



## Three year evaluation of pupil premium strategy

Number of pupils and pupil premium grant 2016-2019

	2016-17	2017-18	2018-9
Total numbers of pupils on roll September 2015 (excluding nursery and kindergarten)	416	418	419
Total numbers eligible for Early Years Premium @£300			35
Total number of pupils eligible for pupil grant @£1320	243 (58.41%)	236 (56.49%)	222 (52.9%)
Total number of pupils eligible for Previous looked After child @£2300			10
Total amount of pupil premium grant received	£320,760	£312,840	£326,540

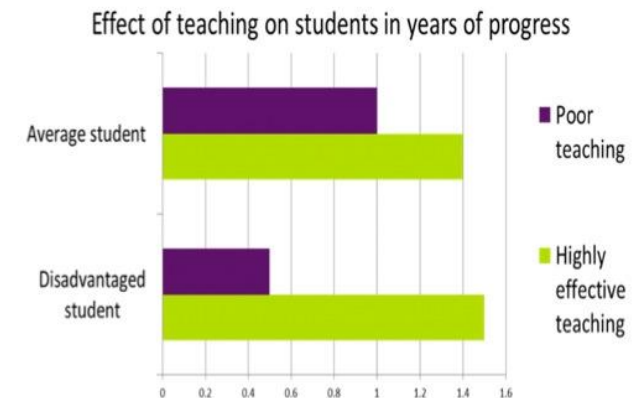
The most appropriate way to consider using the pupil premium grant is to consider three broad aspects:

- Quality Teaching for all
- Targeted Interventions
- Pastoral Support

Quality teaching for all can be justified as a tool to raise standards for disadvantaged children if you look at the evidence which shows the disproportionate effect of poor teaching on disadvantaged children and vice versa. See table:

We use a variety of strategies which impact of several phases of education and national tests. Most spending is on additional staffing time

As at November 2019, the data for national non- disadvantaged pupils had not yet been published. I have therefore compared with national all pupils for 2019



Source: Sutton Trust (2011)

Age- Related Attainment					
	Gap with National Non-disadvantaged				Comment
	2017	2018	2019		
EYFS – GLD	-8	-2	-10.3	↑	Interventions have been largely based around language early reading. We have used additional adults to provide, Read, Write Inc, Speech and language therapy, Language Land and used the Welcome assessment. In spite of outstanding results for all pupils, the gap for the disadvantaged children has widened slightly. We believe this reflects the cohort which is starting nursery with lower skills in this area rather than strategies not working. Annual costs £80,000
Phonics	12	-5	10.1	↓	Our results for all pupils are above national and the gap for disadvantage and national non disadvantaged is diminishing. This is entirely due to Read, Write Inc. It is an expensive resource as it requires a reading lead teacher for one day a week. 9 staff daily to deliver the programme in key stage 1, development days and renewable resources. It is however, unequivocally successful as we have seen results rise for all pupils year on year. Annual costs £63,000
<b>Key Stage 1</b>					
Reading	-10	-6	-13.6	↑	Our strategy here has been to add additional teachers to support English and Maths and to provide interventions delivered by TA's. TA's have been part of a 2-year programme MITA (Maximising the Impact of TA's) Two years ago we introduced Maths No problem. Although the gap is diminishing in writing, it has not been successful in maths and reading. Last year was a difficult year for Hillstone, with staff absence and redundancies. We believe the strategies of Maths no problem and additional staffing should be successful but that more support is needed for teachers in key stage 1 to deliver effectively. We have also used a consultant to support reading across key stage 1 and 2. Annual costs approx £50,000
Writing	-16	-4	-11.1	↓	
Maths	-10	-18	-17.5	↑	

