



3-YEAR PUPIL PREMIUM STRATEGY 2019-21

Total number of pupils on roll September 2019 (excluding nursery and kindergarten)	423
Total number of pupils eligible for Pupil Grant	235
Total number eligible for Early Years Pupil Premium	44
Total numbers eligible for Previous Looked After Grant	12
Total number of service children	0
Total amount of Pupil Premium Grant received	319,660

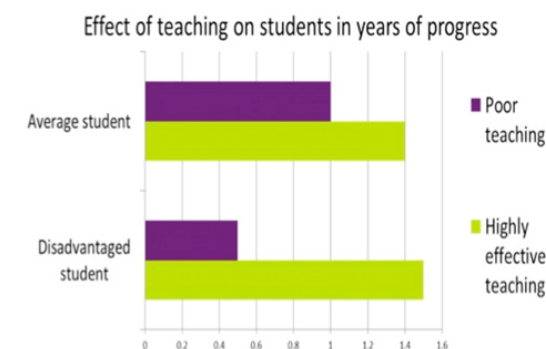
Outcomes for Hillstone School in 2019 compared to the national 2019 data.

% of Pupils	Hillstone all Pupils	Hillstone non-disadvantaged	Hillstone disadvantaged	in school Gap	National all pupils	National non-disadvantaged	Gap compared with national non-disadvantaged
EYFS – GLD	76.4	70.9	59.7	-11.2	71.8	73	-13.3
Phonics	90	88.6	92	3.4	81.9	84	8
Key Stage 1							
Reading	70.5	80	61.3	-18.7	74.9	78	-16.7
Writing	70.5	83.3	58.1	-25.2	69.2	73	-14.9
Maths	68.9	80	58.1	-21.9	75.6	79	-20.9
Key Stage 2							
Combined	60.7	60	61	1	64.8	71	-10
Reading	66.1	66.7	65.9	-0.8	73.2	78	-12.1
Writing	80.4	86.7	78	-8.7	78.5	83	-5
Maths	82.1	80	82.9	2.9	74.9	84	-1.1
Progress							
Reading	-0.3	-1.7	0.1	1.8	0	0.3	-0.2
Writing	0.4	-0.5	0.8	1.3	0	0.2	0.8
Maths	0	0.5	-0.2	-0.7	0	0.3	-0.5

Greater Depth/Higher Standard							
Outcomes for the school in 2019 compared to the national 2019 data.							
% pupils	School all pupils	School non-disadvantaged	School disadvantaged	In school Gap	National all pupils	National * Non-disadvantaged	Gap compared with national
Key Stage 1							
Reading	14.8	20	9.7	-10.3	25	28	-18.3
Writing	13.1	13.3	12.9	-0.4	14.8	17	-4.1
Maths	19.7	23.3	16.1	-7.2	21.7	24	-7.9
Key Stage 2							
Combined	5.4	0	7.3	7.3	10.5	13	-5.7
Reading	21.4	6.7	26.8	20.1	26.9	31	-4.2
Writing	12.5	0	17.1	17.1	20.2	24	-6.9
Maths	21.4	26.7	19.5	-7.2	26.6	32	-12.5

Our strategy for 2019-20 has been drawn up following a three-year evaluation of our pupil premium strategies from 2016-2019, our current data and a review of current research. Government now suggests that pupil premium strategy is for a 3-year period with refinements made year on year. This is because staffing will account for most of a school's pupil premium grant and it is therefore more appropriate to have a long-term strategy that is tweaked each year. The strategy is divided into three approaches; quality teaching for all, targeted interventions and pastoral support. The justification for spending money on quality teaching for all approach is the disproportionate effect that poor teaching has on disadvantaged children. See table :

Our biggest gaps last year were in key stage 1 and we aim to provide more support in this area over the next three years.



Source: Sutton Trust (2011)

Barriers to future attainment for pupils eligible for pp
• Lack of reading mileage
• Many of our children are reluctant to face independent challenges and become over reliant on support
• There is a higher rate of persistent absence and late arrivals amongst disadvantaged children.
• Some parents find it hard to provide support for their child's learning at home

