

## Hillcrest Pupil premium strategy 2019-2020

1. Summary information					
<b>School</b>	Hillcrest Primary				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£75,680	<b>Date of most recent PP Review</b>	April 2019
<b>Total number of pupils</b>	406	<b>Number of pupils eligible for PP</b>	48	<b>Date for next internal review of this strategy</b>	April 2020

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

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some pupils eligible for PP are attaining lower than expected levels for their age
<b>B.</b>	Many pupils eligible for PP also have other factors such as SEN to consider when planning for their provision
<b>C.</b>	Some pupils eligible for PP have less 'experiences' than other children, which impacts on their reading comprehension and imaginative writing
<b>D.</b>	The number of PP children who have not met the standards of the phonic screening in Yr1 are 60%
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for pupils eligible for PP are 93.4% (compared to 96.4% for all pupils). This reduces their school hours and causes them to fall behind on average.

<b>F.</b>	A number of 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.	
<b>4. Desired outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	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.	Pupils make increased rates of progress by the end of the year and meet national benchmarks.
<b>B.</b>	Higher rates of progress across KS2 in all subjects for low/middle attaining pupils eligible for PP funding	PP pupils in all Year groups will make rapid progress by the end of the year in order to meet age related expectations or higher. Progress will be comparable or better than non PP pupils. Gaps between PP and non PP pupils will close in all subjects
<b>C.</b>	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.
<b>D.</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.
<b>E.</b>	Attendance levels of PP pupils to be in line with non-pupil premium pupils. To be measured by termly attendance tracking	PP pupils to be at or above national average in authorised absence data.

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-19</b>		<b>£83,710</b>
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>Children not attaining as well as their peers in reading and writing</b>	The % of children reaching or exceeding age related expectations in reading and/or writing increases.	Prioritised in-class support in the mornings and additional support and interventions in the afternoons have been beneficial in securing positive academic outcomes.	Continue to prioritise in-class support for PP children in the mornings (during maths and English). Timetable afternoon support to best meet the needs of the children	<b>£28,510</b>
<b>Children not attaining as well as their peers in maths</b>	Yr2/6 Booster - To improve outcomes for pupils in number and calculation	Highly effective boosters sessions good outcomes for PP. Yr2 50% achieved age related expectations in maths/Yr2 62% age related expectations in reading. Yr6 50% achieved age related expectations in maths and 33% achieved age related expectations in reading	Support was most effective when Head Teacher released Yr6 teachers in the afternoons and enabled them to provide additional support (in addition to English and Maths lessons) to individuals and groups.	<b>£4,500</b>
<b>*Many of poor PP families require additional support in order for them and their children to engage with their learning *Home learning environments may be poor, attendance may be low *Children may arrive at school ill equipped to cope emotionally and practically due to wider demands and possible traumas.</b>	1) Butterfly Therapy 2) Nurture Therapy To support vulnerable pupils 3)Playground To ensure the majority of pupils enjoy and feel safe at playtimes 4)Pastoral/attendance To tackle persistent absence and reduce the number of unauthorised absences	Highly effective additional support for targeted pupils-ensured pupils understood appropriate behaviours and provided strategies to help them in dealing with day-to-day difficulties in class and wider lives.  Decrease in negative behaviours of pupils (evidenced in schools tracking system yellow/red slips)	Continue pastoral support for targeted pupil as part of Inclusion support.  Ensure interventions and additional support tracked and shared regularly at staff meetings.  Review lunchtimes and trial staggered lunches to reduce number of children outside but increase adult to pupil ratio.	<b>£38,650</b>

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<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)	<b>Cost</b>
<b>Poor language acquisition and communication skills</b>	Speech and language teacher To raise oral language skills and improve speech and language development	The programme has had a positive impact on the confidence in speaking of the participating children	The groups and 1:1 were successful as was the engagement from parents. Plan to prioritise children in Reception and Yr1	1 a day a week <b>£7000</b>
<b>Children's experiences beyond their immediate family are often low so through extended opportunities beyond the NC we aim to broaden the experiences of those who are entitled to PP</b>	To ensure the school provides wrap around care for pupils; and promotes healthy living and growing, wellbeing, social development, increasing self-esteem and increasing opportunities for challenge and adventure  To ensure all eligible pupils can access funding for a residential visit  <b>Total Spend</b>	Effective provision of a wide range of extra-curricular activities provided to broaden experiences and engagement; develop confidence and resilience	Broaden opportunities for children to access clubs run by teachers as well as community members.  Introduce a free weekly homework club.	100% of Yr6 and Yr4 PP residential will be paid = <b>£3,500</b> 100% of all pupil premium children will have up to £100 per year towards enrichment clubs <b>=£5,600</b>  <b>£87,760</b>

## 6. Planned expenditure

<b>Academic year</b>	<b>2019-20</b>	<b>£75,680</b>
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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?
<b>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.</b>	Children who have previously failed their phonic screening to pass with a minimum mark of 32/40	Children with slow reading progress will have high quality daily 1:1 reading with a trained Better Reading Champion. For children at risk of falling behind or who failed the phonic screening check to receive daily additional phonics with their teacher	*Phonics training *ongoing monitoring to ensure interventions/strategies are having an impact	Phonic & EYFS lead/SENCO/Head	On an on-going basis as part of the senior leadership monitoring cycle  <b>£28,510</b>
<b>Higher rates of progress across KS2 in all subjects for low/middle attaining pupils eligible for PP funding</b>	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.	EEF toolkit make it clear that Quality First Teaching (QFT) is the most effective way to diminish any gaps between pupils. The EEF also suggest breaking subject matter and learning content into units with specific learning objectives which are pursued until they are achieved has a positive impact on learning (+5months). It also suggests that high quality feedback is an effective way to improve attainment (+8months). By providing additional adult support, class	*Whole staff training on try it approach *Observations by Maths/English/Inclusion Leads to ensure high level of provision is in place. *work sampling	Maths/English/Inclusion Leads	On an on-going basis as part of the senior leadership monitoring cycle  <b>£6,586</b>

