

In 2016/17 Hillside Primary School received £170 460 Pupil Premium funding.

With an adjustment spend in July of £126

This money was used to:

1. remove barriers to learning; support and build pupil confidence and behaviour; support pupil's and social and emotional well-being;
2. widen pupil experiences and aspirations; improve access to enrichment and out of school activities.
3. improve the quality of teaching & learning,
4. provide specific 1:1 or small group intervention

1. Removing barriers to learning: We provided..

- 2 family support officers
- 2 behaviour support officers to work across school supporting pupils with behaviour and social and emotional needs
- Breakfast club provided from 7.45-8.50 5 mornings a week
- In school homework club 3 lunchtimes a week
- Pupil attitude and satisfaction surveys

Impact

Vulnerable pupils and their families have been supported through drop in support, targeted support, single assessments and support plans. This has enabled families to access a range of help and advice in areas including attendance, bereavement, finance, health, family relationships, behaviour and mental health. Daily drop in sessions have been very well used, averaging over 100 enquires each month. This daily access to support at the point of need appears to be limiting the instances of higher tier support needed and preventing crisis for pupils and families.

The implementation of wider community and family support through Castle Community Hub following the reduction in local authority support has taken a great deal of time and effort but is now showing the capacity to provide tailored support to the needs of local families. Stay and Play sessions, job support, baby clinic, story times, adult learning courses, course to support pupil's learning and community health are now all being organised and delivered through Hillside's commitment to Castle Community Hub.

Pastoral care meetings have highlighted vulnerable pupils and ensured tailored packages of support are in place including behaviour support. Close monitoring, tracking and behavioural support has enabled pupils to modify and improve their behaviour, develop self-esteem and confidence, build relationships as well as supporting specific issues such as selective mutism, attachment issues, anxiety and anger management.

Breakfast club continues to be very well used with approximately 90+ pupils attending each morning. As well as ensuring pupils have access to a healthy breakfast, social and physical play activities; breakfast club also supports parents

back into the work force, improves attendance and punctuality and ensures a calm start to the day for the pupils who attend.

Homework clubs for KS1, lower KS2 and upper KS2 are well attended, allowing pupils access to adult support to complete their weekly homework in a calm environment.

Analysis of Pass surveys over the year show high or very high satisfaction for nearly all areas with many positive improvements in KS2 attitudes to learning and school. Possible issues around self-regard for Year 4, 2 and 1 boys are being addressed via a growth mind-set approach to learning.

2. Widening Pupil's Experience and Aspiration: We provided..

- Specialist music tuition and first access to playing a musical instrument (ukulele) for Years 3 & 4 pupils
- Project sport specialist PE support at breakfast club and lunchtimes to encourage active and social play as well as developing skills and self esteem
- Subsidies and financial support for trips and residential experiences to reduce costs and ensure access for pupil
- After school clubs free to all pupils. These include a wide range of cognitive as well as pupil chosen activities to build confidence and application of skills and abilities
- Outdoor learning, gardening and forest schools staff to engage pupils working outside, boost self-esteem, co-operation and communication, support pupils in developing a positive self-image as well as applying skills in a practical context

Impact

EY, KS1 and lower KS2 have had access to specialist music tuition over the year. Years 3 and 4 have also learned to play the ukulele as part of their weekly music sessions. After school music club (including ukulele) has been well attended and available to all pupils. Specialist PE support for breakfast and lunchtimes has resulted in pupils having access to high quality sporting activity. Pupils have excellent attitudes to sport and PE. (July 2017) 76% of children in school have attended after school clubs and events with many attending more than one club. 47% of these children are in receipt of pupil premium. 71% of pupils in receipt of pupil premium funding took part in after school activities and or represented the school at an after school sporting event. Pupil premium funding has supported staffing levels for pupils to attend after school events over the year which has helped the school receive the Sainsbury's Gold award for the second year running. (July 2017) 33% of children in school have represented school in competitions. 53% of these children receive pupil premium funding. School trips have been subsidised to reduce the overall cost to parents and thus make them accessible for all pupils to attend. After school clubs are extremely well attend and provide a range of sporting, social, academic and creative activities. Outdoor learning, gardening and forest

school activities are highly valued by pupils with Hillside receiving its third Green Flag award. Pupils engage readily and social skills, problem solving and self esteem are all supported by an active programme of outdoor learning. The outdoor environment is beautiful and pupils take great pride in the part they have played in maintaining the school grounds. All pupils are involved in growing fruit and vegetables which supports their understanding of lifecycles and healthy food options. They also have the opportunity to cook with this and other produce via the weekly cooking club and breakfast club sessions in the school kitchen with Hillside's catering supervisor.

