

Pupil premium strategy statement – The Hill Primary

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Hill Primary
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	49% (184 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (2021-2024)
Date this statement was published	December 2021
Date on which it will be reviewed	September 2021 (plus annual review Sept 2022)
Statement authorised by	Emma Cadman
Pupil premium lead	Emma Cadman
Local Governance Committee member / Trustee lead	Tim Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ (184 pupils- 49%)
Recovery premium funding allocation this academic year	£15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,445

Part A: Pupil premium strategy plan

Statement of intent

Our principles at The Hill:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography & School Context

The Hill is a community school located in the Dearne, South Yorkshire. The majority of The Hill pupils live in areas which contain significant pockets of deprivation characterised by high unemployment, low average incomes, low adult education and skills and poor housing and health and job opportunities (due to the remote location). This is exemplified by The Hill's free school meals data:

The proportion of pupils eligible for free school meals (FSM) is high at 48% (Oct 2021) and is inline with previous years. Pupil premium is at 49% which is a slight decrease of 3% from last October 2020. The FSM data for The Hill is almost 3 times greater than national. Even though, in 2020, the number of FSM rose nationally to 15.8%, The Hill's rate remains considerably stable. Mobility is lower than average. The systems in place do not identify this group of pupils who Professor Stephen Gorard describes as "super- deprived."

The Hill is one of the most deprived area in the locality based on the Index of Multiple Deprivation by lower super output area and ranked 5th out of 90 Barnsley schools as of January 2021 Census with a deprivation score of 0.809074. The number of children in poverty is significantly worse in Thursnscoe as a village.

School has very robust systems and practices that have positively impacted on whole school attendance. Leaders have identified that families from Pupil Premium families that impact most negatively on school attendance and there is a strong correlation between these families and an identified sub group .

On entry: The majority of pupils (90+%) entering FS2 are below the typical level of development for their age in all seven areas of learning.

The aspects with the least amount of pupils (less than 20%) working well below are in the areas of learning (Communication & Language). An area of concern was also Personal, Social and Emotional Development.

Our curriculum offer

The school operates a knowledge based, vocabulary and language rich curriculum. We place great value in providing our children with rich, real-life experiences as part of a broad curriculum. Learning opportunities inside and outside the classroom. The schools aims to develop learners with the key value traits permeating through:

- Scholarship – providing our children with a knowledge rich, vocabulary focused curriculum that encourages them to become independent scholars in their own right.
- Curiosity – empowering our children to ask questions and become critical thinkers.
- Tenacity – ensuring that our children will have opportunities and experiences that they can pursue with tenacity, resilience and drive.
- Empathy-ensuring that children celebrate the differences between each other & have a mutual respect for one another, ensuring that this brings the community together
- Pride-We want children to feel proud of their achievements through enabling them to feel success. Which supports their happiness and self-worth.

The curriculum aims to:

- Build a community within school with family values.
- Champion a culture of respect for one another
- Provide a safe, secure and caring environment in which to work and learn.
- Deliver inspirational and accountable leadership at all levels. .
- Strive for consistently high academic standards for every individual.
- Always deliver high quality, inspirational and innovative teaching and learning.
- Design and deliver a curriculum that is relevant, knowledge rich and empowering to our children.
- Promote a love of learning that lasts a lifetime.
- Create, innovative, exciting and memorable experiences inside and outside the classroom.
- Foster mindfulness and well-being of all.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which is delivered in a positive educational environment that cultivates high self-esteem and ensures

that all members of the school community can take advantage of learning, high emphasis on reading, writing and maths and leisure opportunities to make good progress and prepare them for the next stage of life.

Main objectives of the Pupil Premium Plan

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For disadvantaged pupils in school to demonstrate expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths

Achieving these objectives

The range of provision making for this group include and would not be limited to:

- Support for children that need it the most
- Investment in HLTAS across the school for teaching and learning opportunities
- All our work through the pupil premium will be aimed at accelerating progress, moving children to age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS
- Additional learning support.
- Subsidise all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Ensure all after school clubs are paid for
- To ensure a whole year group learns a musical instrument
- Ensure additional sporting instructors are used to ensure that every child has a wide experience of sport beyond the school
- Ensure children have the best start to the day with a fully funded breakfast club
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote and thus enhance learning.
- Ensure children have a school uniform

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of communication & language when they enter school
2	Poor diets have a detrimental impact on children's ability to learn
3	Pupils have experienced gaps in learning due to COVID-19. This has a particular impact on prior learning.
4	Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence.
5	The majority of pupils do not have opportunities beyond their experiences at home and at school.
6	Attendance and persistent absence is an ongoing challenge for the school to overcome.

