

# Hillsborough Pupil Premium and Recovery Review 2024

## Challenges for disadvantaged pupils

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, particularly in EYFS, although some children continue to experience difficulty throughout school. In Y1, less than ¼ of the DA children achieve ELG in CLL. This has had an impact on attainment in reading and writing in Y1. In nursery, 33% of pupils with S&L difficulties are DA pupils. Throughout school, 17% of DA pupils continue to be monitored on the SEND register for S&L difficulties. In Y6, PP pupils did not perform well against non-PP pupils in writing in July 2023, falling below national.
2	Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers. 13 children achieved our expected standard at the end of EYFS in phonics last year and 2 of these children were DA. At the end of Y1, 29% DA children achieved the expected phonics standard. This was low.
3	Our assessments and observations show that many of our disadvantaged pupils' education has been disproportionately impacted by Covid and children are not displaying the metacognitive skills to apply their learning or commit it to long term memory, therefore needing more catch up interventions to ensure basic skills are learnt.
4	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Last year's attendance figure for disadvantaged pupils was 3.64% lower than non-disadvantaged and disadvantaged persistent absence was 5.6% higher than the overall persistent absence rate.

## Strategy Aims

Intended outcome	Success criteria
<p>Close the gap in ELG for language and communication</p> <p>Secure a wider range of vocabulary for all PP pupils in all subjects.</p> <p>Improve writing outcomes for PP pupils throughout school (Sept 2022)</p>	<ul style="list-style-type: none"> <li>✓ PP pupils will make accelerated progress in CL by the end of EYFS</li> <li>✓ Less children will need S&amp;L support at the end of EYFS.</li> <li>✓ Children will be speaking at a four-word level by the end of EYFS and will be able to hear sound in words in conversation and show proficiency in sounds in written work.</li> <li>✓ Vocabulary displays in classroom will be used effectively by PP children</li> <li>✓ Through conversation and through application in written work in all subjects, PP children will use a wider range of vocabulary to support their communication.</li> <li>✓ Ensuring key knowledge, outcomes and assessment opportunities for pupils in writing are clear along with a focus on a structured approach to delivering the writing curriculum will improve PP outcomes in writing, enabling more children to achieve the expected standard through school.</li> </ul>

Close the gap in the phonics Y1 & 2 checks between DA pupils and all pupils.	<ul style="list-style-type: none"> <li>✓ 95% of children will achieve the end of Y1 phonic standard.</li> <li>✓ An increased number of pupils will achieve the phonic standard by the end of Y2.</li> <li>✓ Progress of DA and non-DA pupils is in line.</li> </ul>
<p>Close the gap in attainment between pupils with PP and others in all year groups.</p> <p>Improved attainment at the end of KS1 &amp; 2 for pupils with PP.</p> <p>Close the gap in the Times table check for Y4</p>	<ul style="list-style-type: none"> <li>✓ PP children will make accelerated progress compared with their non-PP peers in reading, writing and maths</li> <li>✓ The attainment gap between PP children and their peers will be closing compared to previous external data</li> <li>✓ Progress of DA and non-DA pupils in times tables check is in line.</li> </ul>
Number of DA pupils with PA to reduce and overall attendance to improve	<ul style="list-style-type: none"> <li>✓ Attendance of disadvantaged pupils improves compared to previous data</li> <li>✓ The number of disadvantaged pupils who are persistently absent is less than 15% (which is a reduction of 8.8%)</li> </ul>

## Review of impact

Aim/ intended outcomes	Strategy/ chosen approach	Outcome/Impact <b>Red – July 23</b> <b>Blue – July 24</b>
<p>Close the gap in ELG for language and communication</p> <p>Secure a wider range of vocabulary for all PP pupils in all subjects.</p>	<p>Purchase appropriate texts for PP children as part of the whole school reading curriculum</p>	<p><b>Big Cat Fluency books have been purchased to support children moving from the phonics approach to reading to being a fluent reader. These have been introduced in September 2023, along with a fluency training for staff, and PP pupils in Y2 have been targeted for reading these as a bridging text into Y3. Key texts in the writing and reading curriculum have also been purchased to ensure that children are being exposed to high quality texts with vocabulary to stretch and challenge all readers.</b></p> <p><b>High quality models have been bought and introduced into all year groups to support children’s exposure to texts. Little Wandle fluency books and resources have been purchased to support PP children to develop their fluency in reading. Out of the 6 PP pupils who accessed these texts, 4 of them are on target to meet ARE in reading and have caught up with peers.</b></p>
	<p>Embedding vocabulary across the curriculum in KS1 and KS2. This will include professional development, SLT support and peer to peer coaching.</p>	<p><b>Following the Ofsted inspection, vocabulary is well taught in reading sessions and clear strategies are in place to ensure children are acquiring more vocabulary. In the wider curriculum areas of science, art and geography, clear vocabulary to be taught is evident on the curriculum documents for teachers to ensure children remember these Tier 2 and 3 words. NW and TM attended a course to upskill their knowledge on vocabulary teaching and this training is to be delivered to staff over the Summer term. Further work in other curriculum areas, such as</b></p>

