



Pupil premium strategy statement 2021-22

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	Hillside Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	74
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynsey Thompson-Broom
Pupil premium lead	Richard Farrell
Governor / Trustee lead	Ruth Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,425
Recovery premium funding allocation this academic year	£5760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,185

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified; and
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Foundation 2

	through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.						
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and then writers.						
3	<p>Internal and external (where available) assessments indicate that attainment among disadvantaged pupils are significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 7 years, between PP and NPP there is a significant percentage.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="2">On entry mathematics ARE</th> </tr> <tr> <th>NPP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>69%</td> <td>14%</td> </tr> </tbody> </table>	On entry mathematics ARE		NPP	PP	69%	14%
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NPP	PP						
69%	14%						
4	Our analysis of school closures and PP engagement with online learning shows that there was a significant difference between the pupil groups. PP attendance was significantly below NPP children across the school.						
5	Pupil attendance and persistent absence needs to be addressed. Pupils who are persistently absent or whose absence is below 90% are a high level of PP children.						
6	Our behavior analysis shows pupil personal, social and emotional needs tend to cause behavior and emotional problems during learning time. Thus impacting directly on achievement. Disadvantaged pupils are significantly more effected than non-disadvantaged pupils.						

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
To support behaviour, attendance, mental and physical health and general well-being of pupils with social, emotional, mental health (SEMH) issues through continued employment of the Inclusion Manager All PP children access this support when informal thresholds are met.	<ul style="list-style-type: none"> ○ Regular Monitoring ○ Analysis of behaviours across the school ○ Nurture group analysis ○ Monitoring 1:1 interventions and their impact on children ○ Breakfast Club is funded for all PP children to ensure that they have a good start to their day.
Improving progress and outcomes for all disadvantaged pupils through continued employment of teachers and teaching assistants	<ul style="list-style-type: none"> ○ Children making accelerated progress – data to be analysed ○ Phonics screening ○ Deployment of teaching assistants

<p>across Key Stages 1 and 2, including interventions during Breakfast Club. All PP children access this support when informal thresholds are met.</p>	<ul style="list-style-type: none"> ○ Analysis of quality first teaching upon whole school data ○ Teaching assistant interventions data analysis ○ Data analysis of reading progress in direct relation with 1:1 interventions. ○ Observations which will indicate significantly improved oral language among disadvantaged pupils (this will be supported with the Oracy Project). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. 																					
<p>Improved reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> ○ KS1 and 2 reading outcomes in 2020/21 show that a significant amount of disadvantaged pupils did not meet the expected standard. <table border="1" data-bbox="724 846 1399 1003"> <thead> <tr> <th></th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>33%</td> <td>64%</td> <td>36%</td> <td>38%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>NPP</td> <td>67%</td> <td>67%</td> <td>50%</td> <td>60%</td> <td>56%</td> <td>80%</td> </tr> </tbody> </table>		Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	PP	33%	64%	36%	38%	33%	50%	NPP	67%	67%	50%	60%	56%	80%
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<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> ○ KS1 and 2 writing outcomes in 2020/21 show that a significant amount of disadvantaged pupils did not meet the expected standard. <table border="1" data-bbox="724 1167 1399 1321"> <thead> <tr> <th></th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>33%</td> <td>18%</td> <td>9%</td> <td>38%</td> <td>22%</td> <td>25%</td> </tr> <tr> <td>NPP</td> <td>58%</td> <td>42%</td> <td>43%</td> <td>55%</td> <td>38%</td> <td>60%</td> </tr> </tbody> </table>		Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	PP	33%	18%	9%	38%	22%	25%	NPP	58%	42%	43%	55%	38%	60%
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<p>Improving progress and outcomes for all disadvantaged pupils through employment of teaching assistants across the Early Years Foundation Stage. All PP children access this support when informal thresholds are met.</p>	<ul style="list-style-type: none"> ○ Analysis of WELLCOMM progress and data. ○ EYFS data outcomes in 2020/21 show that 50% of disadvantaged pupils met the expected standard. 																					
<p>Supporting enrichment of the curriculum for vulnerable pupils with the aim of reducing the gap in cultural capital by subsidising school visits (including residential stays) and clubs. All PP children access this support when informal thresholds are met.</p>	<ul style="list-style-type: none"> ○ Ensuring PP engagement in school clubs, residentials, school visits and edsential aided events. 																					
<p>Providing uniform and equipment for vulnerable families. All PP children access this support when informal thresholds are met.</p>	<ul style="list-style-type: none"> ○ Focus on how many uniforms are provided to pupil premium children. ○ Weather specific clothing is also given where needed. 																					

<p>Providing a home learning club for children. All PP children access this support when informal thresholds are met.</p>	<ul style="list-style-type: none"> ○ Analysis of the amount of children that attend home learning club. 					
	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
PP	67%	50%	60%	0%	7.4%	64%

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: £10,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>WELLCOMM and the Oracy Project Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Year 1 phonics outcomes: difference diminished for disadvantaged pupils when compared to other pupils in our school and nationally. Year 1 teacher / teaching assistant (JF / JC 0.1 of contract/week):</p>	<p>2</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access steps to read resources and CPD (including Teaching Steps to Read / shadowing other staff members).</p>	<p>Whole school reading needs to be a focus to raise standards in all areas of learning. Steps to read is being introduced, across the school, in January 2022. The big read was introduced in Sept 2020 where the midday assistants come into classrooms to enjoy 1:1 reading with the children, across the school. (25 minutes, daily):</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stages 1 and 2 Education Endowment Foundation EEF</p>	1, 2
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access read to write resources and CPD (including Teaching read to write).</p>	<p>Whole school writing needs to be a focus to raise standards in all areas of learning. Read to write was introduced, across the school, in September 2019 however it is still in its infancy never being taught for a full year:</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stages 1 and 2 Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £35,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Pupil Premium champions will ask teachers to set termly targets for disadvantaged pupils. These individualised targets	Data of Pupil Premium pupils is regularly monitored and, through provision adapted accordingly through direct intervention of the Pupil Premium Champion using ring-fenced time. Not every Pupil Premium child is disadvantaged and every child has different needs therefore 1:1 determination of	1

