

Pupil premium strategy statement

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	Holland Haven Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	107 (26%)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn term 2022
Statement authorised by	Mrs S Bardetti
Pupil premium lead	Mrs C Humphrey
Governor / Trustee lead	Mrs C Terry

Regular review meetings take place between Pupil Premium Lead and Governor across the year.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,570
Recovery premium funding allocation this academic year	£30,720
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	£179,290

Part A: Pupil premium strategy plan

Statement of intent

'Disadvantaged children do not necessarily lack the talent or ability to make significant contributions to our society, what they sometimes lack is the opportunity' Nicola Shipman COE Steel City Partnership in Sheffield.

This is particularly relevant now as evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic.

Our intention at Holland Haven Primary School is that we address educational disadvantage with a whole school strategy, focusing on addressing the impact of socioeconomic disadvantage on learning so that disadvantaged pupils have every opportunity to achieve as well as non-disadvantaged pupils, now, and in the future.

School curriculum intent: **all pupils are enabled to be 'kind, healthy, resilient citizens who reach for the stars'**.

Challenges

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

Challenge number	Detail of challenge
1	Limited positive social and emotional modelling and lack of consistent care Pupils do not always have the opportunity to develop the strong social and emotional skills needed to navigate social interactions, form intimate connections, express empathy to others and develop a positive sense of who they are. This in turn affects their ability to access learning, cope with the basic demands of a school environment and behave in a prosocial way.
2	Underdeveloped 'executive functioning' including metacognition skills Pupils have often experienced trauma which affects early brain development. Specifically, executive functioning and metacognition which are the cognitive processes responsible for behaviour regulation and problem solving: key indicators of success in school, and later on in life.
3	Home Environment is limited and detrimental to learning Typically pupils do not have the resources - in the broadest sense - that other pupils have, resulting in low homework engagement and poor language development. This includes limited breadth of vocabulary and number of books read to and read. Pupils therefore present with poor speech and language on entry and low achievement in reading. Cultural capital is also limiting.
4	The school curriculum is only partially accessed Some pupils have chaotic family circumstances, contributing to poor attendance and punctuality and, due to low income, are unable to financially support event days, full school uniform, outdoor learning/P.E. kit or educational trips/visitors/clubs. This situation has also been exacerbated by Covid19.

Note: The school acknowledges that not all pupils eligible for funding share the challenges outlined above, and that, whilst some pupils may not meet the threshold for funding, they may still be disadvantaged - 'in-work poverty'. The intended outcomes are beneficial for all pupils regardless of economic status.

Further rationale for the weighting of allocated spending: 50% of funding is spent addressing challenges 3 and 4; this includes the Recovery Premium Funding (the Government's time-limited grant to support pupils whose education has been impacted by Covid19) and ensures '*effective targeted academic support*' based on the school-context and the recognised priority of pupil-needs. The remaining 50% of funding is shared between challenges 1 and 2 focusing on ongoing improvement in *high-quality teaching* and addressing *non-academic barriers*.

