

Pupil premium strategy statement

This statement details our school's strategy plan for spending pupil premium and recovery premium 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

Detail	Data
School name	Hillsborough Primary School
Number of pupils in school	376 (inc nursery)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 21
Date on which it will be reviewed	July 2022
Statement authorised by	Nicola Wileman, Headteacher
Pupil premium lead	Emma Kay, Inclusion Lead
Governor / Trustee lead	Julie Burkinshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,680
Recovery premium funding allocation this academic year	£20,880
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	£214,560

Section A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at Hillsborough Primary School so that progress is comparable with that of non-disadvantaged pupils nationally. Our strategy aims to reduce the impact of barriers that can inhibit learning and ensure the disadvantaged pupils receive the same opportunities as non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>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.</p> <p>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.</p>
2	<p>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.</p>
3	<p>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.</p>
4	<p>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 DA pupils was 3.64% lower than non-disadvantaged and DA PA was 5.6% higher than all PA.</p>

Intended outcomes

This section 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.

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>	<ul style="list-style-type: none"> ✓ PP pupils will make accelerated progress in CL by the end of EYFS ✓ Less children will need S&L support at the end of EYFS. ✓ 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. ✓ Vocabulary displays in classroom will be used effectively by PP children ✓ Through conversation and through application in written work in all subjects, PP children will use a wider range of vocabulary to support their communication.
<p>Close the gap in the phonics Y1& 2 checks between DA pupils and all pupils.</p>	<ul style="list-style-type: none"> ✓ 95% of children will achieve the end of Y1 phonic standard. ✓ An increased number of pupils will achieve the phonic standard by the end of Y2. ✓ Progress of DA and non-DA pupils is in line.
<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 & 2 for pupils with PP.</p> <p>Close the gap in the Times table check for Y4</p>	<ul style="list-style-type: none"> ✓ PP children will make accelerated progress compared with their non-PP peers in reading, writing and maths ✓ The attainment gap between PP children and their peers will be closing compared to previous external data ✓ Progress of DA and non-DA pupils in times tables check is in line.
<p>Number of DA pupils with PA to reduce and overall attendance to improve</p>	<ul style="list-style-type: none"> ✓ Attendance of DA pupils improves compared to previous data ✓ Attendance of DA pupils who have PA is less than 15% (which is a reduction of 8.8%)

Activity in this academic year

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

Teaching (e.g. CPD, recruitment and retention)

Total budgeted cost: **£106,206.35**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership in class support/coaching and intervention	The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for their pupils. (EEF Toolkit: Promoting high-quality teaching should be 50% of the tiered model)	3
Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.	https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/ Wider professionals have used diagnostic approaches to assessment which have shown an impact on progress for PP pupils as teachers can plan for strengths and areas of difficulty. This has previously shown positive impact on progress for PP pupils, particularly in Y6.	3
Purchase appropriate texts for PP children as part of the whole school reading curriculum	We do not believe that all PP children at our school have access to high-quality, age appropriate and decodable texts at home. We want to ensure that all our pupils have the opportunity to access these texts. Closing the reading gap ensured a deep understanding by SLT of how to address the vocabulary and reading gap. www.theconfidentteacher.com/category/closing-the-reading-gap/	1,3
Purchase a structured phonics programme - Little Wandle	Clear research shows progress is maximised when structured and rigorous approach to phonics is applied. Working with the English hub, a new programme has been identified to meet the needs of all pupils and improve phonics outcomes. Phonics EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2
Embedding Word Aware (Vocabulary across the curriculum) in KS1 and KS2. This will include professional development, SLT support and peer to peer coaching.	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/	1
Improve the outcomes within phonics across EYFS, Year 1 and 2 Support for the leader from the Trust and the English Hub. Leader to coach colleagues to improve practice. Clear end of phase outcomes to be designed and shared with all teachers	Staff across all three phases in EYFS and KS1 have received pre-phonological training. Staff across EYFS aware of expectations for children during their time in each phase and what we want children to achieve by the end of the phase of EYFS and beyond.	2

Metacognitive approaches CPD for all adults in school in order to promote fluency in the curriculum.	The first recommendation in the EEF Metacognition guidance report relates to teachers acquiring the professional knowledge and understanding required to develop pupil's metacognitive knowledge. Metacognitive strategies have been proven, with a high evidence rating, to potentially improve progress by 7 months.	3
Supportive ICT programmes purchased to ensure PP pupils are fluent in times table recall	Fluency and retrieval strategies have been proved to ensure that pupils, given the chance to overlearn and practice, are competent in recalling their times tables. Analysis of IT programmes show that there was improved engagement in learning using It to support independent learning and practise.	3

