

Hollywater School Pupil Premium strategy statement

School overview

Metric	Data
School name	Hollywater School
Pupils in school	APN between 136 and 140 May 2023 141 pupils in school
Proportion of disadvantaged pupils	48 pupils (34%)
Pupil premium allocation - financial year	April 2023 – April 2024 : £62,590
Academic year or years covered by statement	September 2022 to July 2024
Publish date	April 2023
Review date	April 2024
Statement authorised by	B. Ryan
Pupil premium lead	S. Kitching
Governor lead	Full Governing Body

Disadvantaged pupil barriers to success

Communication skills

To ensure that all pupils develop their communications skills so that they are able to communicate with others as independently as possible within a range of different social situations (in school and within the community).

Linked to School Improvement Plan.

Quality of Education

To ensure that all pupils make good progress in English and Maths ensuring that they have the key skills needed for lifelong learning.

Linked to School Improvement Plan.

Personal Development Learning (PDL), health and well-being

To ensure that pupils have access to ELSA to help them support, develop and understand their own emotions and reactions.

To ensure that pupils develop their personal development skills and enhanced health and well-being through Forest School.

To ensure that pupils have the opportunity to access the community, enabling them to be independent, providing them with opportunities to interact with others and supporting them in managing their own feelings and behaviours within new situations.

To ensure pupils maintain a healthy lifestyle.

Linked to School Improvement Plan.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils to make expected progress in speaking and	87% (40) of pupil premium pupils to make expected	July 2024

<p>listening – communication skills</p> <p>Pupils to make expected progress in interacting element of PDL curriculum</p>	<p>progress in speaking and listening.</p> <p>87% (40) of pupil premium pupils to make expected progress in interacting element of PDL.</p> <p>Evidence and assessment data gathered within Evidence for Learning will show the progress that all pupils have made in speaking and listening and PDL – interacting.</p> <p>Learning walks carried out by Communication lead teacher.</p> <p>SALT reports highlighting the progress pupils have made.</p>	
<p>Pupils to continue to make expected progress in Phonics and Reading</p>	<p>87% (40) of pupil premium pupils to make expected progress in Phonics and Reading.</p> <p>Evidence and assessment data gathered within Evidence for Learning will show the progress that all pupils have made in Phonics and Reading.</p> <p>Phonics assessment data.</p>	<p>July 2023, April 2024 and July 2024</p>
<p>Pupils to make expected progress in Maths overall</p>	<p>87% (40) of pupil premium pupils to make expected progress in Maths overall.</p> <p>Evidence and assessment data gathered within Evidence for Learning will show the progress that all pupils have made in all areas of Maths.</p>	<p>July 2023, April 2024 and July 2024</p>

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Pupils to make expected progress in all aspects of the	87% (40) of pupil premium pupils to make	April 2024 and July 2024

<p>PDL curriculum – Forest School and accessing the community</p> <p>To support pupils’ mental health and well-being and help them build strategies to manage own feelings and behaviours - ELSA</p>	<p>expected progress in all aspects of PDL – interacting, independence and attention.</p> <p>Forest School observations and feedback.</p> <p>Class teacher feedback regarding off-site events organised.</p>	
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Teaching priorities for current academic year 2023 - 2024

Measure	Activity	Projected spending
<p>Developing communication skills – priority 1</p>	<p>To continue developing staff signing skills through training.</p> <p>Communication lead teacher to carry out learning walks / training as needed.</p> <p>Assessments to be carried out for specific pupils to enable them to have the appropriate resources for them to communicate effectively.</p>	<p>Communication resources (switches, switch activated toys, communication books etc) - £3000</p> <p>Training on Communication by Communication lead teacher - £250</p>
<p>Developing English (Phonics and Reading) and Maths – priority 2</p>	<p>English lead teachers to carry out learning walks / training as needed.</p> <p>Maths lead teachers to carry out learning walks / training as needed.</p>	<p>Release English lead teacher for two sessions per week - £5,000</p> <p>Release Maths lead teacher for two sessions per week - £5,000</p> <p>Purchase of additional Phonics resources and training - £2,500</p>

		Purchase of Maths resources and training - £2,500
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Wider strategies for current academic year

Measure	Activity	Projected spending
Developing PDL and health and well-being : ELSA, Forest School and accessing the community – priority 3	To implement ELSA support for pupil premium pupils.	Community access and off-site events : £4,000 (includes D of Edinburgh and access to other off-site visits)
	To provide opportunities within the curriculum for pupils to build on their strategies to cope in various situations – access to community and off-site events.	Health and well-being : ELSA on-going training / supervision and resources - £800
	To implement a Forest School site and curriculum for pupils to build on their PDL skills and health and well-being.	PDL, health and well-being : Forest School area development and purchasing of resources - £30,000
	To bridge the gap between school meal costs and funds for PP pupils.	Attention Autism resources - £500 Health and well-being : bridging the gap between cost of meals for PP pupils - £15,200 (£9,040 from PP and the rest of the funds from school budget)

Monitoring and implementation

Area	Challenge	Mitigating action
Developing communication skills	<p>Ensuring lead teacher has time to carry out tasks</p> <p>Time for staff professional development through training</p>	<p>Use of INSET days and teachers' meeting time</p> <p>Additional time for Communication lead teacher to be organised by SLT</p> <p>Working sessions with LA County Team leader - Communication and Interaction to develop and embed whole school C+I response.</p> <p>After school time on Mondays to be used for professional development of staff</p>
Developing English (Phonics and reading skills) and Maths	<p>Ensuring lead teachers have time to carry out tasks</p> <p>Allocating time for staff training</p> <p>Ensuring time for staff to feedback to class teachers about strategies</p>	<p>English and Maths lead teachers to have additional time to monitor English and Maths – organised by SLT</p> <p>After school time on Mondays and teachers meetings on Wednesdays to be used for professional development of staff</p>
Developing PDL, health and well-being – ELSA, Forest School and accessing the community	<p>Timetabling issues</p> <p>Off-site opportunities for all</p>	<p>SLT to support ELSA in implementing timetable</p> <p>After school time on Mondays to be used by ELSA to feedback to staff</p> <p>Forest School sessions to be organised for each class across school</p> <p>Forest School training to be delivered on INSET day</p>