

Pupil premium strategy statement: Hollins Grundy Primary School 2019 - 2020

| 1. Summary information | | | | | |
|------------------------|-------------------------------|----------------------------------|---------|--|--------------|
| School | Hollins Grundy Primary School | | | | |
| Academic Year | 2019 20 | Total PP budget | £35 900 | Date of most recent PP Review | March 2019 |
| Total number of pupils | 213 | Number of pupils eligible for PP | 27 | Date for next internal review of this strategy | October 2020 |

| COHORT INFORMATION | | | |
|--------------------|-----------------|---|---|
| CHARACTERISTIC | NUMBER IN GROUP | PERCENTAGE OF GROUP | Notes |
| Boys | 17 | 63% <i>(55% of the whole school population)</i> | Boys are over-represented in the disadvantaged group |
| SEN support | 11 | 41% <i>(19% of the whole school population)</i> | Children with SEND are over-represented in the disadvantaged group |
| EHC plan | 2 | 7% <i>(2% of the whole school population)</i> | Children with EHCPs are over-represented in the disadvantaged group |

| 2. Current attainment | | |
|--|---|--|
| Attainment for: 2019-2020 (6 pupils) | <i>Pupils eligible for PP (your school) Number of pupils too small to make pupil unidentifiable</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing and maths | 67 | 71 |
| % achieving expected standard or above in reading | 67 | 78 |
| Progress in reading | -0.73 | 0.3 |
| % achieving expected standard or above in writing | 83 | 83 |

| | | |
|--|-------|------|
| Progress in writing | 0.27 | 0.25 |
| % achieving expected standard or above in maths | 67 | 84 |
| Progress in maths | -1.31 | 0.35 |

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Vocabulary knowledge and early reading skills are lower for disadvantaged children |
| B. | Progress in reading is lower for disadvantaged children |
| C. | Progress in maths is lower for disadvantaged children |
| D. | Self-confidence and engagement are lower for disadvantaged children |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Attendance is lower for disadvantaged children |
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4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---|---|
| A. | To boost early reading skills and phonic knowledge | Phonic check data for disadvantaged children to be in line with national. |
| B. | To increase progress in reading by the end of KS2 | Reading progress is greater than +1.0 |
| C. | To increase progress in maths by the end of KS2 | Maths progress is greater than +0.9 |
| D. | To improve self-confidence and engagement of disadvantaged children | A reduction in the number of tier 2, 3 & 4 children |
| E. | To increase attendance of disadvantaged children across the school | Gap has closed. No disadvantaged pupils are PA. |

| 5. Planned expenditure | | | | | |
|--|--|---|--|------------|--------------------------------------|
| Academic year | 2019 20 | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Children learn initial reading skills rapidly to enable access to the curriculum. | TA hours to support high quality initial teaching of phonics (Read Write Inc – FS/KS1) | The EEF Guide to Pupil Premium – Key Principles Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. | Half-termly phonic check & ReadWrite Inc testing | AMc | Summer 2020 |
| Children’s independent writing is accurate and engaging and meets criteria for expected standards or greater depth. | TA time to work on securing expected standards in writing | The EEF Guide to Pupil Premium – Key Principles Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. | Observations of teaching Work scrutiny | RJ | Summer 2020 |
| Children’s independent writing is accurate and engaging and meets criteria for expected standards or greater depth. | Small group teacher support to focus on writing skills | The EEF Guide to Pupil Premium – Key Principles Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. | Observations of teaching Work scrutiny | RJ | Summer 2020 |
| Children’s ability to engage with mastery type problem solving maths questions improves | Teacher time to work on higher level maths skills – small group sessions | The EEF Guide to Pupil Premium – Key Principles Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. | Observations of teaching Work scrutiny | RJ | Summer 2020 |
| Total budgeted cost | | | | | £18 200 |

| ii. Targeted support | | | | | |
|---|---|---|---|-------------------|---|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Increased achievement for disadvantaged children in core subjects | 1:1 teaching support in reading, writing & maths for Year 3 & Year 4 children | EEF Teaching & Learning Toolkit Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. | Observation of teaching Data tracking Book scrutiny | PMcC | Summer 2020 |
| Increased achievement for disadvantaged children in maths | 1:1 teaching support in maths for Year 6 children | EEF Teaching & Learning Toolkit Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. | Observation of teaching Data tracking Book scrutiny | RJ | Summer 2020 |
| Improved resilience and better behaviour for learning | PSA time to carry out emotional wellbeing activities (1:1 support, friendship groups) | EEF Teaching & Learning Toolkit Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. | Observation of teaching Data tracking Book scrutiny | RJ | Summer 2020 |
| Total budgeted cost | | | | | £10937 |

| III. Other approaches | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To improve the attendance of disadvantaged children in order to narrow the gap between disadvantaged & non-disadvantaged | PSA hours to engage with parents to encourage good punctuality & attendance | The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 | Attendance tracking | PMcC | Autumn 2020 |
| To improve self-confidence & engagement | 2 X Robinwood fees 2 X music tuition fees | EEF Teaching & Learning Toolkit Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. Overall, the impact of arts participation on academic learning appears to be positive but low. | Leader feedback Pupil voice | PMcC | Summer 2020 |
| Total budgeted cost | | | | £6763 | |

| 6. Additional detail |
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