

Pupil premium strategy statement

1. Summary information					
School	The Hill Primary Academy				
Academic Year	2020/2021	Total PP budget	£231,340	Date of most recent PP Review	March 2020
Total number of pupils	375	Number of pupils eligible for PP	196	Date for next internal review of this strategy	March 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% meeting expected standard in reading, writing and maths KS2	32%	63%
% achieving higher standard in reading, writing and maths KS2		
progress in reading	43%	79%
progress in writing	61%	75%
progress in maths	54%	71%

3. Priority Areas of Focus (in response to identified barriers for pupils eligible for PP, including high ability)			
School based areas of focus <ul style="list-style-type: none"> Issues/barriers to be addressed, such as poor oral language skills, stated as a positive outcome e.g. improved oral language skills. Please indicate if this is a longer term priority (eg. up to 3 years) by inserting review timescale in final column 			
Desired Outcome		Success Criteria	Timeframe of Priority Area
A.	Improved % of disadvantaged children achieving expected ARE in reading in EYFS and KS1	For pupils in receipt of the pupil premium: <ul style="list-style-type: none"> Improved Year 1 phonics outcomes 70% in 2020 Improved KS1 Reading outcomes from 70% ARE in 2020 Increase the number of pupils making ARE including a higher standard Staff will receive appropriate CPD on RWI to facilitate development and high quality teaching Support staff will support learning effectively Additional interventions will take place, based on gaps/need, this includes those pupils who have been predicted greater depth Termly analysis of PP/SEND shows larger percentage of PP pupils making expected standard or higher over time. 	3 year strategic priority

		<ul style="list-style-type: none"> Teachers will use summative and formative assessment accurately to adapt teaching sequences and plans to pupil need 	
B.	Reduction in challenging behaviour that is currently inhibiting progress Some pupils have social and emotional mental health needs – that can affect progress, development and healthy relationships	<ul style="list-style-type: none"> Reduction in frequency of severity of reported significant incidents for identified pupils Thrive assessments demonstrate a positive change in targeted areas 	3 year strategic priority
C.	High quality teaching and targeted intervention accelerate pupil progress Low attainment associated with historical barriers to learning	<ul style="list-style-type: none"> Increase the number of pupils making ARE including a higher standard Staff will receive appropriate CPD to facilitate development and high quality teaching Support staff will support learning effectively Additional interventions will take place, based on gaps/need, this includes those pupils who have been predicted greater depth Termly analysis of PP/SEND shows larger percentage of PP pupils making expected standard or higher over time. Teachers will use summative and formative assessment accurately to adapt teaching sequences and plans to pupil need SDI slots enable daily consolidation of targets/key skills in phonics/guided reading/arithmetic 	3 year strategic priority
External areas of focus <ul style="list-style-type: none"> Issues/barriers which require action outside school, such as low attendance rates, stated as a positive outcome e.g. improved attendance Please indicate if this is a longer term priority (eg. up to 3 years) by entering review timescale in the final column 			
Desired Outcome		Success Criteria	Timeframe of Priority Area
D.	Attendance of disadvantaged children to increase towards national Disadvantaged children do not attend school as regularly as non-disadvantaged pupils due to health reasons and parents attitudes to attendance.	<ul style="list-style-type: none"> Increased attendance of PP children in line with national and non pp at 96% EHA and associated multi-professional working has had a sustained impact on desired area EHA and associated action plans evidence a joined up approach where PP students have been identified as SEND Attendance of targeted children shows a sustained improvement over time Where pupils are persistently absent action plans and associated chronology, evidence both support and challenge 	2 year strategic priority

4. Planned expenditure					
Academic year	2020/2021				
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 (e.g. Professional development, Recruitment and retention, Support for early career teachers)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. Monitoring planned?	Staff lead	When will you review implementation?
Increased reading ability in EYFS and KS1	Professional development to improve QFT of phonics across school - RWI training for the whole school (3k) Purchase of reading resources to support phonics phases (1k) Additional teacher to support with effective teaching and learning and to deliver high quality interventions in phonics(30k)	EEF research indicates that through QFT with a teacher phonics outcome can greatly improve Also EEF toolkit for improving literacy recommends implementing a systematic phonics programme	Quality of teaching observations Learning walks/Coaching/Data analysis	KM	July 2021

