils (gap of -1% at the end of July 2023)</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. 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 for the combined.</p>	<p>The progress of DA SEND pupils carefully monitored and tracked using provision map.</p> <p>High expectation for all SEND pupils.</p> <p>A range of strategies are put in place to support of SEND pupils making accelerated progress – e.g., effective adaptations, mind-maps, 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, Makaton, Zones of Regulation, use of provision maps, ASD, specific learning difficulties.</p>
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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: £ 27,359

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>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.</p> <p>(EEF Attainment Gap report 2018)</p>	<p>1, 2, 3 and 7</p>
<p>RWI coaching for RWI teachers</p> <p>Continuation of RWI training for all RWI teachers</p> <p>Embedding Reading after phonics (reading for mastery)</p> <p>GHPS teachers to observe mastery reader session at English hub (release time)</p>	<p>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.</p> <p>(EEF Key Findings)</p>	<p>2</p>

PP Lead to oversee strategy		1, 2, 3, 4, 5, 6 and 7
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Targeted academic support

Budgeted cost: £ 15,001

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 (teachers for Years 5 and 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
Writing Lead and Key Stage 1 teachers to work with English hub to diminish writing gap at Key Stage 1		1
Pre-teach for mastery readers, RWI, maths, vocabulary from Year 1- Year 6		2

Wider strategies

Budgeted cost: £ 86,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	4, 5, 6 and 7

<p>Securing the Zones of Regulation from Reception to Year 6</p> <p>Staff CPD on Mental Health and The Zones of Regulation</p> <p>ELSAs</p> <p>Canine Assisted Learning (Dennis the Dog)</p> <p>Play Therapy</p> <p>Creation of Great Hollands Garden to support pupils Mental Health</p> <p>SEN TAs</p> <p>Family Safeguarding Advisor</p>	<p>trained by Educational Psychologists (www.elsanetwork.org).</p> <p>Behaviour interventions and social and emotional learning interventions both have an impact of +4 (moderate impact for moderate costs based on extensive evidence).</p> <p>(EEF Toolkit)</p> <p>Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very low cost, based on extensive evidence)</p> <p>(EEF Toolkit)</p>	
DA pupils able to attend school trips	<p>The higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2</p> <p>(The link between Attendance and Attainment report by the Department for Education, March 2016)</p>	6
School uniform support for DA pupils		6
Support for Learning-assessments and teaching of tool kits		1, 4 and 7
WPA (Education Welfare)		5
Attendance Officer		5

