

Pupil Premium strategy statement – Hollin

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 – updated November 2022

Detail	Data
School name	Hollin Primary School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2022//23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	David Fenton
Pupil premium lead	David Fenton
Governor / Trustee lead	Sa ib Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,525
Recovery premium funding allocation this academic year	£22,837
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,582

Part A: Pupil premium strategy plan

Statement of Intent

Our intent is for children to:

- Improve their levels of progress and attainment.
 - Narrow the attainment gap between the disadvantaged and non-disadvantaged.
 - Access additional support (academic and wellbeing) as required.
 - Experience a broad and balanced, creative curriculum that includes rich experiences.
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- We ensure that teaching and learning opportunities meet the needs of all the pupils.
 - We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
 - In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
 - We also recognise that not all pupils 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 pupil or groups of pupils the school has legitimately identified as being disadvantaged.
 - Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Demography and School Context

Hollin Primary School is a Community school located in Middleton (Rochdale LA).

NOR – 350

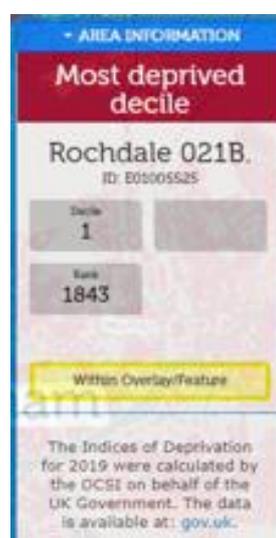
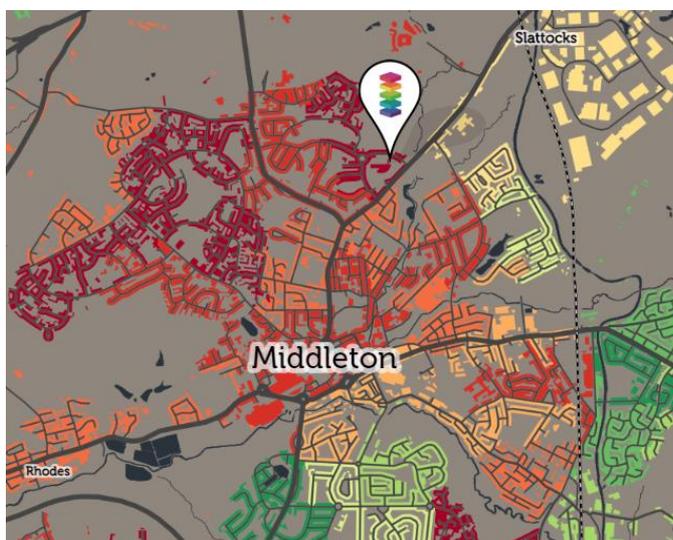
EAL – 17% with 12 out of 17 possible ethnic groups.

SEND – 14.4%

EHCP – 5.1%

High levels of mobility.

High levels of deprivation.



Challenges

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

Challenge number	Detail of challenge
1	<p>Delays in language and communication.</p> <p>On average, children in receipt of Pupil Premium enter Hollin with lower levels of literacy, oracy and language skills. This includes speech and language difficulties and a lack of exposure to a wider range of vocabulary and reading opportunities.</p>
2	<p>Low on-entry attainment to the Early Years in all areas.</p> <p>On average, children in receipt of Pupil Premium enter Hollin with low on-entry levels of attainment.</p>
3	<p>Poor retention of basic skills in English and mathematics.</p> <p>On average, children in receipt of Pupil Premium have lower levels of attainment and make slower progress than non-Pupil Premium children. The impact of Covid-19 means that this gap has widened for some Pupil Premium children.</p>
4	<p>Challenging family/home lives resulting in Social Care involvement.</p> <p>On average, children in receipt of Pupil Premium have more challenging family/home lives. In general, these children come to school not in the conditions to learn due to high levels of deprivation, various child protection issues, poor parental mental health, domestic abuse and substance misuse.</p>
5	<p>Attendance and punctuality issues.</p> <p>On average, the attendance and punctuality of Pupil Premium children is below that of non-Pupil Premium children.</p>
6	<p>Poor cultural capital and limited experiences outside of the school setting.</p> <p>On average, children in receipt of Pupil Premium have limited life experiences beyond their home and the immediate locality of Middleton, creating a 'cultural capital' disadvantage. On average, these children have limited access to books, technology and the internet.</p>
7	<p>Poor mental health and well-being.</p> <p>On average, children in receipt of Pupil Premium are less likely to be socially and emotionally ready to access learning due to lack of self-belief, determination, resilience and poor mental health. These children can often struggle to reflect upon, and evaluate, their own learning, can lack self-motivation and confidence to improve.</p>
8	<p>Poor physical health and stamina.</p> <p>On average, children in receipt of Pupil Premium are physically active than their non-Pupil Premium counterparts. On average, these children lack of self-belief, determination, resilience and stamina.</p>