Key Stage 2					
Combined	-22	-20	-3.8	↓	<p>Key stage 2 has introduced Accelerated Reader but this has not yet been in place a year. It is too soon to judge whether this has been successful.</p> <p>The introduction of Hillstone Learning Powers has been very evident in key stage 2 maths where the children have readily embraced harder more challenging questions.</p> <p>Key stage 2 appears to have been more successful than key stage 2 in diminishing gaps. However, there is much more limited supported in key stage 1 whereas in year 6 there are three teachers who daily teach the core subjects. This includes the deputy head and the English lead.</p> <p>Annual costs approx. £50,000</p>
Reading	-22	-18	-7.3	↓	
Writing	-7	-1	-0.5	↓	
Maths	-17	-10	8	↓	
Progress					
Reading	0.5	-1	0.1	↓	<p>We have always had good progress. The gap in maths was up slightly whereas reading and writing progress for disadvantaged children continues to be above national non disadvantaged</p>
Writing	1.9	0.2	0.8	↓	
Maths	0	-1	-0.2	↑	
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Greater Depth/Higher Standard					
Key Stage 1					
Reading	-6	-8	-15.3	↑	<p>The strategy used for closing the gap for those children able to attain a higher standard is for a third teacher to work with the more able children.</p>
Writing	8	-6	-1.9	↑	
Maths	7	-9	-5.6	↑	
Key Stage 2					
Combined	-4	-12	-3.2	↓	<p>The strategy used for closing the gap for those children able to attain a higher standard is for a third teacher to work with the more able children</p>
Reading	3	-19	-0.1	↑	
Writing	-5	-20	-3.1	↓	
Maths	-4	-4	-7.1	↑	

ATTENDANCE				
	2016-2017	2017-2018	2018-2019	Comment
Attendance for all pupils at Hillstone	96.4	96.1	96.1	Our attendance strategy consists of a pastoral manager, Ms Hepburn, having responsibility for attendance and working closely with parents to support and challenge where there is poor attendance. As incentives we provide a free breakfast club available to all children which is attended by over 200 children daily , a walking bus and run a Golden adventure incentive. These actions have meant that overall our attendance is consistently above national. Our persistent absence is exactly the same as national  Cost £80,000
Attendance for all pupils Nationally	96	95.8	95.8	
Persistent absence at Hillstone	7.7	8.7	8.7	
Persistent absence Nationally	8.3	8.7	8.7	
Closing the Gap				
Attendance Gap between Hillstone disadvantaged and Hillstone non-disadvantaged	-1.6	-1.8	-1.6	Although our overall attendance is excellent we have not been able to close that gap between Hillstone disadvantaged and Hillstone non-disadvantaged. However it is worth noting that the gap between Hillstone disadvantaged and national non disadvantaged for attendance is only -0.9 and the gap for persistent absence within school is only 5.4 whereas the national gap for persistent absence is -9.9.  We believe we run a very successful strategy and this will continue with more focus on our disadvantaged children.
Persistent absence between Hillstone disadvantaged and Hillstone non disadvantaged.	-2.6	-6.3	-5.4	
National gap between disadvantaged and non- disadvantaged for attendance			-2	
National gap between disadvantaged and non- disadvantaged for persistent absence.			-9.9	

I have judged whether the gap has increased or decreased since 2017. Early years have tremendous results and are in fact above national average but interestingly the disadvantaged gap has widened. The gap has decreased in phonics and our disadvantaged children now outperform the national non-disadvantaged. At key stage 1, this gap has increased and indeed our national results for all pupils in key stage 1 decreased last year. This was a difficult year for Hillstone with redundancies and staff absences and we do not necessarily think it reflects the strategies adopted. Key Stage 2 has seen the gap diminishing year on year both in attainment and in progress and one of the main reasons for this are those highly qualified additional teachers teaching a third of the year group for mathematics and for English. It would be ideal to

replicate this in key stage 1. Attendance is highly successful and we will continue with our pastoral manager and breakfast club. However this year we have stopped the walking bus and the golden adventure in order to cut costs and we are hoping that this will not have an impact on our high attendance figure which is above national.