

Pupil premium strategy statement

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 up

Detail	Data
School name	Holland Haven Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	126 (31%)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
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	£176,810
Recovery premium funding allocation this academic year	£15,370
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	£192,180

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 and develop pupils' metacognitive abilities (including self-regulation).</p> <p>Staff are able to support pupils' long-term memory development within the school curriculum design by making explicit links to subject knowledge and progression across the curriculum (EYFS-Year 6) and using effective strategies within each lesson. (Phase 1 and 2 of metacognition and memory work).</p> <p>Teaching and learning includes regular opportunities to learn outside the classroom inline with the school's LOfC entitlement (Silver LOfC standard) and a developmentally-effective offer (EYFS/Year 1).</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 KS1 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 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launch 'Little Wandle' Letters and Sounds Revised Phonics Programme</p> <p>Purchase hard-copies of reading material to support the scheme</p>	<p>This programme is included in the Government's list of validated systematic synthetic phonics (SSP) schemes. School phonics outcomes have typically been slightly lower than national each year and although ongoing reviews have taken place into the quality of teaching and learning, and delivery of Letters and Sounds planning, it was felt that undertaking this programme would sharpen focus and expectation and also provide a more robust catch-up system for pupils not making expected progress in the daily sessions.</p> <p>KS1 Lead and Library Lead are working together to implement Little Wandle this year. CPD took place last year (Year 1 Pupil Premium Strategy). Meetings with parents are in place. Support staff timetabled to 'keep up' sessions following daily assessment.</p> <p>Regular staff training, teaching, and operational reviews are built into staff meetings for EYFS and KS1 staff.</p> <p>Regular review of uptake at home (electronic 'e books' in the autumn term) and plans to invest in copies of the books across the year.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Books purchased and in use with families (home-school) <input checked="" type="checkbox"/> 15/18 pupils (83%) eligible for PPG funding passed the phonics screening (All pupils 83% compared to national 79%) <ul style="list-style-type: none"> ➤ Feedforward: embed (year 2) ➤ Add KS2 Reading Strategy - 'love of learning' implications and changes (school library and systems) 	<p>3</p>
<p>Include 'Teach Active' planning ideas to deliver English (GPS) and Maths</p>	<p>Purchase Teach Active planning and training. This approach will strengthen the school's curriculum intention to deliver lessons through LOtC and active-learning where possible (including existing Kagan structures for collaborative learning).</p> <p>Alongside utilising the playground maths resources, planned by staff and installed in the summer holidays, which include 10s/100s grids, 0-10 axes etc, teachers will be supported to use the Teach Active ideas to improve the implementation of current maths and Grammar, Punctuation and Spelling lessons.</p> <p>P.E. lead and LOtC KS1 lead to trial with their classes first in the autumn term. Access gained to the full website from the autumn term and Teach Active, external training booked for all staff in the spring term.</p> <p>'Teach Active is a multi-award winning resource that provides schools and teachers with lesson plans and resources designed to deliver the Maths and English curriculum through physically active learning. Easy to introduce and proven to raise standards'.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Training for teachers took place in Spring 2023 <input checked="" type="checkbox"/> KS1 review with teachers (28.11.23) - Year 2 using Teach First and outdoor markings to support the teaching of mathematics <input checked="" type="checkbox"/> Autumn 2 subject monitoring and SLT book scrutiny demonstrate Year 1 provision integrates the use of their own outside area effectively <input checked="" type="checkbox"/> LKS2 review with teachers (28.11.23) <ul style="list-style-type: none"> Teach Active Maths utilised weekly (Year 4) Teach Active Maths used regularly and playground markings used to support mathematical concepts e.g. compass (Year 3) <input checked="" type="checkbox"/> UKS2 review with teachers (28.11.23) - Outdoor maths markings utilised regularly by KH (lower ability set) and Teach Active materials used consistently by P.E. Lead 	<p>1 and 2</p>

