

# Hollymount Pupil Premium Strategy Statement



1. Summary information					
School	Hollymount Primary				
Academic Year	2016-17	Total PP budget	£59,380	Date of most recent PP Review	N/A
Total number of pupils	435	Number of pupils eligible for PP	42	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths	100%	tbc
average progress score in reading	9.4	tbc
average progress score in writing	1.8	tbc
average progress score in maths	1.3	tbc

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Emotional barriers to learning due to problematic family circumstances. Difficult for pupils to access learning in class and affects ability to concentrate.
<b>B.</b>	Lack of intrinsic self-motivation leading to slow work rate and less progress than should be expected
<b>C.</b>	SEN issues such as ADHD, dyslexia and speech and language difficulties could impact on progress for certain individuals

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Some pupils experience a difficult home situation that affects their emotional well-being, leading to difficulties both socially and academically
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### 4. Desired outcomes *(Desired outcomes and how they will be measured)*

	Success criteria
<b>A.</b>	Emotional well-being for pupils will improve with the result that they become more engaged in their learning and more focussed
	Pupils with known problematic home situations will be more engaged and as a result make good progress

<b>B.</b>	Pupils concerned will require less adult support and prompting and will engage more in their learning independently	These pupils will display more positive attitudes to learning and as a result will make good progress, achieving expected the level.
<b>C.</b>	Children with these SEN issues will be effectively supported both in class and through targeted intervention and as a result will make good progress	Pupils develop positive self- esteem and are confident learners, resulting in good progress from their starting points.
<b>D.</b>	Families will be effectively supported by school and other agencies to improve the situation for the whole family	Pupils concerned lead a less chaotic and unpredictable life and are able to develop confidence in themselves as learners.

## 5. Planned expenditure

<b>Academic year</b>	<b>2016-17</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils are able to use mindfulness techniques to develop a calm and resilient approach to life and work	Mindfulness Training	Whilst the evidence base from controlled trials is limited the work of researchers such as Professor Katherine We are provide evidence of Mindfulness contributing to children's well-being and it has also been shown to contribute directly to the development of cognitive and performance skills in the young. By being more 'present' and less anxious, they often find they can pay better attention and as a result improve the quality of their performance in class.	The implementation of the Mindfulness training with pupils will be monitored during lesson observations, during Learning Walks and through discussion with pupils about their views on its effectiveness.	Ann Pope	July 2017
<b>Total budgeted cost</b>					£1000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To close gaps in the maths understanding of targeted pupils	3rd Space Maths £3580 (2 terms)	A group of our PP children had significant gaps in their maths understanding and this intervention provides targeted, personalised individual support for each pupil to work on the gaps in their own understanding. It had been used at one of our cluster schools very successfully so we were able to research its effectiveness before implementing the strategy.	Pupil performance in class – engagement in lessons and increased understanding. Tracking progress through assessment data.	Erin Frost/Maria Halpin	Termly
To improve the outcomes for targeted pupils through 1:1 and small group support	Additional Teacher led intervention - 1:1 and group support £8802	There were several of our PP pupils who required targeted 1:1 support in order to make progress. We decided the most effective way to achieve this was to employ a qualified teacher to be able to support these pupils and work on targeted areas of the curriculum liaising closely with the class teacher.	Pupil performance in class – engagement in lessons and increased understanding. Tracking progress through assessment data.	Philippa Jackson/ Claire Oakham Jury	Termly
To improve the outcomes for targeted pupils through 1:1 support	1:1 support from specialist teacher £22656	The aim of this work is to provide 1:1 support for those pupils with dyslexic type difficulties from a specialist dyslexia teacher. The sessions aim to provide not only support with literacy skills but also raise confidence and self-esteem amongst these learners as it is well known that they can be at risk of becoming disengaged with their learning due to their difficulties.	Pupil performance in class – engagement in lessons and increased understanding. Tracking progress through assessment data.	Ann Pope	Termly