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
1. Ensure that there is early intervention and targeted support in place to meet the individual needs with regard to language and communication.	<p><i>For pupils in receipt of the pupil premium:</i></p> <ul style="list-style-type: none"> • Improved Teaching and Learning (through language development) across the school, leading to improved academic outcomes and active engagement: • Pupils are able to independently communicate their needs in order for them to effectively participate in their learning • Impact of achievement of SALT targets • Progression through WELCOMM • Progression through NELI & Chatter-box <p>Improved and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils).</p>
2. Supporting children to make healthy choices in order to ensure that they are fuelled.	<ul style="list-style-type: none"> • <i>Empowered with understanding of what healthy choices look like</i> • <i>They are able to concentrate for longer periods throughout the day</i> • <i>Sustained energy levels</i>

	<ul style="list-style-type: none"> • <i>Their absence due to ill health is reduced</i>
<p>3. Supporting children robustly when they enter school. Rigorous assessments in place after 6 weeks of immersion Targeted support for Phonics</p>	<ul style="list-style-type: none"> • <i>Improved language acquisition in order to access classroom learning</i> • <i>Development of confidence</i> • <i>Children being able to read phonetically</i>
<p>4. Addressing gaps in learning Improve the quality of teaching and learning through high quality CPD and coaching</p>	<ul style="list-style-type: none"> • 100% of teaching is good across the whole school • Phonics outcomes are significantly improved from 2019-20 • Pupils achieve above national average progress scores in KS2 Reading (0) • Pupils achieve above national average progress scores in KS2 Writing (0) • Pupils achieve above national average progress scores in KS2 Mathematics (0) • Achieve at least national average expected standard in PSC
<p>5. Development of social and emotional needs through THRIVE order to decipher need -Key staff (1 member) trained in trauma informed practice -Investment in key staff to provide targeted support to key children -THRIVE training provided to the pastoral team</p>	<ul style="list-style-type: none"> • Clearly identified pupils that need support and ultimately the support impacts on progress • Trauma informed approaches enable all children to be able to access learning • THRIVE provides the children with emotional security and relationship development
<p>6. Children across the whole school will be provided with at least 3 school trips/ experiences per year. -Year 6 are provided with a residential experience -All children will have the opportunities to learn instruments -Theatre experiences are provided to most year groups -Author visits provide inspiration to all on the love of reading</p>	<ul style="list-style-type: none"> • <i>Children are enriched by their real-life experiences</i> • <i>Children are made more aware of the world around them which in turn they can bring into their learning</i> • <i>Development of musicality.</i> • <i>Children have the opportunity to be successful in wider areas</i> • <i>Develop their love of story</i> • <i>Develop children's love of reading</i>
<p>6. Continuous drive to improve attendance to enable pupils to access more learning. Reduce persistent absence (36.1% for PP pupils)</p>	<p>Improved attendance from 2019-20 (week 24 pre-COVID) for disadvantaged pupils by 4% and significantly improved. Raise attendance of PP from 90% to 96% EHA and associated multi-professional working has had a sustained impact on desired area</p>

	<p>EHA and associated action plans evidence a joined up approach where PP students have been identified as SEND</p> <p>Attendance of targeted children shows a sustained improvement over time</p> <p>Where pupils are persistently absent action plans and associated chronology, evidence both support and challenge</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14780 (6% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For children to develop in their language and vocabulary use across the school.</p> <p>-Development of speech & language (£1500 for release cover and additional speech and language support)</p> <p>-Quality CPD for all staff on language development Voice 21</p> <p>-Visits to high achieving language-rich schools (see above)</p> <p>-Neli- Nuffield Early Language Intervention (see above)</p> <p>-SALT interventions throughout school</p> <p>-Key adults allocated to deliver these interventions (see below spend in targeted support)</p>	<p>External evidence</p> <p>Oral language intervention – very high impact for very low cost Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Early literacy approaches</p> <p>Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include:</p> <ul style="list-style-type: none"> activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing. <p>Early literacy strategies may have components in common with Communication and language approaches and may also involve Parental engagement.</p> <p>There is evidence that a combination of early literacy approaches is likely to be more effective than any single approach. For example, some studies suggest that it is possible to develop certain aspects of literacy, such as knowledge of the alphabet</p>	1
<p>Development of first quality teaching</p> <p>-Training;</p>	<p>Internal and external evidence</p> <p>Teaching & learning toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1

Release time for subject leads and monitoring support (£5700k)		
-Intervention and the consistent use of targeted resources (£5300)		
Staff CPD £2280	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term to enable them to provide quality CPD.	