	<p>➤ Add 'Thinking Classrooms' Mike Fleetham Learning Consultant 1 year bespoke partnership work (compliments Local STPP Cluster training Ross McGill Memory and Cognition) and Real P.E. Legacy</p>	
<p>Develop school resilience programme and pupil voice</p> <p>Adopt Essex TPP Behaviour and Relationships Policy</p> <p>Train a Senior Mental Health Lead</p> <p>CPD opportunities (see below)</p>	<p>The school's 2022-2023's Raising Achievement Plan includes the following target-work within 'Behaviour and Attitudes'.</p> <p>Improve pupils' ability to self-regulate by teaching skills explicitly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revisit 'zones of regulation' and 'resilience' teaching programmes <input type="checkbox"/> Behaviour audits including lunchtime-incidents' data, Behaviour Management Plan reviews and pupil-voice <input type="checkbox"/> Behaviour Policy 'appendices' tweaked to reflect TPP/Step On principles following requested review with Inclusion Partner and Educational Psychologist in the summer term 2022 (and Essex new Model Behaviour Policy adapted) <input type="checkbox"/> 'Logical consequences' discussed to determine if and how it is possible to adapt current behaviour management systems to include more meaningful learning opportunities <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>Adopt Essex's new Behaviour and Relationships Policy - shared autumn term 2022 following new government requirements - this is based on current research and written by the Education SEMH Team.</p> <p>Using the Dfe grant, train a senior mental health lead.</p> <p>'Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment'. DfE</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Policy updated and improved, CPD took place (Step On training 11th Oct 23), behaviour review (BMPs) - pupil interviews <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Behaviour and Relationships Policy Autumn 2023 ➤ Train MDAs / Kitchen and any new members of staff in TPP (Scott King Section 31) <input checked="" type="checkbox"/> Mental Health Leader completed training and submitted portfolio in November 2023 ➤ Embed this role and develop the identified next-step: creating a 'Central Offer' document and work with Tendring Wellbeing Interventions Service Community Investment Company to explore the interventions available <input checked="" type="checkbox"/> New learning symbols including 'peace-making' (regulation) introduced whole-school and monitored in whole-school assemblies, class learning environment walks etc <input checked="" type="checkbox"/> September PSCHE programme 'welcome back' trialled successfully in the autumn term 2023 - this includes zones of regulation sessions 	1 and 2
<p>Lessons presented in a more accessible, memorable way:</p> <p>'Subject symbols and keys' for all subjects to aid progress, ability to articulate learning and long-term memory</p> <p>Introduce subject 'Tier 2' words (vocabulary instruction)</p> <p>Subject Leaders supported by the DhT to develop their subject profiles: knowledge and</p>	<p>In our current 'Raising Achievement Plan,' long-term memory is explored through the development of the creative curriculum cross-phase Year 1-6, linking subject outcomes more explicitly by developing staff subject-knowledge, progression 'memory joggers' and the role of the subject-leader. CPD requirements will be identified for subject leads, and whole-staff follow-up, through exploration of Subject Profiles with DhT. Curriculum design and implementation has been adapted to present learning in a more accessible, memorable way: for example, Historian symbol and 'subject keys' to unlock the subject: chronology, story-telling, evidence etc. The subject keys include tier 2 words such as contrast and characterise.</p> <p>Research shows this word-type unlocks academic success and is often poorer in disadvantaged families.</p> <p>According to leading cognitive scientists, learning is defined as 'a change to long-term memory'; it is only the remembered curriculum that ultimately matters. Retrieval - the act of active recall - is one of the most effective ways to improve retention of knowledge. Retrieval is linked to</p>	2 and 3