<p><b>Higher rates of progress across KS2 in all subjects for higher attaining pupils eligible for PP funding</b></p>	<p>As above Additional targeting of high achievers to move into 'prove it' stage through targeted questioning and group work.</p>	<p>As above. In addition the EEF toolkit suggests that metacognition and self-regulation helps learners think about their learning more specifically (+7months), this is also has high impact but low cost. The 'prove it' part of our learning allows the children to think independently, self-selecting knowledge and skills needed to complete a task.</p>	<p>As above *Whole staff training on planning reasoning/prove it activities and intelligent practice *Pupil voice</p>	<p>Maths/ English/ Inclusion Leads</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle</p>
<p><b>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.</b></p>	<p>Nurture interventions by Nurture Lead to overcome individual barriers to learning</p>	<p>* School Nurture Lead is highly experienced in using the nurture approach to support children to overcome their barriers. The Educational Endowment Foundation (EEF) research shows behaviour interventions can produce large improvements in academic performance along with a decrease of problematic behaviours.</p>	<p>Inclusion lead to monitor impact of support through regular reviews with the Nurture Lead</p>	<p>Inclusion Lead</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle  Termly inclusion meeting with Head Teacher</p>
	<p>Chill Club to be run daily (30 mins) to provide a calm, quiet space away from the playground</p>	<p>Chill Club was very effective last year in supporting children who need a quieter space at lunchtimes</p>	<p>Nurture Lead to review behaviours in the playground and children's lunchtime experience through school council questionnaire</p>	<p>Nurture Lead</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle  <b>£14,318</b></p>
	<p>Regular check ins and targeted interventions led by Nurture Lead to overcome individual barriers to learning</p>	<p>Some pupils need individualised support to enable them to learn effectively in class. Our Nurture Lead is experienced in tailoring support to individuals and this support has been shown to be very effective in improving behaviour in previous years.</p>	<p>Inclusion Lead to work with Nurture Lead to identify pupils and needs and to monitor the support</p>	<p>Inclusion Lead</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle</p>

<b>Attendance levels of PP pupils to be in line with non-pupil premium pupils. To be measured by termly attendance</b>	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	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.	Weekly monitoring of attendance; * Behaviour monitoring linked to lateness/absence; *Monitoring of attendance at breakfast club; * Data tracking against attendance		Termly and as required attendance meeting  <b>£10,000</b>
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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?
<b>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.</b>	Implement specific interventions ie: <input type="checkbox"/> <input type="checkbox"/> Yr2/6 Booster sessions; <input type="checkbox"/> <input type="checkbox"/> TALKTherapy; <input type="checkbox"/> <input type="checkbox"/> Speech Therapy	 <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.</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, Nov 2015 identified the importance of the focus on high quality teaching.</p>	Maths/English/Inclusion leads will monitor whether key objectives that have not been secured will be revisited within teaching sequences. <input type="checkbox"/> Observations of delivery of interventions; <input type="checkbox"/> Data tracking	Maths/English/Inclusion leads	On an on-going basis as part of the senior leadership monitoring cycle  <b>£11,500</b>
<b>Improve learning behaviours for all pupils, but especially those eligible for PP who are SEN, in order to accelerate progress.</b>	Continue to implement Nurture practices and train support staff in supporting children at class, group and 1:1 level;	 <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>	Analysis of Boxall profiles assessments; * Feedback from 1:1 sessions; *Attendance at Parent meetings *CPOMs tracking *Data analysis	Maths/English/Inclusion leads	On an on-going basis as part of the senior leadership monitoring cycle  <b>As above</b>

<b>Attendance levels of PP pupils to be in line with non-pupil premium pupils. To be measured by termly attendance</b>	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	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.	Weekly monitoring of attendance; <input type="checkbox"/> Behaviour monitoring linked to lateness/absence; <input type="checkbox"/> Monitoring of attendance at breakfast club; <input type="checkbox"/> Data tracking against	Attendance Lead/Head	Termly and as required for specific families
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### iii. Other approach

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Increased parental and pupil understanding of barriers PP children encounter</b>	Parents are aware of the support the school offers and how to access external support	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
<b>Whole school ethos of attainment for all</b>	Staff feel confident when supporting children at class, group and 1:1 level	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  <b>£1000</b>
<b>To ensure a cohesive approach between home and school to support pupil's progress. Parents are reading and supporting children's learning at home</b>	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	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

<p><b>To broaden the range of cultural and sporting opportunities at school.</b></p> <p><b>To establish and develop further links with the community.</b></p>	<p>Through the Ashton Schools Partnership the school will engage with local sporting competitions and ensure disadvantaged pupils access this.</p> <p>Local visits mapped to our enquiries will be planned to engage pupils with our local setting.</p> <p>Diversity celebration day raising the profile of the diverse cultures of Bristol (language of the month display in hall)</p> <p>Clubs at school will be monitored to see how well they are accessed by disadvantaged pupils</p> <p>Camps will be subsidised to encourage disadvantaged children to attend</p>	<p>The Ofsted Inspection Framework focuses on: How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.</p>	<p>School visitors and visits will be recorded and teachers by subject leaders in the logs</p> <p>Club registers will be monitored.</p>	<p>Head Teacher/ Curriculum Leads</p>	<p>Termly senior leadership meetings</p> <p><b>£4,500</b></p>
<p><b>Total budgeted cost</b></p>					<p><b>£76,414</b></p>