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
<p>1 Investment in professional development ensures high quality practice (Challenges 1 and 2)</p>	<p>An effective teacher, and teaching assistant, is in front of every class.</p> <p>All staff are equipped to understand and support pupils with challenging behaviours, collaboratively, in line with the principles of trauma-perceptive practice.</p> <p>Staff are able to support pupils' long-term memory within the school curriculum design by making explicit links to subject knowledge and progression. (Phase 1 of metacognition and memory work)</p> <p>Teaching and learning includes regular opportunities to learn outside the classroom inline with the school's LOtC entitlement. (Silver LOtC standard).</p> <p>Staff knowledge, understanding and skills have continued to grow through ongoing targeted personal development in curriculum areas, assessment, SEND etc.</p>
<p>2 Provide effective targeted academic support (Challenges 3 and 4)</p>	<p>All pupil needs are identified and supported through the effective use of additional staff (for example, to deliver reading interventions and enable pupils with complex social, emotional and mental health needs to access the curriculum).</p> <p>Pupils in EYFS and Year 1 are well supported in recognition of their turbulent start to school-life and now ready for Year 2: the next stage of their school development.</p> <p>Pupils with speech and language needs make accelerated progress and achieve age-related expectations.</p> <p>Teachers have provided small-group reading tuition for pupils in their class ensuring interleaved learning and maximum progress.</p>
<p>3 Wider strategies ensure all pupils are able to access the full curriculum (Challenges 3 and 4)</p>	<p>All pupils are able to take part in all aspects of school life including breakfast club, extra-curricular clubs, educational visits, residentials and outdoor learning.</p> <p>Barriers to learning such as attendance and social and emotional difficulties are overcome so all pupils can access the curriculum.</p> <p>'Homework Hub' has improved homework engagement and quality.</p> <p>Pupils with complex emotional, social and mental health needs have received appropriate therapeutic intervention in order to improve their wellbeing and ability to learn.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Scott King - Section 31 'Feelings Focussed' Training</p> <p>Series of CPD sessions for all staff including anonymous internal case-study workshops</p>	<p>Following the local authority CLA conference in 2019 which featured guest speaker Scott King, the school booked a twilight introduction session for all staff and local cluster-school representatives (2020). Feedback from attendees was positive; it provided a real insight into the psychology of behaviour from a personal example - Scott was taken into the care system at a young age and has since studied attachment theory, working with local authorities to develop practitioners' understanding and practice. Scott will be supporting the school in 2022 in a series of bespoke sessions planned with the school's Deputy Headteacher.</p>	<p>1</p>
<p>LA Trauma Perceptive Practice (TPP) and Disadvantaged Champions training for Ht and DHT with follow up CPD opportunities for staff</p>	<p>This type of CPD therefore provides a powerful catalyst for change and is complementary to our school's existing values. It also supports the practical application of Steps and Trauma Perceptive Practice (TPP) in the therapeutic approach to understanding and improving pupil wellbeing and outcomes. Holland Haven has Step On Tutors (SENCo and Learning Mentor) and its SENCo has also attended Attachment Aware Schools.</p> <p><i>Intended impact achieved from the whole-staff training - see examples of feedback below...</i></p>	
<p>Introduce internal, staff 'Team Around the Child meetings' for pupils presenting with the most challenging behaviours</p> <p>'Team Around the Child' sessions for all staff that support identified pupils displaying challenging behaviours</p>	<p><i>'It was a harrowing story; it makes you think! No wonder he behaved like that at school - we just never know what's going on behind each child. Found it so interesting and has made me very mindful!'</i></p> <p><i>'I thought it was a very informative session. Real life experiences were so enlightening. It's made me think of my practice and about behaviours in the classroom!'</i></p> <p><i>'Thought the training was such an eye opener!! I thought Scott was incredible actually. What an amazing guy for doing all he's doing.'</i></p> <p><i>The follow-up sessions had less impact as although the design of the sessions were discussed, staff interests and CPD needs were broad and the format of the delivery didn't allow the intentions to be covered fully. We will explore Scott's role again in the future to fully capitalise on his experience and knowledge within the education sector.</i></p> <p>Deputy Headteacher and Headteacher are undertaking Local Authority TPP 'train the trainer' and Disadvantaged Champion training in the autumn term of 2021 with the intention of then supporting staff to further develop their knowledge, understanding and skills. This will include professional development opportunities such as staff meetings for discussion topics, watching key video links, workshops - including those outlined above - and, the introduction of internal Team Around the Child (TAC) meetings for pupils presenting with the most challenging behaviours.</p> <p>Regular, optional, TAC meetings will take place after-school and take the form of a group supervision space for all staff that support the identified pupil; these sessions will be led by the SENCo and/or Deputy Headteacher.</p> <p><i>These sessions were essential to facilitate communication, morale and consistent practice for staff-groups where pupil-needs were particularly complex and behaviours challenging. TPP materials such as dysregulated 'hyper and hypo arousal' diagrams were useful to understand and interpret behaviours.</i></p>	