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

Budgeted cost £151,274 (62% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved access to personalised learning opportunities—leading to improved academic outcomes in reading and Maths through the delivery of a targeted intervention e.g. RWI targeted tutoring, Fresh start, Number stacks, NumBots, precision teaching, colourful semantics & 1:1 reading for the lowest 20%</p> <p>(£)2850</p> <p>Additional staffing / capacity to support the robust delivery of reading/ Maths interventions supported by the</p>	<p>Internal evidence Last academic year the reading intervention had a positive impact on both reading ages (see impact data Report)</p> <p>External evidence The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>RWI development days & resources bought</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</p>	1

<p>Recovery Premium part funded (£15,000) £7769 Additional teacher to support with effective teaching and learning and to deliver high quality interventions in phonics(£19549)</p> <p>Phonics lead to provide bespoke coaching support for EYFS, KS1, Y3 and 4 staff £17789</p> <p>1:1 Coaching support for KS2 teachers of reading – leadership cover costs £1800</p> <p>Higher staff to pupil ratio to support QFT and targeted interventions in the form of focussed group teaching. Teachers responsible for assessment, identify £73340</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p> <p>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>Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and/or learning behaviours: -Breakfast club – all children to have a free breakfast (£2000) -Lunch time clubs are accessible for all (£9032)</p>	<p>External evidence The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. Sport boosts confidence - the benefit of Sport on wider learning is outlined at; https://www.sportengland.org/research/benefits-of-sport/</p>	<p>1 (supporting 2)</p>

-Every year group to have at least 3 trips per year (£7100) -All Year 4 children having the opportunity to play a musical instrument (£2825) -Visitors and experiences brought into school (£ included above)		
Early Years resourcing (£3720 to meet the need of the new EY Curriculum	Over recent years, over half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021, with 63% achieving GLD. Foundation stage attainment is therefore consistently well below national (71.8% in 2019). ***These figures reflect the fact that many children join The Hill with very low levels of development	
EY / KS1 Reading Books (£3500) to ensure the books link to RWI and accelerate reading	We undertook a review of EY's with Astrea Academy Trust to invest in new resources in June 2021 to ensure the needs of the new curriculum could be met. Phonics, Guided Reading and home reading books were overhauled as a result of an internal review of Phonics. An investment of new books was undertaken to support the EEF research into effective early reading.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,577 (32% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support to secure low levels of behavioural incidents (£22, 561) Thrive to support needs of children to access learning (£37, 389) Attendance prizes (£1500)	<p>Internal evidence</p> <p>Last year, the pupils attending saw a positive impact / reduction in behavioural incidents. Pupils have also enhanced their social communication and relationship skills both in and out of school as reported by parents.</p> <p>External evidence</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small</p>	2 (supporting 3)

	group and one-to-one interventions have the potential for the largest immediate impact on attainment.	
<p>Improved attendance to enable pupils to access more learning through transport provision and staggered start times for specific pupils through dedicated adapted 1:1 additional transport (£)14, 827</p> <p>Additional uniform cost for PP children £500</p> <p>Running of swap shop, parent and toddler sessions and coffee mornings to support families of disadvantaged/improve parent partnerships £800</p>	<p>External evidence</p> <p>To support disadvantaged pupils and their families with transport provision where possible and needed to enable pupils (and their parents / carers) to access a range of educational experiences. Good attendance is also listed in the top approaches for disadvantaged pupils in the report Pupil Premium – How schools are spending the funding</p>	3

Total budgeted cost: £243,631

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year – **allocated funds (not including LAC = £)**

Due to COVID-19, performance measures have not been published for 2020 to 2021, and the DfE have stated that 2020 to 2021 results will not be used to hold schools to account. Given this, in school data and tracking has been used to populate the impact section where possible.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Catch-up Phonics Programme	Catch Up

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a

Further Information