## HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## **Evidencing the impact of Pupil Premium 2020/21**

Number of pupils and amount of Pupil Premium Grant received:						
	2020/21					
Total number of pupils on roll	212					
Total number of pupils eligible for Pupil						
Premium Grant		Number	%			
	Whole School	27	13			
Total amount received		£34 580				

How do we intend to spend the Pupil Premium Grant in 2020/21?					
Intended Outcome	Spending on	Cost			
To increase	TA time to work on securing expected standards in writing	1624			
attainment in reading writing and	Teacher time to work on higher level maths skills				
maths	Small group teacher support to focus on writing skills	2147			
	1:1 teaching support in maths	14353			
	Total	19 465			

To boost early reading skills and	• TA hours to support high quality initial teaching of phonics (Read Write Inc – FS/KS1)	4700
phonic knowledge	• TA hours to support high quality continuing teaching of phonics (Read Write Inc – KS2)	
	Total	6717

To increase	<ul> <li>DSA hours to opgage with parents to opcourage good punctuality &amp; attendance</li> </ul>	4103
attendance	<ul> <li>PSA hours to engage with parents to encourage good punctuality &amp; attendance</li> </ul>	

To improve self- confidence and engagement	PSA time to carry out emotional wellbeing activities (1:1 support, friendship groups)	1210		
	Volunteer Reading Help (Beanstalk) to develop reading and engagement with school			
	<ul> <li>Provision of tuck shop &amp; milk to disadvantaged children</li> <li>Payment of Robinwood residential fees to develop independence &amp; self-confidence</li> </ul>	871 150		
	Total	3495		

End of Key Stage 2 Attainment in July 2019 (Due to the impact of Covid-19 all statutory assessments were cancelled in 2020)

## 5 disadvantaged children therefore 1 child = 20%

	School	Expected Standard	High Score	Disadvantaged			
Reading Writing & Maths			-	Expected Standard	High Score		
	Hollins Grundy	83	14	67	0		
	National 2019						

			High Score	Disadvantaged		
	School	Expected Standard		Expected Standard	High Score	
Reading	Hollins Grundy	86	31	67	17	
Redding	National 2019					

			Working at greater	Disadvantaged			
	School	Expected Standard	ected Standard depth within the expected standard	Expected Standard	Working at greater depth within the expected standard		
Writing	Hollins Grundy	90	34	83	17		
	National 2019						

			High Score	Disadvantaged		
		Expected Standard		Expected Standard	High Score	
	School					
Maths	Hollins Grundy	86	28	67	17	
	National 2019					

			High Score	Disadva	ntaged
Grammar Punctuation &	School	Expected Standard		Expected Standard	High Score
Spelling	Hollins Grundy	93	59		
Spennig	National 2019				

2 disadvantaged children therefore 1 child = 50%

Reading Writing & Maths	School	Working at the expected Working at greater standard & above depth		Disadvantaged Working at the expected standard & above	Disadvantaged Working at greater depth
	Hollins Grundy	70	3	67	0
	National 2019				

Reading	School	Working at the expected standard & above	Working at greater depth	Disadvantaged Working at the expected standard & above	Disadvantaged Working at greater depth
Reading	Hollins Grundy	80	20	100	0
	National 2019				

Writing	School	Working at the expected standard & above	Working at greater depth	Disadvantaged Working at the expected standard & above	Disadvantaged Working at greater depth
	Hollins Grundy	73	17	100	0
	National 2019				

Maths	School	Working at the expected standard & above	Working at greater depth …	Disadvantaged Working at the expected standard & above	Disadvantaged Working at greater depth
	Hollins Grundy	83	23	100	50
	National 2019				