

Hillstone School 3 – Year Pupil Premium Strategy 2022-2025

3-YEAR PUPIL PREMIUM STRATEGY 2022-2025	
Total number of pupils on roll September 2022 (excluding nursery and kindergarten)	422
Total number of pupils eligible for Pupil Grant	218
Percentage of pupils eligible for Pupil Grant	51.7
Total number eligible for Early Years Pupil Premium	35
Total numbers eligible for Previous Looked After Grant	6
Total number of service children	0
Total amount of Pupil Premium Grant received	301,930



Statement of intent:

- Our objective is to ensure the gap between pupils who are eligible for pupil premium funding when compared to those who are non-pupil premium nationally, is narrowing.
 - Our expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
 - Not all pupils who qualify for free school meals (FSM) are socially disadvantaged and not all socially disadvantaged pupils qualify, or are registered for, FSM. We, therefore, focus on the needs and levels of progress of all pupils.
 - All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching and learning programme.
 - Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
 - In providing support, we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.
 - Whilst these key areas for development will continue as set out below – we are playing catch-up with many of the children due to COVID 2020. The findings of study published in February 2021 by the Education Endowment Foundation (EEF) assessing the extent to which Key Stage 1 pupils' attainment in reading and maths were impacted by partial school closures during the first national Covid-19 lockdown (and particularly the effect on disadvantaged pupils) suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.
 - Nationally, overall performance in both reading and mathematics in autumn 2020 was found to be significantly lower compared to the 2017 cohort, with pupils, on average, making two months less progress in both subject areas compared to the standardisation sample. Worryingly, the study finds that "a very large number of pupils were unable to engage effectively with the tests".
 - The study also finds a large and concerning gap between the attainment of disadvantaged pupils and non-disadvantaged pupils. For both reading and maths this gap is estimated to be the equivalent of seven months' learning.
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- At Hillstone Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's

achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

- The strategy is divided into three approaches; quality teaching for all, targeted interventions, behavioural 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.

Pupil Data – End of summer 2022

Test (internal or*national)

	Reading		Writing		Maths	
	% All Pupils	% Pupil Premium	% All Pupils	% Pupil Premium	% All Pupils	% Pupil Premium
Year 1	-	-	-	-	65	64
Year 2*	70	62	-	-	71	64
Year 3	67	57	-	-	68	62
Year 4	62	62	-	-	50	47
Year 5	85	79	-	-	65	55
Year 6*	82	80	-	-	81	78

Teacher Professional Judgements (*national data)

	Reading		Writing		Maths	
	% All Pupils	% Pupil Premium	% All Pupils	% Pupil Premium	% All Pupils	% Pupil Premium
Reception*	82	77	81	73	82	77
Year 1	73	72	74	75	81	80
Year 2	73	64	57	49	73	64
Year 3	66	62	66	56	72	65
Year 4	60	58	60	52	67	62
Year 5	71	62	66	56	67	59
Year 6	79	80	73	68	80	77

National Data with breakdown/comparisons

Key Stage 1		HILLSTONE SCHOOL				
Subject	National	All	PP		F	M
Reading	68%	70%	62%		79%	63%
Mathematics	70%	71%	64%		75%	69%
Writing	59%	54%	49%		61%	49%

Key Stage 2	National	HILLSTONE SCHOOL					
Subject	All	All		PP		F	M
Reading	74%	82%		80%		82%	82%
Mathematics	71%	81%		78%		83%	79%
Writing	69%	73%		68%		80%	64%
Grammar, Punctuation, Spelling	72%	66%		63%		68%	65%
Combined REA, WRI, MAT	59%	68%		65%		74%	61%

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupil premium children is consistently lower than non-pupil premium. This includes persistent absences. Punctuality rates are also considerably worse.
2	Limited opportunities and experiences beyond their home and immediate community.
3	Children's social skills have been detrimentally affected by the pandemic and are still recovering. Resilience, confidence and mental well-being have all been affected.
4	Children's level of learning behaviours and behaviour on the playground, still more challenging than before the pandemic.
5	Pupils in the Early Years are entering school with a variety of barriers to learning. Speech and Language difficulties and a lack of exposure to a wide range of vocabulary are apparent on entry to Nursery/Reception.
6	Many pupil premium pupils have little prior reading experience, little knowledge of phonics or familiar stories and characters.
7	Some pupil premium pupils find it more difficult to retain knowledge and remember what they have learnt, meaning when 'tested' their results are lower than non-pupil premium pupils.

