

Pupil premium strategy statement – Hollins Grundy Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Hollins Grundy Primary School
Proportion (%) of pupil premium eligible pupils	205
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	16%
Date this statement was published	2023/24 2024/25 2025/26
Date on which it will be reviewed	November 2025
Statement authorised by	Mr S. Waddington (Headteacher)
Pupil premium lead	Mr S. McCluskey (SENCO)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50 580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50 580

Part A: Pupil premium strategy plan

Statement of intent

Hollins Grundy Primary School aims to provide all children with the opportunity to develop their full potential; academically, emotionally and socially. This aim applies equally to disadvantaged children.

For all children we aim to:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high-quality learning and attainment.
- Providing a high-quality learning expectations and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

The principles outlined above apply equally to children who are disadvantaged and may require additional support in order to achieve expectations.

Rationale

15% of our disadvantaged children have an identified special need which is greater than the non-disadvantaged children (12%).

Analysis of data for Summer 2024 indicates that the school has succeeded 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 previous academic year has also been lower than for non-disadvantaged 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; 15% have an identified SEND need.
2	Attendance of disadvantaged children lags behind that of non-disadvantaged children by 2% (2023/24 academic year).
3	Many of our disadvantaged children continue to display increased SEMH needs due to the social and financial disruption caused by the Covid-19 pandemic.
4	Many of our disadvantaged children have fewer opportunities to take part in a wide range of non-academic extra-curricular activities than 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
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.
To enable a greater number of disadvantaged children to participate in extra- curricular activities.	

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 659.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc teaching resources	EEF's Tiered Approach to Pupil Premium spending indicates that high quality teaching is the primary lever to improving outcomes for all children.	1

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

Budgeted cost: £ 23 443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted one to one and group teaching for disadvantaged children whose attainment in English and maths is lower than their peers. This teaching will be 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: £ 24 047

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time for the school PSA to monitor attendance and liaise with parents re. the importance of school attendance.	EEF Teaching & Learning Toolkit indicates that parental engagement is very low cost, moderate impact	2
SEMH interventions by trained members of staff.	<p>EEF Teaching & Learning Toolkit indicates that metacognition and self-regulation intervention is very high impact for very low cost.</p> <p>Additionally, EEF Teaching & Learning Toolkit indicates that small group tuition is low cost, moderate impact.</p> <p>Diagnostic assessments are used to identify how best to support children.</p>	3
Funding to enable disadvantaged children to access extra-curricular activities.	<p>Funding contributions to enable disadvantaged children to access residential activities.</p> <p>Targeting of disadvantaged children for access to extra-curricular sporting activity.</p> <p>Funding contributions to enable disadvantaged children to access extra-curricular musical tuition.</p>	4

Total budgeted cost: £ 48 149.22

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In summer 2024 none of the three disadvantaged children achieved a Good Level of Development at the end of the foundation stage.

In summer 2024 disadvantaged children performed approximately as well as non-disadvantaged children at the end of Year 1 as judged by the number of children passing the Year 1 Phonic Check.

In summer 2024, at the end of Key Stage 2, disadvantaged children performed better than non-disadvantaged children, and national averages, in reading and GPS, but lower in writing and maths.

In the academic year 2023/24 the attendance of disadvantaged children was 2% lower than that of non-disadvantaged children and the number of disadvantaged persistent absentees was greater than non-disadvantaged children by 5%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider