# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Hill View Primary School |
| Number of pupils in school | 190 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 Years |
| Date this statement was published | 1st December 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Richard Jackson |
| Pupil premium lead | Clare Oakes |
| Governor / Trustee lead | Geoff Logan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 48,350 |
| Recovery premium funding allocation this academic year | £ 2,464 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 50,814 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. Our pupil premium strategy details how we intend to provide important support to contribute to the attainment of pupils from disadvantaged backgrounds. It covers a three-year period, but also allows for annual reviews and necessary adjustments.**  **School leaders have focused on a small number of priorities in areas that are likely to make the biggest difference, with a focus on effective implementation. The approaches adopted are selected on the basis of strong educational evidence available within school, such as internal and external data, lesson observations, visits and learning walks, parent’s surveys and pupil interviews.**  **Our strategy relies not on a single intervention, but it is about a suite of activities that, individually and together, aim to make a positive impact. Interventions across four areas are needed: academic challenge and extension (particularly where prior attainment has been low); cultural enrichment; personal development; and removal of financial barriers to achievement.** |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

\*DfE have not yet released data for disadvantaged pupils (Oct 2022)

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| Challenge number | Detail of challenge |
| 1 | In 2022 progress for both reading and writing was better than the national averages of progress for disadvantaged pupils. Maths however was significantly lower. |
| 2 | Research has shown that the worst performing group were not the long-term disadvantaged (80% or greater FSM eligibility), but those who had spent less than 50% of their time at Hill View as FSM eligible. |
| 3 | 2022 data shows that although the average key stage 2 score for reading for disadvantaged pupils was above the average national score for their prior attainment group, it was behind the average point score for non-disadvantaged pupils at Hill View. In maths the average key stage 2 score for disadvantaged pupils, for their prior attainment group, was below both the national average and average for non-disadvantaged pupils. |
| 4 | Evidence from lesson observations, visits, learning walks and pupil interviews suggests that children from disadvantaged backgrounds have weaker social and emotional learning skills than their more affluent peers. |
| 5 | There is evidence from observation and pupil interviews to suggest that pupils from lower socioeconomic backgrounds are behind their more advantaged counterparts in developing early language and speech skills |
| 6 | Pupil interviews revealed that disadvantaged pupils lacked background knowledge and cultural learning. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Disadvantaged pupils make appropriate progress, particularly in maths | Progress scores by the end of Key Stage 2 will be closer to the national average for disadvantaged pupils in maths. |
| Medium to short term disadvantaged pupils make equivalent progress to non-disadvantaged pupils | Progress for this group in all classes is equivalent to other pupils |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25,328

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Arts participation in creative activities and lessons such as singing, music, dance and drama, as well as extra-curricular activities and access to trips and visits | According to the EEF (Education Endowment Foundation) *‘Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.’*  *‘Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary’* | 1, 2, 3 and 6 |
| Mastery learning approaches, particularly in maths, and using feedback to focus learners’ actions. | Evidence from EEF shows there are positive impacts from a wide range of feedback approaches and that… *‘Impacts are highest when feedback is delivered by teachers.’* | 1, 2, 3 and 6 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 9,800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Early Language Intervention Programme | Evidence from EEF shows the average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. | 1, 2, 3 and 5 |
| One to one tuition giving individual support | Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. | 1, 2 and 5 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 8500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Social and emotional learning (SEL) interventions that seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | The EEF identify that the average impact of successful SEL interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | 1, 2 and 4 |

**Total budgeted cost: £ 43,628**

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

## Pupil premium strategy outcomes

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

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| Unfortunately, certain breakdowns including data for disadvantaged pupils is not available in the current release available via DfE ‘Analyse School Performance’. These breakdowns will be made available in the revised release and this strategy statement will be reviewed when it becomes available. The strategies employed can be seen to have had a positive impact on the progress made by disadvantaged pupils at Hill View, particularly in English, where progress scores are higher than those for similar pupils nationally. Maths should be brought into sharper focus, particularly for those disadvantaged pupils with low prior attainment. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Doodle Maths | Doodle |
| Bounce Together Mental Health and Wellbeing Surveys | Bounce Together |