



Hollywell Primary School Pupil Premium Action Plan 2021-2024

The targeted and strategic use of pupil premium will support us in ensuring our vision of helping every child to reach their full potential. 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 this provision 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. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals.

| 1. Leadership and Management – To ensure that the Leadership, including Governors, make effective plans and decisions to promote good progress for vulnerable pupils using Pupil Premium funding | | | | |
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| Objective | Actions | Responsibility | Timeframe | Outcome/Impact |
| 1.1 To keep abreast of the National and local agendas for closing the gap/diminishing the difference for vulnerable pupils. | <ul style="list-style-type: none"> a. Subscribe to EEF updates b. TECT updates via NCC c. HT meetings and briefings d. CPD | <p style="text-align: center;">HT PP leads</p> | Ongoing | <p>HT and PP Lead have comprehensive understanding of the potential barriers to learning and expectations with regards to spending and reporting impact of funding. Information to feed into PP action plan. Messages communicated effectively to staff and governors.</p> |
| 1.2 To evaluate and revise statements and procedures for the use of Pupil Premium taking into account research. | <ul style="list-style-type: none"> a. Update PP statement in line with up-to-date research with regards to support and spending of PP budget. b. Share with PP governor and agreed by governors. c. Review revised information from Teaching and learning toolkit from the Education endowment foundation and the Sutton Trust research and ensure provision reflects good practice. d. Teachers are clear about their role in addressing the needs of PP pupils. | <p style="text-align: center;">PP Leads Governors</p> | Dec 2021 | <ul style="list-style-type: none"> a. A revised policy and supporting philosophy for the use of Pupil Premium funds is produced. b. Revised policy ratified by governors and placed on the school website. c. All staff are aware of the current research from the Education Endowment Foundation. A whole school approach to supporting PP pupils is committed to with an understanding of shared accountability of funds and provision. |
| 1.3 Continue to develop the portfolio of progressive case studies which explores the barriers and successes for FSM | <ul style="list-style-type: none"> a. SLT members to monitor pupils through a case study b. HT to monitor the quality and impact of provision. c. Sample case studies to be presented to governors in the summer term. d. Barriers to learning at HPS clearly defined with strategies to address them collated including suggested success criteria. | <p style="text-align: center;">SLT PP Lead HT</p> | Termly in line with assessment data points | <ul style="list-style-type: none"> a. SLT have an understanding of the importance of building up a whole picture of a vulnerable child, identifying barriers to learning and/or reaching their full potential and acting on information gathered. b. Case Studies shared with staff and governors. |

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| pupils including progress and attainment | | | | c. Barriers to learning document is used as a toolkit for teachers planning provision supported by PP trackers |
| 1.4 To ensure that provision is actively targeted to pupils where progress is of concern. | a. PP Leads to track termly interventions used to support PP pupils and evaluate the impact of these interventions by tracking progress, matching to need and ensuring cost effective use of funding. b. HT to carry out an end of year analysis of progress and attainment of PP pupils and report on findings. | PP Lead | Termly as part of Pupil Progress procedures. Annual | a. Pupil Progress meetings to evaluate and explore the effectiveness of provision. b. Annual Audit and monitoring analyses progress, attainment and quality of interventions for PP pupils. |
| 1.5 Annual Audit of provision and therefore effective spending of PP funds. | Review to include an evaluation of spending of PP funding and data to support the impact of provision on reducing the attainment gap between PP and non PP pupils following the developed format. | HT | Annually in July | Annual review of PP provision and spending shared with governors and parents via the school website. |
| 1.6 To update a comprehensive provision MENU for PP pupils. | a. Provision MENU gives details of possible interventions and direct support offered to pupil premium pupils throughout the academic year. Updated annually. b. MENU in sections to match PP strategy. c. Add data to quantify the impact on learning. d. Review by PP Governor | PP Lead PP governor | July Reviewed annually | a. Provision MENU for all staff to refer to when planning provision for PP pupils. b. Provision MENU on school website. c. HPS data reflects the potential for impact on learning of provisions. d. Governors are knowledgeable and informed of the use of PP funding. |
| 1.7 Pupil premium governor has a thorough understanding of Pupil Premium and its potential for impact. | a. Governor to meet HT and PP lead to assess how robust our monitoring of PP pupils is by reviewing direct documentation, PP trackers and termly assessments. b. Most of this work will be done as part of an annual audit. | HT PP Leads PP governor | Annual Cycle | a. Governor visit report shared. Thorough understanding of how PP pupils are monitored and supported in school. b. Annual Audit is robust and challenging of practices leading to improved quality and consistency of provision |
| 1.8 Parents understand how Pupil Premium funding is used within school. | a. Parent friendly version of budget is placed on the website. b. Annual review of provision and spending placed on school website c. Pupil Premium strategy is on the website. | PP Lead | HT Annually | Parent survey shows that they understand how the funding has been used to support learning and progress. |
| 1.9 Leadership Roles and expectations are clearly defined. | Role descriptors are developed as part of policy development. | HT PP Lead SENCo Governors | Autumn term | All staff are clear about their role in supporting PP pupils and their responsibility to ensure that provision is effective in raising attainment, accelerating progress and raising aspirations. HPS staff work together with a common purpose. |