Total budgeted cost: £128,623

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022-2023

Aim	Outcome																
<p>Quality First Teaching is 'tilted' for DA pupils to ensure they outperform non-DA nationally and the combined gaps diminish across the school.</p>	<p>Data analysis taken from FFT Aspire July 2023:</p> <p>KS2 attainment for disadvantaged pupils 2023</p> <p>Average Scaled Score (Re, Ma)</p> <p>KS2 progress for disadvantaged pupils 2023</p> <p>Average Scaled Score (Re, Ma)</p> <p>Curriculum leads received timetabled release time to monitor the quality of teaching throughout the year.</p> <p>CPD focused on the use of the WALKTHRUS e.g., focus on questioning, scaffolding, etc</p>																
<p>Accelerated progress for reading across the school e.g., Year 1 and Year 2 DA pupils reach 84% in screener and when they resit the screener.</p>	<p>% at ARE for reading (July 2023):</p> <table border="1" data-bbox="470 1765 1141 2051"> <thead> <tr> <th>Reading</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>DA pupils</td> <td>76%</td> <td>75%</td> <td>81%</td> </tr> <tr> <td>N-DA pupils</td> <td>65%</td> <td>82%</td> <td>78%</td> </tr> <tr> <td>Difference</td> <td>+11%</td> <td>-7%</td> <td>+3%</td> </tr> </tbody> </table>	Reading	Year 4	Year 5	Year 6	DA pupils	76%	75%	81%	N-DA pupils	65%	82%	78%	Difference	+11%	-7%	+3%
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<p>There are no reading gaps between DA and N-DA pupils in Years 4-6.</p>	<p>69% of DA Year 1 pupils passed the phonics screener.</p> <p>78% of DA Year 2 pupils passed the phonics resit.</p> <p>95.5% of Year 3 pupils were off RWI programme at the end of July.</p>																																			
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<p>Pupils are able to regulate their emotions and then access learning more readily.</p>	<p>DA behaviour per term: Autumn term 2022 - 42 Spring Term 2023 - 45 Summer Term 2023 - 43</p> <p>Behaviour incidents for DA pupils' average around 43 incidents per term for the academic year.</p> <p>There was a half day suspension for the whole of the academic year.</p> <p>Pupils attending Play Therapy, Canine Therapy, ELSA will have targets reviewed at the end of their sessions and 92% showing an improvement.</p> <p>Zones of Regulation embedded from Reception to Year 6.</p>																																			
<p>PA for DA is below 10% and below the national.</p>	<p>Attendance for the school's DA pupils was above the national by +3.1% [National DA – 89.6% compared with School DA pupils- 92.7%]. At the end of January there was -1.8% attendance gap between the school's FSM6 and non-FSM6 [school FSM6 92.7% vs non-FSM6 94.7 = -1.8%] however; the gap has diminished to just 1% by the end of July (school FSM6 92.7% vs non-FSM6 93.7%)</p> <p>The school's PA figures are below the national by 3%, but school's PA figures are significantly above the national in Year 1 therefore, PA will be an attendance priority for Year 2 pupils in the autumn term. Reception PA is now below the national compared to January where it was significantly above the national and that is through forensic analysis of PA pupils' in Reception putting in the appropriate support in place for identified pupils and their families e.g., working with the EWO,</p>																																			

	<p>letters sent to parents regarding the importance of attending school, teachers and school staff speaking to parents about attendance.</p> <p>School PA- 16% National PA- 19%</p>																				
School uniform and trip support for DA pupils	<p>100% of families who have requested help for school shoes, uniform, PE kit, etc and have been provided with the appropriate items straight away.</p> <p>All DA pupils have accessed trips.</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>Year 6 SATS results comparing progress SEND pupils made against non-SEND pupils from FFT Aspire:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading progress</th> <th>Writing Progress</th> <th>Maths Progress</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>Year 6 SEND support pupils</td> <td>+7.4%</td> <td>+3.2%</td> <td>+7.2%</td> <td>+4.7%</td> </tr> <tr> <td>Year 6 Not SEND pupils</td> <td>3.0%</td> <td>+2.2%</td> <td>+4.4%</td> <td>+5.1%</td> </tr> <tr> <td>Difference in progress</td> <td>+4.4%</td> <td>+1.0%</td> <td>+2.8%</td> <td>-0.4%</td> </tr> </tbody> </table> <p>All SEND pupils on Provision Map and targets tracked and reviewed termly using system. All Child Learning Profiles have been checked by SEN Team and the SEN Team have worked with staff to improve plans and provision so that ALL SEN pupils' needs are met.</p> <p>Clear plans were put in place for any adaptations to ensure individual pupil's needs were met and that they had full access to the curriculum and gaps were diminished e.g., mind maps, concrete apparatus, Clicker 6, colourful semantics etc.</p> <p>Staff received training on the following: mind-maps, colourful semantics, speech and language, RWI, sensory processing.</p>		Reading progress	Writing Progress	Maths Progress	GPS	Year 6 SEND support pupils	+7.4%	+3.2%	+7.2%	+4.7%	Year 6 Not SEND pupils	3.0%	+2.2%	+4.4%	+5.1%	Difference in progress	+4.4%	+1.0%	+2.8%	-0.4%
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Externally provided programmes

Programme	Provider