<p>Improve writing outcomes for PP pupils throughout school (Sept 2022)</p>		<p>history, DT, maths and writing is planned to ensure key vocabulary is progressive, taught and that checks are made to ensure children are remembering this to support their learning.</p> <p>All wider curriculum subjects have vocabulary progression documents which outline which vocabulary is taught to ensure children are accessing the technical vocabulary needed for each subject. Knowledge organisers highlight new vocabulary and previously taught vocabulary for reference for the children but these have not had the impact that we had intended. There is still too much confusion from staff and children alike as to how to use these most effectively. This will be something we will continue to develop within our updated PP strategy.</p>																				
	<p>CPD for curriculum development and moderation for staff to ensure outcomes are met</p> <p>Improve pupil outcomes in writing through the delivery of a new curriculum.</p>	<p>There has been intensive CPD for teachers and support staff over the year in order to improve their understanding of the process of writing and the writing journey the children undertake. Staff have had CPD on models of excellence and now have a clear understanding of how children move through the writing journey and how we can use models to support and improve their outcomes.</p> <p><i>'The writing plans have been carefully thought through with clear progression in terms of building pupils' knowledge of genres, forms, stylistic devices and VGP over time. KS1 is suitably focused on transcription with pupils writing fragments and dictated sentences in the early stages of their writing journey. You have successfully used the writing training to inform your planning. There were many strengths across the day' Sarah Hubbard – writing consultant.</i></p> <p>Moderation has taken place across all subjects within the Trust and documents are being formed to provide clear expectations for outcomes in all year groups. Moderation has also taken place with Southey Green on writing, which showed our expectations of children were high and assessments accurate, as well as with Carfield in Y6, which further highlighted this.</p>																				
	<p>Speech and language intervention for small groups and 1-1</p>	<p>C&amp;L continued to improve from Autumn 2 to Summer 2, increasing outcomes by 28%. 87% of children were working on the reception curriculum at the end of Summer 2 and 80% of all children achieved ELG in C&amp;L. 68% of PP children achieved the related standard at the end of EYFS but progress between the two groups was fairly similar – 31% of non-pp children made accelerated progress and 28% of pp children made accelerated progress.</p> <p>C&amp;L has improved from Autumn 2 to Summer 2, increasing outcomes by 6%. However, the number of PP pupils in FS2 has also increased from 11 – 17 over this period of time. Some of these children who have come into the cohort did not had good communication and language skills and therefore this impacted on our overall attainment. Currently, 59% of our EYFSPP pupils are on track to attain ELG in CL: this is just slightly higher than all pupils. We continue to use Little Wandle in nursery for pre-phonics and this has helped our children attain as well as other speech and language programmes which are delivered in small groups and 1:1. Over 75% of the cohort were assessed and needed some form of speech and language intervention across the year.</p>																				
	<p>Ensure the writing curriculum is progressive and meets the needs of all children.</p>	<table border="1"> <thead> <tr> <th data-bbox="925 1198 1323 1281">Writing - Baseline</th> <th data-bbox="1323 1198 1417 1281">% ID</th> <th data-bbox="1417 1198 1659 1281">% Below Exp</th> <th data-bbox="1659 1198 1901 1281">% At Exp</th> <th data-bbox="1901 1198 2143 1281">% Above Exp</th> </tr> </thead> <tbody> <tr> <td data-bbox="925 1281 1323 1334">Year 1 (65)</td> <td data-bbox="1323 1281 1417 1334">15</td> <td data-bbox="1417 1281 1659 1334">37</td> <td data-bbox="1659 1281 1901 1334">48</td> <td data-bbox="1901 1281 2143 1334">0</td> </tr> <tr> <td data-bbox="925 1334 1323 1386">Year 2 (57)</td> <td data-bbox="1323 1334 1417 1386">18</td> <td data-bbox="1417 1334 1659 1386">40</td> <td data-bbox="1659 1334 1901 1386">42</td> <td data-bbox="1901 1334 2143 1386">0</td> </tr> <tr> <td data-bbox="925 1386 1323 1444">Year 3 (61)</td> <td data-bbox="1323 1386 1417 1444">7</td> <td data-bbox="1417 1386 1659 1444">31</td> <td data-bbox="1659 1386 1901 1444">56</td> <td data-bbox="1901 1386 2143 1444">7</td> </tr> </tbody> </table>	Writing - Baseline	% ID	% Below Exp	% At Exp	% Above Exp	Year 1 (65)	15	37	48	0	Year 2 (57)	18	40	42	0	Year 3 (61)	7	31	56	7
Writing - Baseline	% ID	% Below Exp	% At Exp	% Above Exp																		
Year 1 (65)	15	37	48	0																		
Year 2 (57)	18	40	42	0																		
Year 3 (61)	7	31	56	7																		