Targeted academic support (e.g. structured interventions, tutoring, one-to-one support) Total budgeted cost: £76,253.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention for small groups and 1-1	We have embedded a system of assessments, support and interventions to aid children with speech and language difficulties on entry to school. Low levels of CLL have been a barrier to our PP children for a sustained period of time. We have internal data showing the impact and success of this. The EEF toolkit also states a potential 5 months progress can be expected when delivering Oral language interventions.	1
Nuffield early language intervention.	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	1
Third Space Learning for Y6 pupils providing maths tuition 1:1	Maths Intervention Programmes - Maths Tuition In Schools - Third Space Learning	3
Additional phonics sessions with support for targeted pupils on a daily basis. Linked to Little Wandle.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2
Engaging with the National Tutoring Programme for small group reading and maths tuition targeted at specific needs.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf	3
Teachers to use online platforms as part of home learning package, including seesaw, TT Rockstars and century tech.	The EEF Toolkit shows that homework can have a positive impact by up to 5 months. Homework EEF (educationendowmentfoundation.org.uk) Metacognitively, the opportunity to revisit learning at home should improve their ability to retain information.	3

Wider strategies (e.g. related to attendance, behaviour, wellbeing) Total budgeted cost: £11,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance interventions and incentives (EWO)	Attendance interventions have been shown to have an impact on our data previously and we believe they can be a success again within our school. These will be regularly monitored to gauge their impact and feedback will be taken from all stakeholders.	4
External provision	External provision has been provided for targeted high-profile children within our school. This has led to a reduced number of behavioural issues and exclusions and higher drive for attendance in school.	3
Magic breakfast	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/ Many of our PP children come to school without having breakfast and following EEF research, school has continued to provide free breakfast for all pupils to ensure children ready to learn.	3
Breakfast club re-launched following Covid closures	Many of our PP children come into school without having had breakfast. Free breakfast club places are offered to support PP families to attend.	3
Shine programme for DA pupils	Provides extra-curricular opportunities at Sheffield Girls High for DA pupils at the weekend.	3

Section B: Review of outcomes in 2020/21

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2020/21 academic year.

We prioritised our PP children in the classrooms and in interventions to ensure high quality reading teaching was enabling them to catch up. The gap between all children and PP children has narrowed and is now showing more in line with each other. Our current Y2 class, where there is 60 children, shows the biggest difference in % of children assessed at ARE+, with a gap of 9%.

We assigned inclusion team staff to different key stages to support more vulnerable pupils and they have been ensuring support within the classroom as well as delivering interventions. The impact of this is that more of our children have been in lessons and there has been less disruption to learning for all children, ensuring all have been able to make good progress.

For teachers, there has been a focus on high quality teaching and learning in CPD with an understanding of individualised and personalised learning. The focus has been on retrieval and rehearsal which has enabled our PP pupils to close the gaps that had opened during COVID.

Seesaw has been purchased to support home learning and communication with parents. We ensured PP pupils were prioritised for devices in order to access learning from home, and these ensured a high number of pupils engaged with home learning. Phase leaders targeted specific children who were not engaging with learning provided during lockdown through phone calls and additional support and on a weekly basis, a review was held by SLT to monitor this closely.

We discussed all children in termly pupil progress meetings with a focus on PP pupils and interventions to ensure gaps closed over time. This also considered the emotional well-being assessments and individuals were targeted in therapeutic interventions in order to ensure children were able to function in the classroom. This ensured children were slowly introduced to the classroom when returning to school which meant that pupils felt successful and were able to access the learning. This resulted in this half term having only 1 FTE of 0.5 days for 1 PP pupil, which is significantly less than in previous years.

A lot of our wider strategies that were planned were unable to take place due to the restrictions we were working under in schools last academic year. However, we focussed on the strategies we could promote within school and appointed a TLR for reading who then focussed on PP pupils in her approach to promoting a love of reading and led whole school events, such as world book day online, developing the library and sourcing high quality texts. We continued with magic breakfast for all pupils and were able to access the music hub for curriculum support for our Y4 children.

This term, we have introduced extra-curricular clubs, promoted extra swimming lessons for those PP children who did not pass their swimming last year and continued with the music hub, providing extra lessons for those more able children in Y6 as well as curriculum support in Y5.

Two new EWO's have been appointed this half term to the trust. Attendance of all pupils is a concern and needs to be a focus for the school moving forward in order to continue to close the gaps in learning that presented themselves over the past year and half. These appointments will be key to us being able to do this successfully this year.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	N/A
What was the impact of that spending on Service Pupil Premium eligible pupils?	N/A

Commented [EM1]: Will ask SPP team for content

Externally provided programmes (if applicable)

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.

Programme	Provider
Third Space Learning 1:1 tuition	Third Space Learning
Dyslexia screening portfolio	GL Assessment
Sandwell Early maths	GL Assessment
NELI	Elklan

Further information

Use this space to provide any further information about your pupil premium strategy. For example, you may wish to provide further information about your strategy planning, or detail other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.