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
Disadvantaged pupils will meet national expectations for attendance and persistent	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring by Pastoral lead, communicating effectively with relevant services in order to increase

absence.	PP pupils' attendance and a decrease in persistent absence.
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Arts, food, outdoor learning and sporting activities enhance our curriculum.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p>	<p>The curriculum will provide pupils with an exciting, varied curriculum.</p> <ul style="list-style-type: none"> Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Home learning is organised in a project-based menu to support the links between home and school to enrich the children's learning experiences more
<p>All pupils can demonstrate learning showing resilience and determination. They will be able to work with confidence.</p>	<p>Pupils know mistakes help you to learn.</p> <p>They can display resilience and perseverance.</p> <p>Learning behaviours in the classroom mean pupils are ready to learn more and remember more</p> <p>Learning behaviours outside of the classroom improve and children can problem solve conflict and reduce bullying incidents</p>
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>Quality first teaching and focusing on keep up not catch up, coupled with proven strategies (including RWI, MNP and WellCom). Some of these initiatives will also require super numerate staff that are highly trained and skilled.</p>

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.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£88000**

Activity	Rationale	Challenge number(s) addressed
Pastoral Lead: Improving attendance and punctuality – training and new initiatives	Attendance for disadvantaged pupils is lower in all year groups, as is the persistent absence and punctuality levels. Targeted interventions following the pastoral leads	1,2,3,4

<p>Targeted support and mentoring for most vulnerable pupils Support with anti-bullying programme</p> <p>Providing support where possible and signposting support for most vulnerable families</p> <p>Support families attempting to get back to/start work by arranging courses and drop in sessions</p> <p>Provide Early Help</p>	<p>training will mean these pupils are more likely to be in school more and learning more.</p> <p>Children's well-being is paramount and their ability to learn is directly linked. Vulnerable pupils will have access to the correct professionals in school.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	
<p>Breakfast Club</p> <p>No longer receiving same level of subsidy from Magic Breakfast, but will continue to offer a very, very cheap (40p a day) breakfast club for most and remain free for the families that require it to be</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers</p> <p>Research shows that for any child breakfast sets them up well for the day.</p>	1,3
<p>Lunchtime activity programmes</p> <p>KiVa</p> <p>Play-workers</p> <p>Lunchtime Supervisors</p> <p>Scrap Pod</p> <p>Youth Club</p>	<p>The lunchtimes can be the most challenging time of the day, as there is less structure and staff to pupil ratio.</p> <p>We employ a large number of staff and lunchtime and provide regular training for them.</p> <p>Structure through play means they are less likely to make bad decision that could affect their learning in the afternoon.</p> <p>We will also provide a youth club for our y6 cohort, who sociality and emotionally are challenging.</p>	2,3,4
<p>Music Service (inc. choir)</p>	<p>Overall, the impact of arts participation on academic learning appears to be positive and there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. All pupils from Nursery to year 6 have access to music lessons at a subsidised rate and year 4 all learn instrument for a year. They all get the chance to perform in a concert.</p>	2
<p>Arts</p>	<p>Assistant Head co-ordinates a programme throughout the school. Learning alongside</p>	1,2,3

All pupils have the chance to work with a professional artist (performing or visual) and all have an opportunity to display/perform their work in every year group. Some year groups will perform in actual theatres and display in actual galleries.	professionals encourages attendance and builds resilience, as does displaying and performing for an audience.	
Outdoor learning We have a very experienced teacher and a TA co-ordinating outdoor learning and Forest Schools. All pupils between y2 and y6 are able to attend a residential every year, these are subsidised for all, but can also be free for some PP pupils	Evidence suggests that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic, attendance and behaviour outcomes.	2,3,4
Drama We have a n actor in residence for a day a week that provides learning linked to science, geography, history, art and English lessons. They link learning and provide a stimulating space for the pupils to learn in a different style.	Improves understanding of the learning, particularly for pupils that do not have the cultural capital to relate new learning to. This immersive experience is also a stimulus for writing and reading	2
Attendance awards	Celebrating and recognising good attendance is proven to motivate pupils to attend.	1
2 year old drop in session A free opportunity for pupils too young to attend school to experience rhyme, song, books, movement and dance.	Proven that if pupils know more nursery rhymes and familiar stories at a young age they are more likely to be successful readers	2,5,6,7
Chef Learning Kitchen Provide a space for pupils and parents to learn to cook healthy meals – taught by award winning chef Provide food bags for families in need	Pupils and parents can learn to cook and eat healthily on a budget, improve self-esteem and health..	2,3
Improve technology poverty by providing laptop loan service	Access to learning resources online for parents and pupils	2,6,7
KiVa – anti-bullying programme	Kiva is an evidence based anti- bullying strategy from Finland. It involves a proactive approach by having regular kiva lessons within Hillstone Life Skills and a Reactive approach whereby children and parents have a mechanism to report and concerns. It will	4