<p>will accelerate progress.</p> <p>Data will be shared with the lead governor on a termly basis.</p>	<p>individual, incentivised targets are put together to support the child. The sum allocated will also fund enrichment activities for pupils who meet their individual targets. This will include an outing for the child. Regular <u>mentoring</u> of the child and <u>monitoring</u> by the Pupil Premium Champion ensures that interventions have the optimum impact as they are delivered in a way which utilises.</p> <p>Guide to the pupil premium EEF</p>	
<p>Acceleration of learning will be supported with the use of the National Tutoring Programme.</p> <p>CPD will be given to the member of the NTP to ensure that the gap is closed between disadvantaged and none disadvantaged children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of WELLCOMM and the Oracy Project to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>CPD given on the Oracy Project to whole staff team.</p>	<p>Vulnerable pupils make more than expected progress because teaching assistants supplement and extend teachers' work. A high percentage of pupils enter our school with Speech & Language development below that expected for children of their age so early Speech & Language intervention is vital. In Early Years Foundation Stage, a teaching assistant is deployed in Foundation 2 to work with disadvantaged children a HLTA teaching assistant provides the Wellcomm Intervention (JT 2 hours, weekly), ensuring children are at ARE for communication. Teachers will ensure that their daily teaching has an oracy focus to encourage its development.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	1, 2, 3

	Oral language interventions EEF (educationendowmentfoundation.org.uk) Oracy Project & WELLCOMM	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by teaching assistants on a daily basis.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £54,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily nurture club to support learners – breakfast club circle times and nurturing the child so they have a successful day.</p> <p>1:1 interventions to support children's wellbeing.</p> <p>Small group therapy to support and nurture wellbeing.</p>	<p>Nurture Club continues to facilitate smooth transitions into and out of school each day, promoting strategies to enable vulnerable children to manage their behaviour and/or be successful during lessons. The number of students with SEMH issues continues to rise nationally and locally. Targeted early intervention matched to specific students with specific SEMH issues is proving supportive, especially for younger pupils, primarily through our Nurture Group. The group is additionally used to provide 1:1 and small group therapy sessions and opportunities for children to share their concerns and ensure they arrive at class ready to learn. The Inclusion Manager provides additional provides regular lunchtime support.</p> <p>EEF Wider Strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 4, 5, 6
Sensory room usage so that children can refocus and be successful in the classroom.	The sensory room is used where the needs of the children are best met by use of this environment.	1

<p>Analysis of attendance through weekly meeting between the Headteacher and Inclusion Manager.</p> <p>Family support with attendance where the Inclusion Manager will phone, send letters or carry out meetings with families so that support can be offered.</p> <p>Attendance meetings with families will be carried out by the Headteacher and Inclusion Manager on a termly basis to tackle poor attendance.</p> <p>CPD will be given to the Headteacher and Inclusion Manager on attendance and LA updates / support.</p>	<p>Through regular and robust systems of monitoring, support and remedial intervention, attendance improves because the Inclusion Manager regularly liaises with parents who need support to understand the importance of coming to school, including the need to arrive on time. Parents/carers of pupils in receipt of support are satisfied with level of support and accuracy of signposting. Recorded cases of absence and lateness are correctly signposted, ensuring all follow up referrals are carried out efficiently. Attendance meetings are carried out on a monthly basis to ensure that vulnerable children are coming to school, regularly. The Inclusion manager ensures that attendance is checked daily and any families that need support or are causing concerns are contacted and offered support, where needed.</p> <p>EEF Wider Strategies / School Attendance Guidance</p>	5
<p>The Inclusion Manager will support lunchtimes to ensure children are successful.</p> <p>CPD will be given to and by the Inclusion Manager to lunch time staff on a monthly basis.</p>	<p>Through regular and robust systems of monitoring, support and remedial intervention, incidents of behaviour will continue to reduce. The Inclusion Manager supervises every lunchtime:</p> <p>EEF Wider Strategies</p>	1, 6
<p>To improve cultural capital for disadvantaged learners.</p> <p>CPD on health and safety / taking</p>	<p>Vulnerable pupils have equal access to curriculum and wider enrichment opportunities they may not ordinarily be able to access because these are subsidised or fully-funded by the Pupil Premium. There is a <u>focused effort to reduce the cultural capital gap of</u></p>	1, 4

<p>children out on visits (Evolve).</p>	<p><u>disadvantaged children</u>. This includes trips to musical concerts, the theatre, residential stays, enrichment visits and extra-curricular clubs. Edsential's Personal Best emotional resilience programme (£600) is delivered to vulnerable children across Key Stage 2. Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Ensuring that all disadvantaged children are offered breakfast to support their day.</p> <p>Staff are to be aware if children haven't eaten and ensure that something is offered.</p>	<p>Vulnerable pupils are not hungry during the morning and therefore can focus better on their learning because those who choose to have accessed Breakfast Club free of charge where required (annual subscription £700).</p>	<p>1, 4 & 6</p>
<p>Whole staff training on behaviour management, anti-bullying approaches and Team Teach strategies with the aim of supporting our school ethos and improving the consistency of behavior management across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Team Teach Training</p>	<p>5</p>

Total Budgeted Cost: £101,185