

Holland Haven Primary School's Pupil Premium Strategy

1. Summary information					
Academic Year	2020/21	Total PP budget	£148,225	Date of most recent PP Review	Sept. 2020
Total number of pupils	385	Number of pupils eligible for PP	105	Date for next internal review of this strategy	Sept. 2021

2. Most recent national achievements		
KS2 SAT 2019 (Note: 2020 tests did not place due to COVID 19 restrictions)	<i>Pupils eligible for PP (school)</i>	<i>National Averages Note: Progress figures refer to pupils <u>not</u> eligible for PP</i>
% of pupils who achieved the expected standard in reading, writing and maths	65.8%	70.6%
% of pupils who achieved the expected standard in reading	80%	78.2%
% of pupils who achieved the expected standard in writing	90%	83.2%
% of pupils who achieved the expected standard in maths	80%	83.8%
% of pupils who achieved the expected standard in GPS	80%	82.7%
Average expected progress achieved in reading	-1.7	0.33
Average expected progress achieved in writing	4.2	0.27
Average expected progress achieved in maths	0.7	0.37
KS1 SAT May 2019	<i>Pupils eligible for PP (school)</i>	<i>National Averages Note: Progress figures refer to pupils <u>not</u> eligible for PP</i>
% of pupils who achieved the expected standard in reading, writing and maths	58.8%	68.9%
% of pupils who achieved the expected standard in reading	65%	78.4%
% of pupils who achieved the expected standard in writing	59%	73.1%
% of pupils who achieved the expected standard in maths	65%	79.2%
% of pupils passing the phonics screening test in Year 1	50%	84%
3. Barriers to future attainment (for pupils eligible for PP)		

In-school barriers	
A	Social, emotional, mental health needs impacting on learning
B	Additional needs such as SEND and behaviour, including at lunchtimes
C	Poor speech and language on entry and low achievement in reading due to limited language development (EYFS S&L, Writing KS1 and Reading KS2 foci)
D	Impact of current pandemic on pupils: extended time of over 1 term at home without formal education and socialisation (COVID 19 lockdown 2019-2020)
External barriers	
1	Vulnerable families do not consistently provide a breakfast before school
2	i) Poor attendance and punctuality
	ii) Low-income families unable to financially support educational trips/visitors/clubs
3	Home-school learning environment, for example low homework engagement and limited opportunities for language development (incl. breadth of vocabulary) This now includes variable home-learning experiences and engagement with the school's online learning provision during lockdown.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A1 Pastoral		Barriers to learning are reduced: SEMH needs are well supported holistically. Emotional intelligence and self-esteem is evident. COVID 19: Staff have an awareness of the impact of an extended period away from school; pupil mental health and well being needs are identified and addressed, including referrals to external support / learning mentor involvement / family liaison involvement / Art therapy and nurture dog-time. Staff spend the first two weeks of the school term focusing on establishing classroom ethos of promoting wellbeing and resilience (zones of regulation, thinking skills, core values, growth mindset).
B2 Curriculum	Pupils are able to access all learning opportunities and successfully achieve in all aspects of school life	School attendance for pupils eligible for PP funding is at least 96%. Pupils participate in the educational trips/clubs and activities on offer - including online home-learning (external visits/visitors currently limited due to COVID restrictions). Where needed, pupils receive additional support with behaviour plans or personalised learning.

C3 Teaching and Learning		Data outcomes in KS1 and 2 are at least national with a 10%, or less, gap between disadvantaged and non-disadvantaged pupils. 95% (or above) of pupils achieve the Wellcomm programme by the end of EYFS and Speech and Language targets across KS1.
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5. Planned expenditure					
i. Pastoral 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?
A1	Art Therapist	This intervention is a form of psychotherapy which is appropriate for school-age pupils as it uses art as a medium to address emotional needs. Pupils who have previously worked with an art therapist at Holland Haven, have improved wellbeing overtime. (The EEF's Teaching and Learning Toolkit suggests social and emotional learning has an impact of +4 months on progress). Due to the impact of COVID 19 on some vulnerable pupils, the school is now providing an additional 1 day of Art Therapist time.	SENCo/Learning mentor and SLT to identify vulnerable pupils who would benefit from art therapy. Art therapists liaise with SENCo/Learning Mentor to assess each individual's progress.	SENCo /Learning Mentor and Headteacher	As appropriate for each pupil
	Breakfast Club	Some vulnerable families were unable to provide breakfast regularly or ensure pupils were at school for 8.50am. This often had a detrimental effect on the pupils' well-being and key aspects of learning were missed at the beginning of the school day.	Monitor the register regularly. Offer this service to parents when it is felt it would be beneficial. Employ staff to run the breakfast club. Create a nurturing environment with a range of healthy foods and	Learning Mentor/SMDA	Termly

