



Pupil premium strategy statement – Reviewed December 2023

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024 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	432
Proportion (%) of pupil premium eligible pupils	23%
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 originally published	December 2021
Date on which it was first reviewed	December 2022
Date on which it was updated for this academic year	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	£130,950
Recovery premium funding allocation this academic year	£15,768
School Led Tutoring Grant (25%) for Y2 phonics	£1,013
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£147,731



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 use of the 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 especially in our current Y2 cohort 2023/24.
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
7.	Mobility of pupils (10% compared to the national of 5%) especially in our current Y2 cohort 2023/24 and our Y6 cohort 2023/24 which is a bulge year group.

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 communication 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 with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Progress in Communication and Language at end of Reception is good or rapid
Improved reading attainment and progress for disadvantaged children in KS1 and KS2.	<ul style="list-style-type: none"> KS1 & KS2 reading, outcomes show that attainment and progress for disadvantaged children is in line with or above national.
Improved maths attainment and progress for disadvantaged children in KS1 and KS2.	<ul style="list-style-type: none"> KS1 & KS2 maths, outcomes show that attainment and progress for disadvantaged children is in line with national
The number of disadvantaged children meeting the expected standard in the phonics screening check at the end of Year 1 in 2024 is in line with the national average.	<ul style="list-style-type: none"> End of Year 1 phonics outcomes show that the number of disadvantaged children who meet the required standard is in line with national.
The number of disadvantaged children meeting the expected standard in the phonics screening check re sit at the end of Year 2 in 2024 is in line with the national average.	<ul style="list-style-type: none"> Year 2 phonics retake outcomes show that the number of disadvantaged children who meet the required standard is in line with national.
Phonics interventions will be further embedded in KS2	<ul style="list-style-type: none"> KS2 teachers and TAs will be more confident with Rapid phonics Regular intervention groups will run across KS2
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.
Support parents to support their own children's behaviour, wellbeing and resilience	<ul style="list-style-type: none"> Parent voice will show that they have gained skills and knowledge to help them with their parenting skills

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. Increased numbers of PP children at lunchtime clubs

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: £69,267

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>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>	1,2,3,4,7

<p>The rest of the class is covered by an experienced teacher while this happens</p>		
<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 – especially those who need further intervention and support incl EAL children and new joiners.</p> <p>Purchase resources and support ongoing teacher and TA training and release time</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>	<p>1,2, 3,7</p>
<p>NCETM Project – Teaching for Mastery - Sustaining</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher training for 2 members of staff in Maths sustaining teaching for mastery KS1 & KS2</p> <p>Enhancement of our maths teaching and curriculum provision</p> <p>We will fund teacher release time to access the project</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Schools will enhance mathematical subject knowledge, emphasising key areas of maths. Schools will plan, teach and reflect on lessons with a mastery approach. Sustaining Work Groups are a permanent form of support where schools can focus on continued improvement, consistency and refinement of teaching for mastery. Participating schools must show strong commitment from their leadership for sustaining mastery approaches</p>	<p>3</p>
<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</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>3,4,5,6</p>



develop a love and enjoyment of reading. To increase the diversity of the books on offer so that they reflect our school community.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Focus On Quality First Teaching Following our work on Rosenshine's principles and Walkthrus - further develop teacher pedagogy. Focus on our own Holly Park Pedagogy. Focus on embedding opportunities for recap, practice, retrieval and assessment across all curriculum areas to ensure knowledge is secured in pupils' long term memory and that teaching is engaging.	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. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3,4,7
Improved Subject leader Knowledge Subject Leader Inset and training Release subject leaders to attend Barnet courses Subject leaders to access national College courses LNI visits to support subject leaders	EEF Effective professional Development 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. It should take into consideration the context and needs of the school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3,4,5

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



Budgeted cost: £39,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and maths 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 in Year 2 with a specific focus on phonics (School to fund 75% top up funding) Engaging with the School-Led Tutoring Programme for pupils in Y2 whose education has been most impacted by the pandemic and mobility or moving into the country (EAL) with no previous English school experience. Tutoring for 18 Y2 pupils	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, 7

