



## Pupil Premium at Hillocks Primary Academy

### 2020 – 2021

#### **What is Pupil Premium?**

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better, and close the gap between them and their peers.

#### ***Children eligible for Pupil Premium include:***

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
  - a Special Guardianship Order on or after 30 December 2005
  - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

**At our academy** is determined that **all** children are given the best possible chance to achieve to the very best of their ability and to ‘be the best they can be’ through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

We strive to reduce barriers to learning and have high expectations of all of our children. Every adult in school is aware of the need to diminish the difference.

We consider the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. The strategies that the academy has chosen to address the barriers to learning are designed to support **all** children to achieve academically and develop emotionally and to benefit from the opportunities provided to them.

## Pupil Premium Strategy

1. Summary information					
<b>School</b>	Hillocks Primary Academy				
<b>Academic Year</b>	2020,2021	<b>Total PP budget</b> - £1,345 per primary-aged pupil; LAC = £2,345; service families = £310; 3-4 yr olds = £302	£160,055	<b>Date of most recent PP Review</b>	Sept 19
<b>Total number of pupils</b>	282	<b>Number of pupils eligible for PP</b>	119 42%	<b>Date for next internal review of this strategy</b>	Dec 2020
2. Current attainment					
End of KS2 2019 (23 PP children: 45 pupils in total)				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) (2019)</i>
% achieving expected standard or above in reading, writing & maths				<b>52%</b>	<b>71%</b>
% achieving expected standard or above in reading				<b>61%</b>	<b>78%</b>
% achieving expected standard or above in writing				<b>65%</b>	<b>83%</b>
% achieving expected standard or above in maths				<b>57%</b>	<b>84%</b>
Average progress score in reading				<b>+4.2</b>	<b>0.4</b>
Average progress score in writing				<b>+4.5</b>	<b>0.3</b>
Average progress score in maths				<b>+3.0</b>	<b>0.5</b>
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> (issues to be addressed in school, such as poor oral language skills)					

A.	Poor communication and language skills – attainment on entry is significantly below that typically expected for age	
B.	Poor comprehension and reading speed	
C.	Low technical and specific vocabulary knowledge and understanding	
D.	Children being ‘ready to learn’ – Children (and families) being in a secure place socially, mentally and emotionally. Low self-esteem is also a barrier in some cases.	
<b>Additional barriers (including issues which also require action outside school, such as low attendance rates)</b>		
E.	High persistent absence	
F.	Lack of routines and boundaries in the home leading to children being late for school and not being ready to learn.	
	Low aspiration	
	Limited life experiences outside that of their immediate locality (especially cultural) and therefore lack of more general knowledge.	
	A lack of parental engagement in their child’s education including home reading, homework and having the correct equipment in school, e.g. PE Kit.	
<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>		
A.	Diminish the difference in attainment in reading, writing and maths between PP children (school) and children not eligible for PP children in nationally.	Attainment gap between PP (school) and children not eligible for PP (national) closes

B.	The progress scores for PP children in reading, writing and maths remain significantly positive.	Progress scores for PP children increase and they are closer to national
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5. Review of expenditure				
Previous Academic Year 2019,2020				
i. Quality of teaching for all				
Action	Intended outcome	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
<b>Develop early language teaching</b> To include: -CPD for EYFS staff on effective communication	Improve % of children leaving EYFS at Nursery & Reception attaining ARE in C&L	A higher proportion of PP children achieved a good level of development when compared to the previous year: 62.5% compared to 28% in 2019.		£50
<b>Develop reading comprehension strategies</b> To include: CPD for teachers and TAs (Y2-6) on reciprocal reading -Investment in high quality books for whole class teaching / reading areas -Additional deployment of TAs to support reading comprehension	Improve % of children achieving ARE in reading at end of KS1 and KS2	The proportion of children achieving the expected standard in reading increased at the end of both KS1 and KS2.  End of KS2 results show the progress made by pupil premium children in reading is significantly positive when compared to the progress made by non-pupil premium children nationally in 2019.  The gap between PP and non-PP attainment at the end of KS1 has reduced in reading and writing when compared to the gap for this cohort at the end of KS1.	Although reciprocal reading was implemented at the start of this plan, this was quickly changed to the VIPERS strategy (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise).  Reading for pleasure has been a key area of development; this will continue but with a more precise focus on promoting quality texts.  TAs will continue to be deployed to support reading, but will focus on children working below the expected standard for their age. The simple view of reading will be used to ensure interventions are appropriate and effective.	£2800

