



PUPIL PREMIUM STRATEGY 2017-18

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED

Total number of pupils on roll September 2017 (excluding nursery and kindergarten)	418
Total number of pupils eligible for Pupil Grant	236 (56.49%)
Amount of Pupil Premium Grant received per pupil	£1320
Total amount of Pupil Premium Grant received	£312,840

PUPIL OUTCOMES FROM PREVIOUS YEAR

	Hillstone All pupils	Hillstone Pupil Premium	National Non disadvantaged
% pupils attaining expect level in Reading, Writing and Maths combined	56	45	67
% pupils attaining expected level in Reading	64	55	81 (school) *
% pupils attaining expected level in Writing	78	74	86 (school) *
% pupils attaining expected level in Spelling, Punctuation and Grammar	76	71	86 (school)*
% pupils attaining expected level in Maths	64	53	86(school) *
PROGRESS			
% pupils making expected progress in Reading	0.51	0.79	0.3
% pupils making expected progress in Writing	1.54	2.13	0.17
% pupils making expected progress in Maths	0.09	-0.61	0.26

*(school) National non-disadvantaged figures have not been published yet. Therefore I have used Hillstone school non- disadvantaged as a comparison.

PUPIL PREMIUM STRATEGY FOR 2017-18

Our strategy for 2017-18 has been drawn up following an evaluation of last year's pupil premium strategy, our data and a review of current research. Some actions have been extremely successful and these will be continued. The gap between disadvantaged and non-disadvantaged has been significantly reduced for persistent absences, for phonics and for key stage 1. Research shows us that highly effective teaching disproportionately benefits disadvantaged children. So, if there is good teaching and learning, the gap should narrow. The most effective resource is always quality teaching so much of our pupil premium money is spent on the deployment of staff. We have chosen a range of strategies, some of which are continued from last year as they were so successful. The strategies fall into three groups of: quality teaching for all; targeted support and pastoral support.

Barriers to future attainment for pupils eligible for pp

- Lack of inferential reading skills
- Lack of higher order maths reasoning skills
- 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 88% which is above national standards. We also made a significant reduction in the gap between pp and non pp which was reduced by 21%. This was as 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.	£63,000 • Lead Teacher • Resources • Additional staffing • Training • Development days
Reduce gap for KS2 reading test by at least 16%	Change method of guided reading	There was a 26% gap between disadvantaged and non-disadvantaged achieving the expected level of reading last year. 81% of Non-disadvantaged children achieved the expected level but only 64% overall because of the poor attainment of the disadvantaged children. Analysis of last year test papers show that it was the issue of higher level inferential reading skills that our children did the worst at. The current year 6 shows a similar pattern of a gap so that this issue needs to be addressed throughout the school.	£10,000 • Stephanie Austwick

Reduce gap for maths KS2 maths test by 20%	Maths no problem support upper juniors juniors	There was a 33% gap between disadvantaged and non- disadvantaged in maths. In addition progress for disadvantaged children in maths was less than national .Whereas progress made across other areas and other groups is higher than national	£23,000 <ul style="list-style-type: none"> • Maths no problem in Y3 • Use of consultant in Y4,5,6 • Strategic deployment of TA's
Raise standards for all in core skills	Use Balance Assessment system	Education Endowment Fund research shows that increases in learning of up to 8 months can be made by focusing on developing improved feedback to pupils.	£1,000 Balance system
Children working more independently	Hillstone Learning Power	Growth mind sets training will give the children the confidence to try new learning, to recognise that making mistakes is ok that is how we learn. This training for the whole school community will help build resilience for children.	£5,000 <ul style="list-style-type: none"> • Resources • Training
Raise standards for all in core skills	MITA training for all TA's	Research shows that TA's who so often are given to work in small groups on interventions are often focussed on correction and completion. We are involved in a research project which will enable us to better train our TA's as well as consider how they are deployed.	£12,000 <ul style="list-style-type: none"> • MITA project • Lead teacher
Targeted support			
Eradicate 17% gap between disadvantaged and non- disadvantaged for a Good Level of Development at the end of Reception.	Targeted TA interventions <ul style="list-style-type: none"> • SALT • Language Land • Fine Motor Skills • 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 % of children attaining a Good Level of Development. However there was a gap of 17% 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 focus of interventions will be on speech, language and fine motor skills.	£90,000 Staffing Training
Raise standards in reading English in Y3 and Y6 and to eradicate any disadvantaged gap	Targeted interventions	There has been a particular concern regarding transition of children in the past from key stage 1 into kS2. An additional teacher, Nina Barren, has been provided in year 3 to address any issues with particular focus for disadvantaged children. In year 6 an additional teacher, Rashida Begum, has been provided to raise standards for disadvantaged children.	

Reduce gap across all K S2 year groups for children working at ARE in maths	Targeted maths interventions	Maths results were too low last year and there was particularly a large gap between disadvantaged and national non disadvantaged. Year 4 needs additional support for maths The timetable has been restructured so that we have been able to fit in an additional maths lesson in the morning Additional teaching assistants will be deployed for this maths lessons. Interventions such as 1: 1 counting, multiplication tables etc. Two additional teachers are deployed for maths lessons in year 6	
Pastoral Support			
Attendance to be above 96%. PA to be below 8%. Gap eradicated for disadvantaged and non disadvantaged.	Punctuality League Breakfast Club Walking Bus Golden adventure	Qualitative data suggests the Golden Adventure, punctuality league, breakfast club and walking bus have all improved attendance and reduced number of lates. This strategy will therefore continue. Last year Big community went bankrupt leaving Lillian managing attendance on her own as well as covering child protection issues and helping to cover for absence in the office. This year, we have employed an attendance worker and we will be much more rigorous in chasing up punctuality and attendance issues.	£77,000 Attendance worker Breakfast club Golden adventure
Increase parental engagement and communication	<ul style="list-style-type: none"> •App •TA home maths games •Web site •Workshops •Cafes •Performance Fridays 	Last year, our strategy of increasing parental engagement through a wide variety of activities was highly successful. This will continue this year. The focus for the TA performance management target will be to create maths games and work with a number of parents of children entitled to pupil premium funding to encourage them to play the games with their child. In order to improve communication we have purchased an App.	£40,000
Date of Mid- year Review: Week Beginning February 12 th 2018			
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.