Year 4 (38)	8	47	42	3
Year 5 (52)	6	31	50	13
Year 6 (62)	13	37	44	6

<b>Writing – End of Year</b>	<b>% ID</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (60)	7	38	52	3
Year 2 (53)	4	38	58	0
Year 3 (61)	2	61	36	2
Year 4 (38)	0	47	37	16
Year 5 (52)	0	29	52	19
Year 6 (60)	0	48	45	7

The new unit plans outline clear curriculum content and provide opportunities for staff to teach composition and develop creativity and ideas with the children. These have been used from Spring 2 and are beginning to have impact on writing outcomes. There are some whole school areas to focus on following writing moderation, such as understanding cohesion and how to use this with effect in writing as well as the use of pronouns. The children are also being expected to write too much and so a message of quality, not quantity needs to be utilised next year. Writing will continue to be a whole school development priority, with support being utilised from Learn Sheffield for the writing leader. Handwriting has been formalised earlier in FS to minimise this barrier and the impact has been positive. More children are leaving FS achieving the writing standard than in previous years. Along with the phonics input, children are now writing more independently, more often and are more confident in forming simple sentences independently

Dictated sentences are in place throughout school to support children's basic skills and allow for improvements in handwriting and composition.

INSERT END OF YEAR DATA

Spelling programme introduced for KS2

Assessments show that the programme is having an impact on all pupils. A baseline and Autumn 1 assessment has been completed and there is clear evidence of progress for PP pupils in all year groups from one point of

		<p>assessment to another. Further impact over 23-24 will be gauged and we will also look at how spellings in writing are applied and whether or not this is helping our children be more fluent writers throughout this year.</p> <p>INSERT DATA FROM Y3 – 6</p> <p>INSERT DATA FROM Y6 SPAG</p>
	<p>Use Clicker to support children to write effectively.</p>	<p>All staff have had training on using Clicker to support individual children with writing. The programme was purchased and then implemented in the Autumn term ready for the January start. Of those children who have regularly used Clicker, there has been improvement in their attitude towards writing and their engagement in writing sessions. They now feel more confident to access writing sessions and contribute to their own learning. However, there hasn't been notable impact on achievement to date but I believe that the impact will start to show in outcomes over time.</p>
<p>Close the gap in the phonics Y1 &amp; 2 checks between DA pupils and all pupils.</p> <p>Close the gap in attainment between pupils with PP and others in all year groups.</p> <p>Improved attainment at the end of KS1 &amp; 2 for pupils with PP.</p> <p>Close the gap in the Times table check for Y4</p>	<p>Purchase a structured phonics programme - Little Wandle – and subsequent training</p> <p>Improve the outcomes within phonics across EYFS, Year 1 and 2</p> <p>Leadership - in class support/ coaching and intervention to close the gap between DA and non- DA pupils</p>	<p>The Ofsted report from May 2022 spoke positively around reading and the provision in place for pupils and particularly noted the immediate support that is built in for pupils on a daily basis. New staff have been trained in the programme and the early reading deep dive (Nov 22) saw good practice from all adults in supporting children in phonics sessions.</p> <p>At the end of Y1, DA children passing the phonics screening test was lower than non-DA but had closed the gap slightly on the previous year's outcomes. 64% of DA pupils passed the phonics check compared to 79% non-DA pupils. At the end of Y2, DA pupils outperformed non-DA pupils achieving the phonic standard, with 91% of DA pupils passing the phonic check compared to 86% of non-DA pupils. This is evidence that the right programme was selected and that it continues to have impact over time on pupil outcomes.</p> <p>INSERT DATA ONCE COMPLETED</p> <p>A TLR for PP has been appointed and is engaging in the making the difference programme. CPD has been received and delivered to staff to upskill their knowledge around the PP strategy and the children in school who are classified as DA. Julie Kettlewell explored the school with the PP lead and inclusion manager and discussed specific areas for the project. PP lead has designed a project to focus on closing the attainment gap for DA children in each year group where persistence absence is impacting their learning and supported staff with ideas on how they could implement something new.</p> <p>Although the project has not run this year, PP children and their progress have been discussed at each Pupil Progress meeting and interventions targeted towards improving outcomes for this group of children. Staff are now more aware of who their PP children are and are confident that good academic outcomes are the best way to improve life chances and dreams for these children. All staff have the opportunity to discuss individuals with phase leaders and gain advice from them on individual needs to support children in the cohort as well as the impact of interventions.</p>

Standardized diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.