2. Teaching and Learning – To ensure that vulnerable pupils are supported with their learning.

| Objective | Actions | Responsibility | Timeframe | Outcome/Impact |
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| 2.1 Embed a whole school approach to supporting PP pupils and closing the gap for vulnerable pupils. | a. Teachers to devise support and interventions which target individual needs using latest EEF research and school's menu of provision. b. All teachers take part in termly pupil progress meetings ensuring accountability for all. | All teaching | staff Ongoing | a. All staff accept the importance of teachers building relationships and identifying barriers to learning, whether academic, social or emotional for PP pupils. PP trackers completed termly and demonstrate how teachers match provision to individual need. b. All teachers are aware of vulnerable pupils within their class. |
| 2.2 Intervention records are a shared resource between the class teacher and the TA. | a. Intervention records are kept securely and shared b. PP children's work is monitored as a distinct group during work scrutinies and reported on as a separate group c. SLT meetings discuss PP group as a distinct item | Class Teachers SENCO SLT | Ongoing | a. Teachers ensure that they have ownership of the programme whilst the TA is the facilitator or delivers. b. Accurate records are kept. c. Work scrutiny shows that teachers are proactive in looking for opportunities where the child is able to translate their skills into every day working. |
| 2.3 Pupil Progress meetings are productive in identifying need and subsequent actions directed towards a group or individual. This includes the vulnerable groups – FSM, SEN, EAL | a. X3 Pupil Progress meetings per year. PP Lead and SENCO to analyse progress data termly and highlight pupils of concern on the pupil progress forms to ensure pupils in need are identified and provision can be directed towards these key children. b. Provision is allocated as a result of evaluation of attainment & progress. c. PP Lead is aware of all vulnerable pupils and those needing additional support. d. Pupil Progress records are amended to incorporate a cyclical approach and provides an annual audit trail for PP pupils. | Planning Teams | SLT Ongoing | a. Pupil progress forms completed each term. Actions show where pupils are identified as a concern actions have been taken by the class teacher. Actions taken are shown to effectively impact progress. b. Annual progress review evaluates progress of pupil premium pupils shows how identified pupils are targeted effectively to ensure progress. c. All staff share the common purpose of ensuring that PP pupils needs are evaluated and provision promotes engagement, progress and aspirations. d. Monitoring is clearer and tracks throughout the year. Reduction in workload for teachers by having all information in one place. |
| 2.4 Provision mapping is effective in | a. Class teachers to produce a PP trackers of identified interventions/support for PP children within class | SENCO PP Lead | Ongoing | Planning Scrutiny of trackers by PP lead as part of ongoing monitoring work. |

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| highlighting and recording the range of provision used in order to close the gap for vulnerable pupils. | b. PP trackers linked to areas of highest need for each PP child based on the PP calculator and assessment information. | | | |
| 2.5 To explore how high impact low cost teaching strategies can effectively support PP pupils. | PP Lead to research different high impact, low cost strategies through the teaching and learning toolkit by the Education endowment foundation, CUREE and National College. | PP Lead | Ongoing | PP Lead to make recommendations to class teachers to promote good and better progress for PP pupils. Case Studies to highlight the impact of provision and explores attitudes to learning of PP pupils. |
| 2.6 To evaluate the quality of work and engagement in learning of PP pupils. | a. Work scrutiny of PP books against standards for relevant year groups. b. Pupil Interviews to assess attitudes to learning. c. 10-minute observations of PP pupils in lessons. d. Case studies updated and passed on between phases to ensure a progressive record of learning, provision and impact. | PP Lead | Ongoing | a. Monitoring reports include actions for class teachers to promote consistently high standards throughout the school. b. Case Studies reflect the learning journey of PP pupils and give a clear picture of what the school does for pupils, the impact on their learning, emotional resilience and aspirations for the future. |
| 2.8 Evaluation of pupils work is focussed and identifies gaps and targets. | Work Scrutiny proforma is developed to support PP Lead and class teachers in evaluating work and developing targets. | HT PP Lead | Termly | A clear and accurate picture of attainment is gathered around the child resulting in focussed targets are set for each term and provision which is accurately matched to barriers, gaps and needs. |

