



Hillcross Primary School

Pupil Premium Strategy 2019-20

1. Summary information					
School	Hillcross Primary School				
Academic Year	2019-20	Total PP budget	£71,280	Date of most recent PP Review	Sep 19
Total number of pupils	522	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Sep 20

2. Current attainment		
	<i>Pupils eligible for PP (your school 2018/19 data)</i>	<i>Pupils eligible for PP (national average 2019)</i>
% achieving EXS+ in reading, writing & maths	47% (53% of PPI pupils with SEND)	51%
% achieving EXS+ in reading	53%	62%
% achieving EXS+ in writing	53%	68%
% achieving EXS+ in maths	60%	67%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Current Y6 non-SEND pupil premium children were significantly out-performed by their peers in summer 2019 (when in year 5)	
B.	Lack of access to the arts and cultural opportunities	
C.	Social and emotional needs of small number of pupils and families eligible for the pupil premium in KS1 and KS2 impacts on learning.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Ongoing attendance issues with certain families, who have been engaged with, and have improved, but are still below target. This reduces their school hours and causes them to fall behind on average.	



4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	End of year outcomes for non-SEN disadvantaged children in KS2 will be in line with those of their peers in reading, writing and maths.	<ul style="list-style-type: none">• Targeted intervention focuses on gap analysis results from Y5.• Planning clearly identifies these children as focus group in lessons.• Pupil voice carried out to identify further barriers is acted upon in order to provide support.
B.	Disadvantaged children gain life experiences through extra-curricular activities and additional learning opportunities and experience both in and out of school. This impacts on learning outcomes as these children have less reference points to relate to in subjects such as writing, history, geography than those of their peers with greater cultural capital. This will be measured on SIMs by report of attendance of PPI children in clubs/sporting events and uptake of school visits.	<ul style="list-style-type: none">• PPI children targeted for cultural visits/opportunities e.g. theatre, concerts, sporting events• Class teachers positively discriminating when selecting children for events• Tracking and review of school club/visit uptake half-termly



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C.	<p>These children are able to fully engage with their academic learning and fulfil their potential without being negatively impacted by social and emotional needs. The progress of identified children (16) has accelerated compared to that their progress last year. Pupil voice results show increase in positive attitude and resilience towards learning.</p>	<ul style="list-style-type: none"> • ELSA support prioritised for children meeting the criteria. • Class teacher's 'checking in' with these children to ensure their emotional needs are met. • Progress monitored half termly. • Fostering effective lines of communication with home. • Class teacher and support staff updated of any events at home/changes/likely triggers which may affect the children
D.	<p>Attendance figures for these children shows improvement and, as a result, their outcomes data.</p>	<ul style="list-style-type: none"> • Children are in school and motivated to do so. • Parents/carers are liaised with. • School quick to act if children are not in school. • Attendance of children monitored half-termly.

5. Planned expenditure	
Academic year	2018-19
<p>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</p>	



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?
A	Intervention and booster groups	<ul style="list-style-type: none"> Booster groups and interventions previous proven to accelerated the progress of low attaining children (see progress measures) 	<ul style="list-style-type: none"> Overseen, monitored and directed by phase leader and year 6 teacher. Focussed on addressing gaps in knowledge and skills from gap analysis. Impact measured each half term. Experienced TAs leading groups. Small groups – no more than four. 	CR and BK	Half termly
A	Revision books provided free of charge for these children in order to ensure they can access learning at home	<ul style="list-style-type: none"> Approximately 80% of a children's time is spent at home and so it is crucial we support the out of school learning opportunities of our children 	<ul style="list-style-type: none"> Monitor usage of books via pupil voice and communication books Termly assessment data 	DHT	Termly



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A, B, C	Children given opportunity to visit the theatre, watch live music performance and spectate at sporting event such as cricket, basketball.	<ul style="list-style-type: none"> Motivating children to be in school and access the curriculum by providing opportunities for them to draw upon these experiences in their learning Ofsted reference to cultural capital and its impact on children's education 	<ul style="list-style-type: none"> Choosing appropriate events/opportunities for maximum impact 	All staff/PP leader	Termly – attainment Half termly attendance Termly pupil voice
A	Whole class guided reading books	<ul style="list-style-type: none"> Impacted on pupil engagement in 2018-2019 	<ul style="list-style-type: none"> Quality texts chosen with input from children to ensure enjoyment in reading and responding to texts 	English lead	Termly outcomes
Total budgeted cost					£32,000



