



The Hill Primary Academy Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	The Hill Primary Academy				
Academic Year	2019-20	Total PP budget	£227,040	Date of most recent PP Review	July 2019
Total number of pupils	349	Number of pupils eligible for PP	172	Date for next internal review of this strategy	July 2020

2. Current attainment Key Stage 1		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
progress in reading	27%	60%
progress in writing	19%	32%
progress in maths	38%	52%

3. Current attainment Key Stage 2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading, writing and maths	32%	63%
progress in reading	43%	79%
progress in writing	61%	75%
progress in maths	54%	71%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Some pupils have Social and Emotional Mental Health Needs – This can affect progress, development of Healthy relationships, academic progress and access to the wider community.
B.	Low attainment associated with historical barriers to learning



C.	Family context can mean reduced enrichment opportunities, which could improve learners’ engagement and support or accelerate progress.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Circumstances within the home or community can affect the social, emotional and mental health of pupils and pupil attendance.	
5. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Reduction in behaviour that challenges that is currently at a level to significant impact community access or expected progress	<ul style="list-style-type: none">• Reduction in frequency and severity of reported significant incidents for identified pupils.• Thrive assessment demonstrate a positive change in targeted areas.
B.	<p>Higher Staff ratio and targeted interventions in the form of either one to one or small group teaching accelerate progress to increase the number of pupils making age related expectations or higher standard or if PP and SEND expected progress.</p> <p>To ensure all classroom teaching is precise and of a high quality, including that of early career teachers, to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills</p> <p>For teachers to respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none">• Increased number of pupils making ARE , including Higher Standard and expected progress.• All staff will receive appropriate CPD to facilitate development and high quality teaching.• Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need• Teachers will give pupils daily opportunities to consolidate key skills in phonics, guided reading and arithmetic• Support staff will support learning effectively.• Additional intervention sessions will take place, based on gaps/need this includes those pupils who have predictions to achieve the Greater Depth Standard and those identified as needing additional interventions in phonics.• Termly analysis of PP/SEND shows larger percentage making expected standard or higher over time.
C.	<p>Offer a wide range of enrichment opportunities to pupils and families to:</p> <p>Increase pupil and family engagement</p> <p>Create real and relevant experiences to promote curriculum engagement</p> <p>Promote access to opportunities beyond school experiences that inspire and underpin learning</p>	<ul style="list-style-type: none">• Increasing percentage of engagement in extracurricular activities.• Broader development of community opportunities linked to Education, Health, Mental Health and school engagement.• Access to educational visits and visitors to promote planned curriculum content and Astrea Promise initiatives.



D.	Targeted support, including attendance, for pupils and their families that is personalised to them through multi professional working both within school e.g. Pastoral Team, SENCo, and external professionals.	<ul style="list-style-type: none"> • Early Help Assessment (EHA) and associated multi professional working has had a sustained impact in identified area. • EHA and associated action plans evidence a joint up approach where pupil premium students have been identified as SEND. • Attendance for targeted children demonstrate a sustained improvement over time. • Where pupils are persistently absent action plans and associated chronology, evidence both support and challenge.
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6. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Where needed pupils to make accelerate progress and increase the number of pupils making age related expectations or higher standard. To respond rapidly with	Higher staff ratio supports QFT and targeted interventions in the form of focused group teaching. Teachers responsible for assessment, identification, intervention design and impact reporting.	Last year it was observed that where class ratio was positive this enabled teachers to spend more quality time across groups of pupils for both day-to-day teaching and design and plan interventions and their monitor impact. This year classes remain between 24-29 with the small classes in Y2 and Y6. Reducing class size is demonstrated by the EEF to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-	Quality of Teaching Observations Learning Walks Work Scrutiny Pupil Progress Analysis Pupil Progress Meetings	EC	July 2020



targeted teaching for pupils at risk of underachievement.	Cost of addition Teacher in each Key Stage and a TA £90,084	<p>toolkit/reducing-class-size/ Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.</p> <p>An Institute of Education research report, 2002 'Pupil Adult Ratio Differences' concluded that teachers' perception of stress is related to the number of pupils they teach. Smaller class sizes therefore limit perceived stress and ensure our teachers are effective.</p>	<p>Impact Reporting</p> <p>Intervention Timetables</p> <p>CPD schedule</p> <p>NQT Portfolio</p> <p>Monitoring of Impact of Action Plans for Middle and Senior Leaders</p>		
To ensure all classroom teaching is precise and of a high quality, including that of early career teachers, to meet the needs of disadvantaged pupils so that	There is a clear CPD schedule linked to school improvement priorities that is then supported by Senior and Middle leaders coaching, implementation and monitoring of impact.	<p>The school current has 1 Teach Direct Teacher, 2 NQTs and 2 RQTs. In addition, one of the school priorities is to continue to improve the quality of teaching across the school. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE</p>	<p>Quality of Teaching Observations</p> <p>Learning Walks</p> <p>Work Scrutiny</p> <p>Pupil Progress Analysis</p>	EC/AG	