	<p><i>Although this won't be continued as a standard procedure as for most identified pupils, it wasn't as helpful, it will be a strategy that will be used as and when needed in the future.</i></p> <p>The Education Endowment Foundation (EEF) demonstrates that behaviour interventions have an impact of +4 months on progress with a specific focus on self-regulation benefiting pupils by an additional 4 months.</p>	
<p>Additional high-quality professional development</p> <ul style="list-style-type: none"> - Teachers (including Subject Leaders) have access to all Local Authority training - Continued work with Educational Learning Consultant 'Felicity Robinson' to develop Silver LOtC practice - Initial external Memory and Metacognition CPD - Subject Leaders supported by the DhT with a subject profile resource to support their role 	<p>Holland Haven has a number of teachers in the early stages of their teaching career who were trained through the local teacher-training provider (NETT). Recruitment and retention is successful; the headteacher, deputy headteacher and chair of governors have been in post for over 10 years and effective succession planning has seen the journey of many newly qualified teachers into leadership positions, and LSAs into specialised roles.</p> <p>Through an effective performance management cycle, all staff have access to continued professional development either in-house through focused learning walks/professional development opportunities with relevant members of staff or through external input/training.</p> <p>Since 2017, Holland Haven has worked alongside Felicity Robinson, an Outdoor Learning Consultant. It now has 2 established outdoor learning classrooms: the Forest and Hills and is currently developing a third: The Haven. The school is applying for Silver LOtC status in 2022. (The EEF Toolkit shows outdoor adventure learning has an impact of +4 months on progress and in addition to this there is also much research linking outdoor learning to improved self-regulation and critical thinking, for example, 'Forest Schools' is used as an established behaviour reintegration programme world-wide).</p> <p>Loose parts-play features in both The Forest and The Hills - there is extensive research into the benefits of this practice and its positive impact on outcomes as highlighted in The Curriculum for Excellence Statement for Practitioners, HM Chief Inspector of Education (2016).</p> <p>Plans for 2022-2023 include the final stages of maximising outdoor provision: courtyards, EYFS and Year 1 areas - including playtimes - and establishing regular use of The Haven. In the current academic year, discussions between all relevant staff, DhT and Outdoor Learning Consultant about the current use of the areas and suggested improvements, will take place in order to inform next year's budget.</p> <p><i>EYFS outside areas (construction barns, mud kitchen barn and sand barn) have been designed and implemented ready for use in September 22.</i></p> <p><i>Playground markings were designed by pupils and staff and installed in EYFS, KS1, KS2 to support the teaching of the curriculum.</i></p> <p><i>Outdoor learning consultant, Felicity Robinson continued supporting the school and informally assessed current practice as working within 'silver LOtC' standards in many areas: 'continuous and progressive' with a key priority on wider community links, educational experiences and visitor skills-sets in addition to utilising the school grounds well. The school will continue developing this practice next year and submit an application evidencing all practice including case-studies.</i></p> <p>The DhT and SENCo are currently undertaking Memory and Metacognition training. Part of this support includes spending time auditing and designing a school implementation programme.</p> <p>In our current 'Raising Achievement Plan,' long-term memory is explored through the development of the creative curriculum cross-phase, linking subject outcomes more explicitly by developing staff subject-knowledge and the role of the subject-leader. For example, in history, staff will be</p>	<p>1, 2 and 3</p>

	<p>able to refer to an historical period already explored in a subsequent phase and make this link for pupils chronologically (a timeline linked to themed coverage is to be displayed within the school learning environment to support long-term memory for pupils through a visual aid). This curriculum work will continue across the pupil premium plan as subject leaders' fully explore their subject profiles. The creative curriculum is designed to enrich pupils' cultural capital and offer disadvantaged pupils access to these experiences. Memory and Cognition work within lessons will become a focus in 2022-2023. (EEF research shows metacognition has the most significant impact on progress, excelling pupil achievement by 7 months).</p> <p>DHt and SENCo attended training which will be fed-forward as intended within the 3 year plan. See above.</p>	
<p>Retain a newly qualified teacher as a high-level teaching assistant (HLTA)</p>	<p>Although our 'teaching' staff structure is at full capacity, in light of the disproportionate impact of Covid19 lockdowns on disadvantaged pupils, funding has been used to employ an additional member of staff in an HLTA role for 3 days a week.</p> <p>The trainee completed her Initial Teaching Training year last year at Holland Haven and so this strategy also retains a 'home-grown' teacher for future employment.</p> <p>The additional HLTA will support years 5 and 6: the four UKS2 classes will be arranged into five smaller English and Maths classes for part of the week in order for teaching and learning to be more closely targeted to pupils' needs. The afternoons will be used to deliver targeted interventions for the same year groups, again to maximise effectiveness in pre-assessments and interleaved learning.</p> <p>This strategy enabled smaller teaching groups and more targeted intervention, both mornings and afternoons (tuition), however due to the context of the year group, and the impact of the pandemic, KS2 outcomes were still significantly below national. See further details in the next strategy plan impact review.</p>	3 and 4
<p>Timetabled SENCo-support for additional diagnostic work</p>	<p>During the pandemic, there has been an increase in paediatric referrals from parents concerned about ADHD or autism. This has put an additional strain on the SENCo role.</p> <p>A teaching assistant with many years prior experience as a nursery SENCo will be deployed to support the school's SENCo - this weekly protected time will be used, in particular, for focusing on diagnostic assessments in order to ensure all pupils have their needs identified and supported. Feedback will be given to teachers as part of the Graduated Approach.</p> <p>This role will continue as part of the staff structure and evolve next year to include ELSA training.</p>	1 - 3

