



PUPIL PREMIUM STRATEGY FOR 2018-19 EVALUATION



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
EYFS – GLD	76.4	70.9	59.7	-11.2	71.8		-12.1
Phonics	90	88.6	92	3.4	81.9		10.1
Key Stage 1							
Reading	70.5	80	61.3	-18.7	74.9		-13.6
Writing	70.5	83.3	58.1	-25.2	69.2		-11.1
Maths	68.9	80	58.1	-21.9	75.6		-17.5
Key Stage 2							
Combined	60.7	60	61	1	64.8		-3.8
Reading	66.1	66.7	65.9	-0.8	73.2		-7.3
Writing	80.4	86.7	78	-8.7	78.5		-0.5
Maths	82.1	80	82.9	2.9	74.9		8
Progress							
Reading	-0.3	-1.7	0.1	1.8	0		0.1
Writing	0.4	-0.5	0.8	1.3	0		0.8
Maths	0	0.5	-0.2	-0.7	0		-0.2

* Attainment for disadvantaged children should be compared with national other children as the purpose of the grant is to close or eradicate this gap. This figure has not been published at the time of creating strategy.

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		-15.3
Writing	13.1	13.3	12.9	-0.4	14.8		-1.9
Maths	19.7	23.3	16.1	-7.2	21.7		-5.6
Key Stage 2							
Combined	5.4	0	7.3	7.3	10.5		-3.2
Reading	21.4	6.7	26.8	20.1	26.9		-0.1
Writing	12.5	0	17.1	17.1	20.2		-3.1
Maths	21.4	26.7	19.5	-7.2	26.6		-7.1

Quality teaching for all						
Desired outcome	Strategies	Impact to date			Cost	LESSONS LEARNT
90% of pupils achieving pass in phonic test. Eradicate gap between pp and non pp .	Read , Write Inc With highly focussed master classes and additional catch up.	<i>% of children passing Y1 Phonic test 2019</i>			£63,000 Costs include Lead Teacher Staffing Resources Training	Our results were above national result by 12%. The gap between disadvantaged has been eradicated. Although costly, this is a highly effective strategy and will be continued next year
			<i>All pupils</i>	<i>PP</i>		
		<i>Hillstone</i>	<i>90</i>	<i>92</i>	<i>88.6</i>	<i>3.4</i>
		<i>National</i>	<i>82</i>			
		<ul style="list-style-type: none"> National data for non- disadvantaged not available yet 				
75% of disadvantaged children in each year group to achieve age expected in reading.	<ul style="list-style-type: none"> Introduce accelerated reader in the juniors Use Reading specialist as a consultant 	<i>% achieving age expected In NTS or SAT tests</i>			£10,000 Stephanie Austwick literary consultant	<ul style="list-style-type: none"> We only achieved this target in year 1. Accelerated reader was not introduced until January 2019. We believe that this could make a difference as test results for all pupils had risen and therefore we will still be using accelerated reader next year. Although there will be no costs associated with it.
			<i>Disadvantaged</i>	<i>Non - Disadvantaged</i>		
		<i>Year 1</i>	<i>96</i>	<i>88</i>	<i>90</i>	
		<i>Year 2*</i>	<i>66</i>	<i>77</i>	<i>71</i>	
		<i>Year 3</i>	<i>66</i>	<i>66</i>	<i>66</i>	
		<i>Year 4</i>	<i>43</i>	<i>52</i>	<i>47</i>	
		<i>Year 5</i>	<i>54</i>	<i>71</i>	<i>61</i>	
		<i>Year 6*</i>	<i>66</i>	<i>66</i>	<i>66</i>	
		<ul style="list-style-type: none"> £2,800 accelerated reader £13,500 lead teacher 				<ul style="list-style-type: none"> We will continue to use our literary consultant. MITA training is now embedded and will just need monitoring next year.
Maximising the Impact of Teaching Assistants.						
Reduce gap for KS1 maths test by 15%	Maths no problem Mastery maths	<u>Closing the gap</u> This gap increased from 14% in previous year to 21.9% in 2019			£12,000 resources £12,000 strategic use of TA's	Maths results were disappointing last year. We have reviewed how we deliver Maths no Problem