The school uses a range of diagnostic assessments to identify gaps in pupil learning. This forms the basis of intervention groups for reading, writing and maths.

KS1/KS2 Statistics – Summative summary for PP children

<b>Maths – Autumn 22</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (26)	42	42	0
Year 2 (25)	44	44	0
Year 3 (26)	46	54	0
Year 4 (23)	30	43	9
Year 5 (27)	30	48	15
Year 6 (28)	71	29	0

<b>Maths – Summer 23</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (26)	46	46	0
Year 2 (25)	24	60	8
Year 3 (26)	38	62	0
Year 4 (23)	30	48	13
Year 5 (27)	19	56	22
Year 6 (28)	57	43	0

<b>Reading – Aut 22</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (26)	46	38	0
Year 2 (25)	40	48	0
Year 3 (26)	42	58	0
Year 4 (23)	39	39	4

Year 5 (27)	22	63	7
Year 6 (28)	68	18	0

<b>Reading – Sum 23</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (26)	54	38	0
Year 2 (25)	32	52	8
Year 3 (26)	54	46	0
Year 4 (23)	43	35	13
Year 5 (27)	26	48	22
Year 6 (28)	57	36	7

<b>Writing – Aut 22</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (26)	50	42	0
Year 2 (25)	56	32	0
Year 3 (26)	54	46	0
Year 4 (23)	52	30	0
Year 5 (27)	30	56	7
Year 6 (28)	54	46	0

<b>Writing – Sum 23</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (26)	42	50	0
Year 2 (25)	48	44	0
Year 3 (26)	54	46	0

Year 4 (23)	48	39	4
Year 5 (27)	30	52	15
Year 6 (28)	61	39	0

PP children throughout school achieved well and made good progress from Autumn 22 – Summer 23, apart from in Y6 writing. This was an issue throughout the cohort and similar achievement was seen in other comparable groups. This is on the school development plan for 23-24 and work has already begun to improve children's writing through the introduction of a new structure, new unit plans and exposure to high quality texts for modelling. The gap in KS2 PP progress was fairly significant between PP achievement and Non-PP achievement. This was a cohort specific issue but work is being done with KS2 staff to ensure our PP children continue to make good progress and achieve highly at the end of Y6.

July 2024

The data below shows the progress between baseline and teacher assessments made in July 2024. [INSERT ANALYSIS ONCE JULY DATA INSERTED](#)

<b>Maths – Aut 23</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (23)	52	43	0
Year 2 (29)	45	41	0
Year 3 (27)	22	56	7
Year 4 (26)	38	62	0
Year 5 (23)	30	48	13
Year 6 (27)	19	56	22

<b>Reading – Aut 23</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (23)	57	30	0
Year 2 (29)	52	34	0
Year 3 (27)	30	48	7
Year 4 (26)	54	46	0
Year 5 (23)	43	35	13
Year 6 (27)	26	48	22

<b>Writing – Aut 23</b>	<b>% Below Exp</b>	<b>% At Exp</b>	<b>% Above Exp</b>
Year 1 (23)	61	26	0
Year 2 (29)	41	45	0
Year 3 (27)	44	41	0
Year 4 (26)	54	46	0
Year 5 (23)	48	39	4
Year 6 (27)	30	52	15