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
<p>Delays in language and communication.</p> <p>1. Improve reading and language skills of pupils in Reception and Key Stage 1 Improvements in reading, writing and phonics outcomes at Key Stage 1.</p>	<p>High quality teaching of a well-planned progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum. Targeted children will receive additional speech and language support and intervention from Speech and Language Therapist, Nursery teacher and teaching assistants. Wellcomm will be used with key children in EYFS and Year 1 to lose the gap in receptive and expressive vocabulary.</p>
<p>Low on-entry attainment to the Early Years in all areas.</p> <p>2. Use the Reception and Nursery on-entry data to identify interventions for groups of children.</p>	<p>Reception children making progress from their very low starting points (baseline) To narrow the attainment gap, at the end of Reception, between Pupil Premium and non-Pupil Premium children.</p>
<p>Poor retention of basic skills in English and mathematics.</p> <p>3. Improved acquisition of basic Maths and English skills.</p>	<p>Quality of teaching across school is good or better. Accelerated progress in reading, writing and maths for disadvantaged pupils.</p> <p>By end of Key Stage 1, the proportion of Pupil Premium pupils achieving RWM combined is at least in line with national. By end of Key Stage 2, the proportion of Pupil Premium pupils achieving RWM combined is at least in line with national.</p>
<p>Challenging family/home lives resulting in Social Care involvement.</p> <p>4. Improve outcomes for children.</p>	<p>Families of vulnerable pupils needing support are accessing Early Help and other support services. Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. SEMH outcomes will improve across school through programmes such as Wellbeing Warriors. Key vulnerable families will be accessing a comprehensive offer through early Help, and those families at CIN/CP will be supported by school. To track the attainment of children with (ever had) a Social Worker. To track the attainment of children with EHASH contact. To track the attainment of other vulnerable groups.</p>

<p>Attendance and punctuality issues.</p> <p>5. Improved attendance and punctuality.</p>	<p>Attendance for the whole school is in line with that of other schools. To narrow the attendance gap between Pupil Premium and non-Pupil Premium children. To track the attendance of different pupil groups.</p>
<p>Poor cultural capital and limited experiences outside of the school setting.</p> <p>6. School curriculum enriches pupils' cultural capital and supports families financially.</p>	<p>Well planned visits and visitors matching the school curriculum used to promote engagement in learning and develop understanding of the wider world. Every opportunity exploited through the curriculum to enrich cultural capital (e.g. educational visits and visitors). All funded by school and parents are not asked to contribute. All activities and educational visits, paid for by school, ensuring children have first-hand experiences to use in their learning in the classroom.</p>
<p>Poor mental health and well-being.</p> <p>7. Pupils' emotional health is supported and needs are met. Resilience and self-confidence improves.</p>	<p>Well-being approach supports those children who need it in school. Pupil confidence and participation in learning is improved.</p> <p>Bespoke support for children who require it (Wellbeing Warriors, Mental Health Practitioner).</p> <p>Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.</p> <p>To track the attainment of children with (ever had) a Social Worker. To track the attainment of children with EHASH contact. To track the attainment of other vulnerable groups.</p>
<p>Poor physical health and stamina.</p> <p>8. Improve the physical health and wellbeing of children.</p>	<p>An increase in physically active children. Children to participate in a range extra-curricular sporting events.</p> <p>Extra-curricular clubs (including multi-skills) promoting the development of healthy lifestyles in young children.</p> <p>Extra-curricular clubs (including multi-skills) leading to improved resilience, self-esteem, attitudes and behaviour.</p>