<p>skills progression, 'memory jogger' aids including visual resources</p>	<p>metacognition and 'schema' building (e.g. 'subject keys' - depth of progression within the strands).</p> <p>Every time a memory is retrieved, that memory becomes more accessible in the future.</p> <p>In addition to the introduction of subject symbols and keys for each subject ('lesson language') progression in metacognitive thinking will be refined ('learning language') with the introduction of 'peace-making' and 'thinking classrooms' symbols, and clear year group expectations (alongside reviewing the resilience programmes above).</p> <ul style="list-style-type: none"> ☑ Teaching and Learning across the school - Years 1-6 - has subject symbols and keys - including the purple tier 2 words - integrated effectively (evidenced across lesson observations, book-looks, planning and pupil-assessment) ☑ Subject development work has improved learning environment (history timeline in the hall, music appreciation QR board, PSHE prompts) and planning has been strengthened across the curriculum linking aspects explicitly across years 1-6 ➤ Continue next phase of curriculum work - See RAP 'spiral curriculum' and impact 	
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<p>High-quality continuous professional development (CPD)</p> <ul style="list-style-type: none"> - Continued work with Educational Learning Consultant 'Felicity Robinson' to develop Silver LOtC practice <p>Emotional Attunement</p> <ul style="list-style-type: none"> - INSET Inclusion Partner - Behaviour/Regulation CPD <p>Step On resources and update Resilience / zones of regulation teaching Procedures and rationale to support behaviour (anxiety mapping etc)</p> <ul style="list-style-type: none"> - Behaviour Policy Development <p>Neuroscience CPD</p> <p>TPP brain development Memory and Metacognition research Quality Feedback Sustained Shared Thinking Independence</p> <p>-Teach Active CPD (see above)</p>	<p>This academic year the LOtC focus is on 'Discovery Time' provision in Year 1 and the accessible outdoor area for both classes, the new design of the Year 2 outdoor courtyard and refining and improving the new EYFS outdoor learning areas. The school is applying for Silver Mark which recognises schools and settings with a strong commitment to providing frequent, continuous and progressive learning outside the classroom. This application includes evidencing case-studies.</p> <p>(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 also 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>Zones of Regulation: actively teaching emotional literacy and strategies to support self-regulation</p> <p><i>"WE ALL ENCOUNTER TRYING CIRCUMSTANCES THAT TEST OUR LIMITS FROM TIME TO TIME. IF WE ARE ABLE TO RECOGNIZE WHEN WE ARE BECOMING LESS REGULATED, WE ARE ABLE TO DO SOMETHING ABOUT IT TO MANAGE OUR FEELINGS AND GET OURSELVES TO A HEALTHY PLACE. THIS IS THE GOAL OF THE ZONES OF REGULATION."</i></p> <p>- LEAH KUYPERS, CREATOR OF THE ZONES OF REGULATION</p> <p>EEF research shows metacognition has the most significant impact on progress, excelling pupil achievement by 7 months.</p> <p>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'.</p> <p>All support staff are invited to relevant training, and PMRs raise the profile of research and the importance of quality interaction.</p> <ul style="list-style-type: none"> ☑ CPD programme completed and practice continually improving as a result of this ☑ Year 1 provision utilises the Year 1 designed outdoor area daily and teachers work collaboratively across the year group to provide a high-quality developmentally-appropriate offer evidenced this term in books/learning walks/planning reviews ➤ See CPD next-steps above and Subject Leadership RAP matrices for Forest Sessions explicitly refined through PSCE and D&T 	<p>1 - 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants are employed to</p> <ul style="list-style-type: none"> - support classroom learning in core subjects (English and Maths) - deliver integrated interventions across the school to improve reading 	<p>At Holland Haven 31% of its pupils now 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 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.</p> <p>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. In addition, EYFS and KS1 classes have at least two adults every afternoon. In circumstances where they are pupils with SEND, further adults are deployed as appropriate.</p> <p>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'.</p> <p>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').</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>1 - 3</p>

<p>- support groups with additional needs</p> <p>- support year with additional needs</p> <p>- support pupils with additional needs</p>	<p>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).</p> <p>Due to the impact of Covid19, pupils in current Year 1 and Year 2 classes were unable to receive a typical induction and have had school-based routines and learning disrupted through closures. It is 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 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>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> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Personalised provision remains high - intervention mapping includes pastoral strategies (delivered by a team of professionals in-house and externally) and impact-reviews <input checked="" type="checkbox"/> Referrals to external agencies logged and part-time timetables managed <input checked="" type="checkbox"/> Outcomes in Year 2 positive: Reading PPG 67% compared to 73% national Writing PPG 60% compared to 65% national Maths PPG 73% compared to 75% national <p>Outcomes in Year 6 less favourable: reading non-PPG 80% compared to PPG 50%, maths non-PPG 87% compared to PPG 58% and writing non-PPG 84% compared to PPG 63%. These outcomes were lower than teacher assessments (reading 63%, writing 68%, maths 59%)</p> <ul style="list-style-type: none"> ➤ Significant amount of need and therefore proportion of PPG funding allocated here .. continue next year ➤ KS1 and EYFS staff LSA timetabled for Little Wandle afternoon 'keep up sessions' 	
<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 Elklan SLCN trained staff and providing knowledge and understanding to teachers about the pupils on her caseload.</p> <p>A phonics training package will be used by reception staff to undertake with their key groups.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Comprehensive Speech and Language case-load with reason for referral and recommendations for the following term 	<p>3</p>