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants are employed to	At Holland Haven 26% of its pupils receive the additional pupil-premium funding. Research shows the performance of disadvantaged pupils is more sensitive to quality-first teaching: where teaching and learning is	1 - 3

- support classroom learning in core subjects (English and Maths)

- deliver integrated interventions across the school to improve reading

- support year groups with additional needs

strong, a disadvantaged pupil will excel, where it is poor, a disadvantaged pupils' achievement will suffer in a much more significant way than a non-disadvantaged pupil who does not face additional challenges outside of school.

By providing a minimum of one teacher and teaching assistant in every classroom for English and Maths, pupils are within an effective class learning environment where feedback, support and extension is available as needed. EEF research indicates gains of 8 months progress are achievable if 'feedback is specific, accurate and clear, focussed on complex and challenging tasks and goals and recognises effort and improvements rather than simply correcting'.

An additional member of staff will also help to provide the capacity to address day-to-day emotional and social needs which is essential in order for pupils to be able to engage and access learning (Maslow's 'Hierarchy of needs').

Historically, Holland Haven's KS2 outcomes in reading have been below national standards and are consistently lower than the school's outcomes for other subjects. This trend is particularly relevant for pupils eligible for the pupil premium grant where the gap is the widest. Although in 2019 reading outcomes in KS2 were above national, this is still an area of improvement to sustain across all year groups.

Additional staff also provide integrated class-based interventions such as 'precision teaching' which is recommended by Educational Psychologists as one of the most effective interventions for developing fluency (accuracy and speed) with built in mechanisms for assessing and monitoring progress. It is also highly individualised and gives children instant feedback.

Lexia reading software is a well-established reading programme recommended by local schools with similar contexts. It improves comprehension, reading accuracy and spelling. Evidence suggests a gain of 5-8 months reading progress over 10 weeks usage of 1 hour per week. (Source: What works for children and young people with literacy difficulties). Teachers can track the progress of each pupil and see what they are finding difficult. Lexia produces 'lessons' for individual pupils to address areas of difficulty which can be printed out and taught to pupils. Pupils can also access Lexia at home and therefore increase their usage beyond the minimum 1 hour per week.

Oral language interventions such as WellComm, Talk Boost and Black Sheep Narrative aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to collaborative approaches which promote pupils' talk and interaction in groups. Overall, studies of oral language interventions consistently show a positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of a year. All pupils appear to benefit from oral language interventions but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to 6 months additional progress).

Staff numbers and deployment to continue as outlined above.
Interventions to continue as outlined above.

Due to the impact of Covid19, pupils in current EYFS and Year 1 classes were unable to receive a typical induction and have had school-based routines and learning disrupted through closures. It is

