

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	47%
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 July 2023
Statement authorised by	Nicola Wileman, Headteacher
Pupil premium lead	Emma Kay, Inclusion Lead
Governor / Trustee lead	Cat Sawkins, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,615
Recovery premium funding allocation this academic year	£0
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	£222,615

Section A: Pupil premium strategy plan

Statement of intent

Our school ethos encourages our children to **believe** in themselves and others, **belong** to a school community and **become** the individual they aspire to be. This ethos underpins all elements of our curriculum and wider school experience.

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.

Hillsborough Primary School is a two-form entry school with **371** currently on role, including a 26-place nursery. There are currently **30 children** on role in nursery. The school is situated in the centre of the Hillsborough community in the north of the city very near to the Sheffield Wednesday football ground. The building is a Grade 2 listed building built in the Victorian period and surrounded by roads on all sides.

The school is in the top 20% nationally for deprivation. This has been broadly the same over recent years and is consistently higher than the national average. The proportion of disadvantaged children is around double the national average and currently stands at 46% of the school. There is an increasing number of children diverse ethnic backgrounds with 34% of the school population believed to speak English as an additional language. There has been an increase in children joining our school with little or no English. Currently the school has 18% of the population on SEND support and 0.5% with EHCP plans (5 children). 25% of disadvantaged pupils are also on the SEND register. Over half of our children live in an area of significant disadvantage (Winn Gardens estate and Parson Cross, Sheffield). Over 12% of our children are significantly vulnerable with safeguarding concerns being raised by different members of the school community, however only 3% of the school population have allocated workers. Therefore, many children in school have to overcome significant barriers to learning such as parental engagement, school readiness and poor attendance and punctuality.

The school has a transient population due to its central location in the city (on tram route). Families often move to the area on a temporary basis (in housing for foreign students and their families and emergency accommodation for refugees arriving in the city). Mobility is high with 16% of children moving both in and out of school for in year transfers. Pupils who remain at Hillsborough for their primary education generally make good progress.

Hillsborough pupils come from a variety of backgrounds and starting points. Many children who join our nursery have poor language skills and are below expectations in all assessed areas for children of their age, typically on entry working within 0-3 years.

Attendance ended the year at 93.11%. Sheffield average is 93.4%. Term time leave was a key factor in attendance percentage being low. A high proportion of disadvantaged pupils were persistently absent during the academic year. Improving attendance is a key priority for 2023-2024 and features on the school development plan.

There has been a three-year downward trend in fixed term suspensions and there have been 0 permanent exclusions since 2021/2022.

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.</p> <p>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> <p>In Y6, PP pupils did not perform well against non-PP pupils in writing in July 2023, falling below national.</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.</p> <p>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 disadvantaged pupils was 3.64% lower than non-disadvantaged and disadvantaged persistent absence was 5.6% higher than the overall persistent absence rate.</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> <p>Improve writing outcomes for PP pupils throughout school (Sept 2022)</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. ✓ 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.
<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 disadvantaged pupils improves compared to previous data ✓ The number of disadvantaged pupils who are persistently absent 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: **£92,209.55**

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) Appointing PP lead with TLR to oversee progress of PP children and support staff in ensuring children attain well.	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
CPD for curriculum development and moderation for staff to ensure outcomes are met	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Working with the English hub, leaders determined that writing needed to be more rigourously taught and CPD for staff needed to understand the process of writing and share clear expectations for outcomes.	1
Develop immerse sessions and provide wider opportunities for pupils to stimulate writing. Improve pupil outcomes in writing through the delivery of a new curriculum.	Provide wider opportunities for first-hand experiences to ensure children have the knowledge to write effectively and develop a wider vocabulary. https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report?utm_source=projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report&utm_medium=search&utm_campaign=site_search&search_term=cultural DFE-RR238.pdf (publishing.service.gov.uk)	1

Targeted academic support (e.g. structured interventions, tutoring, one-to-one support) Total budgeted cost: £70,204.55

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.	<p>The EEF Toolkit shows that homework can have a positive impact by up to 5 months. Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognitively, the opportunity to revisit learning at home should improve their ability to retain information.</p>	3
Purchase interventions to support grammar and punctuation acquisition	Structured interventions have been proven to support individuals or groups of children if assigned to meet their needs. Training for those delivering must be part of the package to ensure that they have a full understanding of the intervention and that they are clear about the outcomes for the children.	1
Use Clicker to support children to write effectively.	<p>Clicker Research - National Literacy Trust Report Crick Software</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting every child to achieve in writing is a significant challenge. The use of technology in the classroom was researched and there were multiple benefits found. Training for teachers and for pupils will be key to ensuring that this is used effectively to support the improvement of writing outcomes.</p>	1

Non-academic barriers (e.g. related to attendance, behaviour, wellbeing) Total budgeted cost: £60,200.90

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
Alternative 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 which in turn has reduced disruption to learning in school.	3
Free breakfast provision (whole class and free breakfast club places)	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
Nurture group	Supports pupils to develop self-confidence, emotional regulation and social skills.	4

Section B: Review of outcomes in 2022/2023

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2022/2023 academic year.

To support the development of phonics for pupils, The Little Wandle e-library was purchased in order to support children reading at home and encourage fluency through FS and into KS1. In addition to this, 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.

In FS, Language support is visible in all areas of provision and vocabulary support and development outcomes are clear for all adults to support the children to use within the setting. This is differentiated for nursery and FS2 children. The Little Wandle pre-phonics programme has been introduced in order to promote sounds and listening skills as well as programmes such as LEAP and VIP which are being used to support the development of speech and language in nursery. A specialist TA works in FS each morning to support with group work and 1:1 speech and language programmes. C&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&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.

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. 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.

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. Writing is a focus for school development in 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.

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.

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 on the programme in order to sustain the progress seen over the past two years and to make sure children moving from FS continue to develop their reading skills. Training and support has been targeted within nursery this year to ensure provision in phonics continue to improve.

A focus for KS2 has been developing fluency in reading 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. 75% of children achieved the expected standard in Y6, with 24% of those achieving over 110 standardised score, GDS. Retrieval and rehearsal opportunities are embedded into school in the core subjects. There are opportunities for this in wider curriculum subjects but this needs to become more rigorous and consistently used throughout school.

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.

Progress of the DA children over time in school continues to be positive. 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.

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. The persistent absence figure for PP pupils was 32.3 compared to 23.6 for non-PP pupils. 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. An 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. Attendance data for ALL pupils has been shared with teachers on a half termly basis.

Half termly incentives have been introduced for all pupils and these have had a positive impact on attendance. 2 PP pupils have been on a reduced timetable up to the summer term.

3 pupils (2 PP) have accessed alternative provision this academic year. It has had a positive impact on all pupils and reduce d 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 and 1 of the placements has also provided weekly outreach support. All 3 pupils have accessed school on a full timetable since attending the provision. Both PP children achieved well at the provision and were positive about their experiences. FTE reduced this year for 1 of the pupils.

4 PP pupils attended the Shine project (linked with Sheffield High School) 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 and we will continue to promote this experience for our more able PP pupils this academic 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
Dyslexia screening portfolio	GL Assessment
Sandwell Early maths	GL Assessment
NELI	Elklan
Century tech	Century
Clicker	CrickSoftware

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.