



Pupil premium strategy statement – Reviewed Dec 2022

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

Detail	Data
School name	Holly Park School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Ann Pelham Headteacher
Pupil premium lead	Sally Thomas
Governor	Andrea Messios

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,570
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£126,185



Part A: Pupil premium strategy plan

Statement of intent

At Holly Park, we have high aspirations for all our children and we believe that all learners, irrespective of their background or the challenges they face, should make good progress and achieve or exceed the Age Related Expectations in all subject areas by the end of KS2. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the knowledge, skills and values needed to achieve this goal.

Our pupils in receipt of the Pupil Premium funding face specific challenges to reaching their full potential, and, at Holly Park we are determined to provide the support and guidance they need to help them overcome these challenges.

Common barriers to learning for our disadvantaged children are; weak language and communication skills, lack of confidence and self-esteem, limited enrichment opportunities, less support at home, low levels of education and aspiration amongst families, complex family circumstances, emotional, behavioural and social difficulties which impact on focus to learning, less parental engagement with school and attendance issues.

We acknowledge when making provision for socially disadvantaged children, that not all children who are entitled to free school meals are socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis and a provision map of support is updated each term.

In addition to this, we aim to provide all our pupils with a rich, broad and balanced curriculum as well as enrichment opportunities to develop pupils' cultural capital. High quality teaching is at the heart of our approach, with a focus on ensuring that teaching and learning builds upon children's prior knowledge and provides progression of knowledge and skills. Our curriculum is designed to build fluency and secure long-term memory through opportunities for practice and retrieval. We use Rosenshine's Principles and the Tom Sherrington WalkThrus to ensure quality first teaching for all children.

After potential barriers to learning have been identified, we use research-based interventions and carefully targeted support to address them. Research conducted by the EEF is used to support decisions around the usefulness of different strategies and their value for money.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School Led Tutoring Programme for pupils whose education has been worst affected by the pandemic.

Our ultimate objectives are:

- To diminish the attainment gap between disadvantaged and non-disadvantaged children.
- Disadvantaged children to make good or rapid progress from their starting points.
- To support our children's health and wellbeing to enable them to regulate their emotional state and access learning at an appropriate level.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- To ensure that teaching and learning opportunities meet the needs of all learners
- All children to leave the school fully prepared for the next stage of their learning.

Using Pupil Premium spending effectively means we can focus on diminishing the gap through; high-quality teaching and targeted support (both academic and social/emotional) Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language and communication skills and vocabulary gaps in EYFS (although this is no worse than non PP children)
2	Greater difficulties with retaining and applying phonic knowledge.
3	Attainment gaps in Reading, Writing & Maths.
4	Multiple barriers to learning e.g. SEND & EAL
5	Limited wider cultural and social experiences.
6.	Social, emotional and behaviour issues

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
Improved oral language skills and vocabulary among EYFS disadvantaged children.	<ul style="list-style-type: none"> • Assessments and observations indicate improved oral language among EYFS children. This is evident when triangulated

	<p>with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> Progress in Communication and Language at end of Reception is good or rapid
Improved reading, writing and maths attainment for disadvantaged children in KS1 and KS2.	<ul style="list-style-type: none"> KS1 reading, writing and maths outcomes show that attainment for disadvantaged children is in line with or above national.
The vast majority of Disadvantaged pupils make at least expected progress	<ul style="list-style-type: none"> Reading, writing and maths outcomes show that 80% of disadvantaged children make good progress
Phonics interventions will be operational in KS2 to support pupils who continue to need extra support	<ul style="list-style-type: none"> KS2 teachers and TAs will be more confident with Rapid phonics Regular intervention groups will run across KS2
Disadvantaged children make expected progress from their starting points in reading, writing and maths.	<ul style="list-style-type: none"> Progress in reading, writing and maths at the end of key stages is good or better.
Best possible progress and attainment for PP children with additional barriers e.g. SEND through effective EHCP, Support Plans and targeted provision.	<ul style="list-style-type: none"> Good individual progress for disadvantaged and SEND learners from their starting points Currently 22% of PP also have SEND.
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	<ul style="list-style-type: none"> Qualitative data from child's voice, child and parent questionnaires and teacher observations Good attendance of PP parents at Meet the Teacher, Parents Evening, online parent workshops etc An increase in participation in enrichment activities, particularly among disadvantaged children.
Achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<ul style="list-style-type: none"> Percentage of attendance for disadvantaged children is in line with the National average. Barriers to attendance will be identified swiftly and action will be taken to improve attendance. Government guidelines around attendance will be adhered to and communicated appropriately with parents/carers.
Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.	<ul style="list-style-type: none"> Work samples, Pupil Voice, child conferences etc show disadvantaged children have positive attitudes towards school and learning.

