

Pupil premium strategy statement

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	Hillcross Primary School
Number of pupils in school	478
Proportion (%) of pupil premium eligible pupils	(43) 8.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 2021-22 2022-23
Date this statement was published	10/11/21
Date on which it will be reviewed	10/11/22
Statement authorised by	Lisa Francis
Pupil premium lead	Helen Beckett
Governor / Trustee lead	Peter Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,320
Recovery premium funding allocation this academic year	£8,227
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	£84,547

Part A: Pupil premium strategy plan

Statement of intent

- **What are your ultimate objectives for your disadvantaged pupils?**

At Hillcross Primary School we want all of our children to reach their academic and social and emotional potential through the consistently excellent delivery of a high-quality progressive curriculum. As the number of pupil premium is so low in our school, we are very aware of the individual barriers which each child may have to achieving this vision. Hillcross staff work collaboratively with our families and outside agencies to provide a holistic and personalised approach.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

We have identified the key barriers to success for our children and used these to design our and pupil premium strategy. From this we have identified key outcomes and activities (based on published evidence) which we feel will deliver long term impact for our disadvantaged children.

- **What are the key principles of your strategy plan?**

The key principles of our strategy are:

- ✓ All children leave primary school with a broad knowledge of the world enriched through varied experiences.
- ✓ All children will have a love of reading through exposure to high quality texts.
- ✓ All children will be able to articulate and reason about the world using highly developed vocabulary.
- ✓ All children will leave primary school reaching their full potential irrespective of background or ability
- ✓ Parents feel challenged and involved with school so that they could provide effective support to their children
- ✓ Attendance of disadvantaged children is in line with other children in school

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Limited access to life experiences and knowledge of the world
2	Limited vocabulary and exposure to high quality texts
3	Low starting points links to poor language development for our younger children
4	Low aspiration provides low expectations in terms of academic outcomes
5	Parental anxiety about education provides low levels of support for learners

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
All children leave primary school with a broad knowledge of the world enriched through varied experiences.	<ul style="list-style-type: none"> Teaching will be consistently high quality in all areas of the curriculum. Hillcross curriculum will provide a broad and balanced body of knowledge which is progressive over time. Adults in the classroom will effectively use a range of retrieval and retention techniques to build children's schema over time. Leaders will have supported staff in developing their pedagogy through high quality CPD, monitoring and feedback
All children will have a love of reading through exposure to high quality texts	<ul style="list-style-type: none"> Children will be exposed to a wide variety of high-quality texts Children will be explicitly taught reading and comprehension skills and given opportunity to apply these Children will practise their reading fluency and develop better reading stamina Phonics is taught to a high standard throughout school
All children will be able to articulate and reason about the world using highly developed vocabulary	<ul style="list-style-type: none"> Children will be exposed to a wide variety of high-quality texts Teachers will effectively use a range of retrieval and retention techniques to build children's schema over time

	<ul style="list-style-type: none"> • Children with poor speech and language are identified quickly and supported in developing their skills • Staff are highly skilled at identifying key vocabulary across the curriculum and ensuring children apply it in extended pieces of writing
All children will leave primary school reaching their full potential irrespective of background or ability	<ul style="list-style-type: none"> • School continue to review the curriculum to ensure that there is a progressive thread so that it is accessible to all. • School will provide a graduated approach to supporting children and families with their mental health
Parents feel challenged and involved with school so that they could provide effective support to their children	<ul style="list-style-type: none"> • School will work with parents to ensure they can support their children with learning

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: £ 8,400

Activity	Evidence that supports this approach (evidence based on the EEF 'Teaching and Learning Toolkit')	Challenge number(s) addressed
Due to relatively low number of pupils premium children and varying academic profile of each, we will be identifying any barriers to learning each child who is disadvantaged faces by purchasing and utilising GL Assessments PASS (Pupil Attitudes to Self and School) in order to target children's individual circumstances.	<p><u>Social and emotional learning</u></p>  <p>Impact measure in PASS assessments over time to measure children's changed approach to self and school</p>	1,4
Further implementing the GLF maths scheme in	<u>Mastery learning</u>	3,4,5

<p>order to better support those children who have gaps in learning and are working below ARE.</p> <ul style="list-style-type: none"> - CPD with Kate Mole 	<p style="text-align: center;"> Termly assessment outcomes to indicate accelerated progress for children who are disadvantaged.</p>	
<p>Ensuring that all teaching and support staff are provide meaningful feedback in order to close the gap between current and desired learning.</p> <ul style="list-style-type: none"> - CPD Shirley Clarke/John Hattie - monitoring 	<p style="text-align: center;"><u>Feedback</u>  Impact will be measured in end of term assessments, which should show accelerated progress for children who are disadvantaged. Children's books should show clear progression in response to feedback given, which children themselves are able to explain.</p>	2,3,4,5

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing 1:1 or 1:2 tutoring for targeted disadvantaged children in RWM in order to close the gap between current and desired learning.</p>	<p style="text-align: center;"><u>One to One tuition</u>  Books for children who are disadvantaged should show progress over time and then reflected in end of term assessments.</p>	2,3,4,5

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

Budgeted cost: £70,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions and support that support good mental health for children who</p>	<p><u>Social and emotional learning</u></p>	1,5

<p>are disadvantaged, such as ELSA, access to sports competitions, access to extra-curricular clubs, access to trips (including residential visits), film nights.</p>	<p style="text-align: center;"> +4</p> <p>Staff observe improved interaction with others and self-management of emotions.</p>	
<p>Where support is needed, providing parents access to a parental support advisor who will make weekly telephone check-ins and offer support and guidance where needed in order to ensure their child/ren are able to fully engage with all aspects of their learning and make progress.</p>	<p><u>Parental engagement</u></p> <p style="text-align: center;"> +3</p> <p>Impact will be measured by children's aspirations (evidenced in pupil questionnaire) and improving academic outcomes at the end of each term.</p>	5
<p>TAMHS worker to support families one day a week.</p>		

Total budgeted cost: £ 84,547

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.