<p>- support pupils with additional needs</p>	<p>also relevant that due to this national context, many did not attend nursery settings before school. The EEF research states that an earlier starting age in a preschool setting can benefit pupil-progress by +6 months, and, furthermore.. 'There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families'.</p> <p>Additional staff have therefore been employed in recognition of these factors in EYFS and Year 1 classes in order to support transition and to accelerate progress.</p> <p>Assessments also show there is a high level of speech and language need (on average only 60% of pupils pass the Wellcomm screening on entry).</p> <p>EYFS and Year 1 phonics outcomes were inline with national attainment at the end of 2022.</p> <p>Pupils with complex social emotional mental health (SEMH) needs are provided with full-time one-one support. In some cases, pupils need support for transition into school from alternative settings or following the long-term exclusion from other main-stream schools.</p>	
<p>Increase speech and language therapist time by an additional ½ a day</p>	<p>Pupils enter EYFS with speech and language that is lower than age-related expectation. There is a significant difference between the phonics' achievement of Year 1 pupils eligible for pupil premium funding and those that are not. Holland Haven employs a 'Communicate Speech and Language Therapist' to support speech and language by working directly with target pupils from every phase, overseeing L2 Eiklan SLCN trained staff and providing knowledge and understanding to teachers about the pupils on her caseload.</p> <p>This year, with additional time, a phonics training package will be designed for reception staff to undertake with their key groups. The intention is then that new staff will be given this as part of their induction.</p> <p>See above</p>	<p>3</p>
<p>In-house teacher-led small group reading tuition Years 1-6</p>	<p>Research shows small-group tuition has a positive impact of +4 months progress. In recent years, the expected standard in reading, in particular, has risen, where the average national attainment in 2016 (66%) was significantly lower than previous years, for example 2015 (89%). 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.</p> <p>In addition, in recognition of the impact of lockdown on disadvantaged pupils' language development, funding will be spent on additional small-group tuition with a general reading focus, including early reading strategies such as phonics.</p> <p>Teacher-led after-school tuition will be offered to targeted pupils; teachers tutor pupils from their own classes in order to maximise effectiveness in linking tuition to classroom teaching.</p> <p>High engagement of staff delivering after-school interventions.</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged screening tools...</p> <p>Leuven Scale initiative</p> <p>Pupil perception - learning council</p>	<p>The Leuven Scale was designed by the Research Centre for Experiential Education as a means of assessing learning, development and progress.</p> <p>It consists of a scale of 1-5: extremely low to extremely high for levels of involvement and levels of emotional wellbeing.</p> <p>At Holland Haven, these scales have been combined to form a screening matrix: red, amber and green that every teacher completes as a baseline in the first half of the autumn term. Each child is placed on the matrix. This process will be repeated at least termly.</p> <p>Intervention mapping will then be checked to ensure appropriate pastoral provision is in place for those pupils identified as 'red' or 'orange' and to monitor any changes. This approach also provides another source of whole-school data regarding its most vulnerable pupils.</p> <p>This process proved as a valuable quality-assurance exercise; the completion of the Leuven Scales did not identify any pupils who were not already well-catered for within our provision mapping and therefore will be discontinued.</p> <p>The school's learning council represents a mix of pupils from years 1-6. These pupils meet regularly with the DhT to represent 'pupil-voice' around areas such as safety (bullying, online etc).</p>	<p>1 - 4</p>
<p>Introduce an optional UKS2 after-school 'Homework Hub'</p>	<p>Regular homework engagement reviews have been an established part of school practice at Holland Haven for many years: parents/carers are then contacted if the school expectations are not met.</p> <p>Generally, homework completion is positive with a large number of pupils engaging well but in the instances where pupils have a poor record, it is because pupils do not have access to the resources needed: adult-time or materials/devices etc. This opportunity to consolidate or extend the learning that has taken place in school, at home, is therefore impacted.</p> <p>To attempt to tackle this issue, a 'homework hub' will be set up in UKS2 by a Year 5/6 teacher. Parents/carers and pupils will be given a list of homeworks in advance and be able to sign-up flexibly on the school website each week. Materials and adult teaching-time will be provided. This also supports the approach of local secondary feeder-schools who offer similar provision.</p> <p>Attendees will be monitored to analyse which pupils are accessing this support and if this approach is addressing disadvantage as intended.</p>	<p>3</p>