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



Budgeted cost: £38,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor Interventions</p> <p>Improve the quality of social and emotional learning through various smaller groups and wider curriculum opportunities.</p> <p>Developing resilience for children</p> <p>ELSA strategies</p>	<p>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):</p> <p>and</p> <p>Collaborative learning approaches.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	3, 4,5,6
<p>Wider Curriculum</p> <p>All disadvantaged children attend school trips, take part in the wider curriculum aspect of school life and are offered the opportunity to attend extra-curricular clubs beyond school hours to support learning and development and enhance social and cultural experiences.</p>	<p>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.</p> <p>Increased numbers of PP pupils attending lunchtime clubs</p>	4,5,6
<p>Parent Gym</p> <p>Learning mentor has trained as a Parent Gym leader</p> <p>Running parent gym sessions across the year</p>	<p>Sessions have been designed by leading psychologists.</p> <p>Sessions are designed to be participative and engaging</p> <p>Parent gym is a swries of sessions to increase parent skills and confidence so as to improve the behaviour and wellbeing of their children</p>	6

Each course is Six 2 hour sessions	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	
To further develop cultural capital: A range of enrichment opportunities e.g. Forest School sessions, Y5 and Y6 residential trips A carefully planned strategy document mapping out the plan for cultural capital opportunities designed to enrich the main curriculum	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 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. Increased engagement in lessons as a result of an increase in confidence. Improved emotional well-being through having the opportunity to have a wider range of experiences	5,6
Supporting Parents with the curriculum Times Tables Rockstars annual subscription for learning at home Workshops/meetings for parents planned out across the school year to explain elements of the curriculum and wider curriculum and Personal Development EYFS curriculum Phonics	EEF WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Report Provide practical strategies to support learning at home Supporting early language and literacy Tailor school communications to encourage positive dialogue about learning The age of learners affects the nature of the messages Be positive, personalise, and link to learning Offer more sustained and intensive support where needed Target support sensitively	1,2,3

<p>Reading</p> <p>Maths</p> <p>The curriculum</p> <p>Resilience</p> <p>Bullying</p> <p>RSE</p> <p>Assessment at end of key phases</p>		
<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 meet to discuss barriers for attendance</p> <p>Consider attendance as part of safeguarding as described in KCSIE</p> <p>Form an attendance team – HT, DSL, Pupil support officer</p> <p>Use of the Barnet EWO</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 significantly reduced levels of absence and persistent absence.</p>	4
<p>Sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p> <p>Barnet Resilient School Award</p> <p>Resilience sessions for parents</p> <p>Parent Gym</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: £147,731

Externally provided programmes

Programme
Talk Boost
Early Talk Boost
ELSA
Parent Gym
Bug Club Phonics
Rapid Phonics Intervention (Bug Club)
NCTEM Maths Mastery
White Rose Maths
Barnet Language Enrichment Programme

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 2022 to 2023 academic year.

Intended outcome	Outcomes
Improved oral language skills and vocabulary among EYFS disadvantaged children.	<p>Successful training through Barnet Language Enrichment Programme for identified EYFS staff</p> <p>Successful intervention groups run across the school year in Nursery & Reception</p> <p>87% of all children attained EXS or better in communication and language</p> <p>70% of disadvantaged pupils attained EXS or better in communication and language compared with 86% of our non-disadvantaged.</p> <p>This was in line with the national 2023 disadvantaged figure of 69.5%</p>
Improved reading, writing and maths attainment for disadvantaged children in KS1 and KS2.	<p>Internal Y1-6 pupils data (95 pupils):</p> <p>59% of disadvantaged pupils in Y1-6 attained expected or better in reading</p> <p>48% of disadvantaged pupils in Y1-6 attained expected or better in writing</p> <p>52% of disadvantaged pupils in Y1 -6 attained expected or better in maths</p> <p>Our data was in line with or better than the national 2023 disadvantaged at End of KS1 2023</p> <p>HPS reading EXS+ 64% National 54%</p> <p>HPS writing EXS+ 55% National 45%</p> <p>HPS maths EXS+ 55% National 56%</p> <p>Our data was in line with or better than the national 2023 disadvantaged at End of KS2 2023</p> <p>HPS reading EXS+ 73% National 60%</p> <p>HPS writing EXS+ 60% National 58%</p> <p>HPS maths EXS+ 55% National 56%</p> <p>HPS GPS EXS+ 80% National 58%</p>