3. Improving Quality Teaching and Learning: We provided..

- Whole school training on Kagan and co-operative learning strategies
- Training for teachers on raising reading standards for pupils
- ICT resources including 'my maths', 'education city' and 'interactive resources' that develop and practise core skills as well as providing homework opportunities

Impact

Raising standards in reading courses have been attended by the Literacy co-ordinator and literacy leads in all key stages. These have been disseminated throughout school via whole school INSET on raising standards in reading held across the year ensuring a consistency of approaches. Whole class reading comprehension with ERIC (Explain, Retrieve, Infer, Choice) and ERNI (Everyone reading, no interruptions) has been introduced across school. A reading development plan is in place to support continued development and analysis of the impact of these strategies.

Whole school metacognition training has been conducted with children and staff now undertaking growth mind-set approaches to teaching and learning. Through classroom activities and assemblies there is an increased emphasis on working hard and the effort needed to actually be learning as opposed to practising something that you can already do. Pupils are able to articulate the 'power of yet' and understand that while they may not be able to do something at the moment, with increased practise and effort they will get better at it. Mistakes are seen by all as part of the learning process and repetition and challenge are needed to build stronger neural pathways and promote deeper learning. Pupils engage in APE (Answer, Prove it, Explain) activities across a range of subjects. Staff use a consistency of approaches and language.

ICT is used extensively to support teaching and learning of all children. Pupils use ICT as part of classroom activities and for homework. Homework clubs provide ICT access to support learning.

4. Specific 1:1 or small group intervention: We provided..

- Narrative therapy – 4 x weekly for reception age pupils
- Sulp (social, emotional & language support) – 2 x weekly for Year 1 pupils
- Reading and phonic boosters – 3 x weekly for Year 3 pupils
- Pirate Writing (reading and writing support) – 4 x weekly for Year 3 pupils
- Project code X (reading and comprehension support) – 3 x weekly Y2, 5 x weekly Years 4 & 5
- Dyslexia support – 3 x per week
- 1st class @ number (maths skills) – 4 x weekly for Key Stage 1 pupils
- Maths boosters – 4 x weekly for Year 2 & 3 pupils
- Maths catch up – 3 x weekly for Year 4 & 5 pupils
- Dyspraxia movement group – 5 x weekly across KS1 & 2
- An extra teacher improving teacher to pupil ratios in Y5 & 6 all week, providing targeted small group tuition and 1:1 support for pupil progress
- Additional targeted afternoon support for year 5 & 6 pupils
- Full time Nursery Nurse support for Nursery & Reception pupils

Impact

High quality Nursery Nurse support has enabled 61% of pupils to reach a good level of development compared to only 39% starting reception at typical levels of attainment.

Internal analysis shows all pupils receiving narrative therapy in R making positive progress. Sulp pupils made between +5 and +11 points progress on entry and exit assessment data. KS1 writing interventions resulted in all pupil premium pupils making at least a sublevel progress. Phonics interventions resulted in PP pupils making between 1 and 2 books progress. Code x interventions at KS1 had mixed results with 2 of the 4 pupil premium pupils meeting end of year expectations. At KS2 project code x had more impact with all pupil premium pupils meeting or exceeding end of year expectations. Maths boosters for Y2 and 3 pupils have been very successful. Although catch up maths was stopped after a term for KS2 as it was felt to be too slow, pupils continued to be targeted and all pupil premium pupils passed end of year expectations.

Improved adult to pupil ratios and additional targeting of pupils in Y5 & 6 has supported pupil progress. In Y5 63% of pupil premium pupils met expected levels of attainment. This increases to 80% without pupil premium pupils with EHC plans or high levels of SEN. Although improved ratios and targeting in Y6 has not resulted in the predicted amount of pupils passing SATs, many pupils have improved on their predicted scaled core through targeted support eg 69% improved scaled score in writing, 47% in maths and 26% in reading. Y6 progress in reading is still behind national but is steadily improving. Progress in writing is well above national at +1.8 and progress in maths is broadly in line at -0.2.

