

The Hollybrook Schools – Hollybrook Junior School

Pupil Premium Report 2020-2021



What is the Pupil Premium?

Pupil Premium is additional funding given to schools to support their disadvantaged pupils and close the attainment gap between them and their peers. Pupil Premium Funding is allocated to pupils:

- who are eligible for Free School Meals;
- who have been in receipt of Free School Meals (FSM) at any point in the past 6 years;
- who have been continuously looked after for the past six months;
- whose parents are currently serving in the armed forces;
- who are adopted from care under the 2002 Adoption Act or who left care under a Special Guardianship Order on or after 30 December 2005. Schools will also receive the Pupil Premium for children who left care under a Residence Order on or after 14 October 1991.

At Hollybrook Junior School we refer to pupils who are eligible for Pupil Premium funding as Pupil Premium pupils (PP pupils)

Pupil Premium Provision and Interventions

All children are individuals, with different needs and different strengths and this is reflected in the wide variety of ways we utilise Pupil Premium funding. The provision we provide encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly, enhance pupils' social and emotional well-being. Although the Pupil Premium has been used to specifically impact on individual pupils, it has also been used to impact on the wider school, as all pupils, including those eligible for the grant, benefit from whole school initiatives which improve learning for all. Interventions for each pupil are decided on an individual, needs-led basis thus enabling the children to benefit from more than one intervention which is directly matched to their needs.

School Overview

School name	Hollybrook Junior School
Number of Pupils in school	237
Proportion of disadvantaged pupils	64 children (27%)
Pupil premium allocation this academic year	£81,420
Academic year or years covered by statement	2019-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	
Pupil premium lead	Alison Larmouth
Governor lead	Hazel Hayter

Pupil Premium Data for 2019-2020

Attainment of Pupil Premium Children in Year 6 2020 (8 children – 1 child = 12.5%)

5 of 8 children SEND

	HJS Pupils eligible for Pupil Premium (8 children – 12.5%)	HJS ALL Children Expected Attainment + (51 children – 2%)	National Non - PP Expected Attainment +	HJS PP High Attainment	HJS ALL High attainment	National Non- PP High Attainment
% achieving ARE in Reading, Writing and Maths (combined)	37.5%	74%		12.5%	14%	
% achieving ARE in Reading	63%	80%		12.5%	39%	
% achieving ARE in Writing	38%	75%		12.5%	16%	
% achieving ARE in Maths	63%	86%		12.5%	33%	

Progress

No progress table as non-standardised testing due to Covid-19

Target Outcomes for disadvantaged pupils 2020/2021

Insert data table

Barriers to future attainment (for pupils eligible for PP, including high ability)

In- school barriers	
A	Many PP children on SENd register (currently 50% in year 6)
B	Emotional literacy skills are lower for the majority of eligible pupils; significant emotional and behavioural needs of some PP children affect their academic progress
C	Speech and Language difficulties - oral language difficulties on entry level.
External Barriers	
D	Poor Attendance and persistent absences; Financial constraints mean some families are unable to provide a broad range of experiences and enrichment opportunities for children.
E	Movement in and out of children who are in-receipt of PP funding which can impact levels of support to progress

1. Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that Gaps from Covid-19 are swiftly identified and teaching addresses these to ensure progress within learning	School to purchase PiRA and PUMA assessments for Years 3-5 and standardised tests for year 6.	School to purchase PIRA and PUMA assessments for Year One and Two to ensure precision assessment is used to rapidly identify gaps in learning	Pupil Progress meetings where PP children will be discussed and work scrutinised. Analysis of test results	LA/AL/MD	Termly