	<p>Metacognitive approaches CPD for all adults in school in order to promote fluency in the curriculum.</p> <p>CPD on metacognition, recall, fluency and retention for all teaching staff to ensure clear strategies in place to support children to learn more and know more.</p>	<p>A focus for KS2 has been developing fluency and teachers have had CPD on fluency strategies and teaching for children in KS2. We have adopted termly fluency checks and ensure that all children have a book matched to their phonics or age ability all the way through KS2. The reading curriculum has been honed throughout KS2 to ensure that children read a wide range of texts during their reading lessons and that these texts support the learning objectives that are taught. 70% of children achieved the expected standard in Y6, with 25% of those achieving over 110 standardised score, GDS.</p> <p>A consistent approach to using retrieval and rehearsal methods are embedded into school in all subjects. Memory maps are used at the start of each day to recap subjects and staff use the progression documents to ensure retrieval of key knowledge is prioritised. New curriculum unit plans clearly outline key knowledge for staff. These are still in the process of being completed.</p> <p>All unit plans are now completed for the subjects and these are being implemented well. Staff are using the unit plans to plan their learning for the children and also to support their recall of previous learning through memory maps and short tasks to check their knowledge retention. Further work needs to be completed on assessment in the wider curriculum to ensure that our pupils are retaining the knowledge they are learning and adults are assessing these with precision.</p> <p>Children are using memory maps and other tools in order to retrieve and rehearse their learning. This is beginning to have impact and more children than before are able to talk about what they are learning in the classroom, having retained more knowledge. Each day begins with a memory map on a subject which ensures that rehearsal is part of the everyday routine. This is supporting our PP pupils to retain more knowledge and staff understand the importance of this as part of the daily school routine.</p>
	<p>Teacher confidence in teaching times tables ensures PP pupils are fluent in times table recall</p>	<p>A new model of daily times table practice is in place and all teachers and TAs have small groups to focus in on specific tables to support children learning this. They received CPD at the start of the year and support within sessions from the maths leader and AHT. Children are beginning to make good progress with their timetables and assessments show that they are more confident with remembering these than at the start of the year but there is a still a gap in their fluency and automaticity. They are not showing they can recall these as quick as they need to on the check. This half term, a different approach has been implemented with the most skilled teachers teaching the children who need the most support. This is already having an impact. The maths leader has written unit plans for the adults to use for their sessions and has created resource boxes to ensure consistency of approach. Data is showing that 7% achieved full marks in the check, with 48% more children scoring between 15 – 22. The average mark was 15.87 which was below national at 16.7. We are using targeted homework, TT Rockstars and focussed groups to ensure these outcomes improve.</p> <p>Outcomes in Y4 were much improved from the previous year. Overall, 58% of pupils achieved the school standard of 22+ with an average score 20.1, just above the national figure of 19.8 in 2022. There was not a significant gap in achievement between DA and non-DA pupils achieving 22+ but there was a significant gap between DA and non-DA pupils achieving 25 (5% - 19%). Breaking this down, less DA boys achieved 22+ but two of these did not sit the tests (accounting for 6% overall). Target next year will be to focus on more children achieving 25 as we had the majority of children achieving 23/24, lowering our overall 25 outcomes to 11%, and improving the attainment of DA boys.</p> <p><u><a href="#">INSERT DATA WHEN KNOWN</a></u></p>

	<p>Clear end of phase outcomes for phonics to be designed and shared with all teachers</p>	<p>In Y1, 64% of PP pupils passed their phonics assessment at the end of the year compared to 79% of Non-PP pupils. The gap was slightly wider than in the previous year but was in line with national. By the end of year 2, 91% of PP pupils achieved the required standard which was higher than our Non-PP pupils. SEND phonics groups and targeted support helped these children achieve this standard by the end of KS1. All of these children have been tracked into KS2 this year and are accessing support where needed to promote their phonic development or fluency in reading.</p> <p><b><u>INSERT DATA WHEN KNOWN</u></b></p>
	<p>Support for the leader from the Trust and the English Hub to improve phonics. Leader to coach colleagues to improve practice.</p> <p>Additional phonics sessions with support for targeted pupils on a daily basis. Linked to Little Wandle.</p>	<p>Ofsted report - Reading is a priority for leaders. Staff receive regular training and support to deliver the school's chosen phonics programme effectively. Teachers regularly check that pupils know and apply the sounds that they have learned. They ensure that the books pupils read match the sounds that they know. Pupils who struggle to read receive immediate support. Pupils read with increasing confidence and fluency.</p> <p>The AHT who is responsible for Early reading has supported new staff to develop effective phonic teaching skills. They continually access the training from Little Wandle and regular meetings are held with staff to improve their practice in early reading. Following the deep dive in November 23, CPD, support in class and individual work has been completed by the AHT with staff across FS and KS1 to develop fluency in reading, particularly when hearing children read as part of the programme. Staff have had clear guidance and training on promoting fluency and parents have also been supported in their understanding of this. Although the impact is continuing to be measured, observations show a greater understanding of fluency and staff are now beginning to put these strategies into practice.</p> <p>Little Wandle is fully embedded from Nursery to Y3, ranging from pre-phonics to phonics programmes and then post phonics catch up groups. Little Wandle is also now used across KS2 to continue with phonics for those children who did not pass at the end of Y2. We have a SEN programme, keep up programme and rapid catch up programme to ensure children can progress through phonics. This accounts to 14 children and they will sit the phonics screening at the end of each year to ensure they meet the expected standard, even if they have taken longer to do so. Out of the 14 children, 12 of them are PP.</p> <p><b><u>INSERT DATA ONCE SCREENING IS COMPLETED</u></b></p> <p><i>'The staff are following the Little Wandle programme. The pupils are engaged and staff identify those pupils are not contributing and are spotlighting them. The promotion of fluency is good. There is also a focus on pencil grip and all staff in FS know the pencil grip of each pupil so this can be worked on in provision'. Martin Finch – Early reading Deep Dive summary</i></p>

Century Tech for Y6 pupils providing DA pupils opportunities to revise key knowledge

### Target Comparisons

(Displaying Autumn (2) 2022 - Y6 pupils)

Maths Summ	Cohort	EXS+	GDS	EoY Tgt
All	55	45%	5%	70%
Boys	27	37%	11%	68%
Girls	28	54%	0%	71%
FSM	15	33%	0%	60%
PP	24	33%	0%	62%
SEN (All)	20	10%	0%	38%
EAL	14	36%	0%	79%

Y6 pupils are using Century tech to support their maths learning as data showed that this was the area where DA pupils were not achieving as highly. They use this on a daily basis to support the revision of key maths skills.

