

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Hollins Grundy Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Governing Body
Pupil premium lead	Mr P. McCrudden
Governor / Trustee lead	Mr P. McCrudden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33 245
Recovery premium funding allocation this academic year	£3 770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37 015

# Part A: Pupil premium strategy plan

## Statement of intent

### Principles

- We ensure that quality first teaching meets the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for a free school meal. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Rationale

Analysis of data for Summer 2022 indicates that the school has done well in improving outcomes for some disadvantaged children across all three key stages, whilst others, with more complex needs make less progress. Data indicates that the attainment of children entitled to PPG is closely matched to their peers in the younger classes. There remains a gap for children in the later years of Key Stage 2, where attendance in the current academic year has also been an issue.

Rapid progress is required for PPG pupils in key stage 2 with specific emphasis on mathematics, and English in Year 6. Funding has also been allocated to support families who struggle financially to fund school trips.

- We aim for our disadvantaged children to achieve their full potential and for there to be no academic gap between disadvantaged and non-disadvantaged pupils. We aim for disadvantaged children to be equally well prepared for the next stage of their education as their non-disadvantaged peers.
- We provide targeted support from school staff to address gaps in learning and address areas of need with regard to pupil's emotional wellbeing. Attendance is monitored closely with high expectations for all children.
- We aim to know our children and their families' needs very well and understand that all children and their families have individual strengths and barriers to their learning, engagement and achievement. We address their needs individually and have high aspirations for all children.

## Challenges

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

Challenge number	Detail of challenge
1	Prior attainment of our disadvantaged children is low; 37% have an identified SEND need.
2	Attendance of disadvantaged children lags behind that of non-disadvantaged children by 4% (2020/21 academic year).
3	Many of our disadvantaged children display increased SEMH needs due to the social and financial disruption caused by the Covid-19 pandemic.

## 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
To narrow the academic achievement gap between disadvantaged and non-disadvantaged learners.	Over time the attainment gap (RWrMa at the end of KS2) between disadvantaged and non-disadvantaged children reduces to zero.
To narrow the gap in attendance rates between disadvantaged and non-disadvantaged learners.	Attendance rates for disadvantaged children are within 1% of that of non-disadvantaged children.
To address the SEMH needs of all learners including disadvantaged learners	80% of children who have had a SEMH intervention have a reduced SDQ score when the intervention is complete.

## 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: £ 2100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training. Refresher training for our English leader to keep up to date with new developments plus training for newer members of staff who deliver phonic teaching.	EEF Teaching & Learning Toolkit indicates that phonic teaching is low cost, high impact	1

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

Budgeted cost: £ 22 457.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group teaching by an experienced member of the teaching staff for children whose attainment in English and maths is lower than their peers. This teaching will be largely targeted on children in upper key stage 2.	EEF Teaching & Learning Toolkit indicates that one to one tuition is moderate cost, high impact	1

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

Budgeted cost: £ 12,457.50

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Time for the school PSA to monitor attendance and liaise with parents re. the importance of being in school.	EEF Teaching & Learning Toolkit indicates that parental engagement is very low cost, moderate impact	2
SEMH interventions by trained members of staff.	EEF Teaching & Learning Toolkit indicates that metacognition and self-regulation intervention is very high impact for very low cost.  Additionally, EEF Teaching & Learning Toolkit indicates that small group tuition is low cost, moderate impact.  Diagnostic assessments are used to identify how best to support children.	3

**Total budgeted cost: £ 37,015**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In summer 2022 disadvantaged children outperformed non-disadvantaged children at the end of the Foundation Stage as judged by the number of children achieving a Good Level of Development.

In summer 2022 disadvantaged children outperformed non-disadvantaged children at the end of Year 1 as judged by the number of children passing the Year 1 Phonic Check.

In summer 2022 disadvantaged children outperformed non-disadvantaged children at the end of Key Stage 1 as judged by the number of children meeting the expected standard in Reading, Writing and Maths combined. When looked at separately disadvantaged children outperformed non-disadvantaged children in Reading and Maths.

In summer 2022 disadvantaged children outperformed non-disadvantaged children at the end of Year 4 as judged by the number of children achieving 80% or more in the Year 4 Multiplication Tables Check.

In summer 2022, at the end of Key Stage 2, there was a significant gap between the number of disadvantaged children achieving the expected standard in reading, writing and maths and the number of non-disadvantaged children. In reading, writing and maths separately there were also gaps.

Whilst there remains a gap between the attendance of disadvantaged and non-disadvantaged children this has reduced to 2%.

75% of children who experienced a SEMH intervention showed a reduced SDQ score.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
-----------	----------

n/a	n/a
-----	-----

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a