

GHPS Pupil Premium Strategy Statement 2024–2025

This statement details our school’s use of pupil premium funding (for the 2024 to 2025 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data		
School name	Great Hollands Primary School		
Number of pupils in school	Autumn Census 2023	Spring Census 2024	Summer Census 2024
NOR	272	275	281
Proportion (%) of pupil premium eligible pupils	32%	33%	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024–2025		
Date this statement was published	September 2024		
Date on which it will be reviewed	July 2025		
Statement authorised by	Mr R Ferris		
Pupil premium lead	Mrs N Watson		
Governor / Trustee lead	Lindsey Bowden		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,450
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	£111,450

Part A: Pupil premium strategy plan

Statement of intent

Great Hollands Primary School is committed to providing Quality First Teaching for every individual pupil. We have high aspirations and expectations for all our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups, including those who may be disadvantaged. Consequently, we are determined to ensure that all our pupils are given every opportunity to realise their potential.

Strategic approach to the use of funding using the *EEF's* tiered model approach

Tier 1: Teaching and whole school strategies

- High-quality teaching for all
 - Rosenshine's Principles of Instruction
 - Metacognition and self-regulated learning
 - Reading, Rigour and Routines
- Effective diagnostic assessment
 - Use of PLCs, using formative and summative assessment, to identify gaps in learning
- Effective formative assessment and feedback
- Focus on professional development and high-quality CPD for ALL staff, for example, WALKTHRU's, RWI, Talk for Writing
- Professional development for subject leaders
- Considered and effective planning for pupils with SEND
- Priority pupils (first to be asked a question, first for feedback and first book to be marked)



Tier 2: Targeted approaches

- High-quality small group booster sessions and interventions
 - Focused and structured interventions using diagnostic assessment e.g., PiXL therapies
- High-quality 1:1 and small group pre-teach
- Academic tutoring e.g., Boosters delivered by class teachers
- RWI and Fresh Start 1:1 sessions
- Reading for mastery

Tier 3: Wider strategies

- Design and implementation of a new Emotional Literacy Curriculum
- Supporting pupils' social, emotional and behavioural needs through the ELSA
- Ensuring there is no gap in attendance between DA pupils and non-DA pupils
- Establishing Zones of Regulation throughout the school
- ELSA 1:1 and group sessions for vulnerable pupils
- Canine Assisted Learning and Play Therapy to support social and emotional and mental health needs
- Support with uniform and educational trips

Challenges

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

Challenge number	Detail of challenge
1	<p>An aspirational approach to supporting DA pupils is to eradicate DA gaps at the 'combined' level for all year groups. This will ensure action is taken in all areas even with those year groups that already have positive DA gaps.</p> <p>All pupils will receive 'tilted' Quality First Teaching across the curriculum, which results in accelerated progress for DA pupils in Reading, Writing and Maths.</p> <p>Any gaps will be identified, analysed, and mastered so pupils can move on.</p>
2	<p>Last year 100% of DA pupils in Year 1 passed the phonics screener and 100% of DA pupils in Year 2 passed the phonics resit.</p> <p>At the end of Year 6 (July 2024) there was a positive gap for reading in terms of standardised scores (DA 105.3 vs non-DA 104.9) and value added (DA +2.8 vs non-DA +2.3%).</p> <p>Data from <i>FFT Aspire</i></p> <p>Reading is still a priority for school so the school will continue to prioritise it after phonics through the development of mastery readers across Key Stage 2.</p>
3	<p>Writing gaps have been targeted as there continues to be a gap in writing, which impacts on the combined for DA pupils. They will receive 'tilted' Quality First Teaching and be targeted to ensure that writing is not a barrier to achieving the combined. Also, staff will continue to receive CPD on writing including transcription.</p>
4	<p>The impact of pupils' Mental and Emotional Health is influencing their attendance, experiences and learning in class. There has been an increased number of pupils experiencing mental health problems and anxiety after the pandemic.</p>
5	<p>School's Persistent Absence (PA) was below the national last year but at 14% compared to the national that was 16%. PA will be targeted continue to be targeted this year so that it is below 10%.</p>
6	<p>Due to the continuing increased cost of living many families are continuing to struggle to provide school uniform, shoes, etc. so the school will ensure that all pupils are provided with school uniform resulting in 'a level playing field' that reduces any disparities, as everyone will look the same.</p>
7	<p>Attainment gap between double disadvantaged pupils is diminishing and progress for SEND support pupils is the national but there is still a gap in all year groups with the combined (DA and SEN).</p>

