

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	101
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Helen Bradley-Wyatt
Pupil premium lead	Tammie Allen-Harding
Governor / Trustee lead	Sarah Howell (Chair) Carly Moore (Data & Assessment)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,555
Recovery premium funding allocation this academic year	£14,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,200

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 for both expected and exceeding levels.
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 for both expected and exceeding levels.
4	Our assessments, discussions and observations show that attainment in reading for disadvantaged pupils is lower than that of their non-disadvantaged peers for exceeding levels.
5	Our assessments, discussions and observations illustrates that disadvantaged pupils have been disproportionately impacted by school closures due to COVID. These disruptions have impacted on individuals in a variety of ways, for example, progress, attainment and well-being. All of these issues are addressed through the other challenges set out in this plan.
6	Our assessments, discussions and observations illustrates that disadvantaged pupils demonstrate lower levels of well being than that of their non-disadvantaged peers and have lower social and emotional/self-confidence levels than that of their non-disadvantaged peers.
7	Our assessments, discussions and observations illustrates that disadvantaged pupils demonstrate lower levels of phonic ability than their non-disadvantaged peers.
8	Our analysis and observations show some disadvantaged pupils show lower levels of self-regulation and meta cognition 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 a reduction in the progress gap between disadvantaged pupils and their non-disadvantaged peers in school from 10% to no more than 5% in expected levels and from 19% to no more than 5% in exceeding levels.
<i>Improved attainment outcomes in maths for disadvantaged pupils achieving expected levels.</i>	Teacher assessment of pupils' mathematics outcomes demonstrate a reduction in the attainment gap between disadvantaged pupils and their non-disadvantaged peers in school to no more than 5%.
<i>Improved attainment outcomes in writing for disadvantaged pupils achieving expected and exceeding levels.</i>	Teacher assessment of pupils' writing outcomes demonstrate a reduction in the attainment gap between disadvantaged pupils and their non-disadvantaged peers in school to no more than 5% achieving expected levels and from 15% to no more than 5% achieving exceeding levels.
<i>Improved attainment outcomes in reading for disadvantaged pupils achieving exceeding levels.</i>	Teacher assessment of pupils' reading outcomes demonstrate a reduction in the attainment gap between disadvantaged pupils and their non-disadvantaged peers in school to no more than 5% achieving exceeding levels.
<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 8% 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 and meta cognition for disadvantaged pupils.</i>	Pupil conferencing, feedback from teachers/Tas show that levels of self-regulation and meta-cognition 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: £10,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging with National Tutoring Programme for small group maths tuition targeted at specific needs.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 - 4
<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>	https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/1_S-KEY-GUIDANCE-APPLICATION-OF-PHONICS-FINAL-1.pdf https://es.ets-publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July2021.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4 & 7
<i>SEN training focussing on specific issues such as hearing impairment, anxiety training, autism training etc.</i>	https://www.highspeedtraining.co.uk/hub/how-to-support-a-child-with-autism-in-the-classroom/ https://www.highspeedtraining.co.uk/hub/how-to-help-a-child-with-anxiety-in-the-classroom/ https://engage-education.com/blog/how-to-support-a-child-with-a-hearing-impairment-in-school/	8
<i>Metacognition training focussing on professional development for teachers and TAs to help them embed strategies across school.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	8
<i>Peer mediation training for Year 6 pupils from external expert.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://docs.google.com/viewer?a=v&pid=site&srcid=ZGVmYXVsdGRvbWVpbmVZVVVkaWVkaWV0aW9ubmV0d29ya3xeDoyMTJlOGU3MDFkZDU4ZTI	6 & 8

Ongoing CPD training (INSET) to improve quality of teaching, teacher confidence and job-related subject knowledge.	https://dtrist.org/reading-cpd/why-is-cpd-so-important/ https://cpduk.co.uk/news/cpd-for-primary-secondary-teachers	1 - 8
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional interventions completed using Power of Two. This will assist children in their mathematical fluency and understanding and embedding of key concepts.</i>	https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf	1 & 2
<i>Additional phonic sessions with expert support for targeted pupils.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3, 4 & 7
<i>Interventions using Toe by Toe for targeted pupils.</i>	https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf	3, 4 & 7
<i>Additional reading sessions to target pupils who require extra reading practice including comprehension and vocabulary discussions.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 & 4
<i>Additional small guided/shared group work for children who may need help with improving their writing (this may be technical, content and/or stamina).</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3