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: £98,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports Leader (£35,000)	<p>Quality P.E teaching throughout the school. Lunchtime clubs/activities for children to access. Extra-curricular sports clubs, competitions, tournaments for children to access. An increase in physically active children.</p> <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium (A tiered approach to spending).</p>	6, 8
Music Teacher (£7800)	<p>Music teaching, for Key Stage 2, music tuition & curriculum enhancement.</p> <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium (A tiered approach to spending).</p>	6
Additional teacher to support in Year 6. Focus on More Able children too. (£23,000)	<p>EEF Teaching and Learning Toolkit identifies small group tuition key findings state “Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</p> <p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Individualised instruction + 4 months 1:1 tuition + 5 months Small group tuition + 4 months</p>	3
Additional teacher to support in Year 5. Focus on More Able children too. (£19,500)	<p>EEF Teaching and Learning Toolkit identifies small group tuition key findings state “Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</p>	3

	<p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’</p> <p>Individualised instruction + 4 months</p> <p>1:1 tuition + 5 months</p> <p>Small group tuition + 4 months</p>	
<p>Music specialist for Key Stage 1 (£800)</p>	<p>Music teaching, for Key Stage 1 & curriculum enhancement.</p> <p>School deprivation indicator.</p> <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium (A Tiered Approach to Spending)</p>	6
<p>Staff CPD (£12,000)</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the PiraMidd Collaborative of schools</p> <p>Release time for Creative Curriculum Lead and subject leads.</p> <p>NPQSL</p> <p>Dyslexia Training</p> <p>HLTA Preparation</p> <p>Handwriting</p> <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium (A Tiered Approach to Spending)</p>	1, 2, 3

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist (one day a week) (£10,500)</p>	<p>On entry data demonstrates poor language and communication skills. Increasing difficulties accessing external support. DfE recommended programmes – Neli and Wellcomm.</p> <p>DfE Guidance: Choosing a Phonics Teaching Programme (Updated 27 July 2021) includes RWI on the list of validated systematic synthetic phonics (SSP) programmes.</p> <p>Evidence from Education Endowment Foundation, ‘Early Years Toolkit’ Communication and Language Approaches + 6 months Early Literacy + 4 months</p>	<p>1, 2</p>
<p>Additional teacher for 2 afternoons a week supporting with Wellcomm (£5000)</p>	<p>Increased staff/pupil ratios.</p> <p>On entry data demonstrates poor language and communication skills.</p> <p>Evidence from Education Endowment Foundation, ‘Early Years Toolkit’ Communication and Language Approaches + 6 months Early Literacy + 4 months</p>	<p>1, 2</p>
<p>Additional Teaching Assistants to support in Reception each afternoon (£11,000)</p>	<p>Increased staff/pupil ratios.</p> <p>On entry data demonstrates poor language and communication skills. Increasing difficulties accessing external support. DfE recommended programmes – Neli and Welcomm.</p> <p>DfE Guidance: Choosing a Phonics Teaching Programme (Updated 27 July 2021) includes RWI on the list of validated systematic synthetic phonics (SSP) programmes.</p>	<p>1, 2</p>

	Evidence from Education Endowment Foundation, 'Early Years Toolkit' Communication and Language Approaches + 6 months Early Literacy + 4 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's Welfare Officer (£35,000)	<p>Increasing number of families & children needing Early Help, as evidenced on our vulnerable children register.</p> <p>Evidence from Education Endowment Foundation – 'Teaching and learning Toolkit:' Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self-regulation + 7 months</p>	4, 5
Wellbeing Warriors (£7558)	<p>Increasing number of children requiring well-being support.</p> <p>Evidence from Education Endowment Foundation – 'Teaching and learning Toolkit:' Behaviour interventions + 4 months Social and emotional learning + 4 months</p>	7
Additional staffing at Breakfast Club to increase the number of children attending. (£4750)	EEF Magic Breakfast	4, 5
Extra-curricular clubs & provision (£2374)	<p>Year 6 Breakfast Club (from February)</p> <p>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit' Individualised instruction + 4 months 1:1 tuition + 5 months Small group tuition + 4 months</p>	3, 6
Partners in National Attendance network (5 foundations) (£1500)	Evidence from Education Endowment Foundation (EEF) – The Guide to Pupil Premium (A tiered approach to spending).	6