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
Quality First Teaching is 'tilted' for DA pupils to ensure they outperform non-DA nationally and the combined gaps diminish across the school.	<p>DA pupils to outperform non-DA pupils nationally in reading, writing and maths at the end of Year 6 (aspirational target).</p> <p>Identified combined gaps to be: Year 1: <15% Year 2: <10% Year 3: <12% Year 4: <25% Year 5: <15% Year 6: <10% Aspirational Year 6 combined target- no gap</p> <p>Release time is provided for Curriculum Leads and Phase Leaders to monitor the quality of teaching, planning, supporting/coaching staff, mastery readers (PP Lead to cover classes).</p> <p>Focus on professional development for writing, which is a barrier for the combined.</p>
Accelerated progress for reading across the school e.g., Year 1 and Year 2 DA pupils reach 100% in screener and resit and there are no reading gaps between DA and non-DA pupils in Years 3–6.	<p>100% of DA Year 1 pupils pass phonics screener. 100% of DA Year 2 pupils pass phonics resit 90% of Year 3 pupils will be off RWI programme at the end of the academic year. Year 4 reading gap:<20% Year 5 reading gap:<15% Year 6 reading gap:+15%</p>
Accelerated progress in writing for all especially for DA boys so that writing is not a barrier to achieving the combined.	<p>Year 1 DA writing gap to be:<20% Year 2 DA writing gap to be: <12% Year 3 DA writing gap to be: <15% Year 4 DA writing gap to be: <30% Year 5 DA writing gap to be: <12% Year 6 DA writing gap to be: <5% Year 6 aspirational DA writing gap target – no gap</p>
Pupils are able to regulate their emotions and then access learning more readily.	<p>Behaviour incidents for DA pupils to reduce by 10%.</p> <p>93% of DA pupils attending therapy groups see improvements in SQ+DQs or all smart targets are met. 96% of parents feel they have the correct tools to support their child with their SEN and mental health needs etc.</p>
PA for DA is below 10% and below the national.	<p>Disadvantaged pupils' attendance reaches 96%. PA for disadvantaged pupils is below 10% and below the national. No gap in attendance between DA and non-DA pupils (gap of -1.1% at the end of July 2024).</p>
School uniform and trip support for DA pupils.	<p>All families who request help with uniform are provided with e.g., jumpers, shoes etc. All DA pupils able to access and attend trips to enhance their cultural capital.</p>

<p>Accelerated progress for double disadvantaged pupils e.g., DA SEND pupils and a diminishing of the gap between double disadvantaged pupils in all year groups for the combined.</p>	<p>The progress of DA SEND pupils carefully monitored and tracked using provision map.</p> <p>High expectation for all SEND pupils.</p> <p>A range of strategies are put in place to support of SEND pupils making accelerated progress – e.g., effective adaptations, mind-maps, pre-teaching of key vocabulary, visual timetables, communication in print, access to external agencies (speech therapist, EP, Support for Learning) language groups, sensory resources.</p> <p>Staff provided with continuous CPD on colour semantics, Speech and Language, Makaton, Zones of Regulation, use of provision maps, ASD, specific learning difficulties.</p>
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Activity in this academic year

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

Teaching

Budgeted cost: £7,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for Phase Leaders and Curriculum Leads to monitor the quality of teaching, planning, supporting/ coaching staff, etc (PP Lead to cover classes)</p>	<p>Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>(<i>EEF</i> Attainment Gap report 2018)</p>	<p>1, 2, 3 and 7</p>
<p>RWI coaching for RWI teachers Continuation of RWI training for all RWI teachers Embedding Reading after phonics (reading for mastery) GHPS teachers to observe mastery reader session at English hub (release time)</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged.</p> <p>(<i>EEF</i> Key Findings) backgrounds</p>	<p>2</p>
<p>PP Lead to oversee strategy</p>		<p>1, 2, 3, 4, 5, 6 and 7</p>

