

Hollinsclough C.E. Academy - Pupil Premium, Catch-up and Recovery funding strategy statement

This statement details our school's use of 2023/4 pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our 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 | Hollinsclough C E Academy |
| Number of pupils in school (Sept 2022) | 37 |
| Proportion (%) of pupil premium eligible pupils | 11 (30%) |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2024 |
| Date this statement was published | Sept 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | J M Eccles |
| Pupil premium lead | L O' Sullivan |
| Trustee lead | M Bateman |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £11882 |
| | |
| | |
| Pupil premium/Recovery/Catch-up 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 | N/A |

Part A: Pupil premium strategy plan

Statement of intent

The aims of the Moorlands Primary Federation are:

To provide high-quality education in each of our schools;

To offer an education rooted in faith, shared Christian values and love; *

To provide every child with life-enriching experiences, instilling a passion and enjoyment of learning and to enable children to make a positive contribution to their world;

To develop a highly-skilled teaching and learning team, which shares good practice in order to benefit the children within each school and to further develop staff.

**Diocesan schools*

What are your ultimate objectives for your disadvantaged pupils?

To provide all pupils with fair and equal opportunities to achieve their potential in all areas of the curriculum.

To use extra funding for disadvantaged pupils to support opportunities and ensure that first class teaching is accessible.

To plan, monitor and evaluate support and intervention to secure progress and achievement.

To support all the different strands of the Pupil Premium:

- Ever 6 Free School Meals Children- children who have been eligible for free school meals in of any the last six years;
- Looked after Children in the care of the local authority;
- Children who are no longer looked after by the local authority due to adoption, guardianship or residence order;
- Ever 5 Service children- children eligible for the service child premium in any of the previous 4 years as well as those recorded as a service child for the first time this year.

How does your current pupil premium strategy plan work towards achieving those objectives?

We have 11 children currently on role eligible for PP funding. Three children have EAL. The small pupil numbers varying from Reception to Year 6 mean grouping is challenging, therefore teaching groups are small or one-to-one. The school operating a flexi-attendance policy also means balancing time with support staff and time out of the classroom. 90% of our total expenditure is it be used funding educational staff, as we believe this has the greatest impact on pupil outcomes. Our ability to deliver our strategy depends upon the children's attendance being high.

What are the key principles of your strategy plan?

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy;
- Access to high-quality educational resources and experiences for all disadvantaged pupils across all provision;
- Targeted academic support for disadvantaged pupils including academic guidance and pastoral support;
- Provision of strategies to support disadvantaged pupils with their attendance, and well-being;
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Improve progress and close the attainment gap in reading, writing and maths of children in receipt of PP funding. |
| 2 | Attainment gap between subjects of non-EAL children is insignificant, but progress is lower in reading and maths than writing. |
| 3 | Support EAL PP children |
| 4 | Unfair access - Not all PP children have fair access to educational materials and extra-curricular activities |

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 |
|---|--|
| Improve progress and attainment of PP children | All non-SENDs children made appropriate progress in reading, writing and maths, expectations are high. |
| Ensure all PP children have equal access to all extra-curricular school activities. | All PP children to have the opportunity to attend educational visits/ events. |
| Ensure all PP children have appropriate, equal, educational materials as non-PP children. | School uniform to be available to all children. Educational resources be available to all children. |

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

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

Budgeted cost: £10720

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Learning support assistant delivering academic guidance (11 hours)</p> | <p>Teaching Assistant Interventions +4 (EEF) ‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,’ ‘Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.’</p> <p>‘The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils (+4 months). Most of the evidence relates to reading and other aspects of literacy. Impact is lower for mathematics in primary schools (+ 3 months). The majority of effective approaches involve targeted small group or one to one interventions. Impact in small groups tends to be a little lower (+3 months), but this needs to be offset against the greater number of pupils who benefit. Short sessions of around 30 minutes or so, several times a week are most effective.’</p> <p>Making Best Use of Teaching Assistants ‘Ensure explicit connections are made between learning from everyday classroom teaching structured interventions. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. Use TAs to deliver high quality one-to-one and small group support using structured interventions. Ensure TAs are fully prepared for their role in the classroom/intervention. Use TAs to add value to what teachers do, not replace them’</p> <p>Small group tuition (EEF) ‘1. Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> | <p>1,2,3</p> |

2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.
3. One-to-one tuition and small group tuition are both effective interventions.
4. Providing training to the staff that deliver small group support is likely to increase impact.
5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'

Targeted 1:1 tuition (EEF)

- '1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.
2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.
3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.
4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.'

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

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide educational materials (500) | <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p> | 4 |
| School Uniform if and when required (150) | Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EFF) | 4 |
| Fund all educational visits for PP children. Rec – Year 6 ed. visits (500) | <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>EFF states, <i>'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'</i></p> | 4 |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1. Subsidy of educational visits – all PP children attended all educational visits organised by the school.
2. Learning Support Assistant tuition – (15 hours) – all children received one-to-one and small group tuition.
3. Educational materials were provided to children who needed them. Parents of children who requested uniform were provided with uniform

IMPACT measure:

EYFS - all PP children made expected progress in word reading, writing, number and numerical patterns.

End of Key Stage 1 - 50% of children made expected progress in reading and writing and 100% made expected progress in writing.

End of Key Stage 2 – 100% of children made expected progress in reading, writing and maths.

| | |
|-------------------------------|--------------------|
| 1. LSA support 13549 | Allocation: 13859 |
| 2. Ed visits 500 | Expenditure: 19593 |
| 3. Ed materials 500 | |
| 4. School uniform 350 | |
| 5. Extraordinary funding 4394 | |
| Pupil numbers: 10 | |

Externally provided programmes N/A

Service pupil premium funding N/A