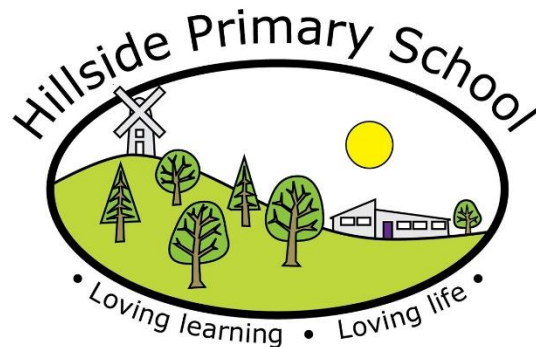


0 Part B: Review of outcomes in the previous academic year



Hillside Primary School Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Desired outcome	Impact
<p>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.</p>	<p>Attendance 2022-23:</p> <p>PP – 91%</p> <p>NPP – 93%</p> <p>This shows that the gap is not significant and that PP children attend school well. This will continued to be supported to ensure that it improves further in 2022-23. The children that are struggling with attendance are supported by the Inclusion Manager. This is through the use of phone calls, being collected for school, given 1:1 sessions in school with the Inclusion Manager and support in class where needed.</p> <p>School have a fantastic Inclusion Manager who works with disadvantaged children to improve their well-being. The Inclusion Manager works full time to ensure that SEMH issues are supported fully. This is done with the use of:</p> <ul style="list-style-type: none"> ○ daily Nurture Club where breakfast is enjoyed with circle time activities; ○ daily lunch time club where children are given a choice of activities which support social skills and

	<p>develop emotional well-being to work with other children;</p> <ul style="list-style-type: none"> ○ the Inclusion Manager is available daily for any child that needs support; ○ well-being groups are held every Friday afternoon to support children that may be struggling. This is supported by two Teaching Assistants who really focus on supporting / developing children's mental health and well-being. This also ensures that children have more adults to go to if they are in need or want some support; ○ the edible garden is available for children to access to support their mental health; ○ forest school is used to support children's well-being so that they can go and work within nature, explore and work actively; and ○ active learning is adopted on a daily basis to ensure that all learning styles are supported and there is a brain break for the children. <p>2022-23 Intentions</p> <ul style="list-style-type: none"> ○ a scrap shed is going to be introduced for play times. This will be to ensure that all types of play are facilitated each session; and ○ the Inclusion Manager and two Teaching Assistants are going on a CBT course so that mental health can be supported further.
<p>Improving progress and outcomes for all disadvantaged pupils through continued employment of teachers and teaching assistants across Key Stages 1 and 2, including interventions during Breakfast Club. All PP children access this support when informal thresholds are met.</p>	<p>Teaching assistants targeted disadvantaged learners during breakfast club for 1:1 reading.</p> <p>Midday assistants carry out the 'big read' on a daily basis where they go to classrooms and read with 9 children.</p> <p>Interventions are carried out by class teachers on a daily basis to fill gaps. This is to support disadvantaged learners with anything that they don't understand in their current learning. This happens at the start of every mathematics and English lesson.</p> <p>Interventions are carried out by Teaching Assistants where gaps need filling. These are prescribed by the</p>

	class teacher and carried out alongside learning to support with next steps.																																			
Improved reading attainment among disadvantaged pupils.	<table border="1" data-bbox="671 315 1473 517"> <thead> <tr> <th></th> <th>F1</th> <th>F2</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>71%</td> <td>29%</td> <td>50%</td> <td>44%</td> <td>46%</td> <td>46%</td> <td>20%</td> <td>85%</td> </tr> <tr> <td>NPP</td> <td>50%</td> <td>46%</td> <td>64%</td> <td>75%</td> <td>73%</td> <td>75%</td> <td>65%</td> <td>73%</td> </tr> </tbody> </table> <p data-bbox="671 589 1445 748">Gaps between the majority of year groups are closing but further work needs to be done to continue this progress. In two year groups PP children are out performing NPP children.</p> <p data-bbox="671 790 932 824">2022-23 Intentions:</p> <ul data-bbox="719 869 1469 1155" style="list-style-type: none"> ○ Individualised interventions targeting disadvantaged children. ○ Family fun bags to enhance home learning. ○ Continued use of targeted learning for disadvantaged children. ○ Specialised teachers for reading in Years 4, 5 and 6. 										F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	PP	71%	29%	50%	44%	46%	46%	20%	85%	NPP	50%	46%	64%	75%	73%	75%	65%	73%
	F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6																												
PP	71%	29%	50%	44%	46%	46%	20%	85%																												
NPP	50%	46%	64%	75%	73%	75%	65%	73%																												
Improved writing attainment for disadvantaged pupils at the end of KS2.				PP			NPP																													
	Year 6			31%			36%																													
	<p data-bbox="671 1429 1445 1541">The gap between the PP and NPP children has closed significantly. However, it is important to focus on outcomes for all children in writing.</p> <p data-bbox="671 1585 932 1619">2022-23 Intentions:</p> <ul data-bbox="719 1664 1469 1951" style="list-style-type: none"> ○ Individualised interventions targeting disadvantaged children. ○ Family fun bags to enhance home learning. ○ Continued use of targeted learning for disadvantaged children. ○ Specialised teachers for reading in Years 4, 5 and 6. 																																			

