



Pupil Premium at Hollin Primary School

Pupil Premium Allocation for Academic Year 2017/18

£166,800

1. Subsidy for school trips – whole school.

Cost £15,000

Impact

The funding has enabled all children in school to access trips which link directly to topics (approximately one per term). Without the funding, many parents would not be in the position to pay for such an extensive range of visits and experiences. The impact of this strategy has been that children have taken part in a range of high quality visits which have significantly enhanced the quality of their learning, including the work produced. They have had a real stimulus for writing; enabling them to write from first-hand experiences. Pupils report how much they enjoy the visits and the work produced evidences the impact this has had on their learning and on raising their aspirations for the future

2. Sports Leader.

Cost £30,000

Impact

- Delivers high quality P.E lessons throughout school.
- We subscribe to Middleton Schools' Sports Association which provides a wide range of competitions for children from Year 1 to Year 6.
- Free sports activities/opportunities offered for many disadvantaged families.
- Promotes the development of healthy lifestyles in young children.
- Increased self-esteem and resilience from the children who participate.
- Improved attitudes and behaviour from the children who participate
- Increased skill levels from the children who participate.
- Pride of representing school in competitive fixtures against other schools.
- Parents report (parent questionnaire) that they appreciate sports activities being provided after school.
- Children report (pupil questionnaire) that they appreciate sports activities being provided after school.
- The profile of PE and school sport is being raise across the school as a tool for whole school improvement.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.
- Awarded School Games mark July 2018.

Hollin children competed in 18 different sports against other schools...

Football (inc.girls football), netball (inc.boys netball), cross country (Yr2-6), dodgeball, badminton, tennis, athletics, basketball, volleyball, tag-rugby, handball, cricket, rounders, golf, hockey (inc.unihoc), orienteering, swimming and table tennis.

Overall, 133 children have represented Hollin, some just the one appearance and others several times during the year. We have also had 1 child from Newlands represent the school. 13 team trophies and 156 medals were won.

Key Stage 1	2C 12/29 (41%)	2H 11/29 (38%)	
Lower Key Stage 2	3M 11/27 (41%)	3S 16/28 (57%)	Y4 21/29 (72%)
Upper Key Stage 2	Y5 22/30 (73%)	6M 21/27 (78%)	6S 19/27 (70%)

3. Children's Welfare Officer. Cost £30,000

Impact

The school has a full-time Children's Welfare Officer who is also the schools' Designated Safeguarding Lead.

Early Help

With a greater number of families who required more support this academic year, her focus has been on providing early help, which can prevent problems escalating to a crisis level by providing help at the right time to meet the needs of a family and to keep them in control of resolving their issues and problems. These meetings involve identifying the issues for each family, coordinating partner agencies in attending regular meetings and allocating actions to those involved in order to make the necessary changes for an improved lifestyle. This in turn reduces the barriers to learning for pupils. She also attends regular meetings and conferences with Children's Social Care in relation to families who need more specialised support from Social Workers. She is an advocate for our children and challenges decisions when necessary in order to secure the best outcomes for our pupils.

Attendance

Attendance has been given priority this academic year. This has involved raising the profile of attendance amongst the children and school community, continuing to reward good attendance and punctuality, improving the monitoring of children's attendance, improving procedures for following up children's absence in order to reduce unauthorised absence, improving punctuality, identifying and targeting children and their families where attendance and punctuality is of concern, holding attendance panels in order to improve targeted children's attendance.

Groups

Friendship groups have been run over the course of the year at lunchtimes. These were specifically to target groups within certain cohorts where concerns were starting to emerge. These groups promoted conversations about friendships and relationships, bullying, inclusivity, feelings and emotions while also nurturing confidence and listening and speaking skills. These groups prevented further escalation of issues between the pupils.

Other

She spends time with pupils who are experiencing any number of problems. These include, but are not limited to, bullying, physical, emotional and sexual abuse, neglect, sexualised comments and behaviours, internet grooming, parental separation, bereavement, house moves and parental illness. She is also involved with numerous meetings with parents/cares in relation to behaviour, punctuality and attendance, safeguarding concerns.

