

Hillcrest Pupil premium strategy 2020-2021

1. Summary information					
School	Hillcrest Primary				
Academic Year	2020-21	Total PP budget	£	Date of most recent PP Review	June 2020
Total number of pupils	410	Number of pupils eligible for PP		Date for next internal review of this strategy	Dec 2021

2. Current attainment for KS1 and 2019-20		
	<i>Pupils eligible for PP (Hillcrest) 2019</i>	<i>Pupils not eligible for PP (national average) 2019</i>
Year 1 % achieving the expected standard in phonics	40% (out of 10 children)	83% (national)
Key Stage 1 % making expected standard in reading	50% (out of 8 children)	75% (national)
Key Stage 1 % making expected standard in writing	40% (out of 8 children)	70% (national)
Key Stage 1 % making expected standard in mathematics	50% (out of 8 children)	76% (national)
Key Stage 2 % achieving expected standard or above in reading, writing & maths	33% (out of 6 children)	70% (national non PP)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social, emotional and mental health (SEMH) difficulties for a small group of children (mostly PP) are having a detrimental effect on effect on their academic progress.
B.	Many pupils eligible for PP also have other factors such as SEN to consider when planning for their provision
C.	Some pupils eligible for PP have less 'experiences' than other children, which impacts on their reading comprehension and imaginative writing
D.	Oral language and communication skills are lower for pupils eligible for PP than their peers. This impacts on reading, writing and maths progress in subsequent years.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are lower than their peers. This reduces their school hours and causes them to fall behind on average.

F.	A number if our PP pupils are experiencing difficulties in their home lives and find emotional regulation difficult; this can result in a negative attitude towards their learning and affect wellbeing and progress.	
4. Desired outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Children's SEMH needs are being addressed.	Pupils with high level SEMH needs are successful in meeting highly individualised targets both academically and emotionally.
B.	Improve learning behaviours for all pupils, but especially those eligible for PP who are SEN, in order to accelerate progress.	Pupils eligible for PP, especially SEN pupils, make at least good progress by the end of the year. Barriers to learning arising from social, emotional or other needs, are reduced and the impact on learning is minimised.
C.	Higher rates of progress across KS2 in all subjects for higher attaining pupils eligible for PP funding	Pupils eligible for PP that have been identified as high ability will make at least good progress or secure 100% of the Key Performance Indicators. Progress will be comparable or better than non PP pupils. Gaps between PP and non PP pupils will close in all subjects. At the end of Key Stage Two the % of pupils working at a higher level in reading, writing and maths will be above national average for that group.
D.	Improve communication and language skills for pupils eligible for PP in reception, Year 1 and beyond.	Pupils in EYFS and Yr 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. This will impact positively on phonic outcomes in Yr1 and Yr2.
E.	Attendance levels of PP pupils to be in line with non-pupil premium pupils. To be measured by termly attendance	PP pupils to be at or above national average in authorised absence data.

5. Review of expenditure				
Previous Academic Year		2019-20 Sept-March		£75, 680
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
Pupils to accelerate in their phonics by receiving 1:1 or small group interventions to ensure their attainment is in line with non PP pupils.	Children who have previously failed their phonic screening to pass with a minimum mark of 32/40	*Children were identified in a timely manner coupled with robust tracking. This ensured progress from starting points.	*Build on the progress made prior to lockdown. Ensure that new staff members are aware of our phonics offer. Make sure parents are fully engaged.	
Higher rates of progress across KS2 in all subjects for low/middle attaining pupils eligible for PP funding	Embed the mastery approach (try it, use it, prove it) to teaching maths and writing. Additional adult support in class to release teachers to support pupils through Quality First Teaching.	*Prior to covid the low/middle attaining pupils were on track to make rapid progress or better than their non PP peers. *Robust monitoring of these children, including regular check ins, meant that gaps were closing.	*Continue to identify this group on teachers' planning. *New PP lead to monitor termly through book looks with the pupils.	
Higher rates of progress across KS2 in all subjects for higher attaining pupils eligible for PP funding	As above Additional targeting of high achievers to move into 'prove it' stage through targeted questioning and group work.	*Prior to lockdown planning scrutinys identified that teachers were identifying higher attaining pupils. *Through book looks and pupil voice Maths/English leaders noted 'prove it' strategies were working.	*When completing a book look do this with the pupil in order to get their voice. Where possible include feedback from the parents.	

