

Pupil premium strategy statement - Hillmead Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	January 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Michelle Shenston
Pupil premium lead	Michelle Shenston
Governor / Trustee lead	Titi Ajibike

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,545 (22-23)
Recovery premium funding allocation this academic year	£5,644
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Zero
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,189

Part A: Pupil premium strategy plan

Statement of intent

To raise attainment of disadvantaged pupils of all abilities allowing them to reach their potential and to ensure the attainment gap is reduced.

Hillmead Primary School is committed to ensuring maximum progress for all groups of disadvantaged pupils and strives to close any gaps.

Hillmead Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication skills
2	Low attendance
3	Understanding of vocabulary is below expected for many disadvantaged pupils and can slow progress across the curriculum.
4	Self-esteem and confidence issues for some pupils leading to a reduced engagement in lessons and extra-curricular activities
5	Lower levels of engagement from parents

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
The difference is diminished for disadvantaged pupils when compared to non-disadvantaged pupils in the school and nationally.	All pupils in the target group which are currently underperforming because of the impact their disadvantaged background will make improved progress, leading to narrowing of any attainment gaps.
Larger percentage of disadvantaged pupils making good or better progress than previous year	End of year data shows children identified as disadvantaged making good or better progress

End of Key Stage results show improvement in attainment and progress for disadvantaged children	End of Key Stage results show sustained improvement in the attainment and progress for disadvantaged children.
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure Oracy Champions have received training for introducing and implementing Voice21 programme.</p> <p>Ensure all staff attend the in-house training sessions for the Voice 21 programme and implement the programme effectively.</p> <p>In-house training for all staff via KCA based on Emotional Resilience, Trauma and Emotion Coaching</p> <p>School CPD for teachers to improve their understanding of specific Special Educational Needs</p>	<p>EEF (Education Endowment Foundation) guide to pupil premium – tiered approach – teaching is the top priority, including CPD. The CPD of teaching staff is vitally important for driving school improvement. The school recognises that we need to develop middle leaders and less experienced members of staff. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	1, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music and Movement Sessions for children in EYFS	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Activity and resources to meet the specific needs of disadvantaged pupils with SEND Interventions to support language development, literacy, and numeracy	1, 2, 3, 4
Reading Plus (targeted reading intervention)		
One to One and Small group tuition		

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run the Character for All programme with Commando Joe's throughout the academic year. Inviting those disadvantaged to attend the breakfast and after school club (extending this to disadvantaged pupils outside of the classes participating)	Social and Emotional Learning refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.	1, 2, 4, 5
Play Therapy	The EEF evidence on social and emotional learning suggest that's by focusing on SEL	1, 4

	interventions that seek to improve pupils' decision-making skills, interactions with others and their self-management of emotions can have a positive impact of up to four months progress on academic outcomes.	
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Total budgeted cost: £34,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2021 – 2022

Class teachers have undergone extensive training against the Voice21 Oracy project with a review taking place in the Autumn term of 2022. Work is still ongoing against this priority with further development meetings planned throughout 2022 – 2023. As a result of this training, staff are using the framework in class to support explanation and discussion and children are beginning to be more confident in their discussion work. Oral sentence building, the language of explanation and vocabulary development have all been strengths of this project so far. This has had a positive impact on supporting children to improve their communications skills.

Following whole school staff training with KCA, the school have a more informed approach to supporting children who struggle to regulate their emotions. They also have a better understanding of attachment and trauma. As a result, children who find themselves in crisis are better supported at school. Staff are well equipped to help them manage their emotions when they are in crisis, using methods such as Five to Thrive and Emotion Coaching. This staff development has strengthened the already good pastoral care and personal development for our children.

Vocabulary is improving across the school, particularly for those children who have communication needs. This has been brought about by targeted sensory play sessions for children in EYFS and a focus by class teachers on core vocabulary on display in the classrooms.

After the end of the first year of the Character for All programme, children could talk very positively about the experience and the skills they have gained from the sessions. Pupil voice indicated that children felt the sessions were useful and fun, but sometimes a bit short. Skills such as leadership and teamwork continue to be developed.

Review of 2022 – 2023

Class teachers and the Oracy Lead have undergone further training with regards to the Oracy Project. There is good evidence to suggest that this work is having a demonstrable impact on children and their outcomes in English. Lesson observations and visits from external advisors supports this claim. Furthermore, this work underpins the premise of being good writers and it is evident to see in classrooms that where teachers use the Oracy techniques well, children are more confident at sentence construction in their writing.

Over a period of 18 months, class teachers have worked with Andrew Whitehouse to develop their understanding of specific elements of SEND. This has included attending workshops on Asd, ADHD and PDA. This increased level of knowledge has ensured that teachers are tailoring curriculums to meet specific needs, are more mindful of the language they choose to use and are better equipped to help children maintain a healthy regulation within school. As a result, children are more likely to feel safe and therefore become dysregulated.

Data from the ReadingPlus project shows that children who access the programme on a regular basis (around 90 minutes per week) are making accelerated progress in reading from their assessed starting points. This has led to an increase in confidence in reading aloud for these children as well as improved vocabulary understanding.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Character for All	Commando Joe's
Third Space Learning Maths	Third Space Learning
Reading Plus	Reading Solutions UK

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.