	<p>Uptake has been good with varying numbers of pupils attending every week - several families receiving the adopted from care premium, also attend.</p>	
<p>Ensure every class has one assigned Midday Assistant (MDA)</p>	<p>The school MDA staff-structure consists of at least one MDA per class, and additional staff to support younger pupils, and pupils with special educational needs and disabilities (SEND) including complex SEMH.</p> <p>Research shows that where MDAs are able to provide 'play facilitation' rather than just behaviour managers, playtime conflict reduces. Pupils are engaged in purposeful play and taught the relevant social skills. This then has a positive impact on learning in lessons. The EEF Toolkit shows behaviour interventions have an impact of +4mths on progress with a specific focus on self-regulation benefiting pupils by a further 4 months.</p> <p>(Note: the school's sport premium funding is used to promote active playtimes; resourcing outdoor adventure play on The Hills, pupil-Sports' Leaders equipment and class play equipment).</p> <p>Continue improving this approach, particularly recruiting and retaining MDAs so the school's ideal structure is in place.</p>	1
<p>Continue employing a full-time Learning Mentor</p>	<p>The Learning Mentor is able to support pupils and parents/carers with barriers to learning and successful reintegration back into the classroom. This could be ongoing SEMH or responses to life-events such as bereavement.</p> <p>With Level 3 safeguarding training, the learning mentor also works closely with the lead safeguarding officers and external agencies such as the NHS, the LA SEMH Portal for Schools and school-employed attendance company.</p> <p>The Toolkit suggests both social and emotional learning and behaviour interventions make +4 months impact on progress.</p> <p>This role is particularly key in the current climate nationally with Covid19 changes not only impacting education but also the economy and parents/carers' financial and mental wellbeing. There has been an increase in the number of parents/carers reporting levels of anxiety in their children and a greater need for support from Wellbeing and Resilience Mental Health Service (WARMS).</p> <p>Continue strategy.</p>	1-4
<p>Increase Art Therapist time by 1 day</p>	<p>This intervention is a form of psychotherapy which is appropriate for school-age pupils as it uses art as a medium to access emotions. Several studies have demonstrated the immediate and long term benefits of art therapy: reduced cortisol following a session and sustained improvements to quality of life after a course (2010 Health in Denver and 2014 Drexel University).</p> <p>Pupils who have previously worked with an art therapist at Holland Haven have displayed improved wellbeing over time.</p> <p>The EEF's Teaching and Learning Toolkit suggests social and emotional learning has an impact of +4 months on progress.</p> <p>Again, due to the impact of Covid19 the school is now providing a full day of Art Therapist time, in school, each week to meet additional needs.</p>	1 and 2

	Continue strategy.	
Teaching self-regulation	<p>Every class has a worry box (or substitute) and 'zones of regulation' visual prompts in their classroom, in line with the school behaviour policy. Staff model and teach pupils how to use the zones of regulation.</p> <p>Personalised behaviour management plans are in place for a small number of pupils who need more support. These plans are designed to support regulation by giving immediate feedback, choices and consequences.</p> <p>Where pupils are struggling with their behaviour at playtimes/lunchtimes, in particular, for example through lack of impulse control, they are paired with an older 'playground friend' to support their play. Younger pupils in reception have access to more adults, including MDAs, and Year 6 'prefects' at lunchtimes in recognition of a higher-level of need.</p> <p>A teacher-assistant has completed a 'Mental Health First Aid' course in order to support identified pupils in a 'wellbeing' group and will continue to shadow the Learning Mentor to learn principles of 'Lego Therapy' and deliver a Drawing and Talking intervention.</p> <p>Review whole-school practice (teaching self-regulation programmes etc).</p>	1 and 2
Continue employing an attendance company	<p>Following the employment of a school attendance company, Aquinas, attendance and relationships with parents/carers improved significantly. For example, historically school attendance has been one of the highest in the local cluster of schools.</p> <p>Although attendance rates have dropped across 2020-2021 with the challenges of Covid19, Holland Haven's attendance was still one of the strongest. This was due to the collaboration of the attendance company who provided home food deliveries and home-visits if needed and in-school attendance officer and teaching staff who successfully sustained contact with families.</p> <p>Letters and school attendance meetings (SAMs) are currently held remotely and arranged by Aquinas removing barriers between the school and parent/carers.</p> <p>Aquinas has set an attendance target of 96% for the current academic year.</p> <p>Enhance this strategy to tackle persistent issues with attendance, reflective of the local and national climate.</p>	3 and 4
Breakfast Club	<p>The DfE's report: Evaluation of Breakfast Clubs in Schools with High Level of Deprivation found many benefits of running a breakfast club; positive attendance, wellbeing and school outcomes. Some studies have also found a link to long-term effects on healthier breakfast choices.</p> <p>All pupils eligible for pupil premium funding are offered a free place: a letter will be sent out informing parents/carers of this opportunity and places ring-fenced to aim to increase the uptake to 26% (the proportion of pupils eligible for funding). The breakfast club also supports the needs of working families.</p> <p>Texts sent to all families currently receiving free school meals so they are aware of this opportunity. Uptake is still proportionally lower than</p>	4