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disadvantaged gap closed completely in Year 1 phonics test-results 2023 and EYFS GLD (70% non-PPG group compared to 76% PPG group) ➤ Continue employing Communicate Speech and Language Therapist to work closely alongside school staff 2 days a week 	
In-house teacher-led small group in all core subjects Years 1-6	<p>Research shows small-group tuition has a positive impact of +4 months progress. (Historically, more-able pupils in reading, in particular, 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> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Outcomes in Year 1 positive: 15/18 pupils (83%) eligible for PPG funding passed the phonics screening (All pupils 83% compared to national 79%) Outcomes in Year 2 positive: Reading PPG 67% compared to 73% national Writing PPG 60% compared to 65% national Maths PPG 73% compared to 75% national Outcomes in Year 6 less favourable: reading non-PPG 80% compared to PPG 50%, maths non-PPG 87% compared to PPG 58% and writing non-PPG 84% compared to PPG 63%. These outcomes were lower than teacher assessments (reading 63%, writing 68%, maths 59%) ➤ Continue, and employ a teacher for 2 afternoons/after-school tutoring 	

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to utilise a member of staff as a Mental Health First Aider</p> <p>Train and utilise a member of staff as an Emotional Literacy Support Assistant</p> <p>Bespoke SEMH interventions 1:1 in the forest</p>	<p>A teaching-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>The school has a dedicated nurture space, the Rainbow Room, and a team of qualified staff including an ELSA (Emotional Literacy Support Assistant) who works closely with the SENCo. The room includes soft-cushioned areas and sensory areas where pupils can take time-out when needed.</p> <p>As appropriate, on-site areas, The Haven or The Forest can also be used and the school's Forest Lead works with teachers and the</p>	1 - 4

	<p>SENCo/Learning Mentor to devise 1:1 interventions appropriate for the pupil's needs.</p> <p><input checked="" type="checkbox"/> Full SEMH programme of interventions is in place including ELSA, Drawing and Talking, Principles of Theraplay, Lego Therapy, nurture dog and an additional member of staff: FLW.</p>	
<p>Ensure every class has one assigned Midday Assistant (MDA)</p> <p>Improve the set-up of football matches to enable successful play</p> <p>Reintroduce 'playground friends' for KS1 target-pupils identified by staff</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 +4 months on progress with a specific focus on self-regulation benefiting pupils by a further 4 months.</p> <p>Continue recruiting and retaining MDAs until the ideal structure is in place.</p> <p>Introduce football teams for matches - in UKS2 5 aside pre-organised by teachers - for smaller matches with clear space/sides demarcated with cones and bibs. Staff to choose KS1 pupils who would benefit from a 'playground friend' to support social skills including self-regulation/conflict resolution.</p> <p><input checked="" type="checkbox"/> Full staff structure in place</p> <p><input checked="" type="checkbox"/> Continual improvements to Lunchtime Manual A-Z to support pupils' safety and development</p> <ul style="list-style-type: none"> > MDAs (and kitchen staff) invited to TPP training (Scott King Section 31) to cascade the principles of the Behaviour and Relationships policy > Employ relief MDA 	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 by working closely with staff. There could be ongoing SEMH needs for pupils 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><input checked="" type="checkbox"/> The Learning Mentor role is effective and maximised (see pastoral provision timetables) and also key for flexible support for pupils such as transition or external changes at home and the impact in school</p>	1-4

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning mentor is also DSL trained and works within the safeguarding, attendance and behaviour team. New monthly safeguarding meetings in place. <input checked="" type="checkbox"/> New role in place from Sept. 2023: Family Liason Worker; this was a post that was upheld for many years until the member of staff retired. > Feed-forward - develop the role of the new Family Liaison Worker (shadow Learning mentor) and identify families in need of support 	
<p>Continue with additional Art Therapist time (1 day per week)</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 ongoing impact of Covid19 the school is continuing to provide a full day of Art Therapist time, in school, each week to meet additional needs.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Art therapist supports many vulnerable pupils (some long-term) and feeds back to SLT and Learning Mentor regularly > Continue in recognition of the level of need in schools and society post Covid 	<p>1 and 2</p>
<p>Continue UKS2 after-school 'Homework Hub'</p> <p>Raise the profile of homework with families through photo-collages on the newsletters</p> <p>Launch a homework competition based on effort</p> <ul style="list-style-type: none"> - Share inter-class results with parents on the newsletter half-termly 	<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 continue in UKS2, run 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. Homework completion in UKS2 is now high and the role of a flexible homework club utilised well by families.</p> <p>Continue monitoring home-school engagement and following up as appropriate (letters, parents evenings, offering support) and in addition raise the profile of homework by sharing photo collages of homework, and competition results, of effort per class (reading 4x or more per week and silver/gold effort stampers) in the school newsletter.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Partnership and communication with families improved; wow moments in class and shared on the newsletter to raise the profile of achievements across all areas and Homework Competition engagement, and the importance of reading in child development and future success, communicated regularly 	<p>3</p>

