

## 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	Hollingbourne Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Helen Bradley-Wyatt
Pupil premium lead	Tammie Allen-Harding & Zoe Wright
Governor / Trustee lead	Carly Moore (Chair) Sarah Howell (Vice Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,465
Recovery premium funding allocation this academic year	£3,335
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	£36,800

## Part A: Pupil premium strategy plan

### Statement of intent

*Our aim is to use pupil premium funding to improve the progress and attainment of disadvantaged pupils so that the gap is narrowed between them and non-disadvantaged pupils.*

*Key challenges that prevent our disadvantaged pupils from attaining well will need to be a focus throughout the strategy plan. These challenges include: social engagement; well-being; personal and academic expectations; attendance and punctuality.*

*We will be flexible in our approach to address challenges shared across this group as well as individuals. We will base this knowledge and understanding on robust research and assessment, not assumptions and bias.*

*The approaches we have decided to adopt will complement each other to help pupils excel. To ensure they are effective we will:*

- *Ensure disadvantaged pupils are challenged in the work that they are set;*
- *Act early to intervene as soon as a need is identified;*
- *Adopt a whole school approach to ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show that progress in maths for disadvantaged pupils is lower than that of their non-disadvantaged peers.
2	Our assessments, discussions and observations show that attainment in maths for disadvantaged pupils is lower than that of their non-disadvantaged peers for expected levels.
3	Our assessments, discussions and observations show that attainment in writing for disadvantaged pupils is lower than that of their non-disadvantaged peers.
4	Our assessments, discussions and observations show that attainment in reading for disadvantaged pupils is lower than that of their non-disadvantaged peer.
5	Our assessments, discussions and observations illustrate that disadvantaged pupils demonstrate lower levels of phonic ability than their non-disadvantaged peers.
6	Our analysis and observations show some disadvantaged pupils show lower levels of self-regulation in comparison to their non-disadvantaged peers.

## 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
<i>Improved progress outcomes in maths for disadvantaged pupils for achievement of both expected and exceeding levels.</i>	Teacher assessment of pupils' mathematics outcomes demonstrate that at least 80% of disadvantaged children make good progress over the year.
<i>Improved progress outcomes in writing for disadvantaged pupils for achievement of both expected and exceeding levels.</i>	Teacher assessment of pupils' writing outcomes demonstrate that at least 80% of disadvantaged children make good progress over the year.
<i>Improved progress outcomes in reading for disadvantaged pupils for achievement of both expected and exceeding levels.</i>	Teacher assessment of pupils' reading outcomes demonstrate that at least 80% of disadvantaged children make good progress over the year.
<i>Improved well-being and engagement scores for disadvantaged pupils.</i>	Teacher assessment scores of pupils' well being and involvement on the Leuven Scale demonstrate a reduction in the gap between disadvantaged pupils and their non-disadvantaged peers in school to no more than 16% achieving scores of 3 or below.
<i>Improved phonic screening scores for disadvantaged pupils.</i>	Key Stage One phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.
<i>Improved levels of self-regulation for disadvantaged pupils.</i>	Pupil conferencing, feedback from teachers/Tas show that levels of self-regulation have made an improvement for disadvantaged pupils. The information from teachers' well-being and engagement scores should also reflect an upward trend.

## 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: £17, 525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding consistent phonics scheme across school. (This will include professional development, instructional coaching). There will be a focus on ensuring both teachers and TAs across school are given the same training.</i>	<a href="https://www.litliewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/L-S-KEY-GUIDANCE-APPLICATION-OF-PHONICS-FINAL-1.pdf">https://www.litliewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/L-S-KEY-GUIDANCE-APPLICATION-OF-PHONICS-FINAL-1.pdf</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100986/Reading_framework_Teaching_the_foundations_of_literacy_-_July2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100986/Reading_framework_Teaching_the_foundations_of_literacy_-_July2021.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3,4&5
<i>SEN training focussing on specific issues such as hearing impairment, anxiety training, autism training, precision teaching etc.</i>	<a href="https://www.highspeedtraining.co.uk/hub/how-to-support-a-child-with-autism-in-the-classroom/">https://www.highspeedtraining.co.uk/hub/how-to-support-a-child-with-autism-in-the-classroom/</a> <a href="https://www.highspeedtraining.co.uk/hub/how-to-help-a-child-with-anxiety-in-the-classroom/">https://www.highspeedtraining.co.uk/hub/how-to-help-a-child-with-anxiety-in-the-classroom/</a> <a href="https://engage-education.com/blog/how-to-support-a-child-with-a-hearing-impairment-in-school/">https://engage-education.com/blog/how-to-support-a-child-with-a-hearing-impairment-in-school/</a>	1-6
<i>Zones of regulation training and ongoing support focussing on professional development for teachers and TAs to help them embed strategies across school.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	6
<i>Peer mediation training for Year 6 pupils from external expert.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> <a href="https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=ZGVmYXVsdGRvWVpbnxwZWVvbWVkaWFOaW9ubmV0d29va3xneDovMTJlOGU3MDFkZDU4ZTI">https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=ZGVmYXVsdGRvWVpbnxwZWVvbWVkaWFOaW9ubmV0d29va3xneDovMTJlOGU3MDFkZDU4ZTI</a>	6
<i>Ongoing CPD training to improve quality of teaching, teacher confidence and job-related subject knowledge.</i>	<a href="https://tdrust.org/leading-cpd/why-is-cpd-so-important/">https://tdrust.org/leading-cpd/why-is-cpd-so-important/</a> <a href="https://cpduk.co.uk/news/cpd-for-primary-secondary-teachers">https://cpduk.co.uk/news/cpd-for-primary-secondary-teachers</a>	1-6
<i>Coaching and mentoring of individual teachers to improve quality of teaching and learning.</i>	<a href="file:///D:/Personal/NPOH/Culture%20and%20Ethos/Research/EEF-Effective-Professional-Development-Guidance-Report.pdf">file:///D:/Personal/NPOH/Culture%20and%20Ethos/Research/EEF-Effective-Professional-Development-Guidance-Report.pdf</a> <a href="file:///D:/Personal/NPOH/Culture%20and%20Ethos/Research/Effective_Teacher_Professional_Development_REPORT.pdf">file:///D:/Personal/NPOH/Culture%20and%20Ethos/Research/Effective_Teacher_Professional_Development_REPORT.pdf</a> <a href="file:///D:/Personal/NPOH/Culture%20and%20Ethos/Research/EPI-Wellcome_CPD-Review_-_2020.pdf">file:///D:/Personal/NPOH/Culture%20and%20Ethos/Research/EPI-Wellcome_CPD-Review_-_2020.pdf</a>	1-5