4. Speech and Language Therapist

Cost £14,000

Impact

Our speech therapist has supported Pupil Premium pupils throughout school focussing specifically on early intervention in the Early Years. She works over three tiers of intervention.

Universal = she has trained teaching assistants to deliver high quality development programmes in class. The impact was that staff are trained to identify speech, language and communication needs in their classroom. All staff have had training to make their classrooms communication friendly so that the children in Hollin have the best language and communication models possible. Staff have been trained to manage communication needs and to communicate with children who are struggling with language competence, this has been implemented with the use of visuals, comic strip conversations, social stories etc. She also works with Early Years staff to identify different learning styles for subjects such as phonics as well as encouraging pupil learning independence.

Targeted = children are identified in the early years for language development programmes, which are run by trained teaching assistants. These children generally have a delay in their language use and we have had positive results since these groups have been implemented. We have also used these groups with children where English is not their first language, this has been very effective and the communicative competence of our EAL pupils in the early years has risen since this implementation. Older children are identified for social communication groups which are run regularly with a focus on appropriate communication.

Specialist = the speech and language therapist carries a small caseload of children who need specific speech input, stammering work, intensive language work and social emotional work.

Our resident therapist invested time during the late summer and early autumn terms, to identify children who have existing speech and language needs, as they enter our reception class. This informs early intervention groups and targets support for pupils. The therapist offers inset and personalised training programmes which mean our teaching assistants (TAs) are equipped with the skills and resources to conduct dedicated intervention. They have been empowered to continue the good practice observed from the therapist to make speech and language intervention effective and common practice.

Children can be identified, prioritised and targeted immediately. This work informs a provision map for the child and analysis of pupil progress shows it has been able to break down barriers to learning.

SALT worked in collaboration with the therapist. This has also positively impacted our children with Autism Spectrum Conditions (ASC) through personalised learning programs.

5. Apprentice EYFS Teaching Assistant

Cost £9,000

Impact

- The funding has increased staffing ratios within the Early Years unit.
- Allowed for additional interventions to take place to target specific needs
- Small differentiated teaching groups for mathematics, literacy and phonics
- Additional adult to support transition and settling in period
- Supporting early reading by listening to individual readers and changing reading books regularly
- Developing a display to showcase Independent Learning

6. Curriculum enhancement (Music teaching, tuition and choir).

Cost £8,000

Impact

- To provide all pupils in Key Stage 2 with opportunities to learn to play a range of instruments and develop their musical ability through the highest quality provision.
- Delivers high quality music lessons throughout Key Stage 2.
- Conducts weekly choir and brass tuition at lunchtimes.
- Choir taken to local residents home to perform for residents and family. Improved self-esteem and wellbeing for all involved.
- Choir and brass performances in assembly and at Rochdale Town Hall.
- Successful Hollin's Got Talent event.
- Specialist curriculum enhancement across KS2 – progression of skills and knowledge.

7. Extra-curricular provision (enhancement clubs for Art).

Cost £2,000

Impact

- Free after school activities/opportunities offered for many disadvantaged families.
- Increased skill levels (art) from the children who participate.
- Building of creative skills, mindfulness and positive wellbeing.
- Extra-curricular activities provided for our most vulnerable children.
- Broader experiences and activities offered to all pupils.
- Parents report (parent questionnaire) that they appreciate extra-curricular activities being provided after school.
- Children report (pupil questionnaire) that they appreciate extra-curricular activities being provided after school.

8. Additional staffing/support for Pupil Premium children in Year 6, Year 2 and Year 1.

Cost £28,000

Impact

- More targeted support for children who experience difficulties. Closing the attainment gap between those who are working towards national standards and those at expected.
- See disadvantaged v non-disadvantaged data report.

9. Curriculum resources...additional iPads.

Cost £3,000

Impact

- A range of additional high quality curriculum resources have been purchased to support the delivery of the national curriculum. This year these have included the purchase of new IT resources to support learning within classrooms and the computer suite.
- In addition, computers have been put into classrooms across the school to support the learning of disadvantaged pupils.
- Assistive technology widely available for all pupils.