	<ul style="list-style-type: none"> ○ A National Tutor working specifically on writing in Year 5 and 6. 																																																																																	
<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>	<p>Progress has improved across all year groups for GLD / reading, writing and mathematics. This indicates children making 6 steps or more progress over the year 2022-23:</p> <table border="1" data-bbox="671 472 1489 703"> <thead> <tr> <th>R</th> <th>F1</th> <th>F2</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0%</td> <td>0%</td> <td>67%</td> <td>33%</td> <td>54%</td> <td>82%</td> <td>70%</td> <td>92%</td> </tr> <tr> <td>NPP</td> <td>0%</td> <td>7%</td> <td>62%</td> <td>58%</td> <td>82%</td> <td>67%</td> <td>82%</td> <td>91%</td> </tr> </tbody> </table> <table border="1" data-bbox="671 779 1489 1010"> <thead> <tr> <th>W</th> <th>F1</th> <th>F2</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0%</td> <td>0%</td> <td>17%</td> <td>33%</td> <td>23%</td> <td>27%</td> <td>40%</td> <td>39%</td> </tr> <tr> <td>NPP</td> <td>0%</td> <td>20%</td> <td>62%</td> <td>50%</td> <td>46%</td> <td>58%</td> <td>53%</td> <td>36%</td> </tr> </tbody> </table> <table border="1" data-bbox="671 1086 1489 1317"> <thead> <tr> <th>M</th> <th>F1</th> <th>F2</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0%</td> <td>0%</td> <td>33%</td> <td>56%</td> <td>46%</td> <td>27%</td> <td>50%</td> <td>77%</td> </tr> <tr> <td>NPP</td> <td>0%</td> <td>0%</td> <td>46%</td> <td>42%</td> <td>64%</td> <td>67%</td> <td>88%</td> <td>73%</td> </tr> </tbody> </table> <p>Intentions for 2022-23:</p> <ul style="list-style-type: none"> ○ Progress needs to continue to be a focus and ensuring that targets are set and clear for all learners. Therefore children are able to see what their next steps are and know what to do to improve. ○ Long term memory is something that we are working on. Looking at prior learning to facilitate current learning, progressions sheets available to learners on working walls, powerpoint presentations and the school website for families to access, targets at the front of books to support learners in knowing their next steps. 	R	F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Y6	PP	0%	0%	67%	33%	54%	82%	70%	92%	NPP	0%	7%	62%	58%	82%	67%	82%	91%	W	F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Y6	PP	0%	0%	17%	33%	23%	27%	40%	39%	NPP	0%	20%	62%	50%	46%	58%	53%	36%	M	F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Y6	PP	0%	0%	33%	56%	46%	27%	50%	77%	NPP	0%	0%	46%	42%	64%	67%	88%	73%
R	F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Y6																																																																										
PP	0%	0%	67%	33%	54%	82%	70%	92%																																																																										
NPP	0%	7%	62%	58%	82%	67%	82%	91%																																																																										
W	F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Y6																																																																										
PP	0%	0%	17%	33%	23%	27%	40%	39%																																																																										
NPP	0%	20%	62%	50%	46%	58%	53%	36%																																																																										
M	F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Y6																																																																										
PP	0%	0%	33%	56%	46%	27%	50%	77%																																																																										
NPP	0%	0%	46%	42%	64%	67%	88%	73%																																																																										

	<ul style="list-style-type: none"> ○ Individualised interventions are given to children focused on their next steps and supporting them to reach these targets. ○ Oracy work to continue throughout school to support children's vocabulary and understanding. ○ Further embedding of Maths no Problem and Read to Write to ensure that the schemes are supporting the children with their learning. ○ Further development of Steps to Read which is already having an incredible impact. This needs to be continued / developed further in 2022-23.
<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"> ○ Clubs, visits and residential visits are subsidised by school to ensure that all children get the same opportunities. ○ The targeting system school use ensures that disadvantaged children are given the opportunity to increase their cultural capital with an experience once targets are complete.
<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"> ○ School uniform has been purchased for disadvantaged children when needed. ○ All disadvantaged children were bought a school coat through a charity in 2022.
<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"> ○ A home learning club is provided for every year group across school. This takes place at the end of the school day which means all children are able to access it.