<p><b>Develop early reading</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>-Additional deployment of TAs to support RWInc groups</li> <li>-Investment in appropriate books for individual reading</li> <li>-CPD for teachers and TAs on RWInc</li> </ul>	<p>To improve attainment and progress of PP children in reading and phonics</p>	<p>Teacher assessment data shows an increased proportion of children would have passed the phonics screening check. (72% compared to 67% in the previous year)</p>	<p>During lockdown, The Y1 teachers ensured that regular phonics teaching and practice was available online for the children and parents to access. Assessments carried out on the return to school in September clearly demonstrated that where children and parents had engaged with this, levels of attainment in phonics were the same as or better than those prior to lock down.</p> <p>There will need to be a strategy in place to ensure all parents and children are able to access the online provision and understand its importance should there need to be further periods of remote learning.</p>	<p>£13,006</p>
<p>CPD for teachers on providing effective challenge for all learners but particularly the most able</p>	<p>Improve the % of children achieving ARE and above at the end of KS1 and KS2</p>	<p>KS2 Teacher assessment data, informed by end of key stage assessment papers, shows an increase in the proportion of children achieving the greater depth standard in reading, writing and mathematics when compared to the previous year. In reading and mathematics, there is a three year upward trend.</p> <p>In KS1, teacher assessments show the proportion of children achieving the greater depth standard is similar to previous years</p>	<p>Further CPD needs to be provided for KS1 teachers</p>	

<b>Review effective use of feedback</b> To include: -Use of core assessments -Use of EExAT -Assessment of SEND -Development of feedback policy	Increase the progress scores for PP children in reading, writing and maths through highly effective and responsive teaching matched to need	<p>End of KS2 teacher assessments clearly show that based on end of previous key stage data, pupil premium children have made very good progress in reading, writing and maths. The progress scores in all three subjects are significantly positive.</p> <p>The gap between PP and non-PP attainment at the end of KS1 has reduced in reading and writing when compared to the gap for this cohort at the end of KS1.</p> <p>A higher percentage of children achieved GLD at the end of EYFS than in the previous year</p>	<p>In Year 6, teachers have used question level analysis effectively to address gaps in understanding, particularly in mathematics. This has impacted positively on the progress made. QLA will also need to be implemented in years 2 to 5. This will be facilitated through the PIXL package.</p>	£1000
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## ii. Targeted support

Action	Intended outcome	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	Cost
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<b>Targeted academic support</b> To include: - Intervention and additional staff in Year 2 and Year 6 - One to one RWInc interventions - Targeted small group interventions in Years 1-6	Diminish the difference in attainment gaps between pp / non pp children in reading, writing and maths	<p>The gap between PP and non-PP attainment at the end of KS2 has reduced significantly in reading and maths when compared to the gap for this cohort at the end of KS1. There has also been a reduction in the attainment gap in writing.</p> <p>The gap between PP and non-PP attainment at the end of KS1 has reduced in reading and writing when compared to the gap for this cohort at the end of KS1.</p>	Small group and targeted one to one interventions will continue	£37,275
<b>Visits to more able maths and writing days</b>	Raise aspirations Raise attainment – pushing cusp children to GDS and securing GDS for HA	<p>Pupil voice has demonstrated that children are highly motivated by this approach; this has led to a positive impact on their work in class, particularly in writing.</p> <p>Data shows an increased proportion of Pupil premium children are working at the greater depth standard at the end of key stage 2 in all three subjects when compared to the previous year.</p>	This approach will continue as soon as it is possible	£800

### iii. Other approaches

Action	Intended outcome	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
<b>Employ a Family Support Worker and provide training for the role</b>	Support is provided for families and children's social, emotional and health needs through Family Support, School Counsellor and pastoral care. Early signposting to support services is effective. Attendance improves to and PA reduces to national average	The FSW has provided support for families with social care involvement and other vulnerable families. Because of her approach, these families have engaged with school; attendance is beginning to improve and parents are more involved with the children's learning. She actively signposts parents to support services and liaises with teachers to ensure they are fully aware of need. This has ensured at least 3 children have been able to remain in the classroom and continue their learning. During lockdown, she was in regular contact with vulnerable families either by telephone or doorstep visits. She provided advice on behaviour and on where to find any additional support. The relationships built with the most vulnerable families supported the return to school in June.	The family support worker will continue in her role and will possibly be supported by a further part time worker	32,500

