

Pupil premium strategy statement – Holly Grove School

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022 Reviewed September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karen Alty Headteacher
Pupil premium lead	Eve Taylor Deputy Headteacher
Governor / Trustee lead	Katrina Meager

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,710
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£71,710

Part A: Pupil premium strategy plan

Statement of intent

Holly Grove School is committed to ensuring that every child achieves to the best of their ability through our ethos 'Together we learn; together we achieve.' Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills to help them to develop the skills needed to become happy, successful members of society.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic. Our strategy will be driven by the needs and strengths of each child, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our observations and assessments show that the children within the Early Years/KS1 have been impacted by restrictions due to COVID19. They have had limited early intervention from other professionals. Parents have not always received support to manage needs and behaviour. Communication skills and behaviour for learning skills for early years` children is well below average. Despite education returning to normal now, the impact of Covid for our younger pupils is very much evident.

2	Our assessments and observations show that sensory regulation is a huge barrier for many of our children and that children can struggle to engage in learning as a result.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health impact on pupil progress.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils, particularly those that have experienced ACES/Trauma have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
6	Observations and assessments show that SaLT input has not been as effective during the pandemic due to lack of face to face contact with children, families and teaching staff. Staff need to be upskilled in their knowledge and practice to enable all children to make accelerated progress. Evidence continues to demonstrate a higher percentage of pupils are entering education with significant communication needs particularly those from disadvantaged families.
7	Observations and assessments show that pupils find early reading skills and phonics difficult to master.
8	Observations and assessments show that pupils find mastering mathematical concepts challenging.

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
Parents to feel skilled to support communication and behaviour for learning in the home as well as being effectively signposted to appropriate external support.	<p>Parents engaging with the Family Support Team for support around specific issues e.g. behaviour, communication, sleep, diet benefits, grants and funding etc.</p> <p>Parent workshops are well attended in school to support with key areas such as sensory processing, reading, communication, online safety and safeguarding.</p> <p>Parents attend meetings and appointments for their child and feel supported.</p>

	<p>Parents support pupils to attend school regularly.</p>
<p>Improve communication outcomes for all pupils by upskilling staff and working collaboratively with SaLT, HI, VI and parents to plan and deliver personalised and targeted provision for all learners.</p>	<p>Professionals work together collaboratively to ensure that appropriate and achievable communication targets are set around the child's individual needs.</p> <p>A total communication approach is embedded across classrooms with staff confident in supporting with a wide range of communication strategies e.g. PECS, Makaton, On-body signing, AAC etc.</p> <p>Attention Autism used across the curriculum to help support engagement and communication.</p> <p>Talk Boost used to support language development for identified children particularly in the Early Years.</p> <p>Parents feel informed and skilled in supporting with communication strategies in the home.</p> <p>Pupils achieve EHCP outcomes/annual review targets linked to Communication.</p>
<p>Pupils are engaged in learning throughout the curriculum and provision is put in place to ensure regular movement breaks and sensory processing opportunities.</p>	<p>All new staff will be trained on induction to develop an awareness of ASD and Sensory Processing Disorder.</p> <p>Staff will receive explicit training on Sensory Integration from Julia Dyer.</p> <p>Teachers will receive training from Julia Dyer and will confidently include sensory integration throughout the curriculum to ensure opportunities for movement breaks are included as part of quality first teaching.</p> <p>Pupils will spend longer periods of time engaged in learning within their learning environment.</p> <p>Parents will be confident to provide sensory integration opportunities at home before and after school to support their child's emotional and physical regulation.</p>
<p>Pupils, particularly those who have experienced Adverse Childhood Experiences</p>	<p>All staff will have received training on ACES</p>