<p>Raise standards for all in core skills</p>	<p>Use Balance assessment system</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2018</th> <th>2019</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>76</td> <td>90</td> <td>76</td> <td>93</td> <td>78</td> <td>98</td> </tr> <tr> <td>Year 2*</td> <td>79</td> <td>70.5</td> <td>77.4</td> <td>70.5</td> <td>66.1</td> <td>68.9</td> </tr> <tr> <td>Year 3</td> <td>56</td> <td>66</td> <td>58</td> <td>87</td> <td>57</td> <td>54</td> </tr> <tr> <td>Year 4</td> <td>38</td> <td>47</td> <td>41</td> <td>78</td> <td>35</td> <td>50</td> </tr> <tr> <td>Year 5</td> <td>20</td> <td>61</td> <td>59</td> <td>60</td> <td>29</td> <td>51</td> </tr> <tr> <td>Year 6*</td> <td>72.4</td> <td>66.1</td> <td>84.5</td> <td>80.4</td> <td>77.6</td> <td>82.1</td> </tr> </tbody> </table>		Reading		Writing		Maths			2018	2019	2018	2019	2018	2019	Year 1	76	90	76	93	78	98	Year 2*	79	70.5	77.4	70.5	66.1	68.9	Year 3	56	66	58	87	57	54	Year 4	38	47	41	78	35	50	Year 5	20	61	59	60	29	51	Year 6*	72.4	66.1	84.5	80.4	77.6	82.1	<p>£1,000</p>	<p>This has largely been successful although we did have a slight dip in reading and writing in the national SAT tests. This is the first time we have decided to track test data for years 1,3,4 and 5. The Balance system has allowed staff to record gaps in learning which are then addressed. By measuring and track test data we can be assured that this is deeper learning that they are able to apply in a different context.</p>
	Reading		Writing		Maths																																																							
	2018	2019	2018	2019	2018	2019																																																						
Year 1	76	90	76	93	78	98																																																						
Year 2*	79	70.5	77.4	70.5	66.1	68.9																																																						
Year 3	56	66	58	87	57	54																																																						
Year 4	38	47	41	78	35	50																																																						
Year 5	20	61	59	60	29	51																																																						
Year 6*	72.4	66.1	84.5	80.4	77.6	82.1																																																						
<p>Raise standards in year 5 in maths, reading and writing.</p> <ul style="list-style-type: none"> Disadvantaged pupils to achieve 75% ARE in reading, writing and maths Gap reduced by 10% 	<p>Additional teachers to coach and provide support for English and Maths in year 5 in the summer term</p>	<table border="1"> <thead> <tr> <th colspan="5">Y5 Closing the gap</th> </tr> <tr> <th></th> <th>All pupils</th> <th>Dis</th> <th>Non-dis</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61</td> <td>54</td> <td>71</td> <td>17</td> </tr> <tr> <td>Writing</td> <td>60</td> <td>53</td> <td>69</td> <td>16</td> </tr> <tr> <td>Maths</td> <td>51</td> <td>43</td> <td>60</td> <td>17</td> </tr> </tbody> </table>	Y5 Closing the gap						All pupils	Dis	Non-dis	Gap	Reading	61	54	71	17	Writing	60	53	69	16	Maths	51	43	60	17	<p>£16,000</p>	<p>None of the disadvantaged children in year 5 achieved 75% and the in school gap remained high. However, we found that various factors meant that the additional teachers were often not able to provide the support due to other activities happening in school .e.g Residential. If this is to be a strategy then we must ensure that it takes place consistently.</p>																															
Y5 Closing the gap																																																												
	All pupils	Dis	Non-dis	Gap																																																								
Reading	61	54	71	17																																																								
Writing	60	53	69	16																																																								
Maths	51	43	60	17																																																								
<p>Targeted Interventions</p>																																																												
<p>Reduce gap to 5% between disadvantaged and non-disadvantaged for a Good Level of Development at the end of reception</p>	<p>Targeted TA interventions</p> <ul style="list-style-type: none"> SALT Language Land Additional RWInc support 	<p><u>Closing the gap</u></p> <p>76.4% of children achieving a good level of development which is above national average. However, the gap widened between free school meals and non-free school meals in school to 11.2%</p>	<p>£80,000 Staffing Training</p>	<p>SALT provision will continue but with much more accountability and more focus on disadvantaged children.</p>																																																								

<p>Reduce gap at year 6 between disadvantaged and national non disadvantaged</p> <ul style="list-style-type: none"> To 10% in reading To 10% in writing at greater depth 	<p>English lead teacher in school teaching a group of children in year 6.</p>	<p><u>Closing the gap</u> This gap has reduced Reading gap to -3.8 Writing gap to -7.3 However, national non disadvantaged has not been published yet . This gap will increase.</p>	<p>£10,000</p>	<p>This strategy has been successful and will be continued.</p>															
<p>Reduce gaps to 5% at ARE in maths by the end of year 6.</p>	<ul style="list-style-type: none"> Deputy head teaching more able children in year 6 	<p><u>Closing the gap</u> 82.9% of Hillstone disadvantage children ARE this was 4.2% above the national figure. There is therefore no gap</p>		<p>This is an effective strategy and will be continued.</p>															
<p>Pastoral support</p>																			
<p>Attendance to be above 96%. PA to be below 8%. Gap eradicated for disadvantaged and non-disadvantaged</p>	<ul style="list-style-type: none"> Punctuality League Breakfast Club Walking Bus Golden adventure 	<table border="1"> <thead> <tr> <th>2018-19</th> <th>Attendance</th> <th>Persistent Absence</th> </tr> </thead> <tbody> <tr> <td>Hillstone all pupils</td> <td>96.3</td> <td>8.7</td> </tr> <tr> <td>Hillstone Non Disadvantaged</td> <td>97.2</td> <td>3.85</td> </tr> <tr> <td>Hillstone Disadvantaged</td> <td>95.6</td> <td>9.86</td> </tr> <tr> <td>National</td> <td>95.8</td> <td>8.7</td> </tr> </tbody> </table> <p>Attendance of Hillstone disadvantaged children is higher than for all pupils nationally. Persistent absence is the same for all pupils.</p>	2018-19	Attendance	Persistent Absence	Hillstone all pupils	96.3	8.7	Hillstone Non Disadvantaged	97.2	3.85	Hillstone Disadvantaged	95.6	9.86	National	95.8	8.7	<p>£80,000 Staffing Golden Adventure</p>	<p>We met our target of attendance being above 96% for all pupils . However, we do still have a gap between disadvantaged and non-disadvantaged. This is particularly true in the case of persistent absence. This will be taken into consideration next year.</p>
2018-19	Attendance	Persistent Absence																	
Hillstone all pupils	96.3	8.7																	
Hillstone Non Disadvantaged	97.2	3.85																	
Hillstone Disadvantaged	95.6	9.86																	
National	95.8	8.7																	

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED		
Total number of pupils on roll September 2018 (excluding nursery and kindergarten)	419	
Total number of pupils eligible for Pupil Grant	222 (53%)	£1320
Total Numbers eligible for Early Years Pupil Premium	35	£300
Total number of children eligible for previous Looked After Grant	10	£2300
Total Number of Service children	0	£2300
Total amount of Pupil Premium Grant received	£326,540	

Please see business manager for a more detailed breakdown of costs.