Pupil premium strategy statement – Hollybrook Infant School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

20% less PP children achieve combined by the end of key stage 2 compared to non-PP

School overview

Detail	Data
Number of pupils in school	28
Proportion (%) of pupil premium eligible pupils	16
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 year strategy 2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Marcella Dobson
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Mark Chaloner / Lauren O'Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,660
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*	£43,660

Part A: Pupil premium strategy plan

Statement of intent

At Hollybrook Infant school our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The intentions we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

All staff are committed to meeting the pastoral, social and academic needs of every disadvantaged pupil by providing a nurturing and caring environment. We will develop a love of learning and ensure all children fulfil their potential. Irrespective of the children's background or the challenges they face all children will make good progress across all subject areas.

High-quality teaching is at the heart of our approach, using the EEF '5 a day approach', with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

At Hollybrook Infant School we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the HET PP Strategy. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wide school improvements and improving readiness to learn and be ready for the next stage of their education. Overcoming barriers to learning is at the heart of our PPG use. We use the PPG to ensure that every child receives the best quality of education and the highest possible standards.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Baseline data, observations and discussions demonstrate the need to develop communication and language skills among many underserved pupils.
2	Assessments, observations and discussions with pupils suggest many pupils in receipt of the PPG require additional support in their comprehension skills.
3	Assessments show that many pupils in receipt of PPG achieve significantly less well in writing, with fine motor/handwriting and spelling contributing heavily to this.
4	Attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 2.4% lower than the whole school overall data.
5	Discussions with pupils indicate they those who are entitled to the PPG are not confident in some subject areas, particularly writing, and have a difficulty in self-reflection e.g.not having the skills to talk about what they are good at.
6	Book scrutiny and discussions with pupils show that some children need to develop the mathematical vocabulary to reason effectively in maths.

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
For all children to have developed communication skills which enable them to fully access all areas of the curriculum.	Robust implementation of all speech and language targets with secure monitoring will show disadvantaged children are reaching their targets. High quality extra-curricular and in school opportunities will be carefully and deliberately planned for children to demonstrate strong communication skills.
Children will be skilled at self-regulation, securing strong learning behaviours.	Early years will place a high emphasis on self-regulation, through following a clear progression from co-regulating to self-regulation. Individual pupils are targeted and supported to develop self-regulation. Prime areas in the EYFS curriculum are a focus and children not on track are carefully monitored to ensure additional support/intervention/ELSA time is offered to further support their development. Staff will use a range of strategies to help co-regulate and support self-regulation of pupils in the school community.

