



Pupil Premium at Hollin Primary School

Pupil Premium Allocation for Academic Year 2018/19

£171,000

1. Subsidy for school trips – whole school.

Cost £18,800

Impact

The funding has enabled all children in school to access trips which link directly to topics (approximately one per term). Without the funding, many parents would not be in the position to pay for such an extensive range of visits and experiences. The impact of this strategy has been that children have taken part in a range of high quality visits which have significantly enhanced the quality of their learning, including the work produced. They have had a real stimulus for writing; enabling them to write from first-hand experiences. Pupils report how much they enjoy the visits and the work produced evidences the impact this has had on their learning and on raising their aspirations for the future. In July 2019, 23 children from Year 6 were taken on a residential to Robin wood, Todmorden. Each place was subsidised by £150.

2. Sports Leader.

Cost £30,000

Impact

- Delivers high quality P.E lessons throughout school.
- We subscribe to Middleton Schools' Sports Association which provides a wide range of competitions for children from Year 1 to Year 6.
- Free sports activities/opportunities offered for many disadvantaged families.
- Promotes the development of healthy lifestyles in young children.
- Increased self-esteem and resilience from the children who participate.
- Improved attitudes and behaviour from the children who participate
- Increased skill levels from the children who participate.
- Pride of representing school in competitive fixtures against other schools.
- Parents report (parent questionnaire) that they appreciate sports activities being provided after school.
- Children report (pupil questionnaire) that they appreciate sports activities being provided after school.
- The profile of PE and school sport is being raise across the school as a tool for whole school improvement.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.

During the year, we have competed in **17** different sports against other schools...

Football (inc.girls football), netball (inc.boys netball), cross country (Yr2-6), badminton, table tennis, tennis, athletics, dodgeball, basketball, volleyball, unihoc/hockey, rounders, cricket, golf, orienteering, swimming and tag-rugby.

Overall, **140 children have represented Hollin**, some just the one appearance and others several times during the year.
(54% of the 261 children in Yrs 1-6) (64% of KS2 children)

KS1: 1RD: 7/30 (23%) 2B: 9/27 (33%) 2C : 10/26 (38%)

Lower KS2:

3M: 17/30 (57%) 3S: 10/29 (35%) 4C : 22/30 (73%) 4M: 19/30 (63%)

Upper KS2: Y5: 22/30 (73%) Y6: 24/30 (80%)

From these children, **60 have won a medal representing school**, some winning more than one.

3. Children's Welfare Officer.

Cost £30,000

Impact

The school has a full-time Children's Welfare Officer who is also the schools' Designated Safeguarding Lead.

Early Help

With a greater number of families who required more support this academic year, her focus has been on providing early help, which can prevent problems escalating to a crisis level by providing help at the right time to meet the needs of a family and to keep them in control of resolving their issues and problems. These meetings involve identifying the issues for each family, coordinating partner agencies in attending regular meetings and allocating actions to those involved in order to make the necessary changes for an improved lifestyle. This in turn reduces the barriers to learning for pupils. She also attends regular meetings and conferences with Children's Social Care in relation to families who need more specialised support from Social Workers. She is an advocate for our children and challenges decisions when necessary in order to secure the best outcomes for our pupils.

Attendance

Attendance has been given priority this academic year. This has involved raising the profile of attendance amongst the children and school community, continuing to reward good attendance and punctuality, improving the monitoring of children's attendance, improving procedures for following up children's absence in order to reduce unauthorised/persistent absence, improving punctuality, identifying and targeting children and their families where attendance and punctuality is of concern.

Other

She spends time with pupils who are experiencing any number of problems. These include, but are not limited to, bullying, physical, emotional and sexual abuse, neglect, sexualised comments and behaviours, internet grooming, parental separation, bereavement, house moves and parental illness.

She is also involved with numerous meetings with parents/cares in relation to behaviour, punctuality and attendance, safeguarding concerns.

She liaises very well with the Safeguarding Governor.

4. Staffing salaries (inc overtime)

Cost £50,000

Impact

- The funding increased staffing ratios and allowed for additional interventions to take place to target specific needs.
- Small differentiated teaching groups for English and Maths.

5. Apprentice EYFS Teaching Assistant.

Cost £10,000

Impact

- The funding has increased staffing ratios within the Early Years unit.
- Allowed for additional interventions to take place to target specific needs
- Small differentiated teaching groups for mathematics, literacy and phonics
- Additional adult to support transition and settling in period.
- Supporting early reading by listening to individual readers and changing reading books regularly.

6. Curriculum enhancement (Music teaching, tuition and choir).

Cost £10,000

Impact

- To provide all pupils in Key Stage 2 with opportunities to learn to play a range of instruments and develop their musical ability through the highest quality provision.
- Deliver high quality music lessons throughout Key Stage 2 – progression of skills and knowledge.
- Conducts weekly choir and brass tuition at lunchtimes.
- Choir taken to local residents home to perform for residents and family. Improved self-esteem and wellbeing for all involved.
- Choir and brass performances in assembly and at Rochdale Town Hall.
- Successful Hollin's Got Talent event.
- Termly visits to Madeleine Lindley to reward children for more/consistent reading.

7. Extra-curricular provision (enhancement clubs for Art).

Cost £2,800

Impact

- Increased skill levels (art) from the children who participate.
- Building of creative skills, mindfulness and positive wellbeing.
- Extra-curricular activities provided for our most vulnerable children.
- Broader experiences and activities offered to all pupils.
- Parents report (parent questionnaire) that they appreciate extra-curricular activities being provided after school.
- Children report (pupil questionnaire) that they appreciate extra-curricular activities being provided after school.