<p>they make progress by meeting (or exceeding) age related national expectations.</p>	<p>SIP CPD £3,745 (cover for attendance of courses)</p> <p>Middle and Senior Leader CPD £ 2,400</p> <p>Early careers teachers are given additional support and training. This may include team planning and teaching.</p> <p>£5,245 (AG 1 day)</p> <p>Middle Leaders will design, implement and monitor impact of whole school curriculum and policies on phonics, guided reading, and arithmetic and Foundation subjects.</p> <p>£5,926 (2 ½-day HLTA covering classes.</p>	<p>- RS411_Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p> <p>This year as well as clarity on SIP in their subjects all Middle and Senior leaders have full responsibility of support and challenge for class teachers and affect analysis.</p> <p>NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for “clear responsive leadership” where staff are held to account and strategies are identified to drive improved outcomes for pupils: https://www.nfer.ac.uk/publications/PUPP02/</p>	<p>Pupil Progress Meetings</p> <p>CPD schedule</p> <p>NQT Portfolio</p> <p>Monitoring of Impact of Action Plans for Middle and Senior Leaders</p> <p>Paired planning and teaching</p>		
<p>Total budgeted cost</p>					<p>107,400</p>



ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted interventions in across the school in the form of either one to one or small group teaching accelerate progress to increase the number of pupils making age related expectations or if PP and SEND expected progress	Allocation of three teaching assistant to undertake interventions £64,230	<p>This strategy was used last year and resulted in an improvement of both those making ARE and an increase in those achieving the higher standard. The most significant impact was seen in acceleration of pupils making expected progress from their Sep 2019 starting point. This intervention will ensure our pupils keep up and catch up but will also focus on Higher Standards attainment for targeted students.</p> <p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils -</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>Quality of Teaching Observations</p> <p>Learning Walks</p> <p>Work Scrutiny</p> <p>Pupil Progress Analysis</p> <p>Pupil Progress Meetings</p> <p>Impact Reporting</p> <p>Intervention Timetables</p>	EC	July 2019



Reduction in behaviour that challenges that is currently at a level to significant impact community access or expected progress	<p>The school has 6 Thrive practitioner, a Learning Mentor and Lead for Safeguarding and Behaviour who all work in partnership to assess pupils and design personalised interventions for groups and individuals.</p> <p>£9,106 (general cost of Thrive practitioner time)</p>	<p>Both behaviour analysis and case studies have highlighted the positive impact of this essential area of the schools targeted support last year. Due to the profile of the school and its pupils' remaining, the same this strategy will continue this year.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The Thrive approach has been researched and evidenced to make a positive impact. For more information see; https://www.thriveapproach.com/</p> <p>This approach is also in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>The delivery of these sessions will be quality assured.</p> <p>The outcomes of pupils accessing these sessions will be analysed through:</p> <p>Improved outcomes in Thrive Profiling</p> <p>Assessment data for disadvantaged pupils</p> <p>Analysis of behaviour incidents</p>	NL	July 2020
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Targeted support for pupil's and their families that is personalised to them through: multi professional working both within school e.g. Pastoral Team, SENCo, and external professionals.	The school has an effective Pastoral Team that work in partnership with the families and other professionals to bring about positive change for our pupils. E.g. attendance. £43,069 (40% of JS, NL,SM)	The pastoral team successfully supported more than 40 families last year. The impact is seen in those who received the wide range of support and services detailed in their action plan. Good attendance is listed in the top 10 approaches for disadvantaged pupils and interventions last year had a positive impact on both overall attendance, Persistent Absence and PP/SEND pupils'. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils this support should continue this year. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav	Monitoring of complete actions through Early Held Action Plans. Assessment data Analysis Monitoring of targets met on ISP's or EHCPs for those pupils with SEND Attendance Analysis Case studies	NL	July 2020
Total budgeted cost					£116,405
iii. Other approaches whole school strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Offer a wide range of enrichment opportunities to pupils and families to: Increase family engagement	To ensure pupils have full access to any event linked to the Astrea promise activities e.g. residential £2,500 (non PE related)	The Astrea Promise is the opportunity to access up to 30 enrichment experiences during Primary School. These experiences develop resilience, empathy, aspiration, contribution and happiness. They can be anything from sleeping under the Stars to visiting a foreign country. This targeted	Monitoring of balanced profile of student accessing events. Feedback from Parents and professional	EC/ NL	July 2020