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?
C	<ul style="list-style-type: none"> ELSA support 	<ul style="list-style-type: none"> Academic research on impact of ELSA https://www.elsanetwork.org/ 	<ul style="list-style-type: none"> Training and CPD for ELSAs ELSA supervision 	Assistant Head (TD) and SENCO	Termly
A, B	<ul style="list-style-type: none"> Beanstalk volunteer to provide targeted KS1 children FFT Wave 3 & ReadWrite Inc in KS1 ReadWrite Inc., WriteAway & FreshStart in 	<ul style="list-style-type: none"> Targeted support for those children identified with significant gaps and the interventions used have been proven to be highly effective over time 	<ul style="list-style-type: none"> Observation and monitoring of groups with entry and exit performance data reviewed during progress meetings 	SLT monitoring	<ul style="list-style-type: none"> Termly monitoring of progress
Total budgeted cost					£50,200
iii. Other approaches					
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?



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D	<ul style="list-style-type: none"> • Class teachers & phase leaders to monitor pupils and follow up quickly on absences and punctuality. • Attendance action plans in place for PA families. • Reward in place for children with improved attendance e.g. letter from HT, Educational Assistance Dog time, extra break time, visits. 	<ul style="list-style-type: none"> • We can't improve attainment for children if they aren't actually attending school. • NfER briefing for school leaders identifies addressing attendance as a key step. • Targeted focus on attendance saw positive improvements in previous years. • Studies on the impact on rewards in motivating children and families to attend. 	<ul style="list-style-type: none"> • Termly meetings with PA families. • Review action plans on a termly basis. • Make referrals to EWO, family support etc. when needed. 	Headteacher Lead DSL	Termly
Total budgeted cost					£2280