High quality teaching to accelerate progress	<p>Termly coaching and mentoring for all staff including support staff (1k)</p> <p>CPD programme for support staff (1k)</p> <p>Release time for subject leads and monitoring support (10k)</p> <p>Higher staff to pupil ratio to support QFT and targeted interventions in the form of focussed group teaching. Teachers responsible for assessment, identification, intervention design and impact reporting.</p> <p>Additional teacher to support with effective teaching and learning and to deliver high quality interventions in RWM (30k)</p> <p>Early careers teachers are supported through the ECF and given additional support and training - this includes team planning and teaching.</p>	<p>The importance of quality first teaching is emphasised at:</p> <p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</p> <p>Over the last two years it has been observed that where teaching groups are smaller, teachers spend quality time across groups of pupils for both day to day teaching and to design, plan and deliver effective interventions. Reducing class size is demonstrated by the EEF to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-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>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>INSET days to deliver training</p> <p>Monitoring teaching/planning/work in books</p> <p>Coaching and bespoke support where necessary.</p> <p>CPD schedule</p> <p>Data analysis</p> <p>Half termly Pupil progress meetings and cover</p> <p>Monitoring and</p>	EC/AG	July 2021
Total budgeted cost					76,000
Proportion of Total Spend					33%

ii. Targeted support (e.g. Structured interventions, Small group tuition, One-to-one support)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?
<p>Accelerate the progress of disadvantaged pupils not yet working at ARE.</p> <p>To address specific communication barriers that impact on pupil progress.</p> <p>To increase the % of pupils achieving the expected standard in PSC.</p> <p>To increase the % of PP pupils who are achieving the expected standard in reading</p> <p>To increase the % of PP pupils who are achieving the expected standard in writing</p> <p>To increase the % of PP pupils who are achieving the expected standard in maths</p>	<p>Cost of additional TA in each year group (72k)</p> <p>Take part in and deliver NELI in EYFS</p> <p>Individual speech and language programmes</p> <p>Liaison time with speech therapist (£1k)</p> <p>Daily phonics interventions across FS2, Y1, Y2.</p> <p>Daily phonics session from children in Y3/4 lead by class teacher</p> <p>Colourful semantics to accelerate progress in writing</p> <p>Number stacks/numbers count</p> <p>First class at number (1K)</p> <p>Reciprocal reading training and support for teachers and support staff and 1:1 catch up reading (1K)</p> <p>Language legends and talk booster intervention – release time for staff CPD and SENDCO monitoring</p>	<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 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>Quality of teaching observations</p> <p>Learning walks</p> <p>Book looks</p> <p>Learning reviews</p> <p>Data analysis</p> <p>Pupil progress meetings</p> <p>Impact reporting</p> <p>Intervention timetables</p> <p>Improved outcomes in Thrive profiling</p>	<p>EC</p> <p>JM/KM/AG</p>	<p>July 2021</p>

Reduction in behaviour that challenges - behaviour that is currently at a level that is currently at significant impact on expected progress	Thrive practitioners, learning mentors, Safeguarding and behaviour lead who work in partnership to assess pupils, design personalised interventions for groups and individuals. (9k)	<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>Analysis of behaviour incidents</p> <p>Learning walks for attitudes towards learning/engagement</p> <p>Completed case studies</p>	NL	
Total budgeted cost					84,000
Proportion of Total Spend					37%
iii. Other approaches (e.g. behaviour support, breakfast clubs, attendance initiative, extra-curricular support)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?
Offer a wide range of enrichment opportunities for PP pupils	Astrea Promise activities subsidised trips/visits and events (5k)	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 area is to ensure parental contributions are not a barrier to access.	<p>Register of uptake</p> <p>Attendance monitoring and tracker analysis</p> <p>Improved outcomes in Thrive profiling</p> <p>Case studies</p> <p>Feedback from parents</p> <p>Pupil voice</p>	EC	July 2021
Increase the attendance of PP children so that it is in line with national	Safeguarding officer to lead on attendance to support disadvantaged	The pastoral team successfully supported more than 40 families last year. The impact is seen in those who received the wide range		NL	

and non PP pupils at the school	families to bring about positive change in pupil attendance (55k)	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			
Increase the attendance of PP children so that it is in line with national and non PP pupils at the school/reduce challenging behaviour	Breakfast club run by learning mentor and HSL officer – targeting PP pupils (5k)	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		NL	
Total budgeted cost					70,000
Proportion of Total Spend					30%
5. Review of expenditure					
Previous Academic Year and total amount		2019-2020, £227,040			
i. Quality of teaching for all					
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
Rapidly respond with targeted teaching	Additional teacher in each key stage and TA	Due to COVID-19 pandemic this is to be continued. Spring data not obtained to make comparisons/have evidence of definitive impact	Book looks indicated rapid response, same day interventions targeted misconceptions through accurate formative assessment. This approach will continue into 2020/2021 Further CPD for staff will be needed this year that could not be completed last year due to the pandemic.		90084

ii. 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
Targeted interventions across the school to accelerate progress	Allocation of 3 teaching assistants to undertake interventions	Due to COVID-19 pandemic this is to be continued. Spring data not obtained to make comparisons/have evidence of definitive impact	Initial reviews by the PP lead/SENDSCO showed progress for targeted pupils This approach will continue into 2020/2021 Further CPD for staff will be needed this year that could not be completed last year due to the pandemic.	64230
iii. 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	Development of community room to offer workshops and shared learning experiences between parents and children	Due to COVID-19 pandemic this is to be continued when social distancing and school based risk assessments allow	To target specific parents Working with other agencies is not always easy as there are hidden costs/expectations involved that parents are not prepared to pay for or give time to.	735.37

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.