<b>Support for improving attendance</b> To include: -Additional office staff to track and collate data	Attendance improves to and PA reduces to national average	<p>Attendance was monitored very closely by office staff; texts and phone calls were made in the event of any child being absent without providing a reason. Six cases of persistent absence were referred to the local authority.</p> <p>Prior to lockdown, attendance had improved following a difficult autumn term when several bouts of flu-like illnesses caused a dip in attendance and an increase in persistent absence,</p>	The approach will continue	10,354
<b>Enrichment offer</b> To include: -supporting the cost of enrichment opportunities	Children are provided with equal opportunities to enrichment experiences	Pupil premium children have been able to access enrichment opportunities. The enjoyment gained from these experiences has ensured they are more engaged in learning.	This approach will continue	£1004
Lunchtime support for behaviour	TA support at lunchtime for some children means they are better placed to access learning in the afternoons	Children referred to the lunchtime club received effective support for their behaviour; there were fewer lunchtime behaviour incidents and fixed term exclusions remained very low.	This approach will continue	£3,315

<b>6. Planned expenditure</b>										
Academic year	2020-21									
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies										
<b>i. Quality of teaching for all</b>										
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?					
Provide CPD and ongoing support for teachers in the analysis of data.	Teachers are able to analyse assessment information and data. Using this they are able to articulate implications, and plan both highly effective teaching strategies and curriculum modifications. As a result, PP children make good/accelerated progress.	Research shows that improving teaching leads to improvements in outcomes, particularly for disadvantaged pupils. Teachers who use data formatively to inform planning will ensure that teaching challenges pupils and interventions/resources are targeted at pupils to reduce the gaps in attainment by accelerating the progress of PP pupils.	<ul style="list-style-type: none"> <li>• Bespoke support for the analysis of data is provided for all teachers.</li> <li>• Data is discussed at achievement team meetings to identify how QFT will address gaps in learning.</li> <li>• Learning conferences and pupil voice will also support the identification of effective strategies to address gaps in learning.</li> <li>- PIXL Core meetings with a focus on PP pupils when resources</li> </ul>	RSL  Phase leads  English and Maths Leads	Termly					

CPD on QFT	<p>All staff share a common language about how effective learning and teaching is described in terms of key behaviours and outcomes.</p> <p>All staff have an understanding of the cognitive science of learning</p>	<p>Some staff know of the basics of the cognitive science of learning but this is not always clear in practice and it is not a consistent approach across school. There is a well-defined agreement and understanding of effective learning and teaching which are reviewed and discussed regularly.</p>	<ul style="list-style-type: none"> <li>- Lead for teaching and learning to plan CPD for Primary staff</li> <li>- JPD/IRIS to be used as a vehicle for action research based on the CPD.</li> <li>- Twilight time allocated for meetings.</li> </ul>	Teaching and Learning lead/VP	Summer term through JPD QA
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<p>CPD on improving children's understanding and use of vocabulary</p> <p>Implement the community of enquiry approach</p>	<p>Strategies for the teaching and learning vocabulary are explicit and are used alongside a language rich environment.</p> <p>Activities to extend and practise vocabulary develop breadth and depth ensure children can access all aspects of the curriculum.</p> <p>Children can articulate their learning confidently using the vocabulary they have been taught.</p>	<p>A barrier faced by disadvantaged children is poor oral language and communication skills. On entry to nursery a high proportion of our children are below age-related expectations in terms of their language development.</p> <p>A limited understanding of vocabulary hampers the learning of subject knowledge.</p> <p>Analysis of reading comprehension papers show that a lack of understanding of vocabulary is a barrier to our children in tests.</p>	<ul style="list-style-type: none"> <li>- Clarity of approach to philosophy for children (P4C) is evident in all classrooms</li> <li>- Use of work scrutiny and pupil voice to support the evaluation of strategies used to promote the understanding and use of vocabulary</li> <li>- Learning conversations will have a vocabulary focus.</li> <li>- Reading outcomes will move closer to national figures in KS1 and KS2</li> <li>-</li> </ul>	<p>English lead</p>	
<p>Ensure there is a clear and consistent approach to the teaching of RWI in EY &amp; KS1.</p> <p>Deployment of TAs to teach early reading</p>	<p>The teaching of phonics in KS1 and EYFS is highly effective and leads to improved outcomes for disadvantaged children in phonics and reading at each key stage.</p>	<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>In EY and KS1 Read Write Inc. systematic phonics programme teaches all children to read accurately and fluently with good comprehension.</p>	<p>Evidence of a clear and consistent approach to the teaching of RWI in EY &amp; KS1</p> <ul style="list-style-type: none"> <li>- Achievement Teams have a regular reading focus</li> <li>- RWI lead will have regular leadership time for monitoring</li> <li>- English lead will track PP pupils and at all stages reading attainment assessed and gaps addressed quickly and effectively for all pupils.</li> </ul>	<p>English lead RWI lead</p>	<p>Review half termly</p>