Targeted academic support

Budgeted cost: £23,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI TAs for the afternoon for 1:1s.	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	2 and 7
RWI online subscription.		2
Boosters before and after school for reading, writing and maths.	(<i>EEF</i> Toolkit) Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	1, 2 and 3
Writing Lead and Key Stage 1 teachers to focus on transcription and to work with writing hub.	(<i>EEF</i> Summary of Writing Recommendations for improving Literacy) Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling (Improving literacy in KS1 and KS2).	1
Writing CPD for all staff.		
Pre-teach for mastery readers, RWI, maths, vocabulary, writing from Years 1–6		2
Increasing parental engagement in learning via regular workshops in school, stay and plays, topic webs and yearly plans sent to parents, weekly newsletters, parent questionnaires sent out regularly, weekly newsletters and school website kept updated	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (<i>EEF</i> Teaching and Learning Toolkit – Parental Engagement)	1

Wider strategies

Budgeted cost: £80,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Curriculum for Reception-Year 6 (skills and strategies to manage emotions and support pupils' mental health)</p> <p>Securing the Zones of Regulation from Reception to Year 6</p> <p>Staff CPD on Mental Health and The Zones of Regulation</p> <p>ELSA</p> <p>Canine Assisted Learning (Dennis the Dog)</p> <p>Play Therapy</p> <p>Creation of Great Hollands Garden to support pupils Mental Health</p> <p>SEN TAs</p> <p>Family Safeguarding Advisor</p>	<p>Emotional needs affect the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing. ELSA is a recognised effective approach to develop children's emotional literacy skills and TAs are trained by Educational Psychologists (www.elsanetwork.org).</p> <p>Behaviour interventions and social and emotional learning interventions both have an impact of +4 (moderate impact for moderate costs based on extensive evidence).</p> <p>(EEF Toolkit)</p> <p>Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very low cost, based on extensive evidence)</p> <p>(EEF Toolkit)</p>	4, 5, 6 and 7
DA pupils able to attend school trips	<p>The higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2</p> <p>(The link between Attendance and Attainment report by the Department for Education, March 2016)</p>	6
School uniform support for DA pupils		6
Support for Learning-assessments and teaching of tool kits		1, 4 and 7
PP Champion to lead on attendance across the school		5

Total budgeted cost: £111,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023–2024