Other

Budgeted cost: £18,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Real-life experiences for children Year 6 residential (£7500) Trips, visits and visitors throughout school (£5000)	Evidence from Education Endowment Foundation (EEF) – The Guide to Pupil Premium (A tiered approach to spending).	6
Curriculum Development <u>Subscriptions</u> Accelerated Reader (£1600) Purple Mash (£1000) Tapestry (£300) TT Rockstars (£250) Numbots (£150)	Accelerated Reader is a recommended programme for teaching reading recommended by the English Hub. Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Individualised instruction + 4 months 1:1 tuition + 5 months	3
School Uniform vouchers for new Reception children (£1000)	Evidence from Education Endowment Foundation (EEF) – The Guide to Pupil Premium (A tiered approach to spending).	4, 5
Half termly attendance rewards (£2000)	Evidence from Education Endowment Foundation (EEF) – The Guide to Pupil Premium (A tiered approach to spending).	6

Total budgeted cost: £194,582

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.

<u>IMPACT OF PUPIL PREMIUM 2021 – 2022</u>		
Challenge Number	Details of challenge/ Intended Outcomes	Successes & Impact
1	<p>Delays in language and communication.</p> <p>Improve reading and language skills of pupils in Reception and Key Stage 1 Improvements in reading, writing and phonics outcomes at Key Stage 1.</p>	<p>Wellcomm was used with key children in EYFS and Year 1 to close the gap in receptive and expressive vocabulary. Targeted children (through Mrs Atkinson) received additional speech and language support and intervention.</p>
2	<p>Low on-entry attainment to the Early Years in all areas.</p> <p>Use the Reception and Nursery on-entry data to identify interventions for groups of children.</p>	<p>To narrow the attainment gap, at the end of Reception, between Pupil Premium and non-Pupil Premium children.</p>
3	<p>Poor retention of basic skills in English and mathematics.</p> <p>Improved acquisition of basic Maths and English skills.</p>	<p>Quality of teaching across school is good or better. Accelerated progress in reading, writing and maths for disadvantaged pupils. By end of Key Stage 1, the proportion of Pupil Premium pupils achieving RWM combined is at least in line with national. By end of Key Stage 2, the proportion of Pupil Premium pupils achieving RWM combined is at least in line with national.</p>
4	<p>Challenging family/home lives resulting in Social Care involvement.</p> <p>Improve outcomes for children.</p>	<p>Families of vulnerable pupils needing support are accessing Early Help and other support services. Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. SEMH outcomes will improve across school. Key vulnerable families will be accessing a comprehensive offer through early Help, and those families at CIN/CP will be supported by school. To narrow the attainment gap between Pupil Premium and non-Pupil Premium children.</p>