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Implement the Power Maths scheme	<p>Deepen understanding of mastery concepts in Mathematics.</p> <p>A higher proportion of children will be working at the expected level for their age.</p> <p>A higher proportion of children will be working at the greater depth standard.</p>	<p>There was a slight dip in maths attainment at the end of both KS1 and KS2 in 2020. This was despite the KS2 cohort making accelerated progress, particularly in Y6. Power Maths will be used to support consistency in the mastery approach, particularly in KS1.</p> <p>There has been an increase in the percentage of EAL children at Hillocks (now 20%). PM is more user friendly with EAL children and more visual for their understanding</p>	<p>Learning conversations with PP children high on the agenda</p> <p>Achievement team meetings</p> <p>Pupil voice</p> <p>Data scrutiny</p> <p>Lesson visits</p> <p>Work scrutiny</p> <p>Regular reviews of impact of Power Maths and CPD provided on appropriate adaptations.</p>	Maths lead	Reviewed termly and cost £9000
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Provide access to the online platforms, Mathletics and times tables rock stars to support fluency in mathematics	Test results will show improved fluency and recall of number facts	Children's ability to reason solve mathematical problems is often hampered by slow recall and a lack of fluency. Mathletics and Times Table Rock Stars provide an engaging vehicle to improve this.	Monitor the take up of Mathletics and times tables rock stars. Provide additional time and supervision for children with limited online access to complete the activities at school. Pupil voice	Maths lead DHT	Mathletics: Reviewed termly and cost £1000  Times tables Rockstars £180 for the year
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Implement the SEND tracking system, B-Squared	To measure, track and show clear academic progress of children in receipt of Pupil Premium with SEND.	<p>Although end of key stage data indicates that children with SEND generally make good progress at our school. The precision of this data is too broad to be a useful indicator. B Squared is a systematic tracking, assessment and reporting process.</p> <p>Multiple inclusive frameworks allow the tracking of mainstream pupils from birth to aged 25 and as such includes functional skills, life skills and employability skills alongside academic progress.</p> <p>Teachers will use data formatively to inform planning that will ensure that teaching challenges pupils and interventions/resources are specifically targeted at pupils, in order to show that good or better progress is made.</p>	<p>Monitoring in line with DAT Assessment calendar.</p> <p>SENCo to provide training and support for all staff in the implementation and use of B-Squared</p> <p>Evidence of clear and consistent approach to the teaching of children in receipt of PP and with SEND</p> <p>Identified pupils will be working towards targets identified through use of B Squared assessments.</p> <p>Pupil Progress interviews (teachers &amp; pupils)</p>	SENCo	Half termly
<b>Total budgeted cost</b>					£50,000