Intended outcome	Success criteria	Progress against Intended Outcomes	RAG																											
Quality First Teaching is 'tilted' for DA pupils to ensure they outperform non-DA nationally and the combined gaps diminish across the school.	<p>DA pupils to outperform N-DA pupils in reading, writing and maths at the end of Year 6 (aspirational target).</p> <p>Identified combined gaps to be: Year 2: <20 Year 3: <20 Year 4: <20 Year 5: no gap Year 6: <10</p> <p>Release time is provided for Curriculum Leads and Phase Leaders to monitor the quality of teaching, planning, supporting/coaching staff, mastery readers (supply teacher two days a week).</p> <p>Focus on professional development for staff using the WALKTHRU's.</p>	<p>Data analysis taken from <i>FFT Aspire</i> July 2024 for end of Key Stage 2:</p> <table border="1"> <thead> <tr> <th>% Expected for ALL pupils</th> <th>GHPS</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Read/Writ/Maths (combined)</td> <td>72%</td> <td>62%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>R SS</th> <th>R VA</th> <th>W SS</th> <th>W VA</th> <th>M SS</th> <th>M VA</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>105.3</td> <td>+2.9</td> <td>102.1</td> <td>+2.5</td> <td>103.1</td> <td>+1.9</td> </tr> <tr> <td>Non DA</td> <td>104.9</td> <td>+2.3</td> <td>101.6</td> <td>+3.0</td> <td>106.2</td> <td>+4.2</td> </tr> </tbody> </table> <p>SS– Standardised Score VA – Value Added</p> <p>Combined gaps at the end of July 2024: Year 1 combined DA gap: -14% Year 2 combined DA gap: -19% Year 3 combined DA gap: -37% Year 4 combined DA gap: -21% Year 5 combined DA gap: -14% Year 6 combined DA gap: -6%</p> <p>Year 3 will be a priority year group next year for the combined and a GAP analysis will be undertaken next academic year to identify curriculum subjects that are resulting in the large gap between DA and non-DA pupils and appropriate action will be put in place to diminish the gap.</p>	% Expected for ALL pupils	GHPS	National	Read/Writ/Maths (combined)	72%	62%		R SS	R VA	W SS	W VA	M SS	M VA	DA	105.3	+2.9	102.1	+2.5	103.1	+1.9	Non DA	104.9	+2.3	101.6	+3.0	106.2	+4.2	
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Accelerated progress for reading across the school e.g., Year 1 and Year 2 DA pupils reach 84% in screener and resit and there are no reading gaps between DA and N-DA	<p>100% of DA Year 1 pupils pass phonics screener.</p> <p>100% of DA Year 2 pupils pass phonics resit</p> <p>15 % of Year 3 pupils who will remain on RWI programme at the end of the academic year.</p>	<p>Phonics results year 1:</p> <table border="1"> <thead> <tr> <th>PPG pupils</th> <th>Non-PPG pupils</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>95%</td> </tr> </tbody> </table> <p>Year 2 phonics resit for PPG pupils- 100%</p> <p>Year 3 – only 12% of pupils remained on the RWI programme in July 2024 (Sept 2023 there were 30% on the programme)</p> <p>Year 4 reading gap: -28% Year 5 reading gap: +11%</p>	PPG pupils	Non-PPG pupils	100%	95%																								
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<p>pupils in Years 4-6.</p>	<p>There are no gaps in reading in Years 4–6.</p>	<p>Year 6 end of Key Stage 2 (from <i>FFT Aspire</i>):</p> <table border="1" data-bbox="707 185 1305 360"> <thead> <tr> <th></th> <th>Reading Standardised Score</th> <th>Reading Value Added</th> </tr> </thead> <tbody> <tr> <td>FSM 6</td> <td>105.3</td> <td>+2.9</td> </tr> <tr> <td>Non DA</td> <td>104.9</td> <td>+2.3</td> </tr> </tbody> </table>		Reading Standardised Score	Reading Value Added	FSM 6	105.3	+2.9	Non DA	104.9	+2.3	
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<p>Accelerated progress in writing for all especially for DA boys so that writing is not a barrier to achieving the combined.</p>	<p>Year 2 DA writing gap to be: < 15% Year 3 DA writing gap to be: < 20% Year 4 DA writing gap to be: < 20% Year 5 DA writing gap to be: > 5% Year 6 DA writing gap to be: no gap</p>	<p>Writing gap at the end of July 2024 for EXS:</p> <p>Year 1 writing DA gap: -19% Year 2 writing DA gap: -23% Year 3 writing DA gap: -41% Year 4 writing DA gap: -21% Year 5 writing DA gap: -9% Year 6 writing DA gap: no gap</p> <p>Effective targeting and support for DA pupils in UKS2 has ensured either a minimal gap or NO GAP existing for pupils entering KS3. This success has led to an overall RAG of G.</p> <p>However, due to the large gaps in writing this subject will continue to be a priority for the school next academic year. In Key Stage 1 there will be a focus on transcription, accompanied by CPD for staff to help diminish the writing gaps.</p>										
<p>Pupils are able to regulate their emotions and then access learning more readily.</p>	<p>Behaviour incidents for DA pupils reduce by 10%.</p> <p>90% of DA pupils attending therapy groups see improvements in SQ+DQs or all smart targets are met. 95% of parents feel they have the correct tools to support their child with their SEN and mental health needs etc.</p>	<p>DA behaviour incidents per term:</p> <table border="1" data-bbox="707 1115 1235 1218"> <tbody> <tr> <td>Autumn 2023</td> <td>98</td> </tr> <tr> <td>Spring 2024</td> <td>43</td> </tr> <tr> <td>Summer 2024</td> <td>46</td> </tr> </tbody> </table> <p>Through review of behaviour plans, provision, adaptations, CPD for staff, external agency referrals resulted in behaviour incidents being halved in the spring and summer term.</p> <p>Pupils attending Play therapy, Canine Therapy, ELSA will have had targets reviewed at the end of their sessions and 91% showed an improvement.</p> <p>School have referred pupils to the Mental Health Support team for face-to-face sessions. All those referred to Mental Health Support Team were accepted for support.</p>	Autumn 2023	98	Spring 2024	43	Summer 2024	46				
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<p>PA for DA is below 10% and below the national.</p>	<p>Disadvantaged pupils' attendance reaches 95%. PA for disadvantaged pupils is below 10% and below the national.</p>	<p>Attendance for the school's DA pupils was above the national by +1.5% [National DA – 91.8% compared with School DA pupils- 93.3%].</p> <p>The school's PA figures are below the national by 2%, but PA will continue to be a priority next year, so PA is below 10%.</p>										

