

Pupil premium strategy statement – Hillside Primary School 2023-4

This statement details our school’s use of 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|----------------------------|
| School name | Hillside Primary School |
| Number of pupils in school | 439 pupils |
| Proportion (%) of pupil premium eligible pupils | 42.8% (188 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-24 |
| Date this statement was published | Autumn 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Head Teacher Mrs L Wass |
| Pupil premium lead | Mrs L Kapovic |
| Governor / Trustee lead | Mr R Hanson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £273,540 |
| Recovery premium funding allocation this academic year | £27,695 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £301,235 |

Part A: Pupil premium strategy plan

Statement of intent

Vision: At Hillside we are proud to be part of a richly diverse community with families from a variety of backgrounds. We strive to be a friendly, caring school with high expectations for all pupils.

We believe that underpinning good learning is:

- a) the need for calm learning environments where children are happy to attend school
- b) support to regulate behaviour and emotions
- c) early identification of needs, both academically and pastorally
- d) strong links between home, school and the community
- e) equal opportunity to access the wider curriculum and extra-curricular activities

Objectives:

1. *To improve attendance for PP pupils to be closer to the national percentage*
2. *To narrow/close the attainment gap between disadvantaged and non-disadvantaged pupils by the end of KS2.*
3. *To ensure that all disadvantaged pupils learn the skills to read and become confident readers.*
4. *To improve outcomes in writing across the school.*
5. *To develop strong parental partnerships.*
6. *To ensure that disadvantaged pupils leave our school with developed cultural capital as a result of the wider experiences we have offered.*

We, as new leaders at Hillside, recognise that outcomes for disadvantaged pupils are historically lower than for non-disadvantaged.

We identify the need for:

- *tracking and monitoring the academic progress and attainment of these pupils.*
- *developing the highest quality teaching and learning through specific pedagogical CPD and Hillside 'non-negotiables'*
- *half termly teaching observations and feedback*
- *termly external reviews of teaching and learning*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance of PP pupils has been lower than non-PP pupils for the last 2 academic years. PP pupils do not access the wider curriculum to the same extent as non PP pupils. |
| 2 | Low language and vocabulary levels, Reception on entry (Wellcomm) PP pupils are assessed with lower levels of language than age expected and compared to non-PP pupils. |
| 3 | Adverse childhood experiences causing barriers to children's engagement in school and learning. 91% of PP children have a safeguarding file. This has an impact on social and emotional development which impacts behaviour. |
| 4 | PP pupils often do not have access to educational resources to support learning at home. This can impact on progress with reading, writing and maths; including at EYFS. |

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.

| Intended outcome | Success criteria |
|--|---|
| 1. Children attend school regularly and on time. | <p>PP pupils' attendance is in line with national average for PP pupils.</p> <ul style="list-style-type: none"> July 2023: 88.8% Dec 2023 target: 90% April target: 92% End of year 2024 target: 96% <p>PP pupils have access to free breakfast club</p> <p>Attendance at breakfast club:</p> <ul style="list-style-type: none"> Sept 2023: 10 PP pupils Dec 2023 target: 20 PP pupils April target: 30 PP pupils End of year target: 50 PP pupils <p>All PP pupils access at least one extra curricular club.</p> <p>Support positive engagement with parents via achievement of Parent Partnership Award .</p> |