	reduce and eradicate incidents of bullying	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce gap to 5% between disadvantaged and non-disadvantaged for a Good Level of Development at the end of Reception.	Education Endowment Fund suggests gains of +6 months for early years interventions. As a result of missed school due to lockdown we have found that we have increasing numbers of children who have speech and communication difficulties. We intend to close this with adding oracy to our SIP, SALT, WellCom, a school TA taking responsibility for S&L in school, weekly S&L professional support and further staff in EY to improve interaction and speech.	5
Bottom 20% of readers in reception to be at age appropriate phonics level by end of the year. Bottom 20% of reception will receive 1:1 coaching for quarter of an hour 4 times a week.	Read, write Inc is an excellent strategy for ensuring all children have a thorough understanding of phonics in order to learn to read effectively.	5,6
Bottom 20% of readers in KS1 to be at age appropriate phonics level by end of the year. Bottom 20% of KS1 will receive 1:1 coaching for quarter of an hour 4 times a week.	Read, write Inc is an excellent strategy for ensuring all children have a thorough understanding of phonics in order to learn to read effectively.	5
Top 20% more able children to achieve greater depth in maths at KS2 Head to teach top 20% year 6 maths club weekly with a focus on PP pupils		4,7

Teaching assistants to support pupils in class to make good progress.	The EEF suggest that using a teaching assistant for interventions can add +4 months of additional learning.	3,4,5,7
Pastoral Support	The EEF toolkit suggests that targeted interventions matched to pupils particular needs can be effective, especially for older pupils. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course.	3,4

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £138000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on developing Oracy across the school.	The EEF suggests that oral language interventions can add up to 6+ learning.	5
Bespoke CPD for teachers/Visits to other schools.	The EEF states that spending on improving teaching might include professional development.	7
<p>75% of pupils achieving pass in phonic test Eradicate gap between pp and non pp . Read, Write Inc</p> <p>There are 12 groups in KS1 and 10 groups in Rec – staffing levels being high and well-trained is essential for success</p> <p>New resources and books have also been purchased this year.</p> <p>DHT/AHT time is taken leading this strategy in a variety of ways, from weekly coaching sessions, to daily coaching and improvement sessions and twice weekly videos sent to parents.</p> <p>External professional development and monitoring is undertaken twice termly</p>	<p>Education Endowment Fund suggests gains of +4 months by using a good phonic method. Pre-covid 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.</p>	4,5,6,7

<p>All classes to achieve 75% at expected level in reading, writing and maths.</p> <p>Super numerate staff</p>	<p>The best strategy for all pupils is to ensure that they receive quality first teaching. We are providing additional qualified staff who can work within the classes. This provides several approaches to optimising quality teaching.</p> <p>Reducing sizes of classes in year 6 – so that we can have 3 groups in a two form entry year group</p> <p>Providing support within a class</p> <p>Providing cover if we have teacher absence. Post pandemic we are finding absence rates are high and this strategy enables us to utilise a teacher who is familiar with our pupils and able to deliver quality teaching rather than a supply teacher.</p>	4,5,6,7
TA training	Ensure all teaching assistants are highly skilled in the relevant areas, whether it is the cognitive science of learning or delivering RWI.	4,5,6,7
Purchase of a programme to improve spelling skills for disadvantaged pupils who have relatively low spelling skills.	Results show a gap between disadvantaged and non-disadvantaged pupils for our GaPS tests, particularly with spelling. This scheme will help close that gap	1,4,7
Extra reading resources and developing reading environments in classrooms	Promoting a love of reading	2,3,7
Maths and English leads to be released to attend CPD on mastery development	Highly-skilled staff	2,7
<p>Develop the curriculum in all areas. Curriculum lead appointed and ensure learning is planned so pupils have the opportunities to learn more and remember more.</p> <p>Will train and become an expert in curriculum</p>	Ensuring the curriculum provides vertical, horizontal and diagonal links so children can learn more and remember more. Creating a bespoke curriculum for our community and not 'off the shelf' will encourage participation and motivate learning.	7

<p>Share expertise with staff, teacher, TAs and trustees</p> <p>Release teachers to improve the curriculum in their area being mindful of workload.</p> <p>This will be a key area of the SIP</p>		
<p>Ensure all teaching is good or better</p> <p>Delivering Cognitive Science professional Development</p> <p>Prioritised on our SIP, pupils will learn more and remember more as an outcome of lessons being delivered by highly-skilled staff – always wanting to improve pedagogical skills</p> <p>Walkthrus purchased and used to enhance cognitive science CPD</p>	<p>We will provide support to all teachers through professional development and coaching to ensure that all teaching is of the highest quality and that children know, understand and remember what they have been taught.</p> <p>Learning will be monitored and the pupils experience will be improving as an outcome.</p> <p>The importance of quality first teaching is a priority</p>	<p>4,7</p>