

# Hollymount Pupil Premium Strategy Statement 2019-20



1. Summary information					
School	Hollymount Primary				
Academic Year	2019-20	Total PP budget	£63,320	Date of most recent PP Review	Sept 19
Total number of pupils	406	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Sept 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving EXS+ in reading, writing & maths	89%	66%
average progress score in reading	0.2	0.3
average progress score in writing	1.0	0.1
average progress score in maths	-0.2	0.2

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Emotional barriers to learning due to problematic family circumstances. Difficult for pupils to access learning in class and affects ability to concentrate.
B.	SEN issues such as ADHD, dyslexia and speech and language difficulties could impact on progress for certain individuals
C.	Support for families who are struggling to support their children either financially or emotionally
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Some pupils experience a difficult home situation that affects their emotional well-being, leading to difficulties both socially and academically

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Emotional well-being for pupils will improve with the result that they become more engaged in their learning and more focussed	Pupils with known problematic home situations will be more engaged and as a result make good progress
B.	Children with these SEN issues will be effectively supported both in class and through targeted intervention and as a result will make good progress	Pupils develop positive self-esteem and are confident learners, resulting in good progress from their starting points.

<b>C.</b>	Financial support will be provided for children whose families are struggling to cope. The children will have opportunities to attend extra- curricular activities and planned residential trips. Their families will be supported to complete paperwork where necessary, particularly for transition. Emotional and nurture support will be provided. This will provide equality of opportunity to all pupils.	Pupils will have positive experiences and have opportunities to develop wider interests. Their emotional wellbeing will be improved and they will learn strategies to help them manage challenging situations.
<b>D.</b>	Families will be effectively supported by school and other agencies to improve the situation for the whole family	Pupils concerned lead a less chaotic and unpredictable life and are able to develop confidence in themselves as learners.

## 5. Planned expenditure

**Academic year**

**2019-20**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To increase the skills and knowledge of our TAs to support pupils with Literacy difficulties	They will be involved in a project run in conjunction with Sue Jamal from the Language and Learning Team to deliver a programme of activities called Trugs	This approach is an evidence based intervention recommended by the Language and Learning Team that provides an engaging multi-sensory approach to reading and phonics. It is particularly effective with upper key stage boys who may be resistant to other forms of intervention.	We will work with the Language and Learning Team to training TAs to use the resources. There are pre and post intervention assessments to measure impact.	Ann Pope Sue Jamal (L&L Team)	We will make our initial review at the end of the first term of the project. Reviews will then be held regularly – at least termly to measure impact.
<b>Total budgeted cost</b>					<b>£648 (4 x LBL units)</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve the outcomes for targeted pupils through 1:1 support Pupil Premium leadership across the school	1:1 support from specialist teacher  £25,538	The aim of this work is to provide 1:1 support for those pupils with dyslexic type difficulties from a specialist dyslexia teacher. The sessions aim to provide not only support with literacy skills but also raise confidence and self-esteem amongst these learners as it is well known that they can be at risk of becoming disengaged with their learning due to their difficulties.	Pupil performance in class – engagement in lessons and increased understanding. Tracking progress through assessment data.	Ann Pope	Termly
For emotionally vulnerable pupils to develop confidence and resilience to be able to overcome emotional barriers to their learning	1:1 social and emotional support from ELSA (x2)  £19,280	We have been providing support for our pupils through the ELSA programme for several years and have witnessed the huge impact the development of positive emotional well-being can have on pupils. It leads to better concentration and a more positive engagement in class which in turn leads to better academic progress.	Discussion with ELSA and class teachers about the impact that her work is having as evidenced by the pupil's engagement in class. Assessment data. Discussion with pupil.	Ann Pope Sharon Boughedda (ELSA) Anne Wilkinson (ELSA)	Termly
To train one of our ELSAs to become a licenced Thrive practitioner	Sharon B will attend the 10 day Thrive training which is being funded by Merton. School will fund the online resources required to deliver the Thrive support.  £1654.30	The Thrive Approach is a specific way of working with children and young people to support their social and emotional wellbeing, enabling them to engage with life and learning. The Thrive Approach draws on current research into neuroscience, child development theory, attachment theory and research into the role of creativity and play in developing emotional resilience.	Feedback from Sharon on the effectiveness of the programme's approach using the new structure as outlined in the Thrive model and the online assessment tool. Discussion with ELSA and class teachers about the impact that her work is having as evidenced by the pupil's engagement in class.	Ann Pope Sharon Boughedda	Termly
<b>Total budgeted cost</b>					<b>£46,472.30</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide additional support in class for PP pupils	Contribution from PP budget to TA budget to ensure support across all classes. £3,452	We have a group of highly qualified and talented TAs who add value to the learning experience of all children and make a significant contribution to our PP children	TA support will be monitored through observation and professional network meetings. Assessment data for pupils will be tracked to ensure the intervention is having a positive impact on progress.	Ann Pope	Termly
To provide additional ELSA capacity in the school	Train an additional member of staff to become an ELSA to focus on supporting pupils in KS1  £460	We have already seen the evidence of the benefit of our current ELSA programme to support emotionally vulnerable pupils. We constantly have a capacity issue so have decided to increase the number of ELSA sessions available.	Training has begun this term and the new ELSA will work closely with our experienced ELSAs to ensure that the quality of provision is maintained.	Ann Pope Sharon Boughedda	Termly
For all pupils to have equal access to a range of opportunities to develop their talents and opportunities to work with other pupils.	Financial support for after-school clubs, school trips etc  Residential visits £2,000  Clubs £ 200  Swimming £150  Cool Milk £1,000  Resources £500  Total: £3,850	Some of our PP pupils experience difficulties with social relationships and they are able to widen their friendship groups through attendance at clubs where they can share activities with like-minded individuals. It also gives them the opportunity to develop skills and talents that they have. We are also committed to providing equal access to all opportunities on offer for all pupils.	The after-school clubs provided at Hollymount are assessed for their quality and the delivery of the club is monitored to ensure that the standard required is maintained and the pupils are getting value for money.	Ann Pope School Office Staff	Termly