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: £52,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium targeted support by class teachers</p> <p>PP pupils become a key focus group for teachers and the pupils' next steps are targeted through one a week guided focus groups. Pre teaching and recap of unmet L.Os are covered.</p> <p>In these sessions, class teachers to hold weekly pupil conferences with PPG pupils to discuss current learning and next steps.</p> <p>The rest of the class is covered by an experienced teacher while this happens</p>	<p>Pupil Premium research project within NLC schools found that verbal feedback/ pupil conferencing had highest impact on progress of PP children.</p> <p>Class teachers are in the best position to know what the next steps are for each child on a week-to-week basis. Prior assessment ensures that appropriate targets are set.</p>	1,2,3,4
<p>Phonics resources</p> <p>Purchase of Bug Club rapid phonics resources DfE validated Systematic Synthetic Phonics reading books to support our phonics programme in Y2 and KS2 to secure stronger phonics teaching for all pupils –</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 3

<p>especially those who need further intervention and support incl EAL children and new joiners.</p> <p>Purchase resources and fund ongoing teacher and TA training and release time</p>		
<p>NCETM Project EYFS & KS1</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher training in Number sense project in EYFS & KS1</p> <p>We will fund teacher release time to access Maths Hub resources and CPD</p> <p>Enhancement of our maths teaching and curriculum provision through daily implementation of the Mastering Number (Number Sense) programme in Reception and KS1.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers. https://www.ncetm.org.uk/media/fzmpti4g/ncetm_mathshubs_mastering_number_flyer.pdf</p>	3
<p>Increased Book Provision</p> <p>Ensuring that there are a wide variety of books available across the school for all children to read. To develop a love and enjoyment of reading. To increase the diversity of the books on offer so that they reflect our school community.</p>	<p>EEF guidance on improving literacy</p> <p>The report suggests that schools should support pupils to develop fluent reading capabilities. Most pupils benefit from emphasis on reading fluency.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3,4,5,6
<p>Focus On Quality First Teaching</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	1,2,3,4

<p>To further develop teacher pedagogy through the Teaching WalkThrus programme of instructional coaching. Focus on embedding opportunities for practice and retrieval across all curriculum areas to ensure knowledge is secured in pupils' long term memory.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	
<p>Improved Subject leader Knowledge</p> <p>Subject Leader Inset and training</p>	<p>EEF Effective professional Development</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. PD plays a crucial role in improving classroom practice and pupil outcomes. The report suggests that PD should ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>It should take into consideration the context and needs of the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>3,4,5</p>