		The school will offer a breakfast club to pupils receiving FSM thus ensuring pupils have a breakfast to start the day and a smooth transition into lessons. Currently only KS2 bubbles attend due to COVID 19 restrictions. Resume at full capacity as soon as possible.	stimulating activities to ensure the best start to the day.		
Full-time Learning Mentor and part-time Family Liaison Worker		The Learning Mentor is able to support pupils with SEMH and behaviour needs to reintegrate into the classroom, liaise with external agencies such as NHS links, attendance company and staff, and support the Deputy and Lead safeguarding officers. The Family Liaison Worker further supports the family through home-links. (The Toolkit suggests both social and emotional learning and behaviour interventions make +4 months impact on progress). Both roles are particularly relevant in the current climate nationally.	Regular meetings with the HT to update cases and pastoral register. Close working relationships between SLT, Senior MDA, and relevant teachers and teaching assistants.	Headteacher	Flexibly (see pastoral provision mapping and individual case-notes) Yearly
CPD for staff		Following the LA CiC Conference which included guest speaker Scott King 'Feelings Focussed training' the school booked a twilight introduction session for all staff and local school representatives. Feedback was positive; it provided a real insight into the psychology of behaviour from a personal example. This approach is complementary to the school's existing philosophy and supports the practical application from in-house Step On Tutors (SENCo and Learning Mentor) in the therapeutic, Step On approach to understanding and improving pupil	SENCo to train all staff in Attachment Aware Schools. All staff to complete the next-stage of 'Feelings Focussed' training through an online module. Trauma Perceptive Practice (TPP) to be undertaken by senior leaders and pastoral support this year with the intention of developing whole-school next year. Staff to then implement further knowledge, skills and understanding into working practice with SLT ensuring	SENCo and Deputy Headteacher	Yearly

		behaviour. The SENCo has also attended Attachment Aware Schools. Pupils have participated in both growth mindset and resilience workshops.	behaviour policy is amended to reflect any new insights.		
Total budgeted cost					£51,000
ii. Curriculum 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?
B2	Employ additional staff to support pupils across the school day (class and/or lunchtimes as appropriate)	Play facilitators or 1:1 support reduce playtime conflict by engaging pupils in purposeful play; teaching social skills and developing confidence. Positive impact on learning in lessons. (The Toolkit shows outdoor adventure learning has an impact of +4 months on progress). Pupils with additional SEND and challenging behaviour receive flexible 1:1 support. (Toolkit: behaviour interventions have an impact of +4mths on progress with a specific focus on self-regulation benefiting pupils by a further 4 months).	Mid-day assistant-team remains fully staffed and deployed efficiently. Playtimes and lunchtime staff offer play facilitation. 1:1 support (strategies/timetables) are provided for pupils where beneficial during the school day. Currently, this means ensuring a COVID-secure rota is in place (one MDA per bubble and 1:1 MDAs with pupils with additional needs).	SLT Senior MDA	Termly
	Employ an attendance company	Following the employment of a school attendance company, attendance, and relationships with parents/carers, has improved. Letters and school attendance meetings (SAMs) are held in school but arranged by an external company (Aquinas) removing barriers between the school and parents.	Learning Mentor (who is also the school attendance officer) to work closely with the attendance company, and monitor absence data.	Learning Mentor Headteacher	Yearly (tax year)
	Subsidise the cost of educational activities such as school trips and visitors by using	In the past, the school has been required to subsidise families not eligible for the PP funding who haven't contributed to school trips/visits, in	Phase Leaders to plan events to enhance the curriculum (see 2 year rolling curriculum). Headteacher and office staff to	Headteacher Office staff	Termly