8. Curriculum resources...additional technology

Cost £5,000

Impact

- A range of additional high quality curriculum resources have been purchased to support the delivery of the National Curriculum. This year these have included the purchase of new IT resources (laptops) to support learning within classrooms.

9. Incentives to improve attendance.

Cost £5,400

Impact

- Rewards introduced had a positive impact on attendance, 95.7% for the academic year 2018 – 2019.
- Persistent absence significantly reduced.
- More children gained medals, certificates and trophies for good attendance.
- Children are motivated to self-improve and take responsibility.

10. Additional staffing at Breakfast Club to increase the number of children attending.

Cost £4,000

Impact

- Inexpensive pre-school activities/opportunities offered for many disadvantaged families.
- Improved attitudes, behaviour and attendance from the children who participate.
- A small number of places are subsidised in order to improve attendance.

11. School uniform vouchers for Reception children.

Cost £1,800

Impact

- All Reception children start school with the correct school uniform.
- Reduce the financial pressures on many disadvantaged families at such an expensive time in the academic year.
- Building of positive relationships between home and school.
- Children smart and well prepared for starting school.
- Establishes expected dress code.

12. Well-being Warriors.

Cost £3,200

Impact

- This intervention targets the emotional health and wellbeing of children.
- This programme promotes positive social interactions between children, teaches emotional regulation skills, and fosters good learning behaviours to equip children with skills to manage effectively.

- Actions from Early Help, Child in need and Child protection cases have been agreed for some of our vulnerable children to access the group and work towards more positive outcomes.
- It is inclusive and children with identified SEND have benefited from attending the group.
- The children say the skills are taught in fun ways using, special activities, books, games, and many fun exciting creative interventions.

What they learned...

- How to understand their own emotions and how they impact upon them selves
 - How to do one's best in school
 - Understanding feelings in oneself and others
 - Effective problem solving
 - Managing unhelpful behaviours more effectively
 - Positive communication skills
 - New skills and tools for life to help them manage difficult emotions that may arise
 - The children received a mixture of therapeutic gifts that support the learning of the programme.
- The children fed back that they loved the art elements of the program. One child said how it helped him with his terrible anger with reference to the coping skills toolbox. The children discussed being able to cope with and learn about emotions, sharing worries and controlling feelings.
 - Teachers reported that some children grew in confidence. Listening skills had improved. One teacher reported that her pupil walked away from a situation she would have previously got upset about and discussed this with an adult. The children have really valued this time to focus on them, their feeling and wellbeing. A welcome change for the children in what is a very fast-paced curriculum.

Overall the children...

- Gained friends
 - Discussed improved listening
 - Reduced anger
 - Communicated better
 - Thought less negatively about themselves
 - Coped better with change
- School data has shown this to remove barriers to learning for these pupils and ensure they are able to access learning more effectively.

Hollin Primary School

Disadvantaged and non-disadvantaged data

Reception

Percentage of children achieving a Good Level of Development (GLD)

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	51% (55 children)	72%	66%
Disadvantaged	27% (15 children)	57%	53%
Non-disadvantaged	60% (40 children)	74%	69%

Phonics

Percentage of children passing the phonics screening

All children	80% (30 children)	82%	78%
Disadvantaged	88% (8 children)	71%	69%
Non-disadvantaged	77% (22 children)	84%	81%

Key Stage 1 (Reading)

Percentage of children working at the expected standard

All children	70% (53 children)	75%	69%
Disadvantaged	67% (21 children)	62%	61%
Non-disadvantaged	72% (32 children)	78%	73%

Key Stage 1 (Writing)

Percentage of children working at the expected standard

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	62% (53 children)	69%	64%
Disadvantaged	52% (21 children)	55%	53%
Non-disadvantaged	69% (32 children)	73%	68%

Key Stage 1 (Maths)

Percentage of children working at the expected standard

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	68% (53 children)	76%	71%
Disadvantaged	67% (21 children)	63%	61%
Non-disadvantaged	69% (32 children)	79%	75%

Key Stage 2 (Reading)

Percentage of children working at the expected standard

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	83% (30 children)	73%	68%
Disadvantaged	88% (17 children)	62%	61%
Non-disadvantaged	77% (13 children)	78%	72%

Key Stage 2 (Writing)

Percentage of children working at the expected standard

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	83% (30 children)	78%	74%
Disadvantaged	77% (17 children)	68%	66%
Non-disadvantaged	92% (13 children)	83%	79%

Key Stage 2 (Maths)

Percentage of children working at the expected standard

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	97% (30 children)	79%	75%
Disadvantaged	94% (17 children)	67%	67%
Non-disadvantaged	100% (13 children)	84%	80%

Key Stage 2 (GPS)

Percentage of children working at the expected standard

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	97% (30 children)	78%	78%
Disadvantaged	94% (17 children)	67%	72%
Non-disadvantaged	100% (13 children)	83%	82%

Progress (Reading)

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	+1.13 (30)	+0.02	-0.08
Disadvantaged	+1.30 (17)	-0.58	-0.51
Non-disadvantaged	+0.89 (13)	+0.23	+0.16

Progress (Writing)

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	-0.14 (30)	+0.05	-0.22
Disadvantaged	+0.27 (17)	-0.42	-0.65
Non-disadvantaged	-0.68 (13)	+0.21	+0.03

Progress (Maths)

	Hollin Primary School	Schools Nationally	Rochdale Local Authority
All children	+5.01 (30)	+0.03	+0.32
Disadvantaged	+4.25 (17)	-0.65	-0.34
Non-disadvantaged	+6.03 (13)	+0.27	+0.71