<p>(ACEs) and/or Trauma are resilient and supported to be emotionally regulated.</p>	<p>and emotional regulation to develop a greater understanding of the emotional needs of our most disadvantaged pupils.</p> <p>Pupils will quickly be identified for additional nurture interventions.</p> <p>Staff will work collaboratively with mental health and other professionals to support identified pupils.</p> <p>Staff will develop trusting relationships with pupils.</p> <p>Pupils will be given a voice and time with trusted adults.</p>
<p>To further improve reading across the key stages and curriculum through high quality phonics teaching and exploring alternative reading strategies where needed.</p>	<p>Pupils will engage and be motivated to read for pleasure both at home and school.</p> <p>Pupils with EAL will be given additional opportunities for reading for pleasure in the home.</p> <p>Staff and parents will be confident in supporting pupils to read using systematic synthetic phonics.</p> <p>Pupils who are unable to read using phonics will have additional reading strategies to enable them to learn to read.</p> <p>Pupils will have regular opportunities to read or be read to.</p>
<p>To ensure that all pupils are able to enhance and extend their cultural capital through access to a wide range of extracurricular and curriculum opportunities.</p>	<p>All pupils access appropriate extra-curricular activities appropriate to their needs.</p> <p>Community visits and residentials re-established after Covid to enhance cultural capital.</p>
<p>Pupils access high quality first teaching and make at least expected progress across the curriculum.</p>	<p>Staff are skilled and confident in leading and delivering quality first teaching across the curriculum.</p> <p>Disadvantaged pupils make at least the same amount of progress as their peers across the curriculum.</p>
<p>Pupils who are not on track to make expected progress are identified and received appropriately targeted interventions</p>	<p>Pupils who are disadvantaged or are not making expected progress are quickly identified.</p> <p>Appropriate and timely interventions are provided by trained staff to ensure these</p>

	pupils make at least expected progress across the curriculum and towards their EHCP outcomes.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £35,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to enhance teachers` knowledge of how to deliver quality learning outside of the classroom.</p> <p>CPD to train Forest School Teacher</p> <p>1 Day release for teacher to provide forest school sessions across school</p> <p>CPD for all staff on Emotional Regulation.</p> <p>CPD for all staff on Adverse Childhood Experiences/Trauma.</p> <p>CPD for Senior Mental Health Lead.</p>	<p>EEF research shows that Outdoor Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Forest schools provide learning opportunities for pupils who typically do not do as well in the classroom and develop skills in the areas of confidence, social skills, communication, motivation, physical skills and knowledge and understanding.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>There is strong evidence that teachers` pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>Emotional regulation strategies impact significantly on children`s engagement with learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	2, 4 , 5, 6

<p>CPD for all staff to develop skills in Computing to enhance all areas of the curriculum.</p> <p>All staff to complete a research project linked to ACES to further develop their understanding and skills in working with pupils with ACES.</p> <p>Outdoor Learning Lead and Computing Lead to purchase appropriate resources.</p>		
<p>Focus on developing reading for pleasure – reading areas in each class/school library development. Shared story at the end of the day.</p> <p>Quality Phonics lessons delivered daily using Phonics Bug</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). DFE: Research evidence on reading for pleasure.</p> <p>Phonics is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. EEF Research - Phonics</p>	1, 6, 7
<p>Communication TA to work along SaLT and communication champions to ensure total communication approach embedded across the curriculum.</p> <p>CPD workshops to develop staff/parent understanding of communication –</p>	<p>On average, oral language approaches have a high impact on pupil progress.</p> <p>Training can support adults to ensure they model and develop pupils; oral language skills and development</p>	1,5,6,7