Following revision club, outcomes in maths were positive than expected but not as good as last year, leading to a 3-year downward trend in KS2 maths outcomes. 64% of pupils achieved the expected standard with 18% achieving a higher standard. 3 children missed the expected standard by 1 mark. The progress in maths from the start of the year has been supported by century tech with an increase of 19% of children meeting the standard through the spring term. Revision clubs focussed on maths and the use of a tutor to support the children in their maths learning during these clubs was well utilised. Century tech was used to predominantly focus the children in maths during revision club and uptake on home learning increased from the previous year.

Century Tech has been used again to support the children both at home and in Revision club to meet their end of

Displaying: Aut (2) 2023 - Year 6

Maths Summ	Cohort	EXS+	GDS	EoY Tgt
All	50	60%	8%	79%
Boys	28	64%	7%	79%
Girls	22	55%	9%	78%
FSM	27	59%	7%	81%
PP	27	59%	7%	81%
SEN (All)	13	38%	8%	57%
EAL	13	77%	8%	85%

year targets. More PP children were targeted to be EXS+ than all children and there was good attendance from the PP cohort at revision clubs before school, which focussed on maths.

[INSERT DATA OUTCOMES WHEN KNOWN](#)

	<p>Teachers to use online platforms as part of home learning package, including Seesaw, TT Rockstars and Century tech.</p>	<p>All pupils access Seesaw for online learning and homework. In FS, this is used as the evidence base for learning and clearly shows progress in key areas for all pupils. Y6 revision club has started and using Century Tech to support independent revision 5 days per week. This started at the beginning of January and impact is yet to be measured. TT Rockstars is used on a daily basis in Y3/4/5 to support the children to develop fluency in number. Y6 outcomes showed that the online learning tools used to support children's learning had some impact in their overall achievement. Although these were used to differing degrees of success, Century Tech was used well to support reading outcomes. Staff have had training on how to use TT Rockstars and all staff in KS2 now feel confident to use this programme to its full potential.</p> <p>Online platforms have been reviewed this year and honed to ensure they are meeting the needs of the children in school. Y6 used Century Tech during revision sessions and this ensured they were well prepared for the maths end of KS2 tests. All teachers use Seesaw and the parental engagement in this is around 54%. All KS2 staff use TT rockstars weekly and homework is set. A relaunch in school with all children in KS2 has improved the engagement with this and competitions and medals are now in place which have encouraged pupils to use this outside of school.</p>
	<p>Additional phonics sessions with support for targeted pupils on a daily basis. Linked to Little Wandle.</p>	<p>Keep up sessions take place on a daily basis for children who need extra support to ensure they do not fall behind. The children change on a daily basis. Phonics outcomes were positive in July 2022. 93% of pupils at the end of Y2 passed the phonic check and 73% passed by the end of Y1. Disadvantaged progress was also good with over 70% of DA pupils in Y1 passing their phonics check which was an increase of 35% from the previous year.</p> <p>Phonics outcomes have been positive in July 2023. Keep up sessions continue to take place on a daily basis. 91% of pupils at the end of Y2 passed the phonics check and 77% by the end of Y1, which is an improvement on the previous year. DA progress is good with all children making progress from September in their scores. Where children have arrived into the year group later and have not had the programme since FS2, their outcomes are weaker. Of the 15 children who did not pass the expected standard in Y1, over 50% of them were new to school in Y1. The gap that is evident now is where children have another barrier to learning, such as SEND or attendance. A new programme supporting SEND children on the Little Wandle phonics programme has been bought to start in September in order to try and close this gap. The AHT and leader for Early reading has received training and we will monitor the impact of this next year.</p> <p>Little Wandle is fully embedded from Nursery to Y3, ranging from pre-phonics to phonics programmes and then post phonics catch up groups. Little Wandle is also now used across KS2 to continue with phonics for those children who did not pass at the end of Y2. We have a SEN programme, keep up programme and rapid catch up programme to ensure children can progress through phonics. This accounts to 14 children and they will sit the phonics screening at the end of each year to ensure they meet the expected standard, even if they have taken longer to do so. Out of the 14 children, 12 of them are PP.</p>
	<p>Engaging with the National Tutoring Programme for small group reading and maths tuition targeted at specific needs.</p>	<p>50 children have had 15 hours of tutoring over the Autumn term. The impact on these children showed that at least 60% of these made progress in the intervention that they took part in and benefitted from the tutoring on offer. All interventions were EEF recommended interventions and although some had little impact on children's learning, others had profound impact on improving and area of reading, writing or maths. These interventions have been logged for future use and we continue to monitor these children closely to ensure that they continue to make progress and close gaps that had arisen due to COVID.</p>