			Monitoring of teaching and planning to ensure teaching and learning is meeting needs of PP children -		
<p>A higher percentage of children eligible for PP achieve the expected level for Reading at the end of KS2.</p> <p>A greater number of children eligible for PP to reach the expected standard at the end of each year. Measured at the end of years 3,4 and 5 using teacher assessments and year 6 using standardised testing. By the end of year 6 we would like 70%.</p>	<p>Staff training on Reading fluency and strategies.</p> <p>Adaptation of how Reading is taught within the classroom with a focus of retrieval, inference and evidential skills.</p> <p>All children to be tested for reading age and assigned a banded books appropriate to their age and comprehension level.</p> <p>Reading packs to be sent home with children to enable them to consolidate their fluency at the appropriate stage for their reading age and comprehension.</p>	<p>Investment of some of the PP money in addressing progress in Reading which is a whole school area for development and will benefit all children.</p> <p>Children are reading at home less regularly.</p> <p>School have launched new reading diary/scheme to motivate reading at home.</p>	<p>A wide range of books has been purchased to ensure children have a variety of texts to choose from at varying levels which are progressive.</p> <p>Staff training and INSET used to deliver training.</p> <p>Monitoring of certificates for reading amounts.</p> <p>Reading progress will be closely monitored. Progress of PP children will improve on 2019 data (-1.75) thus closing the gap on national non-PP children (+0.32 in 2019)</p>	DHT/Class teachers	Termly
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Increased confidence and self-esteem for PP children with social and emotional issues.</p> <p>Fewer behaviour incidents to be recorded for these pupils. These pupils demonstrate increased confidence, self-esteem and resilience.</p>	<p>-Particular targeted support support for years 5 and 3 with highly experienced ELSAs working on Social Skills.</p> <p>-ELSA employed to monitor pupils and provide timely action to address issues.</p> <p>-Outside agency support from EP through staffing surgeries -ELSA to support parents with regular meetings</p>	<p>Many of our PP children are experiencing difficulties with emotional, social and behavioural barriers.</p> <p>Parents are requesting ELSA time for children to support with social/ emotional/ behaviour needs at home.</p> <p>A higher number of children entering school with experiencing emotional, social and / or behavioural needs each year. These children need extra support outside the classroom to ensure they are ready to learn.</p> <p>Research from the EEF toolkit shows the emotional and social learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (additional 4 months on average)</p>	<ul style="list-style-type: none"> - Pupils feel happy and safe in school; -Pupils are emotionally ready to engage in learning - Pupils have strategies they can use independently to support with managing and communicating their emotions. - Monitoring of children and rates of progress of learning. -ELSAs use Target Monitoring and Evaluation tracking to ensure targets are being met. - Meetings with parents and pupils prior to intervention to ensure questions and concerns are addressed. - Preparation time for ELSAs paid by PP budget -Impact overseen by ELSAs/SENCO to ensure any improvements made are transferred back into classroom. 	<p>ELSA/SENCO</p>	<p>Half-termly</p>
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<p>To carefully track the progress of pupils who enter the school part-way through the Key-stage.</p> <p>Ensure that these children are swiftly tracked and monitored to identify weaknesses and address gaps in learning.</p>	<p>-Subject managers and Headteacher monitor standards across the school evaluate any differences between PP and non-PP and make provision to close any gaps. They also track pupil progress and monitor provision for PP children.</p> <p>-Pupil progress meetings focus on PP children through the scrutiny of work, and teacher's planning to check that teaching and learning is meeting the needs of PP pupils.</p> <p>-Staff training to continue to develop strategies for high quality inclusive teaching for all pupils, with a specific focus on how to overcome barriers to learning.</p> <p>-Employment of outside agencies to support staff in raising the attainment of disadvantaged pupils (e.g. Educational Psychologist consultations with teachers, behaviour support, CAMHS)</p>	<p>Last year's data showed that PP children did not achieve the expected attainment level, or higher, when compared with other children at HJS.</p>	<p>-PP children always have access to high quality teaching providing them with outstanding learning opportunities;</p> <p>-PP children have been successfully tracked and class-based interventions are put in place to promote rapid and sustained progress for these pupils;</p> <p>-Attainment of PP children will have improved to be in-line with non PP children in reading, writing and maths</p>	<p>MD/LA/AL</p>	<p>Half -termly</p>
