



# Hillcross Primary School

## Pupil premium strategy statement 2020-2021

### School overview

Metric	Data
School name	Hillcross Primary School
Pupils in school	497 (52 pupil premium)
Proportion of disadvantaged pupils	10.5%
Pupil premium allocation this academic year	£68,870
Academic year or years covered by statement	2020-23
Publish date	10.11.20
Review date	November 2021
Statement authorised by	Lisa Francis
Pupil premium lead	Helen Beckett



### Disadvantaged pupil progress scores for last academic year (last official results 2019)

Measure	Score
Reading	2.97 (national average -0.62)
Writing	3.43 (national average -0.50)
Maths	1.27 (national average -0.71)

### Disadvantaged pupil performance overview for last academic year (last official results 2019)

Measure	Score
Meeting expected standard at KS2	47% (national average 51%)
Reading	53% (national 62%)
Writing	53% (national 68%)
Maths	60% (national 68%)
Achieving a higher standard at KS2	7% (national average 5%)
Reading	13% (national average
Writing	27% (national 11%)
Maths	13% (national 16%)

## Strategy Aims

Measure	Activity	Expected impact (measure of additional months of progress made, on average, by children who received the intervention) taken from the EEF 'Teaching and Learning Toolkit' <sup>1</sup>
<b>Priority 1</b>	English lead to ensure the new phonics progression document is being implemented effectively across the school from Nursery up and any staff misconceptions or inconsistencies are being addressed and relevant resources provided.	<p><b><u>Phonics</u></b></p>  <p>Impact will be measured through termly whole school assessments (which should show accelerated progress of children who are disadvantaged), monitoring of staff voice and learning walks to show effective implementation and impact.</p>
<b>Priority 2</b>	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><b><u>Social and emotional learning</u></b></p>  <p>Impact measure in PASS assessments over time to measure children's changed approach to self and school</p>
<b>Barriers to learning these priorities address</b>	Literacy skills below age-related expectations and needs vary according to each individual.	
<b>Projected spending</b>	£1200	



## Teaching priorities for current academic year

Aim	Target	Target date
<b>Progress in Reading</b>	To achieve above national progress scores in KS2 reading	July 2021

<sup>1</sup> The Teaching and Learning [toolkit is] designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people... The [Toolkit does] not make definitive claims as to what *will* work to improve outcomes in a given school. Rather they provide high quality information about what *is likely to be beneficial* based on existing evidence.

<b>Progress in Writing</b>	To achieve above national progress scores in KS2 writing	July 2021
<b>Progress in Mathematics</b>	To achieve above national progress scores in KS2 mathematics.	July 2021
<b>Phonics</b>	Achieve national average of children at the expected standard in PSC (phonics screening check)	July 2021
<b>Other</b>	To achieve in line with national average for pupil premium children working at ARE for RWM combined.	July 2021

### Targeted academic support for current academic year

Measure	Activity	Expected impact (measure of additional months of progress made, on average, by children who received the intervention) taken from the EEF 'Teaching and Learning Toolkit' <sup>2</sup>
<b>Priority 1</b>	<p>Trailing the GLF maths scheme of work in year 5 in order to better support those children who have gaps in learning and are working below ARE. This would then be rolled out to other year groups.</p> <ul style="list-style-type: none"> <li>- Year group training via Kate Mole (GLF)</li> <li>- Whole school INSET</li> <li>- Cover for staff</li> <li>- Support visits</li> </ul>	<p><b><u>Mastery learning</u></b></p> <p></p> <p>Impact will be measured through child questionnaire before implementation and then two months into implementation. Termly assessment outcomes to indicate accelerated progress for children who are disadvantaged.</p>
<b>Priority 2</b>	<p>Ensuring that all teaching and support staff are able to confidently and effectively provide meaningful feedback in order to close the gap between current and desired learning.</p> <ul style="list-style-type: none"> <li>- Shirley Clarke Twilights</li> <li>- Shirley Clarke video platform</li> <li>- Books</li> <li>- Staff release</li> </ul>	<p><b><u>Feedback</u></b></p> <p></p> <p>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</p>


<sup>2</sup> The Teaching and Learning [toolkit is] designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people... The [Toolkit does] not make definitive claims as to what *will* work to improve outcomes in a given school. Rather they provide high quality information about what is *likely to be beneficial* based on existing evidence.

		response to feedback given, which children themselves are able to explain.
<b>Priority 3</b>	Providing 1:1 conferencing for disadvantaged children in targeted areas of RWM in order to close the gap between current and desired learning.	<p><b><u>One to One tuition</u></b></p> <p><b>+5</b></p> <p>Books for children who are disadvantaged should show progress over time and then reflected in end of term assessments.</p>
<b>Priority 4</b>	Provide targeted 1:1 phonics catch-up intervention for year one children who are disadvantaged and are not achieving the expected standard. Trained members of staff to assess pupils every 6 weeks.	<p><b><u>Phonics</u></b></p> <p><b>+4</b></p> <p>Impact will be measured in half termly phonic assessments.</p>
<b>Barriers to learning these priorities address</b>	Stalled progress for some children since spring term as a result of school closure, gaps in mathematics knowledge and, in year 1 of phonics.	
<b>Projected spending</b>	£24,800	

### Wider strategies for current academic year

Measure	Activity	Expected impact (measure of additional months of progress made, on average, by children who received the intervention) taken from the EEF 'Teaching and Learning Toolkit' <sup>3</sup>
<b>Priority 1</b>	Interventions and support that support good mental health for children who are disadvantaged, such as ELSA, Willow's Warriors, access to sports competitions, access to extra-curricular clubs, access to trips (including residential visits), film nights.	<p><b><u>Social and emotional learning</u></b></p> <p><b>+4</b></p> <p>Staff observe improved interaction with others and self-management of emotions.</p>

<sup>3</sup> The Teaching and Learning [toolkit is] designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people... The [Toolkit does] not make definitive claims as to what *will* work to improve outcomes in a given school. Rather they provide high quality information about what is *likely to be beneficial* based on existing evidence.

<b>Priority 2</b>	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><b><u>Parental engagement</u></b></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>
<b>Priority 3</b>	TAMHS worker to support families one day a week.	
<b>Barriers to learning these priorities address</b>	Improving attendance, increased parental support and engagement with school and increased pupil engagement with school.	
<b>Projected spending</b>	£35,000	

### **Monitoring and Implementation**

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Closing the gap on the number of children currently working below expected standard in phonics in year 1.	The new progression in the teaching of phonics document, having a highly experienced EYFS/KS1 teacher and the EYFS leader supporting the year group in a phase leader capacity.
Targeted support	Ensuring clarity around the implementation of the maths scheme of work.	Kate Mole, Primary Maths Lead GLF Schools and London SW Maths Hub, will be allocated time in school with targeted year group teams.
Wider strategies	Ensuring the parental support worker has capacity to effectively support the individual needs of the families allocated to her.	SLT duty days to include check in with our most vulnerable families where/when needed in order to increase the capacity of the family support worker.

### **Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
End of year outcomes for non-SEN disadvantaged children in KS2 will be in line with those of their peers in reading, writing and math	Due to Covid-19 there were no end of year outcomes.
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	Due to Covid-19 residential visits were cancelled, and opportunities were limited to just a few months rather than a full academic year.

<p>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.</p>	
<p>Children who are pupil premium 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>	<p>Due to Covid-19 there were no end of year outcomes in order to measure the impact.</p>
<p>Attendance figures for these children shows improvement and, as a result, their outcomes data.</p>	<p>Due to Covid-19 there were no end of year outcomes in order to measure the impact.</p>