<p>PECS, Makaton, AAC, Attention Autism, Intensive Interaction, On Body Signing.</p>	<p>EEF Research Oral Language</p>	
<p>CPD to ensure that staff understand the importance of sensory integration on engagement for learning and self-regulation and plan movement breaks throughout the curriculum.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. https://juliadyer.com/sensory-integration/</p>	<p>1,2,4,5,7,8</p>
<p>All disadvantaged pupils to have access to a range of extra-curricular activities and a broad and balanced curriculum including lunch time clubs, local sports music, drama and arts based activities including Burnley Youth Theatre, More Music, Burnley Sports Partnership, GLD inter sports events.</p>	<p>Arts participation has a positive impact on self-regulation, self-esteem, engagement and academic outcomes. EEF Research - Arts Participation</p>	<p>1,3,5</p>
<p>Full Time Physical Wellbeing Lead (25% funded through PP) will ensure opportunities for physical movement including Physio, MOVE, rebound, sensory processing, hydrotherapy is embedded across the curriculum as well as identify individual pupils for small group/1:1 intervention</p>	<p>Assessment and conversations show that many pupils did not have access to appropriate physiotherapy during the pandemic and as a result regressed in their physical development. Research has found a clear direct link between physical and emotional wellbeing as well as movement providing sensory integration for engagement for learning. EEF Research - Physical Activity</p>	<p>1,2,4,5</p>

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

Budgeted cost: £ 20, 103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified staff to provide targeted interventions in English, Maths (Cognition and Learning), Communication, Physical Development, Sensory Regulation and Nurture. The majority of these will be for disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5, 6, 7, 8
Purchase of appropriate resources for emotional literacy/nurture/emotional regulation	Bowlby`s Theory of Attachment https://hamishandmilo.org/theoretical-context/	1, 5
Half termly 1:1 support from VI/Hi Specialist Teacher to ensure identified pupils have appropriate resources/strategies in place to support with their Communication/Cognition and Learning	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) https://juliadyer.com/sensory-integration/	1, 2, 7, 8
Intervention Lead (2.5 days a week) will train and co-ordinate the intervention tutors, assisting with assessment, recording and progress analysis. Fully funded through PP	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5, 6, 7, 8

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

Budgeted cost: £15,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental workshops and drop ins to support parents with a range of different needs linked to education and home support including online safety, contextual safeguarding, sensory processing, communication, phonics, sleep etc.</p>	<p>Many parents request support with their child`s educational learning as well as behaviour and needs within the home environment.</p> <p>Practical support is most beneficial to parents:</p> <p>EEF Research - Parental Engagement</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Full time family support manager/attendance officer (25% funded by PP) and part time bi-lingual family support assistant (25% funded by PP) support parents and families and signpost them to appropriate help. FSM will be trained sleep practitioner and diet awareness trained as well as team teach tutor to support parents with health and well-being of pupils in order to improve attendance. Both help to engage hard to reach parents and support to get pupils into school regularly.</p>	<p>Research shows that pupils in special schools often have lower attendance. Attendance is vital to pupil progress.</p> <p>GOV.UK - Working together to improve attendance</p>	<p>1, 5</p>

Total budgeted cost: £ 71,124

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Curriculum Impact Report 2023-2024 indicated that 'Pupils continue to make very good progress in their individual curriculums Pupils in receipt of pupil premium do as well if not better than their peers as a result of the provision put in place for them as funded through Pupil Premium.'

Pupil Premium in 2023-2024 was largely spent on ensuring that the attainment gap was narrowed as far as possible. 20 pupils in receipt of pupil premium accessed Maths/English interventions. 100% made progress by the end of their intervention.

Pupil Premium funding was also used to support communication development, as national research and school based assessment showed pupils entering school were significantly below their peers in their spoken language development. Interventions in a range of communication strategies as well as staff training have shown an impact on attainment, particularly for our disadvantaged pupils and will continue to be a priority in our 3-year Pupil Premium Strategy.

We have trained a number of our experienced staff as intervention tutors as part of the NTA School Led Tutoring Programme and they are providing a range of interventions in Cognition and Learning, Communication, Sensory and Physical, Nurture and Emotional Support. School assessments show these interventions have been successful in raising pupil attainment and achievement of EHCP outcomes for disadvantaged pupils and will continue to be developed over the academic year 2024-2025.

Pupil Premium funding was also used to support with the development of nurture and provide opportunity to access a wide range of Creative Arts activities including Music and Drama. Nurture assessment showed that all pupils who accessed these programmes made significant progress with their emotional regulation.