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Improved oral language and communication skills for pupils eligible for PP	<p>A member of staff dedicated to support implementation of Speech and Language targets 3 afternoons a week.</p> <p>Targets set with children and parents to ensure collaborations and effective support at home.</p>	<p>The Speech and Language need of the children entering school is growing significantly.</p> <p>We currently have a SALT in school every 4 weeks but require an assistant to ensure that targets are administered weekly and transferred into classroom.</p>	<p>Half termly monitoring of children with SP and L needs.</p>	<p>AL</p>	<p>Half termly</p>
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To reduce the financial barriers to pupils' learning so they can access all resources to enhance their experiences and progress within learning.</p>	<p>-Financial support for educational visits, visitors, residential trips and participation in extra-curricular activities to give pupils memorable experiences;</p> <p>-Funding for after-school clubs to allow children additional extra-curricular activities (e.g. football, peripatetic music lessons);</p>	<p>-Real life experiences allow pupils to relate to curriculum and develop spoken language. Increased self-esteem. Inspiring aspirations and giving all children the same start point and experiences;</p> <p>-After school clubs, residential trips and off-site activities have financial implications so, on the whole, uptake was lower amongst children from PP families.</p>	<p>-All PP pupils attend educational visits, residential trips and participate in extra-curricular activities;</p> <p>-Attendance will increase;</p> <p>-Engagement and attainment increases as real life experiences enable pupil's vocabulary to broaden which allows them to access the topic and use and understand topic words to develop the flare in their writing.</p> <p>- The percentage of PP pupils participating in after-school clubs is in line with other pupils.</p>	<p>HY</p>	
<p>To demonstrate improving attendance for any FSM pupil who are currently PA</p> <p>To continue to reduce the number of FSM pupils whose attendance falls below 96%</p>	<p>-Attendance officer to work closely with families and EWO to continue to drive attendance;</p> <p>-Continued support from EWO to resolve issues around home life and to support attendance officer</p> <p>-Regular meetings with families where attendance is a concern;</p>	<p>Pupils will be in school and be able to access the support and pre-teaching opportunities that have been prepared for them.</p> <p>Family support worker/ ELSA to run training programme for identified families whose children who are not making the expected progress.</p>	<p>Attendance will continue to improve to be in line with non PP children.</p> <p>Attendance officer to meet regularly with Senior Leadership team.</p>	<p>AL/ CS</p>	<p>Half termly</p>
<p>Children always are able to wear school uniform and feel part of the school community.</p>	<p>PP children receive 2 jumpers/cardigans and a polo shirt each year.</p>	<p>Children feel a sense of belonging therefore giving them Every chance, Every day to achieve and inspire aspirations.</p>	<p>Attendance will continue to improve as the children want to be a part of our family and community and having the identity will ensure they feel this.</p>	<p>HY</p>	
<p>Enhance opportunities and enrich children's learning experiences</p>	<p>The school continues to provide financial support for those children wishing to learn a musical instrument</p>	<p>It is important that all children have the opportunity to participate in all aspects for the curriculum last year 10% of PP children chose to play an instrument. We are hoping that additional financial support will encourage more children to play.</p>	<p>-Children who wish to play a musical instrument, do so.</p>	<p>AT/HY</p>	
Total budgeted cost					

2. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>High Quality inclusive teaching in the classroom to provide learning support at a universal level</p>	<p><u>Reading Support</u> Provide support for children’s reading in Year 4 and 6 – with a specific focus on children with middle attaining starting points. Specific focus will be on retrieval, inferences and vocabulary. Targeted intervention by teachers and an HLTA will address gaps in Reading.</p> <p><u>Writing Support</u> At least half of PP children in years 4,5 and 6 need targeted support to narrow the gap in writing and ensure that they are attaining the expected standard for their year. We will provide support for children’s writing from all starting points (low, middle and high) through a specific focus on fluency, vocabulary and retrieval.</p> <p>This will include greater depth intervention time for targeted children who came into key stage 2 with high starting points with a focus on use of extended vocabulary, spelling, sentence structure and editing.</p>	<p><u>Year 4</u> 78% of all children achieved expected attainment or above in Reading with 67% of PP children achieving ARE+. 32% of children achieved the higher standard in Reading and 22% of PP achieved the higher standard in Reading.</p> <p><u>Year 6</u> 80% of all children achieved expected attainment or above in Reading with 63% of PP children achieving this. 39% of all children achieved the higher standard in Reading and 12.5% of PP achieved this higher standard.</p> <p><u>Year 4</u> 71% of all children achieved expected attainment or above in writing with 67% of PP children achieving ARE+. 25% of children achieved the higher standard in Writing and 11% of PP achieved the higher standard in Writing.</p> <p><u>Year 5</u> 71% of all children achieved expected attainment or above in writing with 54% of PP children achieving ARE+. 24% of children achieved the higher standard in Writing and 8% of PP achieved the higher standard in Writing.</p> <p><u>Year 6</u> PP (8 children) attainment in writing was not as high as their classmates but 3 children out of 8 achieved expected attainment or higher. 5 of the 8 children were on the SENd register for MLD.</p>	<p>This will be continued this academic year with a particular focus on closing gaps created by COVID-19</p>	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To improve outcomes in Reading, writing and maths for PP children with targeted intervention.</p>	<p>Money used to employ additional leadership time to focus on embedding assessment and rigour for pupil premium pupils and continuing to raise the profile of pupil premium children with all staff</p> <p>Half-termly pupil progress meetings, held with the Head teacher and members of the SLT, the progress of disadvantaged pupils is given priority in the discussion</p> <p>During regular inspections of work by SLT, there is always a focus on the work of disadvantaged children</p>	<p>-Ongoing assessment used to plan and deliver Catch Up and Pre Teaching intervention to improve progress, focusing on specific skills.</p> <p>-Learning walks and learning evaluations show that strategies are being used within the classroom to promote confidence within PP pupils and positive feedback is being used to develop their willingness to engage in learning tasks.</p> <p>-Work scrutiny shows that PP pupils are receiving effective feedback on their work that is giving clear direction for what they need to do next to improve. There was clear evidence of teachers providing effective scaffolding and high quality models to ensure that PP children are able to fully engage in tasks and work independently.</p>	<p>Due to Covid-19, there is still work to do with this and will continue</p>	
<p>Emotional Literacy Support Assistant (ELSA) hours to work with individuals and groups of pupils to enhance their emotional wellbeing and reduce barriers to learning</p>	<p>The Emotional Literacy Support Assistant (ELSA) will support children for a 6 week block and then review progress</p>	<p>-ELSA sessions have supported the emotional and social wellbeing of pupils in order for them to be in a good mind set ready to access and benefit from quality first teaching.</p> <p>-The ELSA provides additional support and training for staff in overcoming social and emotional barriers within the classroom. This has resulted in staff being able to put provision in place to support pupils' confidence and readiness to learn in the classroom, particularly when working in group situations.</p> <p>- ELSA training with teachers</p> <p>-Social Skills groups were oversubscribed and more had to be run by the ELSA than originally costed for.</p> <p>-Children feedback showed children valued this ELSA time and they felt it had impacted positively on them.</p>	<p>ELSA time is a necessary for some children to be ready to learn and this needs to be valued.</p> <p>This intervention will continue to be used and valued by staff and children in school.</p>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Engaging pupils and increasing their real life experiences which support their learning, leading to increased attainment.</p>	<p>Funded school trips and visits; PP offered support towards funding residential to ensure participation and enrichment opportunity</p>	<p>Children to have access to one residential if in year 4 and 6 (when we offer the trips) All children attended school visits prior to COVID-19</p>	<p>The residential visits did not happen due to COVID-19. This will continue to be offered.</p>	
<p>PP children have the same opportunities as non-PP children to access after school clubs. Increased fitness levels. Increased engagement with Sport. Opportunities for competitive activities. Increased resilience and perseverance. Improved interaction</p>	<p>PP children are funded to have the opportunity at attend one after school club each term</p>	<p>All children have had the opportunity to participate in all aspects of the curriculum. Prior to COVID every PP child attended at least one club over the year.</p>	<p>Parents were very positive about this offer. Children enjoyed participating in an after school club.</p>	
<p>Children always are able to wear school uniform and feel part of the school community</p>	<p>PP children offered 2 jumpers/cardigans and a polo shirt each year.</p>	<p>The vast majority of parents took up this offer.</p>	<p>All children always wore school uniform to school every day.</p>	
<p>Increased parental support to encourage higher levels of parental engagement and reduce barriers to learning</p>	<p>The Emotional Literacy Support Assistants (ELSAs) will continue to support the needs of pupil premium pupils who may be experiencing emotional, social and / or behavioural needs to ensure that they are ready to learn. ELSAs to work alongside Family Support Officer to deliver bespoke parenting sessions</p>	<p>17/41 children (41% of PP children received ELSA support) PP children have a positive view of their learning and show very good attitudes to learning. ELSA records back this up as well as feedback from families and teachers.</p>	<p>Parents of PP children feedback that they felt very supported during COVID where ELSA made welfare calls weekly. There were also many welfare calls made to parents pre-covid and parental engagement is high for our DA children who are accessing ELSA support.</p>	

<p>Family Support</p>	<p>The Education Welfare Officer supports the Attendance Officer liaising with families to support them to ensure that children attend regularly and are at school on time.</p> <p>Administration Officer to monitor persistent absence more closely with individual children and liaise with EWO and families in order to improve persistent absence</p> <p>New approaches to monitoring attendance and promoting good attendance with families at risk of poor attendance have been implemented. These will continue to be embedded in order to have full impact.</p>	<p>Persistent absence was 5.1% in 2017; 7.08% in 2018 and 8.03 in 2019 – this will continue to be monitored during the next academic year.</p> <p>During 2019-2020 - There are currently 4 children with persistent absence who are disadvantaged. These children were closely monitored and support in place – 2/4 children attendance has increased substantially (over 95%)</p> <p>Pupil Premium school attendance was 95.1% before Covid and 92.9% after Covid for 2019/2020</p>	<p>Due to covid-19, absence has been greater – this needs to be monitored closely as school returns to normal.</p>	
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3. Additional detail

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