

PUPIL PREMIUM 2019-2020

Barriers to learning

The barriers facing eligible pupils at Hollingworth Primary School greatly match the barriers facing the majority of pupils at our school. Children struggle to attain well in reading, writing and spelling.

Starting points in Early Years are below national average; oral language skills on entry to school are low. Listening and attention skills are equally low, which together hinder reading, writing and phonics attainment in Foundation Stage and KS1, although outcomes are improving. Maths is stronger throughout the school; however, children struggle to apply their calculation skills to reasoning and problem solving.

Some of the children who are eligible for pupil premium also have very individual barriers to learning some of these stem from SEN needs which means that interventions here need to be targeted on an individual or small group basis.

The ability to manage feelings and behaviour is less well established for disadvantaged pupils. Parental engagement in home reading routines and encouraging reading for pleasure or supporting homework activities is often sporadic for disadvantaged pupils. Expectations and aspirations are often low.

External agencies; children's social care and family support workers have historically supported a number of families.

Our planned tiered approach to Pupil Premium spending

Teaching

Following data analysis and end of key stage results last year writing, spelling and vocabulary are areas that the school needs to focus on. As part of the school development plan there is to be a whole school focus on raising attainment in these areas for all children. Engagement and enjoyment of reading continues to be a barrier and therefore the aim is to raise the awareness and status of reading within the school and at home.

Targeted Academic Support

Through pupil progress meetings, children are identified for catch-up interventions delivered by TAs in phonics, reading, spelling, maths and writing. In addition, keep-up interventions will be trialled this year in maths, delivered by the teacher.

Wider strategies

Wider strategies to reduce the most significant non-academic barriers to success in school include access to school trips, extra-curricular clubs and music lessons to improve the experiences of pupils. The introduction of Mindfulness to improve children's well-being and enable targeted children to have a calm and focussed start to afternoon sessions.

Measuring the impact

The spending plan is monitored termly. Evidence based interventions use before and after assessment data to measure impact. Where attainment data is not possible, pupil voice and individual provision maps will gather evidence to assess the impact. Termly pupil progress meetings allow teachers and SMT to review attainment and progress.

Item/Initiative	Cost	Aims of Spending	Outcomes/Impact
EEF Recommendation 1 Teaching			
Staff training : The Write Stuff Read W Inc Spelling Emotional wellbeing Everyday Magic Teaching for Mastery Echo Reading EEF Implementing Change	£10,000	To improve outcomes in reading, writing, spelling and maths for children in years 1 to 6. To improve children's wellbeing Provide over and release time for staff to attend CPD and embed new skills and knowledge across school.	All staff received training and the new teaching strategies for writing, spelling and maths have been taught in class and remotely (during lockdown) daily. Daily lessons have been planned, taught and uploaded daily by all staff and daily feedback has been given to children about the work they have submitted. Wellbeing activities have been shared with children and parents, remotely and on children's return to school to ensure the mental health of our families is high on our agenda.
EEF Recommendation 2 Targeted academic support			
Read, write inc intervention (PG)	£500	To ensure that targeted Y1 and Y2 children are given small support to pass their phonics or re-take.	Targeted children received phonics intervention from September to March with children making good progress through the phonics scheme. During lockdown PG continued to teach some phonic lessons remotely for her phonics group.
1 x full time TA	£18,000	To support Pupil Premium children with interventions for reading, writing and maths.	Interventions have been delivered for small groups of children and some 1:1 support in the first half of the year. When children returned to school, intense support was given to PP children in year 6 to ensure they were High School ready.
1 x Learning Mentor	£8,200	Employ a Learning Mentor to work with targeted children to break down barriers to learning and support pupil progress.	Learning Mentor to support behaviour & emotional well-being of individual children, initially this was 1:1 when children were in school but from March onwards this has been remotely for a range of children and families that have struggled with emotional well-being.
1 to 1 intervention (LAC)	£1900	To raise attainment in academic and personal areas of interest. (1 child)	Half-termly progress meetings and personalised learning.
TA reading intervention	£5,500	To enable children working below age related expectations to catch up by improving reading speed and comprehension.	Echo reading, delivered by TAs in KS1 & 2 for 4 X 30 mins. Benchmarking shows rapid progress in speed and accuracy.
Targeted TA support across school	£2,200	To support Pupil Premium children with interventions for reading, writing and maths, in the	Targeted support to ensure children access the curriculum and make expected progress. Children

		classroom, small groups and individual tuition.	are able to 'keep-up' rather than 'catch-up'.
EEF Recommendation 3 Wider strategies			
Provision of milk for period Sept 19 – Mar 20 & June 20 – July 20	£1,200	To provide children with an extra nutritional boost.	Milk provides necessary calcium for a healthy diet.
Education Welfare	£400	To support families to improve attendance and punctuality.	This SLA was paid despite COVID-19 restrictions.
Support Swimming	£1,500	To support children in achieving a vital life skill.	Children in Year 4 plus 2 Year 5 children. This SLA was paid despite COVID-19 restrictions.
Breakfast Club	£1,200	Food and activities designed to give pupils a good start to their day of learning.	Breakfast club staff paid throughout COVID-19 restrictions.
Year 6 SATS Breakfasts	£100	Ensure that Y6 pupils have had breakfast during SATs week and are in school on time.	Y6 children returned in June 2020 and breakfast was served to promote their well-being.
Hot Shots 2 X 30 mins per week	£580	To teach effective <i>relaxation techniques</i> that will prevent mental stress and anxiety.	Staff paid throughout COVID-19 restrictions.
Instrumental lessons for all KS2 children	£5,000	To create opportunities, over time, for every KS2 pupil to receive a sustained period of <i>tuition</i> on a musical <i>instrument</i> .	All children in KS2 receive instrumental lessons. Recorder, ukulele, T-bone, trumpet. Staff paid throughout COVID-19 restrictions.
IXL licence	£174	To provide a learning website for children to practise and improve their basic maths skills.	All children have access to IXL at home and targeted intervention groups on a daily basis.
TTRockstars licence	£100	To provide a learning website for children to practise and improve their times tables fluency.	All children have access to TTRockstars at home and targeted intervention groups on a daily basis.
Jane Considine Writing subscription	£150	To provide teaching and learning resources to improve outcomes for children in writing.	Improved writing outcomes through teacher modelling using quality resources for planning and teaching.
Total Spending	£56,704		

Impact cannot be measured by end of year outcomes assessed for all children by testing or teacher assessment due to COVID19 restrictions. All children at Hollingworth Primary School were invited back to school from June 2020 but not all families took up the opportunity and therefore some children were still being taught remotely.

Impact can be measured by the well-being of our children and their families, as they all returned to full-time education in September 2020. Children's attendance is good, with most absences being COVID-19 related in the new academic year.