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

Budgeted cost: £13,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths pre teaching completed by teaching assistants to support children to access maths learning within lessons.</i>	<a href="https://viridis-schools.co.uk/wp-content/uploads/2020/02/Can-pre-teaching-enable-low-attaining-pupils-to-make-accelerated-progress-when-learning-new-concepts-in-mathematics.docx.pdf">https://viridis-schools.co.uk/wp-content/uploads/2020/02/Can-pre-teaching-enable-low-attaining-pupils-to-make-accelerated-progress-when-learning-new-concepts-in-mathematics.docx.pdf</a>	1&2
<i>Additional phonic sessions with expert support for targeted pupils.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3,4 & 5
<i>Specific interventions delivered to individuals/groups to address identified needs, for example, precision teaching, Power of Two, Toe by Toe, Talkabout, Lego Therapy, Speech and Language Link etc.</i>	<a href="https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf">https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf</a> <a href="https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf">https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</a>	1-6
<i>Additional reading sessions to target pupils who require extra reading practice including comprehension and vocabulary discussions.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3,4& 5

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

Budgeted cost: £5,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional time given to pupils who need social and emotional support in school. A range of strategies may be used depending upon the need (for example, Lego therapy, talk time, social group work etc).</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>All</p>
<p><i>Forest school and outdoor activities to help support pupils' well-being and build their resilience, independence and help them become problem solvers.</i></p>	<p><a href="https://reader.elsevier.com/reader/pii/S187704281200835X?token=794466A042C82FB850F378794072904BA601E1C2D34E34D908AAF6ECBC29E696A550A1DC01EA17C84C9AA7A58E78378E&amp;originRegion=eu-west-1&amp;originCreation=20211126153334">https://reader.elsevier.com/reader/pii/S187704281200835X?token=794466A042C82FB850F378794072904BA601E1C2D34E34D908AAF6ECBC29E696A550A1DC01EA17C84C9AA7A58E78378E&amp;originRegion=eu-west-1&amp;originCreation=20211126153334</a></p>	<p>All</p>
<p><i>School dog (Fifi) is available for those pupils who may need extra support in school.</i></p>	<p><a href="https://www.bbc.co.uk/news/education-47855600">https://www.bbc.co.uk/news/education-47855600</a>  <a href="https://senadgroup.com/the-amazing-benefits-of-a-school-dog-or-how-to-get-through-those-ruff-days/">https://senadgroup.com/the-amazing-benefits-of-a-school-dog-or-how-to-get-through-those-ruff-days/</a></p>	<p>All</p>
<p><i>Sensory spaces to be created to help those pupils who need time out to reset in a calm and quiet environment.</i></p>	<p><a href="https://nationalautismresources.com/school-sensory-rooms/">https://nationalautismresources.com/school-sensory-rooms/</a></p>	<p>All</p>
<p><i>Outside sensory garden to help those pupils who feel they need space and quiet time to sit and get away from the more hectic environment of the play ground.</i></p>	<p><a href="https://reader.elsevier.com/reader/pii/S187704281200835X?token=794466A042C82FB850F378794072904BA601E1C2D34E34D908AAF6ECBC29E696A550A1DC01EA17C84C9AA7A58E78378E&amp;originRegion=eu-west-1&amp;originCreation=20211126153334">https://reader.elsevier.com/reader/pii/S187704281200835X?token=794466A042C82FB850F378794072904BA601E1C2D34E34D908AAF6ECBC29E696A550A1DC01EA17C84C9AA7A58E78378E&amp;originRegion=eu-west-1&amp;originCreation=20211126153334</a></p>	<p>All</p>
<p><i>Trips across school to outdoor adventure activity centres providing specialised tuition to pupils in order to improve their experiences, resilience, independence and problem solving (for example, Go Ape, Lower Grange Farm etc).</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>All</p>
<p><i>Parental workshops/video guides provided by staff to help further engage and educate parents and support them in</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>All</p>