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| <p>2. Children are able to communicate clearly and at an age appropriate level</p> | <p>Children’s attainment in communication and language at the end of EYFS is in line with or above national average.</p> <p>Sept 2023: 62%</p> <p>Dec 2023 target: 70%</p> <p>April target: 80%</p> <p>End of year target: 84%</p> |
| <p>3. Children’s abilities to emotionally regulate means that they are able to effectively access the curriculum.</p> | <p>Behaviour logs show a decrease in negative behaviours over the academic year.</p> <p>Year 2023: PP - 2868 reds Non-PP- 1448</p> <p>Aut 2023 1: PP - 32 reds Non-PP - 18</p> <p>Dec 2023 target: PP - 25 reds Non-PP - 10</p> <p>April 2024 target: PP - 18 reds Non - PP -6</p> <p>End of year 2024 target: 8 reds Non- PP -2</p> |
| <p>4. All children are able to read, write and use maths at, at least age appropriate level. Children are able to use their reading skills to access the wider curriculum</p> | <p>The gap is closed between PP and non PP pupils for reading, writing and by the end of KS2.</p> <p>KS2 Reading: July 2023: All 50% Dec 2023 target: PP 56% Non-PP 71% April target: PP 62% Non-PP 81% End of year 2024 target: PP 72% Non-PP 91%</p> <p>KS2 Writing: July 2023: All 40% Dec 2023 target: PP 48% Non-PP 71% April target: PP 58% Non-PP 81% End of year 2024 target: PP 68% Non-PP 91.0%</p> <p>KS2 Maths: July 2023: All 43% Dec 2023 target: 58% No-PP 71% April target: PP 68% Non-PP 81% End of year 2024 target: PP 72% Non-PP 91.0%</p> <p>The proportion of PP pupils that achieve age related expectations in reading is in line with national PP.</p> <p>KS1 Reading: July 2023: All 53% Dec 2023 target: PP 75% Non-PP 60% April 2024 target: PP 85% Non-PP 70% July 2024 target: PP 95% and Non-PP - 80%</p> |
| <p>5. Pupils achieve readiness for KS1</p> | <p>The proportion of PP pupils that achieve GLD is in line with national PP.</p> <p>July 2023: School PP 45% National 51.6% Source</p> <p>July 2023: 55% Cohort 22-23</p> <p>Sep 2023: 27%</p> <p>Dec 2023 target: 64%</p> <p>April target: 74%</p> <p>July 2024 target: 84% PP 77% Non-PP 85%</p> |

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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: £ 17,145.36

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Sonar Tracker</p> <p>Pupil Progress Meetings</p> <p>Release time for English Lead and Inclusion Lead (SENCO) to monitor the teaching of phonics and reading to identify training needs.</p> <p>Moderation and standardisation sessions x 3 a year across the trust.</p> <p>Additional best practice surgeries across the trust for staff new to year group x 3 a year.</p> | <p>Ofsted - framework</p> <p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p> | 4 |

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| <p>Quality first teaching CPD for staff</p> <p>Training on feedback to improve learning</p> <p>Middle leaders to receive training from ALT</p> <p>Teaching and Learning CPD - CUSP, RWI, Power Maths, PiXL)</p> <p>Subject specific training for staff</p> | <p>Ofsted Research</p> <p>EEF – Feedback</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Ofsted Research</p> <p>Teachers need solid knowledge and understanding of the subject(s) they teach. As well as this, they need to know how to teach that subject, and, more generally, how to teach. These three types of essential knowledge are known as content knowledge, pedagogical knowledge and pedagogical content knowledge. Content knowledge can be defined as teachers’ knowledge of the subject they are teaching, pedagogical knowledge as teachers’ knowledge of effective teaching methods, and pedagogical content knowledge as teachers’ knowledge of how to teach the particular subject or topic.</p> | <p>4</p> |
| <p>Group reading – focus on comprehension strategies and reading fluency from PiXL</p> <p>Use of Academy Improvement Lead</p> | <p>EEF – Reading Comprehension Studies</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Pupils need to be taught explicitly and consistently. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>NICHD, 2000</p> <p>Research over the past two decades has identified repeated reading as the key strategy for improving students' fluency skills. Repeated reading has two essential elements:</p> <p>1) Giving students the opportunity to read and then re-read the same text, and 2) having students practise their reading orally with an opportunity to receive corrections and guidance (if necessary).</p> | <p>4</p> |

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| Early Excellence support for EYFS | Early Years & KS1 furniture and resource brochures (earlyexcellence.com) | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 79,795.96