	Children will be able to articulate how their behaviour has improved and how this makes them feel.
Secure acquisition of phonics and Early Reading skills to secure strong outcomes in reading and Little Wandle will be fully resourced.	Little Wandle will be fully embedded across the school showing strong outcomes in phonics for all groups of children. 90% of PP children will pass their phonics screen in year 1 and 95% of pupils in year 2 will pass their retake. Teachers will feel confident at identifying pupils who are falling behind and catch-up sessions will be fully utilised. Pupils in the catch up sessions will close gaps quickly.
Fine motor control will be a focus across the school.	A range of resources will be purchased to support the use of gross motor skills to strengthen muscles for writing. A new handwriting scheme, Teach Handwriting, will be purchased and implemented to support children with their fine motor skills, through whole class teaching. The handwriting scheme will be carefully planned for to support children who are at risk of falling behind, as an intervention.
The children will be confidently applying their spellings in writing across the curriculum.	Little Wandle will robustly teach spelling in EYFS and KS1 and year 2 follow the Little Wandle spelling scheme. Additional spelling practise opportunities will be planned for and provided weekly by teachers. The Spelling Shed will be used as intervention and homework to help children to learn their year group Common Exception Words and spelling rules.
We will have a bespoke curriculum across the school to support every children, including those on the Pupil Premium Grant.	Although our curriculum is strong we would like to make it bespoke to focus on developing the cultural and social capital of all pupils in our school by ensuring there is depth and the teaching of a wide range of vocabulary and opportunities to use it. Revision and refreshing of all knowledge organisers. Revision of progressions of substantive and disciplinary knowledge. A bespoke PSHE curriculum has been written and implemented with a focus on trauma informed practise and emphasis on oracy.
The children will develop their self-esteem and ability to self-reflect.	We will have introduced and embedded the Hollybrook Schools Leadership Award to boost self-esteem and reflection.
The children will be positive about their well-being and have confidence in class.	A wellbeing working party has been established. Anti-bullying ambassadors are trained and playing a more active role across the school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff and introduce Little Wandle spelling programme across the Infant School to ensure consistency in the teaching of spelling.	"Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling." (EEF guide to Literacy) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1730812613	3
Train staff and introduce the Teach Handwriting Scheme to ensure explicit, consistent and regular handwriting modelling and practice across the school	The aim of handwriting practice is to support children to develop a quick, efficient, and legible handwriting style. Slow or effortful transcription hinders writing composition as pupils have to concentrate on monitoring their handwriting and are less able to think about the content of their writing. Literacy_KS1_Guidance_Report_2020.pdf	3
Develop subject expertise in maths – applying problem solving and deepening tasks that use rich vocabulary. The purchase of additional concrete resources to support the acquisition of key knowledge in maths.	The development and use of precise and accurate language in mathematics is important, so the guidance includes 'Language focus' features. These provide suggested sentence structures for pupils to use to capture, connect and apply important mathematical ideas. Once pupils have learnt to use a core sentence structure, they should be able to adapt and reason with it to apply their understanding in new contexts. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)	6
Support staff to develop an oracy curriculum across the school across all subjects by creating a progressive oracy curriculum that can be applied across subject areas clearly.	Having meta-language to talk about speaking and listening is key to your students' success in oracy. It will enable them to give precise feedback and engage in meaningful self-reflection. Voice21-Student-Friendly-Oracy-Framework-Final.pdf	1, 2, 4, 5, 6

To deliver speech and language sessions. An action plan will be implemented to support the development of oracy across the whole curriculum. A progression of oracy skills will be written to ensure that children are making progress and areas of weakness are identified. Teachers will provide high quality opportunities to develop communication skills.		
Develop a bespoke Hollybrook curriculum to support pupils more effectively.	We want every child and young person to have an education that prepares them for life's opportunities and challenges. PSHE Association | Charity and membership body for PSHE education D&T gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work. Primary - D&T Association The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement. National curriculum in England: framework for key stages 1 to 4 - GOV.UK	1, 2, 3, 4, 5, 6

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

Budgeted cost: £9,700

Activity	Evidence that supports this approach	Challenge number(s) addressed

Train staff and introduce the EdShed Spelling programme as an intervention for Mastery and homework.	The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1730812613	3, 5
Training will be provided for Precision Teaching and this will be used to identify pupils at risk of falling behind, and catch them up with their peers.	Use high quality structured interventions to help pupils who are struggling with their literacy. A good assumption for young readers is that both skills need equal attention, as programmes content aims to support both word recognition and comprehension find positive impacts. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1730899164	3, 5
A trauma informed approach will be embedded across the school. Zones of regulation will be introduced and used as a classroom and individual approach to manage feelings.	The Zones of Regulation framework and curriculum was developed from foundational research and practices in the fields of social-emotional learning, neuroscience, curriculum development, and psychological foundations. Learners benefit from: • Increased self-awareness and social and emotional skills • A common language for communication, problem solving, and emotional understanding • More time spent on learning instead of on behaviour management • A healthier, more inclusive school climate The Zones of Regulation | A Curriculum For Emotional Regulation	1, 4, 5
Embed the Pupil Premium Champions to support individual PP children with their writing	To give specific and focused praise when pupils display Social and Emotional Literacy skills. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1730815968	1, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: *£7,150*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff and introduce a bespoke Hollybrook leadership award across the school to develop confidence and self-esteem.	Self-awareness: expands children's emotional vocabulary and support them to express emotions. Self-regulation: teaches children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives.	1, 4, 5

	To give specific and focused praise when pupils display Social and Emotional Literacy skills. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1730815968	
To use the EEF supporting school attendance reflection and planning tool to create a more robust attendance action plan.	Make sure you build a culture of community and belonging for pupils and to communicate effectively with families. When the school community feels included in decisions that affect them, and that their perspectives are valued, then implementation outcomes are likely to improve. Supporting attendance | EEF	4
Nursing drop ins to support parents and children with areas that may be impacting attendance.	Building a holistic understanding of pupils and families, and diagnosing specific needs. Supporting attendance | EEF	4

Total budgeted cost: £47,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that overall disadvantaged pupils in certain areas did not achieve in line with non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that non-attendance, especially with a focus on persistent absence, is higher than non-disadvantaged children. There is however, evidence of strong impact on focussed pupils and their improved attendance. The number of pupils who have attendance of under 85% has reduced from 14 to just 4 pupils.