		<p>Over 1718 hours of tuition was delivered in school last year to 70 PP pupils. The impact of these interventions was varied but there were key pupils where the intervention and support ensured they made accelerated progress. Interventions focussed on reading, writing and maths and were guided by teachers to target specific areas of needs for the children. In Y6, the children focussed on maths and indications show that our progress measure was +0.1, which was pleasing from the start of the year. In Y1, the pupils targeted with NTP funding supported them to achieve the national standard in phonics and all achieved the expected standard.</p> <p>Not applicable for 2024.</p>
<p>Number of PP pupils with PA to reduce and overall attendance to improve</p>	<p>Attendance interventions and incentives (EWO)</p>	<p>At the end of the 2022 – 2022 academic year, the attendance for disadvantaged pupils was 92.25% and the overall disadvantaged persistent absence figure was 24.5%. The attendance at the end of Spring 1 2023, the attendance of disadvantaged pupils was 91.43% and the PA figure for disadvantaged children was 34.8%. 53% of PA pupils in Spring 1 were disadvantaged. Attendance has been lower for <b>all</b> pupils. There was a high level of pupil absence in Autumn 2 due to a sickness bug and strep throat outbreak. <b>439</b> sessions of attendance were lost due to term time leave from Autumn 1 – Spring 1 and this had a considerable impact on attendance. Only 1 disadvantaged pupil is currently on a reduced timetable. By the end of Spring 1, 74% of disadvantaged pupils classed as PA had improved attendance.</p> <p>The school are engaging with the Working Together to Improve School Attendance guidance and have allocated an Attendance Champion who is also a member of SLT. The Attendance Champion works closely with the EWOs and Local Authority to target the attendance of specific pupils. Parents have been invited to speak to a Local Authority representative regarding attendance concerns and 70% of those pupils were PP. The Attendance Champion is working closely with other Attendance Leads in the Tapton Trust to identify best practice in improving attendance. She is also attending Local Authority Attendance Forums and liaising closely with the named support from the LA. The attendance policy has been updated and leaflets and letters have been shared with parents. The EWOs are deployed to visit pupils who are absent from school with a specific focus on pupils with low attendance. Persistent absence children are tracked on a weekly basis with a specific focus on disadvantaged pupils. An attendance improvement plan is in the process of being written (with the support of a local school who have a similar context to Hillsborough) and have introduced half termly incentives for <b>all pupils</b>. We are also working with a multi-agency team within the Local Authority to create a plan for improving attendance.</p> <p>Attendance this year has been lower for ALL pupils (93.11%) but particularly low for PP pupils (91.51% compared to 94.58% for non-PP pupils). Term time leave has been high this year and accounted for over 700 sessions of missed education. This has increased since 2021/23.</p> <p>The persistent absence figure for PP pupils was 32.3 compared to 23.6 for non-PP pupils.</p> <p>A number of pupils have also presented with emotionally based school avoidance and support has been provided for parents and Inclusion staff via Educational Psychology. Referrals have also been made to MAST for further support.</p> <p>The attendance action plan for 2023/24 has been written and some actions have already started. A staff meeting has taken place to ensure all class teachers are aware of their responsibilities in relation to pupil attendance.</p> <p>Attendance data for ALL pupils has been shared with teachers on a half termly basis.</p> <p>Half termly incentives have been introduced for all pupils and these have had a positive impact on attendance.</p>