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Read Write Inc SSP</p> <p>Links with Myland English hub – The school phonics hub in Colchester</p> <p>Phonics specialist 1 x day a week –</p> | <p>EEF – Phonics</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> | 4 |
| <p><i>Interventions: PiXL therapy programme</i></p> <ul style="list-style-type: none"> • <i>Read Write Inc. boosters</i> • <i>Training from trust specialist and PiXL associate.</i> • <i>Speech and language Support in N and Y1 by LSA</i> | <p><u>EEF – Targeted interventions</u></p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> | 4 |
| <p>Resources to support the Quality of Teaching and Learning</p> <p>Matched texts</p> | <p>NICHD, 2000</p> <p>Research over the past two decades has identified repeated reading as the key strategy for improving students' fluency skills. Repeated reading has two essential elements: 1) Giving students the opportunity to read and then re-read the same text, and 2) having students practise their reading orally with an opportunity to receive corrections and guidance (if necessary).</p> | 5 |

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| <p>Times Table Rock Stars</p> <p>Number Sense</p> <p>School led tutoring for Year 6 pupils using school staff</p> <p>Increased teacher and pupil access to hardware in the classroom to support explanations and modelling and increase pupil engagement supporting understanding</p> | <p>NTP evidence</p> <p>EEF Research</p> <p>Technology can be used to improve the quality of explanations and modelling</p> <p>Explanations and modelling are the foundations of effective teaching. High-quality explanations and models enable teachers to introduce and explain new ideas, knowledge, and skills to pupils in a way that is accessible, memorable and clear.¹⁹ Explanations and models can take a wide variety of forms. For example, they can be verbal, written, or use physical representations, and be pre-prepared ('Here's one I made earlier') or produced 'live'.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 199,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Attendance Officer Pupil Induction Mentor</p> | <p>The Department for Education</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>National Strategies</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</p> | <p>1</p> |
| <p>Breakfast Club Lead</p> | <p>Department for Education – Research, March 2017</p> <p>As well as reducing hunger, breakfast clubs</p> | <p>1</p> |

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| | were perceived to improve concentration and behaviour in class | |
| Family support worker | <p><u>EEF – Parental Engagement</u></p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> | 1 |
| To reduce the cost of school enrichment activities, visits and residential for PP children | <p>Research: How to ensure more disadvantaged students succeed (schoolsweek.co.uk)</p> <p>Creating rewarding environments</p> <p>Resilient pupils were also more likely to have a growth mindset. That is, resilient pupils recognise challenges as external, understanding they can be confronted and tackled. They believe that their efforts at school contribute to their success in school and the future.</p> | 1 |
| Nurture classroom | <p><u>EEF – Behaviour interventions</u></p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> | 1,2,3,4 |
| To develop excellent parent partnerships Parent partnership award | <p>EEF – parental engagement</p> <p>Parent engagement has a positive impact on average of 4 months. Additional progress. Tailored school communications encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> | 1 |
| To provide opportunities for learning a musical instrument | <p><u>Arts participation</u> is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as an extra-curricular activity.</p> | 1 |

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| <p>Trauma Informed Practitioner</p> <p>School Counsellor</p> | <p>EEF</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> | <p>3</p> |
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Total budgeted cost: £ 296.041.32

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 and KS1 outcomes 2021-2 and 2022-3