Our evaluation of the approaches delivered last academic year indicates that focus on:

- *Reading at home led to an increase in fluent readers who spoke confidently about books. This is supported by the KS1 reading data.*
- *ELSA interventions have begun to have more impact on attendance and positive behaviours for learning. Leading to more positive wellbeing. Trauma informed practise has had an impact on disadvantaged children who feel more secure in their learning/well being.*
- *The embedding of Little Wandle has secured a higher pass rate of pupils with PP and in the year 2 retakes. Reading has improved for all pupils including PP.*

Intended outcome	*Success criteria*	*Evaluation*
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	*Year R communication and language data rose from 47% at baseline to 86% for PP children at the end of Year R.*

<table>
<tr>
<td>Improved writing attainment among disadvantaged pupils.</td>
<td>KS1 writing outcomes in 2023/24 show that more than 63% of disadvantaged pupils met the expected standard.
Year R writing and physical development outcomes in 2023/24 show that more than 66% of disadvantaged pupils met the Early Learning Goal.</td>
<td>53% of disadvantaged children met the expected standard.

43% of disadvantaged pupils met ELG in Writing.

86% of disadvantaged pupils met ELG in Physical Development.</td>
</tr>
<tr>
<td>Pupils make accelerated progress through having more opportunities to practise reading fluently.</td>
<td>Pupil interviews show children are reading regularly and display a love of reading.

Reading passports are completed regularly with the following achievements: 50% complete 200 reads in a year.

Reading passports show 100% of PPG children are reading at least 4 times a week.</td>
<td>Some disadvantaged children were very positive about reading. Those who did not complete the reading at home were given extra sessions in school.

Less than 50% of disadvantaged pupils read 200 reads.

Not achieved.</td>
</tr>
<tr>
<td>Improved maths attainment for disadvantaged pupils at the end of KS1 through targeted support on fluency of key concepts.</td>
<td>Maths outcomes in 2023/24 show that more disadvantaged pupils met the expected standard.
<table>
<tr><th></th><th>YR- N/NP</th><th>KS1</th></tr>
<tr><td>2023-4</td><td>66%/66%

(4 out of 6)</td><td>75% (12 out of 16)</td></tr>
</table>
</td>
<td>77% of disadvantaged pupils achieved the expected standard in maths at the end of 2023/24 in KS1 which is inline with non-disadvantaged and above national expectations.

ELG N 71% achieved

ELG NP 71% achieved</td>
</tr>
<tr>
<td>Targeted interventions in the core curriculum are used to narrow the gap between PPG and non-PPG children.</td>
<td>The progress gap between PPG and non-PPG is narrowing through successful, targeted interventions as well as quality first teaching.</td>
<td>Rapid reading intervention showed success in developing fluency.

Little Wandle explicit teaching and catch-up groups closed the gap in phonics in year 2.</td>
</tr>
<tr>
<td>To achieve and sustain improved wellbeing for all</td>
<td>Sustained high levels of wellbeing by 2023/24 demonstrated by:</td>
<td>We had an improved uptake in extra-curricular activities.</td>
</tr>
</table>

pupils in our school, particularly our disadvantaged pupils.	• qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • ELSA interventions where appropriate.	*Children were matched appropriately to ELSA interventions, that led to better pupil well-being.*
PPG children have improved attendance and the percentage of persistent absence is reduced	Attendance for PPG is line with Non-PPG. Non PPG attendance is currently 91.7% and PPG is 95.05%. Non PPG persistent absence is 12.1% compared with 26.9% for PPG.	*Persistent attendance has reduced from 14 pupils to 4 pupils.* *PPG attendance was 91.4 and whole school was 94.8.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A