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homework Hub in UKS2 high uptake (30 pupils plus, weekly) and provides access to all opportunities (cooking etc) ➤ Pay an LSA to support Year 5 teacher to run these sessions; practical reasons such as cooking and also enabling more personalised feedback and support for academic areas 	
<p>Continue employing an attendance company</p> <p>Raise the profile of attendance with parents/carers and pupils</p>	<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 2020-2022 with the challenges of Covid19, Holland Haven's attendance is still in line with local schools. 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>Behaviour and Attitudes - School Raising Achievement Plan</p> <p>Ensure attendance is in line with national, including persistent absence figures by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share research about attendance and its importance with parents/carers <input type="checkbox"/> Attendance competition shared in new Home School Book with parents/carers - the class with the highest attendance will participate in a trip to the pier - also share with families through the school website and directly with pupils through assemblies <input type="checkbox"/> Termly attendance badges and certificates <input type="checkbox"/> Change to how parents/carers report an absence from leaving an answer-phone message to a 1:1 conversation with office staff (rebuild resilience) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update attendance end of year 93% <input checked="" type="checkbox"/> Profile of attendance raised through monthly Attendance Competition in the newsletter and winning class for the year took part in a trip <input checked="" type="checkbox"/> Local STPP Cluster group (10 primaries and 2 secondaries) collaborated on an attendance letter to parents/carers outlining the same, agreed standards and systems. They are also researching plans for structural changes to the academic year from 2025 onwards extending the October half-term. <p>➤ Continue working on attendance across the cluster</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 is sent out informing parents/carers of this opportunity and places ring-fenced to aim to increase the uptake to 31% (the proportion of pupils eligible for funding). The breakfast club also supports the needs of working families.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parents/carers eligible for PPG contacted to offer place <input checked="" type="checkbox"/> 35% of pupils attending Breakfast Club are eligible for the PPG 	4
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 (current FSM only).</p>	3 and 4

	<p>The PTA have worked with the school to introduce Swap Shops whereby clothes that are no longer needed are donated and items bought for a low cost for themed events (for example, Tudor day or Christmas Jumper day).</p> <p>When appropriate, spare school uniform including coats and outdoor learning kit, including wellies are provided by staff to ensure inclusion for all pupils.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All in place and PTA are also contributing money for educational experiences annually; this further reduces the amount per pupil and increases how much impact the PPG funding can make <input checked="" type="checkbox"/> Personalised financial interventions depending on level of need <input type="checkbox"/> Continue in recognition of the level of need in school and the financial implications of the cost of living crisis 	
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Total budgeted cost: £192,180

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations although we were aware of the context of the cohort.

This year-group had a disproportionately high number of pupils eligible for pupil premium funding (almost 50%) and a third of these pupils also had additional SEND. It also had many pupils with prolonged SEHM and behavioural needs.

Combined achievement in KS2 SAT 2022 was 18.5% for the disadvantaged group and 44.5% for the non-disadvantaged group.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used had less impact than anticipated, for example, an additional teacher in UKS2.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Year 6 Attendance 2021-2022

- **Attendance 89.27% (disadvantaged) 91.7% (all pupils)**
- **15/22 persistent absences were disadvantaged pupils (25% of the year group)**

Note: The school's previously successful strategy to address attendance has been compromised due to the steep rise in holiday application requests: 100 requests, 83 families (compared to an average year in 2019-20, pre Covid19, of 46 requests, 73 families - this included many siblings). We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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
Times Tables Rock Stars	Maths Circle Ltd
Lexia	Lexia Core 5