



HOLLYWOOD PRIMARY SCHOOL

Focus and Key Actions for Planned Pupil Premium Grant Expenditure 2019-20

The main barriers to learning identified for pupils at Hollywood Primary School are:

- ❖ **Social** – social skills including being able to talk through problems and find solutions, listen to others and have empathy.
- ❖ **Emotional** – a lack of confidence and a fear or reluctance to take chances or make educated guesses; a lack of self esteem; family structures that can cause emotional stress and distress.
- ❖ **Basic Needs** - physiological needs including adequate food; clear and consistent rules that provide a safe environment; positive adult role models; encouragement to take risks and time for reflection; engagement of parents.
- ❖ **Attendance** – ‘late to school’ and persistent absence.
- ❖ **Personal Issues** and **Additional Educational Needs** – difficulties that make certain aspects of learning more challenging than others, including diagnosed learning difficulties or impairments including autism and speech and language, complex family needs and bereavement.

The targeted and strategic use of the Pupil Premium Grant will support us in achieving our aims and addressing the identified barriers to learning in the following ways:

What we aim to achieve:	How we aim to achieve this:	Success Criteria:	Led by & Review
<p>To accelerate rates of progress through Quality First Teaching and targeted interventions to ensure PP/SEN children achieve age related expectations and personal targets.</p> <p>To raise standards of attainment to diminish the difference in attainment in reading, writing and maths of Pupil Premium pupils and Non-Pupil Premium pupils at Hollywood and nationally.</p>	<p>Additional Maths and English Teacher Support in Year 1 and Years 5 and 6</p> <p>CatchUp Literacy and Maths Programme and phonics interventions in Key Stage 1 and lower Key Stage 2</p> <p>Additional reading interventions and support including Beanstalk Readers and high profile of the school library</p> <p>Continuous professional development and internal staff coaching teams ensure teaching is effective and targeted to those vulnerable to underachievement</p>	<p>Pupil progress tracking and review of the impact of intervention programmes; termly progress and attainment tracking showings the difference between Pupil Premium pupils and Non-Pupil Premium pupils is diminishing (School targets and outcomes)</p>	<p>Management Team CPowell</p> <p>Fortnightly with full reviews half termly</p>
<p>Reduce persistent absence and ‘late to school’ for Pupil Premium pupils and key families/pupils with year-on-year persistent absence.</p>	<p>High expectations and profile of the importance of attendance in class daily; whole school weekly and termly</p> <p>Learning mentor first day calling, parent support and individual pupil/family target setting</p> <p>Half termly tracking and correspondence with parents for pupils <97% (increased from <96%)</p> <p>Rigorous follow up of persistent absence</p>	<p>School targets to reduce persistent absence for all pupils (See Action Plan targets for <97%)</p> <p>Reduce the difference of persistent absence between Pupil Premium pupils and Non-Pupil Premium pupils (see Action Plan targets)</p>	<p>FO'Rourke CPowell</p> <p>Interim review three weekly with letters sent out and fully data analysis half termly</p>

What we aim to achieve:	How we aim to achieve this:	Success Criteria:	Led by & Review
<p>To use Boxall Profile to identify individual barriers to learning for PPG eligible children and other vulnerable groups of pupils and develop personalised profiles and programmes of support both in class and through specific social and emotional nurture programmes.</p> <p>To nurture and provide support and opportunities for all eligible PPG children and other vulnerable groups of pupils in order that they develop as confident, happy and resilient learners who are proud of their achievements and grow in independence.</p>	<p>Additional Educational Needs groups that support social skills including FAB Club, Chill & Spill, Community Learning and ADHD support</p> <p>Learning Mentor and Nurture Support Team group and individual programmes</p> <p>Community Learning and wider life experiences including Forest Schools programmes and outdoor learning</p> <p>Enrichment opportunities including music tuition, music based extra-curricular activities, after school clubs and activities and Year 6 Residential trip</p> <p>Beanstalk Readers</p> <p>Parent support including access to school uniform, Breakfast Club, Malachi parent support</p> <p>Whole school approach to profile of Pupil Premium children in the classroom</p> <p>Resource Base integration and inclusion programme</p>	<p>Nurture and additional support programmes are reviewed and show measurable social and emotional progress; targets set for reporting and tracking nurture interventions (see Action Plan).</p> <p>Termly interviews of the target group of pupils and parents report that they feel better supported by the school.</p> <p>Analysis for Boxall Profiles show positive gains in social and emotional development.</p> <p>Improved social and emotional skills for target pupils show a reduction in Time-outs and behaviour intervention.</p>	<p>CPowell FO'Rourke CMason</p> <p>Half termly</p>
<p>To monitor, assess and review the impact of interventions and provision for PPG eligible children across the school every half term as part of the school's Pupil Progress cycle.</p> <p>To improve parental engagement of targeted Pupil Premium pupil families</p> <p>To ensure that tracking systems are robust and data analysis is rigorous and undertake research into interventions that are shown to have particular impact.</p>	<p>Leadership and management; Pupil Progress review meetings</p> <p>Parent engagement meetings; Pupil Premium Profiles; case studies</p> <p>Research, training and school partnerships</p>	<p>Termly Governor reports.</p> <p>Leadership and management reviews.</p> <p>Half termly Governor meetings and scrutiny.</p>	<p>CPowell GKeegan</p> <p>Half termly</p>