The vast majority of Disadvantaged pupils make at least expected progress	<p>Internal Y1-6 pupils data (95 pupils):</p> <p>69% of disadvantaged pupils in Y1-6 made expected or better progress in reading – average 0.0</p> <p>71% of disadvantaged pupils in Y1-6 made expected or better progress in writing – average +0.1</p> <p>67% of disadvantaged pupils in Y1 -6 made expected or better progress in maths – average 0.0</p>
Phonics interventions will be operational in KS2 to support pupils who continue to need extra support	<p>Rapid phonics was bought as a KS2 Bug Club intervention</p> <p>Rapid phonics training was given to teachers and TAs</p> <p>Rapid phonics groups were established in KS2 and these were reviewed and changed across the year for best effect – to run for better impact</p> <p>Phonics training was given to Y3 parents</p> <p>Pupil voice showed that the interventions had been useful and supportive</p> <p>TA voice showed that the interventions were easy to follow and appeared to be effective</p> <p>This needs to be further embedded next year</p>
Best possible progress and attainment for PP children with additional barriers e.g. SEND through effective EHCP, Support Plans and targeted provision.	<p>Attainment Y1-6 pupils (22 pupils):</p> <p>41% of disadvantaged pupils who also have SEND in Y1-6 attained expected or better in reading</p> <p>28% of disadvantaged pupils who also have SEND in Y1-6 attained expected or better in writing</p> <p>37% of disadvantaged pupils who also have SEND in Y1 -6 attained expected or better in maths</p> <p>Progress Y1-6 pupils (22 pupils):</p> <p>64% of disadvantaged pupils who also have SEND in Y1-6 made expected or better progress in reading – average -0.1</p> <p>69% of disadvantaged pupils who also have SEND in Y1-6 made expected or better progress in writing – average 0.0</p> <p>64% of disadvantaged pupils who also have SEND in Y1 -6 made expected or better progress in maths – average -0.1</p>

<p>Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p>	<p>Pupil voice questionnaires showed that pupils believed that wellbeing was taken seriously at the school: <i>88% of pupils feel that the school helps them look after their emotional and mental health</i></p> <p>Parent voice from questionnaires showed that parents believed that wellbeing was good for pupils: <i>97% felt their children were happy. 98% that their child felt safe. 84% that they can join clubs etc. 88% that we support personal development.</i></p> <p>We have a trained DSLMH</p> <p>We now have 6 Mental Health first aiders</p> <p>We gained the National Times Wellbeing Award – Silver</p>
<p>Achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>Attendance for all children was good</p> <p>Absence for 2022/23 was 5.9% compared to the national average of 6.3%.</p> <p>We have had better than national attendance for the past 3 years</p> <p>Persistent absence was 19.3%, (Aut 2022) which was lower than the national average of 20.9%. The school is in the 46th percentile when compared to all schools</p> <p>Persistent absence has been lower than national for 3 years</p> <p>Successful strategies to tackle absence include: first day calling; regular letters to parents; weekly attendance rewards; attendance stickers and attendance certificates. Close work with our EWO is effective. Reporting to the school regularly in newsletters about attendance.</p> <p>Attendance for disadvantage children at our school was 93% July 2023</p> <p>Attendance for non-disadvantaged pupils at our school was 95% July 2023</p> <p>Disadvantaged pupils are in percentile 27 for overall absence when compared to other schools. Aut 202</p> <p>Disadvantaged pupils are in percentile 28 for persistent absence when compared to other schools Aut 2022</p>
<p>Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.</p>	<p>Pupil voice shows that disadvantaged pupils have a positive attitude to school and to their work</p> <p>All Disadvantaged children attended school trips and swimming and Forest school</p> <p>There was good take up for residential trips for PP children as we applied for 50% funding through a local trust</p>



HOLLY PARK
PRIMARY SCHOOL

Holly Park School

	PP children were included in extracurricular clubs and on pupil voice councils and activities and this was tracked across the year
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