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

Budgeted cost: £34,998.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Barnet Language Enrichment Programme</p> <p>Programme led by a dedicated qualified speech and language therapist. . The LEP focusses on how to improve pupils' oracy and language</p>	<p>Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

through vocabulary, narrative skills and social communication. Provides schools with expertise to support groups of pupils with lower level speech and communication needs who are likely to benefit from some additional structured speech, vocabulary and social communication input.		
Teaching Assistant Support Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Teaching Assistant Support Additional sessions in reading targeted at disadvantaged children who require further support. <ul style="list-style-type: none"> • 1:1 reading support • Small group reading 	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Working in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3,
School Led tutoring (School to fund 40% top up funding) Engaging with the School-Led Tutoring Programme for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one, One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Use of programmes to improve gross motor and fine motor skills for disadvantaged children who	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves; however,	3,5

have relatively less developed physical skills. Occupational Therapy to Bridge the Learning Gap (OTTO)	this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Interventions Improve the quality of social and emotional learning through various smaller groups and wider curriculum opportunities.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): and Collaborative learning approaches. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	3, 4,5,6
Wider Curriculum All disadvantaged children attend school trips, take part in the wider curriculum aspect of school life and are offered the opportunity to attend	Children need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economic background.	4,5,6

extra-curricular clubs beyond school hours to support learning and development and enhance social and cultural experiences.		
HEWS 1:1 Long term and short term HEWS support led by Consellor	<ul style="list-style-type: none"> Children are able to plan and prepare for changes and learn ways to regulate their emotional states. Support from the HEWS Counsellor enables teachers to implement strategies in class that support pupils' attachment needs. Transitions between from home to school have been successfully managed and so children are ready to learn when they enter the classroom. EEF Social and Emotional Learning.pdf(e ducationendowmentfoundation.org.uk)	1,2,3,4,6
ELSA Project Emotional Literacy Support Assistants (ELSA) Programme	<p>ELSA Evaluation Report by Education Psychology Service shows that pupils receiving ELSA support highlighted the importance of being able to share their feelings safely and confidentially with adults who have time to listen to them. Support over time leads to the development of trust in which the possibility of behavioural change can be explored in a non-threatening way.</p> <p>Analysis of post ELSA intervention has shown that teachers observed a decrease in perception of emotional difficulties; behaviour concerns and peer problems, and an increase in pro-social behaviour was also observed.</p> EEF Social and Emotional Learning.pdf(edu cationendowmentfoundation.org.uk)	6
To further develop cultural capital: A range of enrichment opportunities e.g. Forest	Research by Sutton Trust shows that the wealthiest families in the UK spend more than 7 times the amount on out of school enrichment than the most disadvantaged families. Sutton Trust recommend that	5,6

<p>School sessions, Y5 and Y6 residential trips</p> <p>RRR project with partnership of schools:</p> <p>Y5 Coding Clubs (summer 2022)</p> <p>Y4 Performance Activities</p>	<p>schools use their Pupil Premium budget to develop PPG children's cultural capital by ensuring these children have access to museums, galleries, libraries & theatres to enrich their learning.</p> <p>Increased engagement in lessons as a result of an increase in confidence.</p> <p>Improved emotional well-being through having the opportunity to have a wider range of experiences</p>	
<p>Supporting Parents with the curriculum</p> <p>Times Tables Rockstars annual subscription for learning at home</p> <p>Workshops/meetings for parents x 12 annually to explain elements of the curriculum</p> <p>Establish parent champions</p>	<p>EEF WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Report</p> <p>Provide practical strategies to support learning at home</p> <p>Supporting early language and literacy</p> <p>Tailor school communications to encourage positive dialogue about learning</p> <p>The age of learners affects the nature of the messages</p> <p>Be positive, personalise, and link to learning</p> <p>Offer more sustained and intensive support where needed</p> <p>Target support sensitively</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p>	1,2,3
<p>Support for disadvantaged families with poor attendance.</p> <p>Embed principles of good practice set out in the DfE's Improving School Attendance advice. First day calling to all families to enquire about absence. In the case of persistence absence PP parents invited into school to</p>	<p>Good attendance is a key factor in ensuring that children make progress and achieve their potential. A small number of families at the school struggle to maintain good levels of attendance and punctuality. Occasionally the school will support these families (long term or short term) and offer a funded place at breakfast club. The DfE guidance has been informed by engagement with schools that have</p>	4