<p>Higher rates of progress across the whole school for all pupils, but especially those eligible for PP who are SEN, in order to accelerate progress.</p>	<p>Nurture interventions by Nurture Lead to overcome individual barriers to learning</p>	<p>*Effective use of Nurture lead ensured that these children were 'classroom ready' each day. However the impact, prior to lockdown, was not as successful as it might have been.</p>	<p>*Ensure targets for PP children with SEND are clear and that the class teachers are equipped with the knowledge to ensure progress is sustained.</p>	
<p>Attendance levels of PP pupils to be in line with non-pupil premium pupils. To be measured by termly attendance</p>	<p>Focused support from Education Welfare Officer (EWO); Provision of breakfast club targeted at poor PP attenders and lateness Nurture to support families and PP children who are poor attenders</p>	<p>*Nurture and DSL worked in close collaboration with poor attendees. *Prior to lockdown non PP attendance was 96.4% PP attendance was 94.7%</p>	<p>Continue to operate our more bespoke approach to attendance as this is working.</p>	

ii. Targeted support

<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Higher rates of progress across the whole school for all pupils, but especially those eligible for PP who are SEN, in order to accelerate progress.</p>	<p>Implement interventions- Yr2/6 Booster sessions; TALKTherapy; Speech Therapy to ensure accelerated progress</p>	<p>*Autumn data drop showed that 50% of those PP children who were SEND were making accelerated progress. *Impact of Speech Therapy was evidence through lesson observations and pupil voice</p>	<p>*PP leader must ensure interventions with trained colleague ie TalkTherapy is feedback and built on in class.</p>	
<p>Improve learning behaviours for all pupils, but especially those eligible for PP who are SEN, in order to accelerate progress.</p>	<p>Continue to implement Nurture practices and train support staff in supporting children at class, group and 1:1 level</p>	<p>*Behaviour report prior to March 20th shows that the number of yellow/red slips had diminished from the previous year across the school and those children who were PP were under 5% of the school.</p>	<p>*Look at Zones of Regulation to further embed self-regulation strategies</p>	

Attendance levels of PP pupils to be in line with non-pupil premium pupils. To be measured by termly attendance	Focused support from Education Welfare Officer (EWO); provision of breakfast club targeted at poor PP attenders and lateness. Nurture to support families and PP children who are poor attenders			
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Summer Term Summary

The whole school priorities for PPG spending were significantly impacted upon by the imposed school closures and subsequent partial reopening of schools due to COVID-19. As the much of Pupil Premium Grant spending at Hillcrest is utilised in the employment of our Family Support Team and the safeguarding/pastoral roles they fulfil, these staff were utilised in supporting families in a new way and their focus areas have been summarised below:

- Supporting vulnerable families at home
- Supporting reintegration into school
- Planning a reintegration curriculum**
- Fulfilling the safeguarding duty of the school remotely
- Supporting the distribution of DfE issued electronic devices
- In School support
- Organisation of funding to resource at home provision for complex learners**

6. Planned expenditure

Academic year	2020-21	£
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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

i. Quality of teaching for all

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?
New Pupil Premium lead to formulate and monitor effective Pupil Premium Grant Strategy to ensure sustained progress of PP children.	Sustained impact in all areas of PPG spending evident through termly monitoring	Clear and responsive leadership as identified within DFE publications as one of the building blocks to success for raising attainment in disadvantaged learners.	*Termly monitoring which is feedback to the wider leadership team. *PP lead and SENDCO to meet termly to analyse outcomes. *Termly feedback to governors in Heads report	PP leader	Termly with the Senior Management Team
Provision in all year groups to target pupils who are eligible for PP. Teachers work to offer bespoke sessions in the afternoons to ensure children remain on track to achieve age related expectations and to address gaps in learning.	Improved attainment for pupils across the whole school, but especially those eligible for PP.	Quality First Teaching is the most effective way to support progress of the PPG cohort. Metacognition and self-regulation is identified as one of the most effective ways to boost progress in the EEF teaching and learning toolkit.	*English/Maths termly reports based on book looks with the pupils/planning scrutinies	Phonic & EYFS lead/SENCO/Head/PP lead	On an on-going basis as part of the wider leadership monitoring cycle
Barriers to learning will be reduced due to targeted SEMH support for all PP children.	To reduce anticipated rise in Social, Emotional and Mental Health incidents across the year	‘Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need support to return to school and settle back into school life’, (EEF, 2020)	*Nurture check ins (both formal and informal) timetabled and matters arising feedback to teachers who in turn feedback to parents.	*Nurture Leader *DSL leader	Termly report from Nurture/DSL lead