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

Budgeted cost: £15,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	All
<i>Forest school and outdoor activities to help support pupils' well-being and build their resilience, independence and help them become problem solvers.</i>	https://reader.elsevier.com/reader/pii/S187704281200835X?token=794466A042C82FB850F378794072904BA601E1C2D34E34D908AAF6EBC29E696A550A1DC01EA17C84C9AA7A58E76378E&originRegion=eu-west-1&originCreation=20211126153334	All
<i>School dog (Fifi) is available for those pupils who may need extra support in school.</i>	https://www.bbc.co.uk/news/education-47655600 https://senadgroup.com/the-amazing-benefits-of-a-school-dog-or-how-to-get-through-those-ruff-days/	All
<i>Sensory room to be created to help those pupils who need time out to reset in a calm and quiet environment.</i>	https://nationalautismresources.com/school-sensory-rooms/	All
<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>	https://reader.elsevier.com/reader/pii/S187704281200835X?token=794466A042C82FB850F378794072904BA601E1C2D34E34D908AAF6EBC29E696A550A1DC01EA17C84C9AA7A58E76378E&originRegion=eu-west-1&originCreation=20211126153334	All
<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>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	All
<i>Parental workshops/video guides provided by staff to help further engage and</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	All

<i>educate parents and support them in assisting their children with a range of activities, such as phonics, reading and maths.</i>		
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Impact on Progress of Pupil Premium 2020-21																			
Disadvantaged Progress and Attainment																			
	No. of pupils with PP	No. of with PP & SEN	Reading		Writing		Maths		Combd		Reading		Writing		Maths		Combd		
	% Making Expected or Better in Year Progress										% Making Better than Expected in Year Progress								
			Dis	Non73	Dis	Non 74	Dis	Non	Dis	Non	Dis	Non73	Dis	Non74	Dis	Non	Dis	Non	
Progress	End of prevYr	15	1	74	80	67	67	80	79			13	10	6	16	6	15		
	End Aut	17	2	100	94	94	94	94	89			12	20	18	17	0	9		
	End T5	17	2	73	67	100	78	87	75			6	4	13	4	20	10		

	End of year	18	2	77	63	72	74	66	76				33	35	11	9	5	24		
		% Expected+										% GDS								
Attainment	End of prevYr	15	1	73	85	73	83	66	90	66	80		13	24	0	16	20	20	0	11
	End Aut	17	2	94	75	94	77	76	91				12	23	0	13	18	14	0	5
	End T5	17	2	87	77	93	77	87	86	80	75		7	19	0	12	13	14	0	6
	End of Year	18	2	78	80	72	78	78	85				22	29	0	15	17	21		

Attainment: Year 6 outcomes 2021

	No Pupils	No of Pupil Prem	% of children making expected levels		% of children making Greater depth levels	
	10	1	Pupil Premium	Peers	Pupil Premium	Peers
Combined			0%	100%	0%	30%
Reading			100%	100%	100%	80%
Writing			100%	100%	0%	50%
Maths			0%	100%	0%	40%

SPaG		N/A	N/A	N/A	N/A
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Record of Pupil Premium Grant Spending by initiatives 2020/21

Chosen action	Cost	Rationale
TA/ teacher support (to provide additional support in class)	£12500	To further boost progress in class and improve both attainment and progress
TA support (small group work – additional interventions)	£5000	To close gaps in attainment and progress where needed by addressing misconceptions and providing additional support to boost confidence
TA/ SENCo support- specific interventions to reduce barriers	£5500	To reduce specific identified barriers for individuals, for example, counselling, drawing and talking, lego therapy etc.
Funded enrichment opportunities	£4555	To provide enriching opportunities To improve aspiration and resilience To improve concentration and engagement To help improve well being and growth mindset To improve engagement in school initiatives, for example, clubs, school council, eco team etc.

		Forest school activities and resources put in place to assist children following lockdown to help children with their social and emotional integration back in school.		
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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.