6. Review of expenditure																																																																															
Previous Academic Year		2018-19																																																																													
i. Quality of teaching for all																																																																															
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Measureable targets are set for progress of SEN-Pupil Premium children and are met in all areas	<ul style="list-style-type: none">SIMs mark sheets to be changed in order to set and measure against school targetsProgress of SEN PP children tracked as part of termly assessmentsSENCo, class teacher and DHT to agree targets for SEN PP children	<table><tr><th colspan="3">% of PP children meeting EOY targets</th></tr><tr><th colspan="3">Reading</th></tr><tr><th></th><th>%</th><th>Count</th></tr><tr><td>Year 1</td><td>0%</td><td>1</td></tr><tr><td>Year 2</td><td>n/a</td><td>0</td></tr><tr><td>Year 3</td><td>80%</td><td>5</td></tr><tr><td>Year 4</td><td>100%</td><td>5</td></tr><tr><td>Year 5</td><td>75%</td><td>4</td></tr><tr><td>Year 6</td><td>50%</td><td>4</td></tr><tr><th colspan="3">Writing</th></tr><tr><th></th><th>%</th><th>Count</th></tr><tr><td>Year 1</td><td>100%</td><td>1</td></tr><tr><td>Year 2</td><td>n/a</td><td>0</td></tr><tr><td>Year 3</td><td>40%</td><td>5</td></tr><tr><td>Year 4</td><td>60%</td><td>5</td></tr><tr><td>Year 5</td><td>75%</td><td>4</td></tr><tr><td>Year 6</td><td>38%</td><td>4</td></tr><tr><th colspan="3">Maths</th></tr><tr><th></th><th>%</th><th>Count</th></tr><tr><td>Year 1</td><td>0%</td><td>1</td></tr><tr><td>Year 2</td><td>n/a</td><td>0</td></tr><tr><td>Year 3</td><td>100%</td><td>5</td></tr><tr><td>Year 4</td><td>60%</td><td>5</td></tr><tr><td>Year 5</td><td>100%</td><td>4</td></tr><tr><td>Year 6</td><td>75%</td><td>4</td></tr></table> <p>The school is now in a position to set SEND PPI</p>	% of PP children meeting EOY targets			Reading				%	Count	Year 1	0%	1	Year 2	n/a	0	Year 3	80%	5	Year 4	100%	5	Year 5	75%	4	Year 6	50%	4	Writing				%	Count	Year 1	100%	1	Year 2	n/a	0	Year 3	40%	5	Year 4	60%	5	Year 5	75%	4	Year 6	38%	4	Maths				%	Count	Year 1	0%	1	Year 2	n/a	0	Year 3	100%	5	Year 4	60%	5	Year 5	100%	4	Year 6	75%	4	<p>SENCO to have more of an input into target set and some inconsistencies were apparent during pupil progress meetings.</p> <p>As a school, we will continue with setting these targets as, where staff set relevant targets, monitoring of progress was meaningful and enabled early intervention and support to address areas of challenge.</p>	<p>£1, 400</p> <ul style="list-style-type: none">SIMs training and updates to marksheetsLearning Ladders training for all staff
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		children challenging, but achievable targets for the end of the year and measure progress against these.																																																																								
Gap between attainment of non-SEND pupil premium and non pupil premium children in reading and writing is less than 20%	<ul style="list-style-type: none">Whole class reading scheme - class set of books boughtDevelopment and resourcing of book corners in each classroomMonster Writing Week to run during Autumn TermWhole school focus on ensuring robust assessment and moderation procedures are in place across the school and the information is used effectively to inform planning and timely intervention	<table><tr><th>Reading</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th></tr><tr><td>PP</td><td>67%</td><td>74%</td><td>63%</td><td>67%</td><td>44%</td><td>53%</td></tr><tr><td>PP NON SEN</td><td>100%</td><td>100%</td><td>88%</td><td>100%</td><td>50%</td><td>100%</td></tr><tr><td>Non-PP</td><td>78%</td><td>83%</td><td>77%</td><td>92%</td><td>90%</td><td>87%</td></tr><tr><td>Gap</td><td>22%</td><td>17%</td><td>11%</td><td>8%</td><td>40%</td><td>13%</td></tr><tr><th>Writing</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th></tr><tr><td>PP</td><td>67%</td><td>50%</td><td>54%</td><td>58%</td><td>30%</td><td>53%</td></tr><tr><td>PP NON SEN</td><td>100%</td><td>100%</td><td>88%</td><td>86%</td><td>50%</td><td>100%</td></tr><tr><td>Non-PP</td><td>74%</td><td>71%</td><td>58%</td><td>79%</td><td>72%</td><td>76%</td></tr><tr><td>Gap</td><td>+26%</td><td>+29%</td><td>+42%</td><td>+7%</td><td>22%</td><td>+24%</td></tr></table> <p>Year 6: 15 PPI 8 SEN and 6 no SEN Year 5: 9 PPI 3 SEN and 6 no SEN Year 4: 12 PPI 5 SEN and 7 no SEN Year 3: 13 PPI 5 SEN and 8 no SEN Year 2: 4 PPI 0 SEN and 2 no SEN Year 1: 3 PPI 1 SEN and 2 no SEN</p>	Reading	Y1	Y2	Y3	Y4	Y5	Y6	PP	67%	74%	63%	67%	44%	53%	PP NON SEN	100%	100%	88%	100%	50%	100%	Non-PP	78%	83%	77%	92%	90%	87%	Gap	22%	17%	11%	8%	40%	13%	Writing	Y1	Y2	Y3	Y4	Y5	Y6	PP	67%	50%	54%	58%	30%	53%	PP NON SEN	100%	100%	88%	86%	50%	100%	Non-PP	74%	71%	58%	79%	72%	76%	Gap	+26%	+29%	+42%	+7%	22%	+24%	<p>Pupil and staff voice evidenced that whole class reading has improved attitudes to reading significantly for PPI children.</p> <p>Non-SEND PPI children are achieving well in reading and writing and, in some year groups, out-performing their peers.</p> <p>Year 5 and year 1 will be an area of focus in 2019-20 (year 2 and 6) to ensure the gap continues to reduce to less than 20%</p> <p>In 2019-20 the school will ensure that are more male role models to further boost the profile of reading for girls and boys.</p>	<p>£22,950</p> <ul style="list-style-type: none">Resources for book cornerWhole class reading scheme books purchasedWrite Away and pre-teach intervention staff costings