	those who are not receiving FSM but this may be due to lack of need if parents/carers are not currently working.	
Subsidise educational visits/visitors/clubs and offer uniform	<p>All after-school provision is open to all age-appropriate year groups at no cost.</p> <p>Trips and educational activities are fully subsidised including the Year 6 residential.</p> <p>The school 'Swap Shop' has temporarily ceased due to Covid19. However, when appropriate, spare school uniform including coats and outdoor learning kit, including wellies are provided by staff to ensure inclusion for all pupils.</p> <p>The school has worked with the PTA to plan pop-up 'Swap Shops' to enable families to bring and buy used themed costumes at a low-cost. For example, Tudor day or Christmas jumper theme.</p>	3 and 4

Total budgeted cost: £179,290

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

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<u>Remote learning</u>							
Engagement of pupils eligible for pupil-premium funding in Spring 2020's remote learning offer:							
KS1	LSK2			UKS2			
Class LB 67%	Class MC 100%			Class UD 88%			
Class LBP 50%*	Class MCY 67%			Class UH 63%			
Class LF 100%	Class MH 86%			Class UHa 80%			
Class LHW 80%	Class MG 83%			Class UW 64%			
(Note: 2 pupils*)							
<u>Attendance</u>							
The attendance of pupils eligible for pupil-premium funding was 93% and all pupils 95%.							
<u>Pupil Premium Internal Data</u>							
Target Tracker points progress (6 points progress = expected progress in 1 year)							
<u>Subject Progress</u>	<u>Year 6</u>	<u>Year 5</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 2</u>	<u>Year 1</u>	<u>EYFS</u>
Reading	5.1	8.8	9.6	9.8	4.9	7.1	GLD 35% (10 pupils)
Writing	6.8	5.9	7.6	6.5	3.6	5.6	

Maths	4.5	8.3	8.8	9.4	6.9	6.6	
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Attainment baseline autumn 2020 and end of year July 2021

<u>Subject Attainment %</u>	EYF S	EYF S	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 6	Year 6	Year 6
Reading	22	33	7	31	9	27	6	50	14	67	15	31	20	50
Writing	22	22	0	33	9	18	13	38	14	48	19	31	20	36
Maths	33	56	0	21	0	18	6	56	14	67	23	46	0	36

Breakfast Club Uptake

During the autumn and spring terms of 2020-2021, breakfast club was only provided for the pupils of key worker families and the most vulnerable pupils in line with its Covid19 risk assessment; 3 pupils attended regularly who were eligible for premium funding. In the summer term when the breakfast club was open to all pupils again, 20% of the uptake were those eligible for pupil premium funding. 26% of the school cohort receive funding and therefore the school aims to increase this representation next year.

Pastoral Support

50% of the school's family liaison worker's caseload (2020-2021) were families eligible for pupil premium funding (18/36). A variety of support was provided ranging from parenting, behaviour, SEND, attendance, mental health and bereavement. The school's full-time learning mentor also worked with the majority of these pupils, in-school. In addition to this, the pastoral register included other pupils who received therapeutic interventions such as art therapy and principles of therapy. Outcomes were monitored carefully and support discontinued as and when appropriate.

Speech and Language

An external provider - Communicate Speech and Language therapist - supported LSAs with Wellcomm, Black Sheep Narrative intervention and individual speech and language programmes. She also worked closely with pupils the SENCo had identified. 83% of these pupils were eligible for pupil premium funding. From April 2021, the school increased the contract by an additional ½ day to meet the growing needs.

Case Study - generic offer

During the pandemic, disadvantaged families were also offered laptops and food vouchers from the Dfe and school food parcels when applicable.

Four members of the SLT were assigned full-time to deliver the school's remote learning offer. Full day timetables were set up and shared using Google Classrooms. This consisted of online learning within Purple Mash accounts and recorded teacher-led subject-tutorials for reading, writing and maths for families to access as convenient. Feedback was given throughout and staff contactable all day.

Those families who were not engaging, received weekly contact to offer support. SENCo and Learning mentor maintained contact for vulnerable pupils identified on pastoral and SEND registers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Purple Mash	2Simple
Literacy and Spelling Shed	Ed Shed
Reading Plus	Reading Solutions
Lexia	Lexia Core 5