<i>assisting their children with a range of activities, such as phonics, reading and maths.</i>		
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**Total budgeted cost: £36,800**

## 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.

<b>Impact on Progress of Pupil Premium 2022-23</b>								
<i>(4 FSM children-some have additional identified)</i>			<u><b>School FSM</b></u>		<u><b>Kent FSM</b></u>		<u><b>School (All)</b></u>	
<b>Reading</b>			2.4		-1.8		3.0	
<b>Writing</b>			-2.4		-1.0		1.1	
<b>Maths</b>			-0.5		-2.6		-1.9	
<b>Attainment: Year 6 outcomes 2023</b>								
	<b>No Pupils</b>	<b>No of Pupil Prem</b>	<b>% of children making expected levels</b>			<b>% of children making Greater depth levels</b>		
	<b>15</b>	<b>4</b>	<b>Pupil Premium</b>	<b>All</b>	<b>Pupil Premium</b>	<b>All</b>		
<b>Combined</b>			0%	73%	0%	0%		
<b>Reading</b>			75%	93%	25%	40%		
<b>Writing</b>			50%	80%	0%	20%		

<b>Maths</b>		50%	80%	25%	7%
<b>SPaG</b>		N/A	N/A	N/A	N/A

**Record of Pupil Premium Grant Spending by initiatives 2022/23**

<b>Activities carried out</b>	<b>Cost</b>	<b>Rationale</b>
<p>Engaging with National Tutoring Programme for small group maths tuition targeted at specific needs.</p> <p>Embedding consistent phonics scheme across school. (This will include professional development, instructional coaching). There will be a focus on ensuring both teachers and TAs across school are given the same training.</p> <p>SEN training focussing on specific issues such as hearing impairment, anxiety training, autism training etc.</p> <p>Metacognition training focussing on professional development for teachers and TAs to help them embed strategies across school.</p> <p>Peer mediation training for Year 6 pupils from external expert.</p>	<p><b>£42,200</b></p>	<p>Improved progress outcomes in maths for disadvantaged pupils for achievement of both expected and exceeding levels.</p> <p>Improved attainment outcomes in maths for disadvantaged pupils achieving expected levels.</p> <p>Improved attainment outcomes in writing for disadvantaged pupils achieving expected and exceeding levels.</p> <p>Improved attainment outcomes in reading for disadvantaged pupils achieving exceeding levels.</p> <p>Improved well-being and engagement scores for disadvantaged pupils.</p> <p>Improved phonic screening scores for disadvantaged pupils.</p> <p>Improved levels of self-regulation and meta cognition for disadvantaged pupils.</p>

<p>Ongoing CPD training (INSET) to improve quality of teaching, teacher confidence and job-related subject knowledge.</p> <p>Additional interventions completed using Power of Two. This will assist children in their mathematical fluency and understanding and embedding of key concepts.</p> <p>Additional phonic sessions with expert support for targeted pupils.</p> <p>Interventions using Toe by Toe for targeted pupils.</p> <p>Additional reading sessions to target pupils who require extra reading practice including comprehension and vocabulary discussions.</p> <p>Additional small guided/shared group work for children who may need help with improving their writing (this may be technical, content and/or stamina).</p> <p>Additional time given to pupils who need social and emotional support in school. A range of strategies may be used depending upon the need (for example, Lego therapy, talk time, social group work etc).</p> <p>Forest school and outdoor activities to help support pupils' well-being and build their resilience, independence and help them become problem solvers.</p> <p>School dog (Fifi) is available for those pupils who may need extra support in school.</p>		
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<p>Sensory room to be created to help those pupils who need time out to reset in a calm and quiet environment.</p> <p>Outside sensory garden to help those pupils who feel they need space and quiet time to sit and get away from the more hectic environment of the playground.</p> <p>Trips across school to outdoor adventure activity centres providing specialised tuition to pupils in order to improve their experiences, resilience, independence and problem solving (for example, Go Ape, Lower Grange Farm etc).</p> <p>Parental workshops/video guides provided by staff to help further engage and <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> All 9 educate parents and support them in assisting their children with a range of activities, such as phonics, reading and maths.</p>		
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## Further information (optional)

*Our Pupil Premium and Recovery Funding is intrinsically linked to our School Improvement Plan allowing us to focus very specifically on the areas we feel will most readily benefit all our pupils.*