5	<p>Attendance and punctuality issues.</p> <p>Improved attendance and punctuality.</p>	<p>Attendance for the whole school is in line with that of other local schools. Hollin 93.3%</p> <p>Attendance for children in receipt of Pupil Premium is at least in line with national.</p> <p>To narrow the attendance gap between Pupil Premium and non-Pupil Premium children.</p>
6	<p>Poor cultural capital and limited experiences outside of the school setting.</p> <p>School curriculum enriches pupils' cultural capital and supports families financially.</p>	<p>Well planned visits and visitors matching the school curriculum used to promote engagement in learning and develop understanding of the wider world.</p> <p>Every opportunity exploited through the curriculum to enrich cultural capital (e.g. educational visits and visitors). All funded by school and parents are not asked to contribute.</p> <p>All activities and educational visits, paid for by school, ensuring children have first-hand experiences to use in their learning in the classroom.</p>
7	<p>Poor mental health and well-being.</p> <p>Pupils' emotional health is supported and needs are met. Resilience and self-confidence improves.</p>	<p>Well-being approach supports those children who need it in school. Pupil confidence and participation in learning is improved.</p> <p>Bespoke support for children who require it (Wellbeing Warriors, Mental Health Practitioner).</p> <p>Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.</p> <p>Most pupils involved in nurture interventions will make at least expected progress from their starting points.</p> <p>% of PP pupils receiving FTE will be reduced.</p> <p>Key vulnerable families will be accessing a comprehensive offer through early Help, and those families at CIN/CP will be supported by school</p> <p>Children with/ have had a Social Worker will make progress and gap between them and their peers will diminish.</p>
8	<p>Poor physical health and stamina.</p> <p>Improve the physical health and wellbeing of children.</p>	<p>An increase in physically active children. Children to participate in a range extra-curricular sporting events.</p> <p>Extra-curricular clubs (including multi-skills) promoting the development of healthy lifestyles in young children.</p> <p>Extra-curricular clubs (including multi-skills) leading to improved resilience, self-esteem, attitudes and behaviour.</p>

Hollin Primary School
Disadvantaged & Non-Disadvantaged July 2022

School Context

329 pupils Reception to Year 6 – (41.3% disadvantaged)

Reception Context

60 children (28.3% disadvantaged)

Percentage of Reception children achieving a Good Level of Development **61%**.

	Hollin Primary School	Schools Nationally	Rochdale Schools
Disadvantaged	50%	50%	49%
Non-Disadvantaged	65%	68%	62%

Year 1 Context

30 children (46.7% disadvantaged)

Percentage of Year 1 children passing the phonics screening **90%**.

	Hollin Primary School	Schools Nationally	Rochdale Schools
Disadvantaged	86%	63%	64%
Non-Disadvantaged	94%	79%	75%

Year 2 Context

30 children (27.3% disadvantaged)

Percentage of Year 2 children achieving at least the expected standard.

	Hollin Primary School	Schools Nationally	Rochdale Schools
Reading Disadvantaged	46%	52%	49%
Reading Non-Disadvantaged	68%	67%	67%
Writing Disadvantaged	27%	41%	41%
Writing Non-Disadvantaged	53%	58%	59%
Maths Disadvantaged	36%	52%	51%
Maths Non-Disadvantaged	63%	68%	69%
RW&M Disadvantaged	27%	37%	36%
RW&M Non-Disadvantaged	53%	53%	55%

Year 6 Context

60 children (40% disadvantaged)

Percentage of Year 6 children achieving at least the expected standard.

	Hollin Primary School	Schools Nationally	Rochdale Schools
Reading Disadvantaged	79%	62%	60%
Reading Non-Disadvantaged	81%	75%	77%
Writing Disadvantaged	50%	56%	54%
Writing Non-Disadvantaged	81%	70%	72%
Maths Disadvantaged	79%	57%	59%
Maths Non-Disadvantaged	89%	71%	77%
GPS Disadvantaged	83%	59%	59%
GPS Non-Disadvantaged	81%	73%	77%
RW&M Disadvantaged	50%	43%	42%
RW&M Non-Disadvantaged	81%	59%	63%

Children who have, or have had, a Social Worker - July 2022 (Nursery – Year 6)

92/352 children = 26%

/92	Below	Expected	Exceeding	Expected and above
Reading	42/92 46%	45/92 49%	5/92 5%	50/92 54%
Writing	50/92 54%	37/92 40%	5/92 5%	42/92 46%
Maths	42/92 46%	41/92 45%	9/92 10%	50/92 54%

Whole school attendance 2021 – 2022

	Pupils in group	Attendance
Free School Meals	128	91.36%
No Free School Meals	233	94.44%

Girls

	Pupils in group	Attendance
Free School Meals	63	90.41%
No Free School Meals	103	94.92%

Boys

	Pupils in group	Attendance
Free School Meals	65	92.28%
No Free School Meals	130	94.04%

Externally provided programmes

Programme	Provider
Wellbeing Warriors	LHT Wellbeing