For emotionally vulnerable pupils to develop confidence and resilience to be able to overcome emotional barriers to their learning	1:1 social and emotional support from ELSA (x2)  £17687	We have been providing support for our pupils through the ELSA programme for several years and have witnessed the huge impact the development of positive emotional well-being can have on pupils. It leads to better concentration and a more positive engagement in class which in turn leads to better academic progress.	Discussion with ELSA and class teachers about the impact that her work is having as evidenced by the pupil's engagement in class. Assessment data. Discussion with pupil.	Ann Pope/Sharon Boughedda (ELSA)	Termly
<b>Total budgeted cost</b>					<b>£52,725</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For all pupils to have equal access to a range of opportunities to develop their talents and opportunities to work with other pupils.	Financial support for after-school clubs, school trips etc  £2164	Some of our PP pupils experience difficulties with social relationships and they are able to widen their friendship groups through attendance at clubs where they can share activities with like-minded individuals. It also gives them the opportunity to develop skills and talents that they have. We are also committed to providing equal access to all opportunities on offer for all pupils.	The after-school clubs provided at Hollymount are assessed for their quality and the delivery of the club is monitored to ensure that the standard required is maintained and the pupils are getting value for money.	Ann Pope	Termly
For targeted pupils to develop touch typing skills to support their work in class	Touch Typing training  £99	Some of our PP pupils have additional SEN needs and touch typing has been identified in assessments by outside agencies as being a support strategy which could be effective for them. We are trialling it with a group and will assess the impact of this intervention at the end of the programme.	The pupils follow an online training programme which will be overseen by our IT Manager Maria Halpin. The children have been carefully selected based on need and attendance at the Touch typing Club is by invitation only.	Maria Halpin	Spring Term 2017
<b>Total budgeted cost</b>					<b>£2263</b>

6. Review of expenditure				
Previous Academic Year		2015-16		
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
To develop resilience and positive thinking around learning	Growth Mindset	<b>High:</b> This is an ongoing strategy that is becoming part of our learning ethos. Its impact was measured on all pupils not just PP. Pupils are now more able to explain how they can support their own learning and understand the attitudes to learning that support progress. They are rising to the challenge of the higher expectations of the new curriculum as is demonstrated by the results on page 1.	We will continue working with these strategies over the coming year. We continue to use growth mindset language when talking about learning and celebrate the achievement of our learners through their learning attitudes. We are developing the resilience of our learners further this year by introducing them to mindfulness techniques that will reduce anxiety, boost confidence and create a positive attitude.	N/A
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
To support the emotional well-being of pupils	ELSA support (x2)	<b>High:</b> The work of our ELSA yet again provided pupils with opportunities to develop their self-esteem and their emotional well-being which has had a positive impact on their ability to engage in class and manage the school day. Evidence from pupils, parents and class teachers all point to the effectiveness of this approach at enabling these pupils to access their learning.	This is an approach that we have been using for several years and have seen the positive effect it has on pupils since the beginning of the programme. The demand is so great that we are in the process of training another ELSA to be able to offer support to more pupils.	£17403
To support the emotional well-being of pupils	ELSA Resources including training	<b>High:</b> These additional resources are essential for the ELSAs to be able to carry out their work effectively	We will continue to provide resources and training to our ELSAs as needed as we can see the positive impact their work has on pupil well-being and progress.	£827.65
To improve the outcomes for pupils with dyslexic type difficulties who are making slow progress	1:1 support from specialist teacher	<b>Medium:</b> This provision was effective in raising self-esteem in learners and as a result engagement in class. Due to external factors the support was not always as regular as is needed and this impacted on the progress in terms of assessment data.	We are continuing this provision but it will be important to ensure that the Specialist Teacher keeps the number of pupils being supported to a manageable level so as to ensure she is able to deliver the programmes regularly. We are also going to use a mixture of 1:1 sessions and in class support,	£18144

To support the emotional difficulties of a targeted statemented pupil (PP+)	Play Therapy	<b>High:</b> This provision was put in place to support a statemented pupil with complex needs while he waited to access more specialist provision. This provision provided a much needed opportunity for him to explore and begin to understand some of the complex emotions he was experiencing and supported him to manage his emotions.	This will not need to be continued as the pupil has now moved to a specialist provision.	£1700
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure that our PP pupils have equal access to all school activities, including after-school activities and residential school visits.	Financial support for after-school clubs, school trips etc	<b>High:</b> This funding supported several of our PP children to develop their interests, skills and talents through after-school activities. This is turn helped with developing new friendships and building self-esteem, It gave them access to additional opportunities which would otherwise have been out of reach. The residential visits play a significant role in the pupil's personal development as well as affording opportunities to explore part of their curriculum in a new and unique way.	We are planning to continue this valuable support for our PP pupils. It is not a large amount of money compared to the total budget but it has a significant impact on the pupil's self-esteem and emotional well-being. In addition the residential trips cover some key areas of the curriculum and provide unique opportunities which we would not want any of our pupils to miss out on.	£1590-36

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.