*Reading interventions for vulnerable children working below age related expectations in reading comprehension. Allows children to make rapid and sustained progress.	Improved attainment for PP pupils in reading	EEF places 1:1 tuition highly on their scale of effectiveness (gains of +5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learner's needs (+4 months)	Analyse PM Benchmarking termly *Monitor library/Book barn engagement	*Library leader *PP/English leader	Termly reading report from English leader
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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?
Staff training on oracy and use of vocabulary – all staff to model and insist on children speaking in full sentences. This is monitored through our observation cycle. - Speech and Language Therapist to work with all PP receptions/Yr1 children having speech or language difficulties	Improved communication and language skills to ensure higher rates of progress for PP pupils.	 <p>The EEF Toolkit recognises that 1:1 tuition, delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning (+5 months). The school recognises that this can only happen if it delivers interventions which are known to have high impact; this is the case with the interventions that the school has chosen. DfE Disadvantaged Pupils Good Practice Research Report, Nov 2015 identified the importance of the focus on high quality teaching.</p>	*PP lead will work with Speech Therapist in order that programmes delivered out of class are built upon in class. Maths/English/Inclusion leads will monitor whether key objectives that have not been secured will be revisited within teaching sequences.	Maths/English/Inclusion lead/PP lead	On an on-going basis as part of the senior leadership monitoring cycle

<p>Pupils to accelerate in their phonics by receiving 1:1 or small group interventions to ensure their attainment is in line with non PP pupils.</p>	<p>Children who have previously failed their phonic screening to pass with a minimum mark of 32/40</p>	<p>Children with slow reading progress will have high quality daily 1:1 reading with a trained teaching assistant. For children at risk of falling behind or who failed the phonic screening check to receive daily additional phonics with their teacher</p>	<p>*Phonics training *ongoing monitoring to ensure interventions/strategies are having an impact</p>	<p>Phonic &EYFS lead/SENCO/Head/PP lead</p>	<p>On an on-going basis as part of the wider leadership monitoring cycle</p>
<p>*Continue to implement Nurture practices and train support staff in supporting children at class, group and 1:1 level; *Embed Zones of Regulation strategies for all pupils including PP pupils.</p>	<p>Improve learning behaviours for all pupils, but especially those eligible for PP who are adopted/LAC, in order to accelerate progress.</p>	 <p>The EEF Toolkit suggests that social and emotional learning improves attainment (+5 months). The EEF 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are prepared and focused on supporting pupils in developing independent learning skills and manage their own learning.</p>	<p>Analysis of Boxall profiles assessments; * Feedback from 1:1 sessions; *Attendance at Parent meetings *CPOMs tracking *Data analysis</p>	<p>Maths/English/Inclusion lead/PP lead</p>	<p>On an on-going basis as part of the wider leadership monitoring cycle</p>
<p>Focused support from Education Welfare Officer (EWO); provision of breakfast club targeted at poor PP attenders and lateness. Nurture to support families and PP children who are poor attenders</p>	<p>Attendance levels of PP pupils to be in line with non-pupil premium pupils. To be measured by termly attendance</p>	<p>Poor attendance has been shown to have an impact on pupil's outcomes. An NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Weekly monitoring of attendance; *Behaviour monitoring linked to lateness/absence; * Monitoring of attendance at breakfast club; *Data tracking</p>	<p>Attendance Lead/Head</p>	<p>Termly and as required for specific families</p>
<p>iii. Other approach</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

Parents are aware of the support the school offers and how to access external support	Increased parental and pupil understanding of barriers PP children encounter	Research into Leading Parental Partnership (LPP) shows that through robust self-evaluation in order to implement an effective action plan, parental engagement and children's progress is positively impacted.	Family Link Worker records will be kept to monitor support given and impact	Family Support Worker	Termly meeting
Staff feel confident when supporting children at class, group and 1:1 level	Whole school ethos of attainment for all	The National Foundation for Educational Research (NFER) has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment	*Whole school staff training which is consistently referred to throughout the year	Head Teacher	Termly
Family support worker will support families, as appropriate, and will log support which will decrease over time. Increase parental engagement in reading and their uptake of support for home learning	To ensure a cohesive approach between home and school to support pupil's progress. Parents are reading and supporting children's learning at home	Parental involvement positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	Family Link worker records will be kept to monitor support given and impact. Monitor parental attendance at shared events (Open Doors Morning and Parents Evenings)	Family Support Worker	Termly
Total budgeted cost					£

Key Priorities from 2019-2022	2019-2020	2020-2021	2021-2022
Sustained improvement in attendance, above national averages and with no gap between disadvantaged learners and their peers.	Implement	Embed	Embed
Sustained Reduction of yellow and red slips through the promotion of self-regulation and proactive approaches	Implement	Embed	Embed
Sustained improvement in pupil SEMH through implementing effective intervention structures, embedding EWB measures within classes and maintaining effective CAMHS Nurse partnerships.	Develop	Implement	Embed
Increase parental participation through workshops, school offer and events- in line with LPPA		Develop	Implement
Sustained low levels of child protection plans through effective Early help processes and family support	Embed	Embed	Embed
Use of action research to improve quality of teaching and learning and pastoral support	Implement	Embed	Embed
Delivery of Mental Health recovery Plan		Develop	Implement