| | 2021-22 | | | | | | | | | 2022-23 | | | | | | | | |
|-------------|-----------|------|-----|-----------|------|-----|-----------|------|-----|---------|------|-----|---------|------|-----|-------|------|-----|
| | Reading | | | Writing | | | Maths | | | Reading | | | Writing | | | Maths | | |
| Y6 | U | NS | AS | Below | EXS+ | GDS | U | NS | AS | U | NS | AS | Below | EXS+ | GDS | U | NS | AS |
| All | 3% | 34% | 63% | 53% | 47% | 0% | 5% | 61% | 34% | 1% | 49% | 50% | 60% | 40% | 1% | 1% | 56% | 43% |
| PP | 0% | 57% | 43% | 57% | 43% | 0% | 4% | 74% | 22% | 3% | 51% | 46% | 77% | 23% | 0% | 3% | 68% | 29% |
| Non PP | 5% | 21% | 74% | 51% | 49% | 0% | 5% | 54% | 41% | 0% | 46% | 54% | 43% | 57% | 3% | 0% | 43% | 57% |
| SEN (K) | 0% | 57% | 43% | 71% | 29% | 0% | 0% | 86% | 14% | 0% | 100% | 0% | 89% | 11% | 0% | 0% | 18% | 22% |
| EHCP (E) | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 50% | 0% | 50% | 100% | 0% | 0% | 50% | 50% | 0% |
| Non SEN (N) | 2% | 31% | 67% | 50% | 50% | 0% | 4% | 59% | 37% | 0% | 42% | 58% | 54% | 46% | 2% | 0% | 53% | 47% |
| Y2 | Below | EXS+ | GDS | Below | EXS+ | GDS | Below | EXS+ | GDS | Below | EXS+ | GDS | Below | EXS+ | GDS | Below | EXS+ | GDS |
| All | 62% | 38% | 3% | 90% | 10% | 0% | 62% | 38% | 5% | 46% | 54% | 13% | 61% | 39% | 4% | 52% | 48% | 6% |
| PP | 60% | 40% | 4% | 94% | 4% | 0% | 72% | 28% | 4% | 61% | 39% | 6% | 79% | 21% | 0% | 64% | 36% | 0% |
| Non PP | 63% | 37% | 3% | 87% | 13% | 0% | 55% | 45% | 5% | 34% | 66% | 19% | 44% | 56% | 8% | 42% | 58% | 11% |
| SEN (K) | 56% | 44% | 0% | 89% | 11% | 0% | 44% | 56% | 11% | 82% | 8% | 0% | 100% | 0% | 0% | 75% | 25% | 0% |
| EHCP (E) | No Pupils | | | No Pupils | | | No Pupils | | | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% |
| Non SEN (N) | 63% | 37% | 4% | 91% | 9% | 0% | 65% | 35% | 4% | 36% | 64% | 16% | 52% | 48% | 5% | 46% | 54% | 7% |

EYFS and Phonics outcomes 2021-2 and 2022-3

| | 2021-22 | | 2022-23 | |
|-------------|-----------|-------|---------|-------|
| | %GLD | %Not | %GLD | %Not |
| EYFS | | | | |
| All | 32% | 68% | 56% | 44% |
| PP | 50% | 50% | 45% | 55% |
| Non PP | 20% | 80% | 73% | 27% |
| SEN (K) | 20% | 80% | 67% | 33% |
| EHCP (E) | No Pupils | | 100% | 0% |
| Non SEN (N) | 35% | 65% | 61% | 39% |
| Y1 | %Not | %Pass | %Not | %Pass |
| All | 45% | 55% | 30% | 70% |
| PP | 50% | 50% | 24% | 76% |
| Non PP | 40% | 60% | 35% | 65% |
| SEN (K) | 64% | 36% | 30% | 70% |
| EHCP (E) | No Pupils | | 100% | 0% |
| Non SEN (N) | 41% | 59% | 29% | 71% |

Strengths:

PPG Year 2 writing is improving over time

PPG pupils are outperforming non-PPG in phonics (76% vs 65% 2023)

PPG pupils are outperforming PP pupils in year 4 MTC tests

Next steps:

- Close the gap in writing between PPG and non PPG at year 2 and 6
- To improve year 2 reading
- To raise attainment in maths in year 2 and 6
- To achieve GLD in line with national
- Continue to raise attainment
- Continue to improve behaviour

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|--------------------|----------------|
| Read Write Inc SSP | Read Write Inc |
| PiXL | PiXL |

Service pupil premium funding (optional)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |

Further information (optional)

Ofsted review October 2023 – PPG was a thread throughout the inspection. Leaders have a clear vision of the direction of spending following advice from inspectors.