10. Incentives to improve attendance.

Cost £5,500

Impact

- Rewards introduced had a positive impact on attendance, 95.6% for the academic year 2017 – 2018 compared to 94.9% the previous year.
- Persistent absence reduced.
- More children gained medals and trophies for good attendance.
- See School Development Plan review for detailed impact of improved attendance.
- Children are motivated to self-improve and take responsibility.

11. School uniform vouchers for Reception children.

Cost £1,000

Impact

- All Reception children start school with the correct school uniform.
- Reduce the financial pressures on many disadvantaged families at such an expensive time in the academic year.
- Parents provide essential and crucial information for funding.
- Building of positive relationships between home and school.
- Children smart and well prepared for starting school.
- Establishes expected dress code.

12. Well-being Warriors

Cost £1,800

Impact

- This is the first intervention to target emotional wellbeing with children in the last 5 years at Hollin.
- Actions from Early Help, Child in need and Child protection cases have been agreed for some of our vulnerable children to access the group and work towards more positive outcomes.
- This programme promotes positive social interactions between children, teaches emotional regulation skills, and fosters good learning behaviours to equip children with skills to manage effectively.
- It is inclusive and children with identified SEND have benefited from attending the group.
- The children say the skills are taught in fun ways using, special activities, books, games, and many fun exciting creative interventions.

What they learned...

- How to understand their own emotions and how they impact upon themselves
 - How to do one's best in school
 - Understanding feelings in oneself and others
 - Effective problem solving
 - Managing unhelpful behaviours more effectively
 - Positive communication skills
 - New skills and tools for life to help them manage difficult emotions that may arise
 - The children received a mixture of therapeutic gifts that support the learning of the programme.
- The children fed back that they loved the art elements of the program. One child said how it helped him with his terrible anger with reference to the coping skills toolbox. The children discussed being able to cope with and learn about emotions, sharing worries and controlling feelings.
 - Teachers reported that some children grew in confidence. Listening skills had improved. One teacher reported that her pupil walked away from a situation she would have previously got upset about and discussed this with an adult. The children have really valued this time to focus on them, their feeling and wellbeing. A welcome change for the children in what is a very fast-paced curriculum.

Overall the children...

- Gained friends
 - Discussed improved listening
 - Reduced anger
 - Communicated better
 - Thought less negatively about themselves
 - Coped better with change
- School data has shown this to remove barriers to learning for these pupils and ensure they are able to access learning more effectively.

13. Additional staffing/support for Pupil Premium children with complex, additional needs

Cost £9,000

Impact

- Support provided meant we could fulfil the outcomes documented in children's Education Health and Care plans.
- One child in year 3 accessed lessons within the classroom for the first time because of the dedicated support.
- Intervention additional to and different from the national curriculum was provided for children in a dedicated workshop.
- One boy in year six had a very successful transition to special high school setting as of the additional hours given to the TA to conduct a full transition program including additional visits to the setting.

14. Incentives to improve reading.

Cost £1,000

Impact

- Accelerated Reader is being used to boost reading throughout Key Stage 2.
- Pupils are enjoying the books, reading more books and enjoying the activities.
- Termly visits to Madeleine Lindley to reward children for more/consistent reading.

15. Curriculum resources...Big Maths subscription

...Purple Mash subscription

...Year 6 SATS tests online

Cost £2,500

Impact

- See data pack for how Big Maths and SATS tests online subscriptions have helped.
- Purple Mash is being used throughout Key Stage 1 and 2.
- Pupils are enjoying the books, reading more books and enjoying the activities.

16. Part of Teaching Assistant salary for intervention (LEGO Therapy, Social Skills and Speech and Language work).

Cost £7,000

Impact

- High impact teaching support for pupils with special educational needs, across Key Stage 2. This enables high quality teaching support at an accessible level.
- Children with additional and complex needs were able to access a plethora of intervention based on social skills and communication including leg based therapy, talk about (social skills intervention) and the running of a discrete language trial that accelerated the progress of a young man who was initially non-verbal to start making utterances, name objects and follow that with subject verb utterances.

For a breakdown of how disadvantaged Hollin children compare to their national and local counterparts, please see disadvantaged v non-disadvantaged data report.