3. Cultural Enrichment – Pupil Premium is effectively used to support the enrichment opportunities for vulnerable pupils including behaviour, personal development & financial barriers.

| Objective | Actions | Responsibility | Timeframe | Outcome/Impact |
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| 3.1 Families receive a greater service from the school via 1:1 conversations with families. | Engagement work with parents including increasing contact with both parents in split families. | SENCO HT | Ongoing throughout the year | Parent survey demonstrates that families feel supported and are involved in exploring opportunities for their child/ren. |

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| 3.2 PP pupils have the opportunity to participate in a range of clubs, trips, music lessons, holiday clubs and residential visits. | <ul style="list-style-type: none"> a. School to support families with costs. b. Teachers to highlight the range of opportunities during conversations or parent's evenings c. HT offers support to parents if in need of breakfast club provision to aid attendance | Teachers Office admin/manager | Termly | <ul style="list-style-type: none"> a. PP pupils have the opportunity to participate in activities of their choice. b. PP pupils extend their experiences by participating in new activities. |
| 3.3 PP pupils read every day. | <ul style="list-style-type: none"> a. Staff read daily with identified pupils. b. PP pupils take greater responsibility for their own reading development c. Reading lead offers support in choosing books to promote love of books | Class Teachers Reading lead | Termly | <ul style="list-style-type: none"> a. Reading standardised tests and teacher assessments demonstrate good progress in reading and the attainment gap is reduced. b. PP pupils e with the reading lead to choose books and in interviews report that they enjoy reading and see a purpose for improving reading skills. |
| 3.4 PP pupils have access to a wide range of interventions to support their learning and progress. | <ul style="list-style-type: none"> a. Interventions available are revised to ensure maximum impact. b. TA staff are appropriately trained to deliver interventions. c. PP children can access a rage of interventions to support their emotional development e.g. PP pupils have access to School Counsellor via 'Drop in' sessions or by referral from the class teacher. d. Counsellor provides training around a range of emotional challenges for children. e. ELSA f. Drawing and Talking | All Staff | Termly | <ul style="list-style-type: none"> a. All staff commit to the philosophy that rich provision, quality first teaching and consistently high expectations are everyone's responsibility. This can be measured in staff annual questionnaires. b. Counsellor feeds back to class teachers and parents. PP pupils feel supported. c. Monitoring evaluates the quality and impact of the programme on learners. d. Staff fell knowledgeable and supported in supporting PP pupils |
| 3.5 PP pupils enjoy the roles provided in school giving them a chance to demonstrate responsibility, confidence and maturity. | <ul style="list-style-type: none"> a. Teachers ensure that PP pupils have sufficient opportunities to be leaders in their classrooms and in the playground | Class teachers | ½ termly | <ul style="list-style-type: none"> a. PP pupils demonstrate raised self-esteem and a sense of value within the school. |
| 3.6 Attendance rates are high for PP pupils | <ul style="list-style-type: none"> a. Officer manager to analyse attendance ½ termly and early intervention is put in place b. Conversations held with parents and children regarding the importance of attendance if attendance is dropping | Office manager HT | ongoing | <ul style="list-style-type: none"> a. Attendance dips are identified early b. Intervention and support is offered to facilitate high attendance c. Monitoring identifies issues and intervention is prompt |

4. 4. Impact of Funding – Pupil Premium money is effectively used to provide a range of interventions which support good progress

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| 4.1 Clear PP Budget plan is published | <ul style="list-style-type: none"> a. PP income is clearly accounted for. b. PP budget is located to individuals, groups, and intervention programmes. c. Governors approve the proposed spending of PP funds. | HT Governors | Autumn Term | <ul style="list-style-type: none"> a. All stakeholders are clear about how PP funds have been used to support pupils' learning and development. b. PP funding has a reported positive impact on attainment, progress and aspirations of PP pupils. c. Governors understand and approve the rationale for spending |
| 4.2 Eligible parents enrol with FSM at NCC. | <ul style="list-style-type: none"> a. HPS to send out a letter to parents to promote the uptake of FSM and check eligibility. b. Parents to receive FSM flyer. | Office Manager | Autumn /spring Term | <ul style="list-style-type: none"> a. Increased funding due to greater uptake of FSM. |
| 4.3 Consider pupils not classified as PP but are just above thresholds. | <ul style="list-style-type: none"> a. Identify pupils that are also on the threshold for PP funding b. Include these pupils on provision programme. | PP lead /SLT Class teachers | Autumn Term | <ul style="list-style-type: none"> a. Pupils receive the very best provision needed to ensure that they are successful learners. b. Provision is clearly matched to the needs of all pupils and is monitored via Pupil Progress meetings. |