	<p>No gap in attendance between DA and non-DA pupils (gap of -1% at the end of July 2023)</p>	<p>School PA – 14% National PA – 16%</p> <p>At the end of July there was a -1.1% attendance gap between the school's DA and non-DA pupils.</p> <p>School has put in high levels of support to reduce PA: support in place for identified pupils and their families e.g., working with the school's EWO, letters sent to parents regarding the importance of attending school, teachers and school staff speaking to parents about attendance.</p>																						
<p>School uniform and trip support for DA pupils</p>	<p>All families who request help with uniform are provided with e.g., jumpers, shoes etc. All DA pupils able to access and attend trips to enhance their cultural capital.</p>	<p>100% of families who have requested help for school shoes uniform, PE kit etc and have been provided with the appropriate items straight away.</p> <p>All DA pupils have accessed trips.</p>																						
<p>Accelerated progress for double disadvantaged pupils e.g., DA SEND pupils and a diminishing of the gap between double disadvantaged pupils in all year groups for the combined.</p>	<p>The progress of DA SEND pupils carefully monitored and tracked using provision map. High expectation for all SEND pupils. A range of strategies are put in place to support of SEND pupils making accelerated progress – e.g., effective adaptations, mind-maps, pre-teaching of key vocabulary, visual timetables, communication in print, access to external agencies (speech therapist, EP, Support for Learning) language groups, sensory resources. Staff provided with continuous CPD on colour semantics,</p>	<p>Data analysis taken from <i>FFT Aspire</i> July 2024 for end of Key Stage 2 comparing SEN and non-SEN pupils:</p> <table border="1" data-bbox="707 1178 1313 1339"> <thead> <tr> <th></th> <th>R SS</th> <th>R VA</th> <th>W SS</th> <th>W VA</th> <th>M SS</th> <th>M VA</th> </tr> </thead> <tbody> <tr> <td>SEN</td> <td>106.4</td> <td>+4.3</td> <td>101.1</td> <td>+3.4</td> <td>105.1</td> <td>+4.1</td> </tr> <tr> <td>Not SEN</td> <td>106.1</td> <td>+2.3</td> <td>102.8</td> <td>+3.9</td> <td>106.7</td> <td>+3.7</td> </tr> </tbody> </table> <p>SS – Standardised Score VA – Value Added</p> <p>All SEND pupils on Provision Map and targets tracked and reviewed termly using system. All Child Learning Profiles have been checked by SEN Team and the SEN Team have worked with staff to improve plans and provision so that ALL SEN pupils' needs are met.</p> <p>Clear plans were put in place for any adaptations to ensure individual pupil's needs were met and that they had full access to the curriculum and gaps were diminished e.g., mind maps, concrete apparatus, Clicker 8, colourful semantics etc.</p> <p>Staff received training on the following: Mind-Maps, colourful semantics, speech and</p>		R SS	R VA	W SS	W VA	M SS	M VA	SEN	106.4	+4.3	101.1	+3.4	105.1	+4.1	Not SEN	106.1	+2.3	102.8	+3.9	106.7	+3.7	
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