	the Pupil Premium funding to pay for pupils receiving FSM.	addition to the families eligible who haven't had the financial means to support the event. Part of the PP funding will be spent on these events to ensure the extended curriculum can continue benefiting all pupils. Trips and educational activities are fully subsidised and the Year 6 residential is partially subsidised by 50% of the total cost.	monitor responses/budget and communicate with parents, e.g. letters/ newsletters etc.		
	Purchase 'Purple Mash' - a cross-curricular website to support school and home-learning	'Purple Mash' is an award-winning website, recommended by both local primaries and secondaries in the school cluster (STPP). It 'is the digital vault of resources, games, tools and activities that's easily searchable by whichever area of the curriculum' and therefore easily supports HH's 2 year creative curriculum and is accessible from home to complete homework or in the event of pupil self-isolation or lockdown.	Set relevant, engaging homework linked to the school's existing 2 year creative curriculum. Provide online learning for pupils in the event of self-isolation or lockdown. Create a whole-school incentive/recognition scheme. Monitor pupil-uptake through Purple Mash admin data.	IT Lead	Flexibly
Total budgeted cost					£49,000
iii. Teaching 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?
C3	Purchase Reading Plus software (final year of 3 year subscription) and deliver as a reading programme in class (KS2 only) alongside Lexia Reading software. Use Lexia	KS2 attainment and progress outcomes in Reading were below national in 2017 and overtime, are consistently lower than the school's outcomes for other subjects. This trend is particularly relevant for pupils eligible for the PP grant, where the gap is the widest. Note: although in 2019 reading outcomes in KS2 were successful, this	Staff receive training and support to deliver in class	English Subject Lead and SENCo	Half-termly

	<p>whole-school for pupils with identified needs. (Subscription for 100 users. Second year of 3 year subscription).</p>	<p>is still an area to sustain across all year groups.</p> <p>Lexia reading software is a well-established reading programme recommended by local schools with similar contexts. Reading Plus software focuses on fluency strategies such as speed and tracking to support learners who are already confident readers, and work at the new expected standard. Both programmes offer teaching material, diagnostic assessment and pupil-engagement through interactive computer sessions.</p>			
	<p>Teaching Assistants support in class for core subjects and deliver integrated interventions across the school</p>	<p>On average each class has 20% of its pupils receiving the PP grant. Research shows the performance of disadvantaged pupils is more sensitive to QfT and this includes more adult-support so pupils can receive feedback, support and extension as needed. Additional staff can provide integrated class-based interventions such as precision teaching and also address day-to-day emotional and social needs. Forest Schools staff provide 2 afternoons per week for SEMH and Life Skills groups. In recognition of the current national context, pupils in EYFS were unable to receive the usual induction, and many did not attend any child-care setting in the term before school. Additional LSAs to support transition and in particular the high level of S&L and SEND.</p>	<p>Teaching Assistants are effectively deployed to enhance pupil learning and wellbeing. They are supported well by teachers (in class) and pastoral support and SENCo (intervention planning/delivery). All staff meet with the Deputy Headteacher or SENCo to review CPD needs during the PMR process.</p>	<p>Class Teachers SENCo</p>	<p>Half-termly</p>

	<p>Targeted small-group tuition across the school</p>	<p>See above. In addition, research shows small-group tutoring has a positive impact of +4 months progress. The expected standard has risen, particularly in reading where the difference between the average national attainment in 2015 (89%) and 2016 (66%) was significantly lower. Historically, more able pupils in KS1 at Holland Haven have not made sufficient progress across KS2 and this is typically the case in reading across the school, particularly for pupils eligible for pupil premium funding. Currently 31 pupils both are eligible for pupil premium funding and have additional SEND. In recognition of the impact of lockdown on some vulnerable pupils, in particular, additional hours of reading and phonics intervention to be planned into KS1 whole-class timetables, and small-groups. Materials such as Barrington Stokes 'High Interest Low Ability' reading books to be purchased to effectively support KS2 pupils.</p>	<p>Tuition groups are planned based on school data summaries, and rationale shared with teachers leading the groups. Data outcomes are reviewed regularly and pupils change accordingly.</p>	<p>SENCo</p>	<p>Half-termly</p>
	<p>Employ a speech and language therapist to support pupils and staff</p>	<p>On average, pupils enter EYFS with Speech and Language that is lower than age-related expectation (Wellcomm screening) and there is a significant difference between the phonics achievement of Year 1 pupil premium pupils, and national non pupil premium. (Toolkit: Early Years intervention, +5 months). Communicate therapist to create a phonics training package for all staff to</p>	<p>An EYFS teaching assistant will work closely with an external S&L specialist to deliver the Wellcomm programme in EYFS.</p> <p>Specific support mapped for each phase.</p> <p>All staff complete the phonics training package.</p>	<p>SENCo</p>	<p>Half-termly</p>

		complete (new staff to then be given this from now on as part of induction).	External Speech and Language Therapist will assess and make recommendations for KS2 pupils with Speech and Language needs who are above the age threshold for NHS referrals.		
Total budgeted cost					£50,500