

What is Pupil Premium?

'In successful schools, there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil's development. These schools are highly ambitious, respond to what they know to be good practice and ensure that their vision for improvement is clear. In the best schools, the overall package of support for eligible pupils is comprehensive, well-integrated and responsive to their changing needs.' Ofsted 2014.

The Department for Education provides schools with Pupil Premium (PP) funding for disadvantaged pupils, for example:

- Those who are looked after by the Local Authority (LAC).
- Those who have been eligible for Free School Meals (FSM) at any point in the last six years (EVER6).
- Those whose parents are currently serving in the armed forces.

This additional funding is used to assist these children because they often face unique challenges and struggle to keep up with their peers, both in primary and secondary school. In order to try to address the underlying inequalities between children eligible for free school meals (FSM) and their peers, funding must be used to tackle disadvantage, reaching pupils who need it most.

ACCOUNTABILITY

Hollingbourne Primary School uses this funding to direct expenditure to these pupils and our Governing Body and Senior Management team regularly monitor: the attainment of the pupils being funded; the progress they are making and the gap between disadvantaged pupils and their peers.

Ofsted inspections report on how the use of this funding impacts the attainment of PP pupils.

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Context of the school.

Hollingbourne is smaller than the average sized primary school. The school is half form entry. Children in the early years are taught in one full-time Reception class. There are three other mixed-age classes. The majority of children are from a white British background. The proportion of children eligible for FSM is much lower than that found in most schools. The proportion of children who have special needs or disability is also lower than the national average. The school meets the government's floor standards, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.

Summary Information

School:	Hollingbourne Primary School				
Academic Year:	2019/2020	Total PP budget:	£19,120	Date of most recent review:	July 2019
Total Number of pupils:	101	Total number of pupils eligible for PP:	13 (13%)	Date of next review:	July 2020

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Impact on Progress of Pupil Premium 2018-19

Whole School Data:

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	Non 73	Dis	Non 74	Dis	Non	Dis	Non	Dis	Non 7 3	Dis	Non 7 4	Dis	Non	Dis	Non
Progress	End of previous Yr	9	2	67	82	78	86	78	91			0	11	0	3	0	11		
	End Aut	12	1	83	82	83	80	83	86			8	3	8	7	8	6		
	End Spr	14	1	93	99	93	95	86	99			14	11	14	15	7	16		
	End of year	15	1	80	89	73	91	73	91			20	11	6	11	13	7		
		% Expected+										% GDS							
Attainment	End of previous Yr	9	2	67	86	67	81	67	84	67	79	11	25	22	16	22	8	11	5
	End Aut	12	1	83	82	83	78	83	86	83	80	0	27	0	12	17	12	0	3
	End Spr	14	1	78	82	71	78	78	89	71	77	0	26	0	12	7	15	0	4
	End of Year	15	1	73	83	73	83	67	89	67	76	7	24	0	13	13	20	0	7

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Attainment: Year 6 outcomes 2019						
	No Pupils	No of Pupil Prem	% of children making expected levels		% of children making Greater depth levels	
			Pupil Premium	Peers	Pupil Premium	Peers
	14	3				
Combined			66%	57%	0%	7%
Reading			100%	64%	0%	14%
Writing			100%	82%	0%	27%
Maths			66%	71%	0%	14%
SPaG			66%	64%	0%	14%

Barriers to attainment and learning for Pupil Premium Children 2019/2020				
In school barriers (issues to be addressed in school)	A. Some pupils eligible for PP attain lower standards compared to their Non PP peers due and are less likely to make good or accelerated progress, with few reaching greater depth.	B. Some pupils eligible for PP have low levels of well being, self-esteem and lower levels involvement in school life. Being socially and emotionally vulnerable means they are less likely to thrive and make good progress.	C. Some pupils eligible for PP have a lack of additional 'rich and rounding' experiences and opportunities that would support a higher level of emotional well being, understanding and aspiration.	
External barriers (issues requiring action outside of school)	D. Some pupils eligible for PP are more likely to experience interruptions in their emotional and social lives.	E. Some PP pupils have lower levels of parental support and engagement with their child's education and well-being.	F. Some pupils eligible for PP have lower attendance rates than their non PP peers. Some also have problems with punctuality.	

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Record of Pupil Premium Grant Spending by initiatives 2018/19		
Chosen action	Cost	Rationale
TA/ teacher support (to provide additional support in class)	£8740	To further boost progress in class particularly in maths
TA support (small group work outside of classroom)	£2000	To close gaps in attainment and progress where needed by addressing misconceptions etc
TA/ SENCo support- specific interventions to reduce barriers	£3000	To reduce specific identified barriers for individuals above Eg. Counselling, drawing and talking
Additional clubs eg sport and music	£100	To provide enriching opportunities To improve aspiration and resilience To improve attendance

Impact of Pupil Premium Grant Spending 2018/19	
Chosen action	Impact
TA/ teacher support (to provide additional support in class)	Additional support in classes given for children with specific barriers to learning. Support given for maths, English and reading.
TA support (small group work outside of classroom)	Support given to children outside of classroom for booster groups and additional teaching where necessary within a range of lessons.
TA/ SENCo support- specific interventions to reduce barriers	Interventions put into place by teachers within each class to reduce barriers and assist children in making maximum progress in year.
Additional clubs eg sport and music	Clubs run in and after school for a range of activities including sport, cookery, campfire, computing, construction, gardening, mindfulness and craft. Music taught by teaching staff in school as well as externally qualified music teachers via Kent Music.

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Record of Pupil Premium Grant Spending by initiatives 2019/20

Chosen action	Cost	Rationale
TA/ teacher support (to provide additional support in class)	£9500	To further boost progress in class and improve both attainment and progress
TA support (small group work – additional interventions)	£3120	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	£3500	To reduce specific identified barriers for individuals, for example, counselling, drawing and talking, lego therapy, mindfulness, yoga
Funded enrichment opportunities	£2000	To provide enriching opportunities To improve aspiration and resilience To help improve well being and growth mindset To improve engagement in school initiatives, for example, clubs, school council, eco team etc.
Attendance initiatives	£1000	To tackle poor attendance of individuals within the pupil premium group To provide support to individual families, where needed