Quality teaching for all			
Desired outcome	Strategy	Rationale	Cost
90% of pupils achieving pass in phonic test Eradicate gap between pp and non pp .	Read, Write Inc	Education Endowment Fund suggests gains of +4 months by using a good phonic method. Last year we successfully raised attainment to 90% which is above national standards. Our disadvantaged children outperformed the non-disadvantaged and when compared to national the gap too has been eradicated. This was a result of Read, Write Inc. This is an expensive strategy in terms of staffing, training and resources. However, the benefits are worthwhile. This is a continuing proven strategy.	£108,428.54 <ul style="list-style-type: none"> • Lead Teacher • Resources • Additional staffing • Training
Raise standards by the end of Key stage 1 in reading and writing. <ul style="list-style-type: none"> • Disadvantaged Pupils to achieve 75% ARE in Reading , writing • Gap reduced to under 10% when compared with national non-disadvantaged. 	Additional teacher to coach and provide support for English	We know from a 3-year evaluation that the addition of a quality teacher in year 6 teaching a group of children for reading, and writing has led to the gap becoming smaller year on year. This is therefore a strategy that we would like to replicate in key stage 1. We do not have the funding to do this this year but we are providing a small amount of additional support. This support will build up over a 3-year period .	No additional cost in first year.
Raise standards in Key stage 1 in maths, <ul style="list-style-type: none"> • Disadvantaged Pupils to achieve 75% ARE in maths • Gap reduced to under 10% when compared with national non-disadvantaged. 	Additional teachers to coach and provide support for Maths in key stage 1	We know from a 3-year evaluation that the addition of a quality teacher in year 6 teaching a group of children for maths has led to the gap becoming smaller year on year. This is therefore a strategy that we would like to replicate in key stage 1. We do not have the funding to do this this year but we are providing a small amount of additional support. This support will build up over a 3-year period	No additional cost in first year.

Raise standards in key stage 2 in maths • 75% of disadvantaged children in years 5 to achieve ARE in maths	Additional teacher to coach and provide support for maths in key stage 2	We know from a 3-year evaluation that the addition of a quality teacher in year 6 teaching a group of children for maths has led to the gap becoming smaller year on year.	DHT
Raise standards in Key stage 2 in reading and writing. •75% of disadvantaged children in year 5 to achieve ARE in reading and writing	Additional teacher to coach and provide support for reading and writing in key stage 2	We know from a 3-year evaluation that the addition of a quality teacher in year 6 teaching a group of children for maths has led to the gap becoming smaller year on year	Teacher
Targeted support			
Reduce gap to 5% between disadvantaged and non-disadvantaged for a Good Level of Development at the end of Reception.	Targeted TA interventions • SALT • Language Land • Additional RWInc support	Education Endowment Fund suggests gains of +6 months for early years interventions. As a result of our strategy last year, we were above national average for the percentage of children attaining a Good Level of Development. However, there was a gap of 11% between disadvantaged and non-disadvantaged. Of particular benefit was the use of increased staff numbers to deliver read write Inc. lessons. This strategy will continue and the focus of interventions will be on speech and language	£54,780.41 Lead Teacher TA SALT RWI Support Resources
Reduce gap to 10% at ARE in maths by the end of year 2.	Additional teacher in year 2 teaching maths	Deputy head teacher a group of Disadvantaged pupils in year 2 in June and July	
Reduce gap to 10% at ARE in reading and writing by the end of year 2.	Additional teacher in year 2 teaching reading and writing.	English lead teacher working with a group of disadvantaged pupils in year 2 in July	

Reduce gap at year 6 between disadvantaged and national non disadvantaged: <ul style="list-style-type: none"> to 10% in reading ARE to 10% in writing at greater depth 	English lead teacher in school teaching a group of children in year 6.	Our rationale for this is based on evidence from other schools and our own experience.	£20,671.50
Reduce gap at year 6 between disadvantaged and national non disadvantaged: <ul style="list-style-type: none"> 5% at greater depth 	Deputy head to take the more able for maths.	Our rationale for this is based on evidence from other schools and our own experience.	
Pastoral Support			
Attendance to be above 96%. PA to be below 8%. Gap eradicated for disadvantaged and non disadvantaged.	<ul style="list-style-type: none"> Pastoral manager Breakfast Club Pastoral support for looked after children 	Attendance for all Hillstone pupils was above national average at 96.1 %. There is a gap with non-disadvantaged but this is much smaller than nationally This strategy will therefore continue. However, with rising costs we have stopped offering a walking bus.	£95,018.51 Attendance worker Pastoral Manager Breakfast club staff BSC Resources Kitchen Staff
Date of Mid- year Review: Week Beginning February 24 th 2020			
The strategy will be evaluated by the senior leadership against the desired outcomes.			

- A detailed financial breakdown of each strategy is available from the head teacher or business manager. - Total £322,458.71