Literacy support for PP reluctant readers provided by school librarian Catherine Richards	Catherine to work 1:1 and with small group of PP pupils to engage them with reading.  £1,544	Catherine is highly qualified and skilled in supporting reluctant readers to engage with rewarding. She has been working for the past ___ years as our school librarian and in that time has supported many reluctant readers across the school to find a book that really engages them.	Half termly discussions with class teachers and Inclusion Manager to explore how the children are progressing and which books they have been reading.	Ann Pope Catherine Richards	Half termly
<b>Total budgeted cost</b>					<b>£9,306</b>

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase the skills and knowledge of our TAs through a programme of regular CPD	TAs will be given specific training that is related to needs within the school as well areas that have arisen as a result of the TA appraisal process. They will also have weekly briefing to enable them to keep up to date about in-school initiatives and key curriculum developments. 6 x LBL units = £780	<b>Medium</b> – TAs have reported that they found the morning briefing really useful as it kept them informed about ongoing developments concerning the curriculum, methods of teaching, SEN etc. The programme of training was very well received also, particularly the training related to dyslexia and the positive techniques training, supporting them to manage challenging behaviour. The intervention schedule created by KS2 phase leader was less successful as it tended to be generic in nature and not targeted to specific need. Enough information was not provided to the TAs running the interventions about what was required for the children within the group and so the work they planned tended to have less impact.	We will continue the morning briefings and offering additional training for TAs (there will be some WordQ/SpeakQ training for them in the autumn term as well as asthma and anaphylaxis training by the school nurse). We would like there to be more of an emphasis on pre and post teaching to support pupils who are struggling as we feel this would have more impact on their day to day progress than using a generic intervention that is often unrelated to the learning happening in class. The pre and post teaching would help to prepare pupils for their learning, thus supporting their engagement in the lesson and the post teaching would enable them to gain support in areas they are still finding challenging, resolving misconceptions to prepare for the next lesson.	<b>£780</b>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To improve the outcomes for targeted pupils through 1:1 support	1:1 support from specialist teacher  £25,907	<b>High</b> – 1:1 work with a pupil in Y1 was successful in increasing motivation, reading fluency, spelling and confidence. The work with this pupil will continue into Y2, with an increased focus on writing as this is an area of particular difficulty. Three dyslexia assessments were carried out which freed up resources for other assessments to be requested from outside agencies.	It is becoming increasingly difficult to find the time for direct work with pupils either 1:1 or in class support. However, this support will continue and the relevant qualifications will be renewed by the specialist teacher to allow dyslexia assessments to continue to be delivered from within the school resources.	<b>£25,907</b>
For emotionally vulnerable pupils to develop confidence and resilience to be able to overcome emotional barriers to their learning	1:1 social and emotional support from ELSA (x2)	<b>High:</b> The work of our ELSA yet again provided pupils with opportunities to develop their self-esteem and their emotional well-being which has had a positive impact on their ability to engage in class and manage the school day. Evidence from pupils, parents and class teachers all point to the effectiveness of this approach at enabling these pupils to access their learning.	This is an approach that we have been using for several years and have seen the positive effect it has on pupils since the beginning of the programme. It has become an essential part of our work in school and has benefitted many pupils, allowing them to re-engage both socially and academically. Due to demand we are considering training an additional ELSA to work part time in the afternoons. Our ELSAs provide a vital service, particularly in the area of early help, which can often prevent situations escalating to the point where support from outside agencies is required.	<b>£20,008</b>
To support the high level emotional difficulties of a targeted pupil	Weekly Play Therapy sessions delivered by a specialist therapist  Behaviour support	<b>High:</b> Although this has been a considerable investment it has been very effective in supporting one of our most vulnerable pupils with considerable emotional difficulties. The circumstances at the root of his difficulties are ongoing and as such this therapy will continue as he moves to Y6 to support his emotional wellbeing and his transition to secondary school, which will be a key focus in the support for this pupil. Behaviour support was of great benefit to both the pupil and teacher and enabled him to access the curriculum more effectively.	The use of any highly specialist therapy is a big investment for one pupil and would only be used in exceptional circumstances where significant vulnerability had been identified as it was in this case. Advice from professionals and views from within the school management team are carefully considered before a decision such as this is made.	<b>£4240</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
For all pupils to have equal access to a range of opportunities to develop their talents and opportunities to work with other pupils.	Financial support for after-school clubs, school trips etc  Residential visits £1893 Clubs £ 140 Resources £516.98 Milk £993.74 Swimming £150  Total: £3,693.72	<b>High:</b> This funding supported several of our PP children to develop their interests, skills and talents through after-school activities. This is turn helped with developing new friendships and building self-esteem, It gave them access to additional opportunities, which would otherwise have been out of reach. The residential visits play a significant role in the pupil's personal development as well as affording opportunities to explore part of their curriculum in a new and unique way.	We are planning to continue this valuable support for our PP pupils. It is not a large amount of money compared to the total budget but it has a significant impact on the pupil's self-esteem and emotional wellbeing. In addition, the residential trips cover some key areas of the curriculum and provide unique opportunities, which we would not want any of our pupils to miss out on. The resources allow our ELSAs to continue their excellent work in providing support for our most vulnerable pupils.	<b>£3,693.72</b>