<p>meet to discuss barriers for attendance</p> <p>Use of the Barnet EWO</p>	<p>significantly reduced levels of absence and persistent absence.</p>	
<p>Sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p> <p>Achieve the National Times Wellbeing Award – Silver</p> <p>Increase the number of mental health First Aiders</p> <p>Train a DSLMH</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice</p> <p>These are key findings from guidance published by the Education Endowment Foundation (EEF) in partnership with the Early Intervention Foundation (EIF).</p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</p> <p>Summary of recommendations</p> <ul style="list-style-type: none"> • Teach SEL skills specifically • Model skills through everyday teaching • Plan a SEL programme • Ensure the curric builds skills • Reinforce skills through whole school activities • Plan support and monitor 	

Total budgeted cost: £126,185

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.

Intended outcome	Outcomes
Improved oral language skills and vocabulary among EYFS disadvantaged children.	At Holly Park 100% of disadvantaged children reached a good level of development This was above the national disadvantaged figure of 50%
Improved reading, writing and maths attainment for disadvantaged children in KS1 and KS2.	<p>KS1 2022 At Holly Park 55% of disadvantaged children reached the expected standard or above in reading This was above the national disadvantaged of 52%</p> <p>2022 At Holly Park 46% of disadvantaged children reached the expected standard or above in writing This was in line with the national disadvantaged of 41%</p> <p>2022 At Holly Park 55% of disadvantaged children reached the expected standard or above in maths This was above the national disadvantaged of 52%</p> <p>KS2 2022 At Holly Park 69% of disadvantaged children reached the expected standard or above in reading This was above the national disadvantaged of 61%</p> <p>2022 At Holly Park 54% of disadvantaged children reached the expected standard or above in writing This was in line with the national disadvantaged of 55%</p> <p>2022 At Holly Park 77% of disadvantaged children reached the expected standard or above in maths This was above the national disadvantaged of 55%</p> <p>At Holly Park 46% of disadvantaged children reached the expected standard or above in combined subjects (R,W,M) This was just above the national disadvantaged of 42%</p>
The vast majority of Disadvantaged pupils make at least expected progress	<p>KS1 to KS2 Progress 2022 The progress of disadvantaged pupils at Holly Park in reading from KS1 to KS2 was significantly above National (2.8 compared to -0.9)</p>



	<p>2022 The progress of disadvantaged pupils at Holly Park in writing from KS1 to KS2 was significantly above National (1.7 compared to -0.8)</p> <p>2022 The progress of disadvantaged pupils at Holly Park in maths from KS1 to KS2 was significantly above National (1.0 compared with -1.2)</p>
The number of disadvantaged children meeting the expected standard in the phonics screening check at the end of Year 1 is in line with the national average.	67% of PP children in Year 1 passed the phonics check This was higher than the national of 62%
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	The learning mentor completed the ELSA project to support more children across the school
Achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<p>Attendance at Meet the Teacher, Parents Evening, and online parent workshops was very positive</p> <p>Attendance in Oct 2022 was 94% for PP children compared to 95% for all children – so broadly in line</p> <p>PP Overall Absence was 4.6%.</p> <p>This is 0.5% lower than national</p> <p>Disadvantage absence is in the 9th percentile compared to other schools nationally</p> <p>Disadvantaged persistent absence is 11.9% compared to 16.9% nationally</p> <p>We are in the 10th percentile of schools nationally for persistent absence of disadvantaged pupils</p> <p>0% are severely persistently absent compared with 0.6% nationally. We are in the first percentile</p> <p>Both authorised and unauthorised absence of disadvantaged is lower than national.</p>
Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.	<p>Children in Y4 participated in a partnership Opera project</p> <p>Children in Y5 experienced coding for 3 terms</p> <p>PP children participated in sports activities – athletics, football and cross country</p>