Create real and relevant experiences to promote curriculum engagement.	£735.67 (community room) NL ½ day	<p>area is to ensure parental contributions are not a barrier to access.</p> <p>Responses from both parents and pupils last year indicate that this strategy had a positive impact on pupils' and the wider community .e.g. positive relationship with the school and growing community identity. Both formal and informal parental and pupil feedback indicated parents valued the action take and wanted more of the same.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p> <p>Community Room, Parent Engagement Events</p> <p>The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning</p> <p>https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	<p>accessing community space.</p> <p>Learning Walks focused on engagement.</p> <p>Monitoring of take up of community and sports events for pupils</p> <p>Monitoring of take up for community events for parents.</p> <p>Pupil Questionnaire</p> <p>Parent Questionnaire</p> <p>Pupil Questionnaire</p> <p>Parent Questionnaire</p> <p>Monitoring of Pupil access</p> <p>Attendance monitoring</p>	KH/ NL	July 2020
Total budgeted cost					£3235

7. Review of expenditure



Previous Academic Year		2018-2019		
i. Quality of teaching for all & targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Offer a wide range of enrichment opportunities to pupils and families to: Increase pupil and family engagement	To offer a diverse range of sports clubs, social events and personalised leisure activities for individuals, groups or families.	Throughout the year, the number of pupils attending after school clubs increased term on term from 7% to 35% attending at least one club. In some instances PP pupils made up between 48-53% of pupils attending	Pupils' engagement in after school and lunch clubs increased term on term. Where there was, a parental contribution needed then it was observed attendance dropped for all families. This year in the first term all clubs will be fully funded and then after that, 90% of clubs will be fully funded.	£16,160
Promote access to opportunities beyond school experiences that inspire and underpin learning	To ensure pupils have full access to any event linked to the Astrea promise activities e.g. residential	As a school we earned our Bronze School Games award that acknowledges an increase in participation in competition. 7% of PP pupils accessed competitions.	Key stage 2 pupils saw highest engagement levels in competitive sports. This year a comparison will be made as to whether the KS 1 curriculum and clubs offer a balance of skill and opportunity in playing team sports.	
	To extend access to new technologies both in and out of school that support learning E.g. internet access for homework.	Where children were identified as having no access to technology at home then additional time in school was provided in school to access identified programmes e.g. TT Rockstar		



Targeted Support



<p>Targeted interventions in the form of either one to one or small group teaching accelerate progress to increase the number of pupils making age related expectations or higher standard or if PP and SEND expected progress. Reduction in behaviour that challenges that is currently at a level to significant impact community access or expected progress</p>	<p>Allocation of two teachers and a teaching assistant to undertake interventions</p>	<p>Termly analysis of PP/SEND shows larger percentage making expected standard or higher over time. In addition significant growing number making expected progress.</p> <p>This targeted area to removing barriers includes those pupils who have predictions to achieve the Greater Depth Standard and those identified as needing additional interventions in phonics.</p>	<p>This strategy proved the most successful where teachers were fully engaged in identifying pupils, designing interventions and monitoring impact. This year this will be linked to Pupil Progress Meeting Evidence to support further support and challenge. Plus development of teachers new to the school or NQTs.</p>	<p>£233,600</p>
<p>Targeted support for pupil's and their families that is personalised to them through: multi professional working both within school e.g. Pastoral Team, SENCo, and external professionals.</p>	<p>The school has 6 Thrive practitioner, a Learning Mentor and Lead for Safeguarding and Behaviour who all work in partnership to assess pupils and design personalised interventions for groups and individuals.</p>	<p>Reduction in frequency and severity of reported significant incidents for identified pupils. Thrive assessment demonstrate a positive change in targeted areas.</p> <p>Early Help Assessment (EHA) and associated multi professional working has had a sustained impact in identified area for targeted families. EHA and associated action plans evidence a joint up approach where pupil premium students have been identified as SEND. Attendance for targeted children demonstrates a sustained</p>	<p>Reduction in overall number of significant incidents and rates of exclusion detailed the success of this strategy, which will therefore continue next year.</p> <p>The continued improvement in attendance rates is evidence of the successful of the strategy. This year the focus on even earlier identification and meeting with parents of pupil's who's attendance is beginning to drop will start in Autumn1 will further</p>	



lii Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Create real and relevant experiences to promote curriculum engagement	Pupils to engage in educational visits and visitors as a stimulus has to enrich the cornerstone curriculum.	A wide range of in school visitors and external visits took place last year. Pupil Feedback indicated some of these visits as the most positive or significant part of the year. Observations detailed where visits had provided clear stimulus for next steps in learning.	KS 2 benefited the most from external trips. Next year KS 1 are to plan at least one trip outside of school.	£6,000

8. Additional detail

The figures based in this report are based on predicted outcomes taken from internal tracking and estimations of income and expenditure, which are subject to change.

Proportionate Allocation of Pupil Premium Funding 2019-20

Allocation Area	Amounts Allocated	Proportion of Spending
Quality First Teaching	107,400	47%
Targeted Interventions	116,405	51%
Wider Opportunities & Engagement	£3,235	3%