**ii. Targeted support**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

F1 Pupil premium children to access extra sessions	Assessments will show children a make progress in line with their stage of development	Children will benefit from extended routines and boundaries. They will have more opportunity to be exposed to rich language and experience. There will be more opportunity to develop social skills.	Regular assessment Discussion at team meetings	EYFS lead	Half Termly  Cost £13.05 per child for each extra session. (£4000)
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<p>Implement PiXL's Primary Code as a catch-up intervention for identified pupils in lower KS2.</p> <p>Implement the Fresh Start programme in UKS2</p> <p>Provide precision teaching for children for whom phonics hasn't been successful</p>	<p>Improve the teaching of phonics as a catch-up intervention by using PiXL's Primary Code in lower KS2 and Fresh Start in UKS2 to reduce the attainment gap</p>	<p>Both the Primary Code and Fresh start are systematic, synthetic phonics interventions that targets poor reading accuracy in older students</p> <p>The Primary Code is also a diagnostic programme, which:</p> <ul style="list-style-type: none"> <li>a) identifies gaps in knowledge and fills them</li> <li>b) embeds knowledge through regular tests</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of a clear and consistent approach to the teaching of phonics as an intervention in KS2</li> <li>- Achievement Teams have a regular reading focus</li> </ul> <p>English lead will track PP pupils and at all stages reading attainment assessed and gaps addressed quickly and effectively for all pupils.</p>	<p>English lead SENCo</p>	<p>Review half termly</p>
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KS1 Targeted Read Write Inc interventions  Targeted therapies for maths  Targeted therapies for reading	Pupils identified as vulnerable B1s/A1s will make accelerated progress.	<p>Targeted interventions informed by teacher's data analysis.</p> <p>Attainment at the end of key stage one is below national average. The gap between pupil premium children and non-pupil premium children is wide</p> <p>Following question level analysis, therapies from PIXL will be used to fill gaps in learning in mathematics and to develop fluency and understanding in reading.</p> <p>Read Write Inc interventions will support progress in phonics and consequently decoding.</p>	<p>PIXL Core meetings with a focus on PP pupils when resources for therapies are allocated.</p> <p>Achievement Teams have a regular focus on PP pupils</p> <p>PP pupils QA and Pupil dialogue.</p>	Reader lead Maths Lead	Termly £14,000
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LKS2 Targeted therapies for maths  Targeted therapies for reading	Pupils identified as vulnerable B1s/A1s will make accelerated progress.	<p>At the end of KS1, the following percentages of Pupil premium children were working below the expected standard for their age:</p> <p>Y3 R 31% W 44% M 31%</p> <p>Y4 R 40% W 55% M 45%</p> <p>Following question level analysis, therapies from PIXL will be used to fill gaps in learning in mathematics and to develop fluency and understanding in reading.</p>	<p>PIXL Core meetings with a focus on PP pupils when resources for therapies are allocated.</p> <p>Achievement Teams have a regular focus on PP pupils</p> <p>PP pupils QA and Pupil dialogue.</p>	English and Maths Lead	Termly £14,000
UKS2 Targeted therapies for maths  Targeted therapies for reading	Pupils identified as vulnerable B1s/A1s will make accelerated progress.	<p>Currently, the following percentages of Pupil premium children are working below the expected standard for their age:</p> <p>Y5</p> <p>Y6</p>	<p>Targeted interventions informed by teacher's data analysis.</p> <p>Therapies from PIXL used to fill gaps in learning.</p>	English and Maths Lead	Termly £16,000
<b>Total budgeted cost</b>					£48,000

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Family support worker to support vulnerable pupils and families	Vulnerable pupils, those requiring CHIN support, EHAFs, TAF, CP gain the specialist support required to keep them safe, promotes their well-being and in school learning.	16 PP pupils currently receiving support on levels 1/2/3/4 plans (15.09.2020)	Pupils will be safe. Vulnerable families will receive the support required to ensure the well-being and outcomes for the child improve.	FSW	Termly  £33,000
Support for improving attendance To include: -Additional office staff to track and collate data	Attendance and persistent absence of pupil premium children are in line with national data	Prior to lockdown in March 2020, attendance had begun to improve. However, at 92.58% it was still below the national average and persistent absence, particularly for pupil premium children was much higher than the national average.	Weekly monitoring of attendance.	DHT	Termly  £12,000

Enrichment – cultural capital  Funding for pupils to access residential and trips and visits into schools by outside providers.	To ensure that pupils receive financial support for residential and trips and visits into schools by outside providers.	The trips policy states that pupils are entitled to a % of support towards the cost of school trips etc.	Action taken in line with trip policy.		Termly  £2380
Forest schools sessions	To improve children's use and understanding of language. To support children's mental health and well being	Forest schools provides a real-life context for the development of language skills. Forest school sessions provide an opportunity for children to take risks, problem solve and use thinking skills.	Pupil voice	Forest school leader	£2000
Provide access to Paws for Trauma (trained therapist and therapy dog)	To ensure that children who have been exposed to a significant number of adverse childhood experiences and/or who have mental health needs receive the support they need.	Evidence shows that adverse childhood experiences have a strong negative impact on educational outcomes.	Receive regular reports from the therapist. Class teachers reports on attainment and progress Pupil voice	FSW	Half termly  £3000 for year

The Great Project – Domestic violence	To enable Y5 children to gain knowledge about healthy relationships, to explore what domestic violence is, and to know where to go for help and support.	1 in 10 children are living with domestic violence. The Great project aims to reduce the devastating impact that domestic violence often has on the lives of children, including poor attainment in education.	Lesson visits Pupil voice	DHT	£1000
Lunchtime support for behaviour	TA support at lunchtime for some children means they are better placed to access learning in the afternoons	Evidence shows that children who find it difficult to self-regulate have particular problems at lunchtimes. Having a more structured routine in a small group supports this and helps to ensure a calm start to the afternoon.	Behaviour records Pupil voice	DHT	Half termly £3500
<b>Total budgeted cost</b>					56,880
<b>7. Additional detail</b>					