



Hollymount Primary School – School on a page

School Context – September 2023

- Maintained Primary School – Merton Council
- 445 (33 in nursery) pupils on roll
- 12% Pupil Premium
- 31% EAL (comparison to national)
- Good OFSTED – June 2018
- Merton Link Inspector reports – Good
- Attendance at 97%

Teaching Staff: 20

Support Staff: 30

SDP Objectives 2023/24

<https://www.hollymount.org/School-Development-Plan/>

Our full School Development Plan can be viewed on the website above. The main priorities/focuses for the year are

- Developing our relationship, wellbeing and behaviour policy
 - Embedding our Curriculum
- Continuing to focus on strong academic results from EY to KS2
 - To implement strategies to ensure we balance our budget
- Investigating why writing results are lower and looking into research as to how we can support children in making expected or better progress in writing

EYFS

2023	School	National	Difference
% achieved GLD	92%	67%	+25%

Phonics Screening Check Outcome

2023	School	National	Difference
% working at in Y1	98.4%	78.9%	+19.5%
% passing resit in Y2 (8 children)	75%	57%	+18%

KS1

2023	School	National	Difference
% expected standard in reading	75%	68%	+7%
% expected standard in writing	61%	60%	+1%
% expected standard in maths	84%	70%	+14%
% expected standard in RWM	61%	56%	+5%
% greater depth in reading	42%	18%	+24%
% greater depth in writing	14%	8%	+6%
% greater depth in maths	31%	16%	+15%
% greater depth in RWM	12%	6%	+6%

KS2

2023	School	National	Difference
% expected standard in reading (Comparison to previous year)	89%	73%	+16%
% expected standard in writing	82%	71%	+11%
% expected standard in maths	95%	73%	+25%
% expected standard in RWM	77%	59%	+18%
% expected standard in SPAG	95%	72%	+23%
Average scaled score in reading	109	XXX	XXX
Average scaled score in maths	110	XXX	XXX
Average scaled score in SPAG	111	XXX	XXX
% greater depth in reading	52%	XX%	XX%
% greater depth in writing	21%	XX%	XX%
% greater depth in maths	50%	XX%	XX%
% greater depth in SPAG	55%	XX%	XX%
% greater depth RWM	21%	XX%	XX%
Multiplication Screening average	23/25		

KS1-KS2 Progress

2023	School
Expected + RWM	77%
Reading Progress (lower to upper confidence score)	1.0 (0.7 to 2.8)
Writing Progress (lower to upper confidence score)	-0.3 (-2.0 to 1.4)
Maths Progress (lower to upper confidence score)	4.1 (2.4 to 5.8)

Pupil Premium

2023/2024 PP funding approx. £81,730

Actions:

- Providing equity in PP pupils access to resources and cultural capital experiences
- Ensuring that their individual academic learning needs are met both in the class and through well-structured and planned small group interventions
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for PP funding. We reserve the right to allocate the PP funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Providing a safe and nurturing learning environment that caters to both the pupils academics and emotional needs
- Welcoming all families and encouraging them to engage in whole school community events

Sports Funding 2023/24

2023/2024 sports funding approx. £16,400

Aims

- Provision of at least 100 minutes per week of PE within two lessons
- To increase the number of children who partake in competitive sport
- To increase the provision of OAA activities through residential and extra curriculum opportunities
- To develop the PE curriculum and ensure the delivery of PE in all elements of the curriculum is of the highest of standards

Achievements (strengths of school)

- Very strong reading culture with a focus on early reading and phonics. With 98% of children achieving expected standard in 2023
- Very strong enrichment opportunities that range from cultural capital, trips, residential, sports, music and pupil leaders
- Strong disruptive leaderships that ranges from senior to middle leaders who have clear lines of responsibility and ownership of key subject/teams
- Very strong academic achievement throughout the school as shown by KS2 SATS results
- Very strong behaviour for learning culture with children developing their personal and social attributes right from early years. Very low levels of behaviour concerns or low-level disruption
- A robust and well-designed curriculum that is clearly progressed from early years to year six and is led by specific subject leaders with a strategic overview from senior leaders
- An inclusive and nurturing approach that is based on a strong initial concerns process and early help
- Dedicated, professional and well-trained staff who constantly reflect, upskill themselves and develop to meet the needs of their children. This is supported through quality assurance and training systems across the school that range from ECT programs, to NPQ course to our mini dive process.