- Progress outcomes for pupil premium

Reading					
	No. in Cohort	PP Ch. % Expected & Better	All Others. % Expected & Better	Gap	PP Ch. % Accelerated Progress
Year 6	12	92%	90%	+2%	25%
Year 5	5	80%	92%	-12%	0%
Year 4	3	100%	89%	+11%	67%
Year 3	3	67%	73%	-6%	0%
Year 2	8	63%	64%	-1%	50%
Year 1					
	No. PP NO SEN	NO SEN PP Ch. % Expected & Better	NO SEN Others % Expected & Better	Gap	NO SEN PP Ch.% Accelerated Progress
Year 6	8	100%	94%	+6%	13%
Year 5	4	75%	96%	-21%	0%
Year 4	2	100%	92%	+8%	50%
Year 3	2	100%	83%	+17%	0%
Year 2	2	100%	68%	+32%	100%
Year 1					

Writing					
	No. in Cohort	PP Ch. % Expected & Better	All Others. % Expected & Better	Gap	PP Ch. % Accelerated Progress
Year 6	12	92%	81%	+11%	50%
Year 5	5	60%	82%	-22%	20%
Year 4	3	100%	88%	+12%	67%
Year 3	3	67%	69%	-2%	0%
Year 2	8	50%	43%	+7%	25%
Year 1					
	No. PP NO SEN	NO SEN PP Ch. % Expected & Better	NO SEN Others % Expected & Better	Gap	NO SEN PP Ch. % Accelerated Progress
Year 6	8	88%	82%	+6%	25%
Year 5	4	50%	88%	-38%	25%
Year 4	2	100%	92%	+8%	50%
Year 3	2	100%	69%	+31%	0%
Year 2	2	100%	47%	+53%	50%
Year 1					

Maths					
	No. in Cohort	PP Ch. % Expected & Better	All Others. % Expected & Better	Gap	PP Ch. % Accelerated Progress
Year 6	12	78%	85%	-7%	0%
Year 5	5	40%	88%	-44%	0%
Year 4	3	67%	91%	-24%	0%
Year 3	3	33%	66%	-33%	0%
Year 2	8	63%	57%	+6%	50%
Year 1					
	No. PP NO SEN	NO SEN PP Ch. % Expected & Better	NO SEN Others % Expected & Better	Gap	NO SEN PP Ch. % Accelerated Progress
Year 6	8	88%	90%	-2%	0%
Year 5	4	25%	94%	-69%	0%
Year 4	2	100%	92%	+8%	0%
Year 3	2	50%	68%	-18%	0%
Year 2	2	100%	56%	+44%	100%
Year 1					

- Attainment outcomes for pupil premium

Reading					
	No. in Cohort	PP Ch. % ARE & above	All Others. % ARE & above	Gap	PP Ch. % working above
Year 6	12	67%	87%	20%	42%
Year 5	5	80%	77%	3%	20%
Year 4	3	67%	89%	22%	67%
Year 3	3	67%	73%	6%	33%
Year 2	8	25%	76%	51%	13%
Year 1	6	60%	74%	14%	0%
	No. PP NO SEN	NO SEN PP Ch. % ARE & above	NO SEN Others % ARE & above	Gap	NO SEN PP Ch. % working above
Year 6	8	88%	94%	6%	50%
Year 5	4	75%	85%	10%	25%
Year 4	2	100%	96%	+4%	100%
Year 3	2	100%	87%	+13%	50%
Year 2	2	50%	86%	36%	0%
Year 1	6	60%	81%	21%	0%

Writing					
	No. in Cohort	PP Ch. % ARE & above	All Others. % ARE & above	Gap	PP Ch. % working above
Year 6	12	42%	69%	27%	25%
Year 5	5	80%	69%	+11%	20%
Year 4	3	67%	72%	5%	33%
Year 3	3	67%	58%	9%+	33%
Year 2	8	0%	63%	63%	0%
Year 1	6	60%	66%	6%	0%
	No. PP NO SEN	NO SEN PP Ch. % ARE & above	NO SEN Others % ARE & above	Gap	NO SEN PP Ch. % working above
Year 6	8	63%	84%	21%	38%
Year 5	4	75%	81%	6%	25%
Year 4	2	100%	83%	17%+	50%
Year 3	2	100%	68%	32%+	50%
Year 2	2	0%	78%	78%	0%
Year 1	6	60%	77%	17%	0%

Maths					
	No. in Cohort	PP Ch. % ARE & above	All Others. % ARE & above	Gap	PP Ch. % working above
Year 6	12	67%	82%	15%	17%
Year 5	5	60%	77%	17%	0%
Year 4	3	67%	82%	15%	0%
Year 3	3	67%	69%	2%	0%
Year 2	8	25%	76%	51%	0%
Year 1	6	80%	78%	2%+	0%
	No. PP NO SEN	NO SEN PP Ch. % ARE & above	NO SEN Others % ARE & above	Gap	NO SEN PP Ch. % working above
Year 6	8	75%	92%	17%	25%
Year 5	4	50%	88%	38%	0%
Year 4	2	100%	92%	8%+	0%
Year 3	2	100%	76%	24%+	0%
Year 2	2	50%	89%	39%	0%
Year 1	6	80%	81%	1%	0%