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Measureable targets are set for progress of SEN-pupil premium children and are met in all areas	<ul style="list-style-type: none">Author to visit school as part of Monster English week and workshop for PP and key childrenSENCo to monitor progress in books half termly to ensure appropriate differentiation and feedbackIntervention groups run by TAs in response to gap analysis so that the school can target key areas	<table><tr><th colspan="3">% of PP children meeting EOY targets</th></tr><tr><th colspan="3">Reading</th></tr><tr><th></th><th>%</th><th>Count</th></tr><tr><td>Year 1</td><td>0%</td><td>1</td></tr><tr><td>Year 2</td><td>n/a</td><td>0</td></tr><tr><td>Year 3</td><td>80%</td><td>5</td></tr><tr><td>Year 4</td><td>100%</td><td>5</td></tr><tr><td>Year 5</td><td>75%</td><td>4</td></tr><tr><td>Year 6</td><td>50%</td><td>4</td></tr><tr><th colspan="3">Writing</th></tr><tr><th></th><th>%</th><th>Count</th></tr><tr><td>Year 1</td><td>100%</td><td>1</td></tr><tr><td>Year 2</td><td>n/a</td><td>0</td></tr><tr><td>Year 3</td><td>40%</td><td>5</td></tr><tr><td>Year 4</td><td>60%</td><td>5</td></tr><tr><td>Year 5</td><td>75%</td><td>4</td></tr><tr><td>Year 6</td><td>38%</td><td>4</td></tr><tr><th colspan="3">Maths</th></tr><tr><th></th><th>%</th><th>Count</th></tr><tr><td>Year 1</td><td>0%</td><td>1</td></tr><tr><td>Year 2</td><td>n/a</td><td>0</td></tr><tr><td>Year 3</td><td>100%</td><td>5</td></tr><tr><td>Year 4</td><td>60%</td><td>5</td></tr><tr><td>Year 5</td><td>100%</td><td>4</td></tr><tr><td>Year 6</td><td>75%</td><td>4</td></tr></table>	% of PP children meeting EOY targets			Reading				%	Count	Year 1	0%	1	Year 2	n/a	0	Year 3	80%	5	Year 4	100%	5	Year 5	75%	4	Year 6	50%	4	Writing				%	Count	Year 1	100%	1	Year 2	n/a	0	Year 3	40%	5	Year 4	60%	5	Year 5	75%	4	Year 6	38%	4	Maths				%	Count	Year 1	0%	1	Year 2	n/a	0	Year 3	100%	5	Year 4	60%	5	Year 5	100%	4	Year 6	75%	4	<p>Interventions have had a positive impact on the majority of children, who have consistently met the targets on their support plan.</p> <p>SENCO to monitor the progress of SEND children against targets on a half-termly basis in order to address unexpected stalling of progress in learning.</p> <p>Further support to be given to key staff when setting targets in order that there is less discrepancy in % if children meeting EOY targets.</p>	25,510 <ul style="list-style-type: none">Author visitIntervention staffing costs
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Gap between attainment of pupil premium and non pupil premium children in reading and writing is less than 20%	<ul style="list-style-type: none">• Beanstalk volunteer to provide targeted KS1 children• FFT Wave 3 & ReadWrite Inc in KS1• ReadWrite Inc., WriteAway & FreshStart in KS2• Pre-teach groups							<p>Interventions run have had significant impact on non-SEND PPI children and reduced gaps in attainment between their peers.</p> <p>Non-SEND PPI children are, overall, performing well in reading and writing.</p> <p>Intervention will be focussed in 2019-20 years 6 and 2 as the gap between PPI and their non PPI peers remains above 20%.</p>	<p>£33,340</p> <p>Intervention staffing costs</p>



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
1) Attendance for all pupil premium children to improve where it is below 96%	<ul style="list-style-type: none"> Discrete monitoring of PP children's attendance. Communication with parents to discuss attendance - improvements/ concerns etc. Incentives to children e.g. letter from Educational Assistance Dog Willow to congratulate on improved attendance 	<p>30 children still remain under 96% attendance</p> <p>14 of those children have SEND</p> <p>6 of those 30 children are under 90% attendance</p>	<p>Targetting of the six families with under 90% attendance will remain a focus for 2019-20.</p> <p>Pupil voice will be carried out to determine attitude to learning and barriers to attending school.</p> <p>Along with the EWO, the school will continue to support these families.</p>	<p>£1280</p> <ul style="list-style-type: none"> Resources



7. Additional detail



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



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