		<p><b>2 PP pupils have been on a reduced timetable up to the summer term.</b></p> <p>Attendance is a key priority for 2023-2024 and features on the school development plan. The main focus during the Autumn term was to establish a clear escalation process and follow this with families causing concern. Communication with parents regarding attendance concerns has increased and the responsibility for discussing parental support needs is shared with assistant headteachers and inclusion. We have strong support from Teresa Cooper (Attendance and Inclusion in the Local Authority) and visits school regularly to speak to parents and meet with EKay.</p> <p>EKay has engaged in strategic attendance training, worked with colleagues in the Trust and gained ideas from colleagues across the city to introduce attendance incentives and raise the profile of attendance in school. These incentives have been rolled out this year and include</p> <ul style="list-style-type: none"> <li>- attendance challenge week</li> <li>- half termly attendance newsletters</li> <li>- attendance graphs for parents (showing a clear comparison of day's missed compared to peers)</li> <li>- attendance certificates</li> <li>- weekly attendance discussions in assembly</li> <li>- half termly class prizes based on an attendance points system</li> <li>- Spring 2 was attendance half term, a daily alphabet was shared with parents to highlight key elements of attendance</li> </ul> <p>SEND pupils continue to be a concerning group. A recent analysis of this shows that out of the 16 SEND children with the lowest attendance (below 90%), 13/16 are also pupil premium. 11/16 are male. Both PP and males have lower attendance overall in school. Reasons for low attendance in this group include medical needs, school refusal (3% attendance), 1 pupil on reduced timetable who we are awaiting a specialist placement for (28% attendance) and safeguarding concerns/poor routines in the home. EKay will continue to monitor this group closely until the end of the academic year.</p> <p>We have continued to have a number of children who have left Hillsborough but remained on roll for a prolonged period. This has reduced but continues to be an ongoing theme at Hillsborough. This impacts on EWO capacity and overall attendance as children cannot be removed under the Children Missing in Education category (as they were residing in Sheffield and not 'missing'). This issue has been discussed on a Trust wide level.</p> <p>In the Autumn term EKay completed a pupil voice activity and it was evident our children hear the word 'attendance' but did not know what it means. Teachers have worked with pupils to develop their understanding of what we mean by attendance. Spring term pupil voice showed children can now articulate what attendance means and the importance of attending school.</p>
	<p>External provision in alternative placements</p>	<p><b>3 pupils (2 PP) have accessed alternative provision this academic year. It has had a positive impact on all pupils and reduced exclusions. None of the children have had a fixed term exclusion since commencing their placement. Both placements have worked with Hillsborough to share strategies and targets. 1 of the placements has also provided weekly outreach support. All 3 pupils have accessed school on a full timetable since attending the provision.</b></p> <p>Suspensions have reduced considerably this academic year. Alternative Provision is used for 2 pupils who previously received high rates of suspension and this has had a positive impact on their behaviour and self-regulation when they are in school. We have also used reduced timetables where appropriate to support 2 pupils</p>

		who have considerable SEND and difficulty with self-regulation. This has reduced their dysregulation when they are in school.
	Magic breakfast	<p>Punctuality continued to improve alongside free breakfast provision over the Autumn term. Hillsborough were visited by a Magic Breakfast coordinator in the summer 2022 term who was impressed with the provision on offer and she made further suggestions to improve take up of breakfast provision. The project also provided school with free books through the Marcus Rashford book club and these were distributed through school and to PP children in KS2.</p> <p>Unfortunately, due to funding, this programme has now finished. This was unexpected. A company now delivers us bread each week (not linked to the programme) so we use this to continue to provide breakfast for all pupils. From the PP funding, we continue to purchase items for breakfast for those PP children who need this in the morning.</p> <p>ALL pupils (PP and non-PP) have accessed a free breakfast on a daily basis. This has supported families who are struggling with the cost of living crisis. It has also ensured no child is hungry in school.</p> <p>All pupils (PP-NonPP) continue to access a free breakfast. This is sourced by ourselves in conjunction with a Manchester based company who provide bread for the pupils in school and this is delivered on a weekly basis and prepared in school on a daily basis. From PP funding, we continue to purchase items for breakfast for PP pupils who are targeted and need this daily, on top of the toast that is offered to all.</p>
	Breakfast club re-launched following Covid closures	<p>5 free places are offered to PP pupils with attendance issues or difficulties in the home. This has helped the children have a calm start to the school day and ensured they had breakfast before school. The children continue to be offered a free breakfast place.</p> <p>Free breakfast club places have continued to be offered to summer 2. These places have supported families who are struggling financially or have no recourse to public funds. Free places have supported 3 pupils to improve their school attendance and helped families with morning routines.</p> <p>Free breakfast club places have been offered this year to families who have needed support at certain points of the year. These places have supported PP children to access a calm start to the day and to ensure they are attending school; all of these children had additional vulnerabilities. For all but 1 child, this has helped improve their attendance and therefore supported their academic progress in school.</p>
	Shine programme for DA pupils	<p>5 pupils (4 are PP) have attended this year's project, which is due to finish in March 2023. The impact of this will be measured once the programme has ended. 2 PP pupils have applied to Sheffield Girls High School as a direct result of the programme. They have yet to hear about their secondary school places.</p> <p>4 PP pupils attended the project which finished in March 2023. All pupils expressed how much they had enjoyed the opportunity and participated in the end of year celebration event. Feedback from parents of the pupils was also positive. The project co-ordinator has retired but the programme will continue to run during the 2023-2024 academic year.</p> <p>4 PP pupils attended the project this academic year. The link between Sheffield High School and these pupils was positive and parents were complimentary about the experience. All children attended the celebration event and have grown in confidence over the weeks they attended.</p>