

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hillside Primary
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	10% (45 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs N.Morris Headteacher
Pupil premium lead	Mr D.Pearman Deputy Headteacher
Governor / Trustee lead	Mrs E. Formoy PP Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,252
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,252

Part A: Pupil premium strategy plan

Statement of intent

At Hillside Primary School we aim to reduce and then eliminate all barriers to accessing the curriculum that our PPG pupils may face. We aim to ensure that progress for PPG pupils is in line with non-PPG pupils and that teaching, targeted and wider approaches to school life closes any gaps between these two groups both in progress and attainment.

Our plan is evolved through careful and focused monitoring and review and we use data and up to date research to help formulate outcomes.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ Developing confident, effective communicators who can articulate their own opinions whilst being respectful listeners.
- ✓ Encouraging children to be adventurous and willing to take risks because they know it is okay to make mistakes in order to learn from them.
- ✓ Developing inquisitive pupils, who using questioning and problem-solving skills to challenge.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Work on developing oracy with Voice 21
- Ensuring quality first teaching to close gaps
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the

Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Improving and sustaining parental engagement.
- Therapeutic approach to behaviour management and opportunities for developing confidence and self-esteem

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral Language skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Attainment of Reading & Writing</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading & writing.</p>
3	<p>Progress in Writing</p> <p>Progress Gap from KS1 to KS2 show significant areas to improve in writing.</p>
4	<p>Attendance & Lateness</p> <p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been between 0.5-1% lower than for non-disadvantaged pupils.</p>
5	<p>Parental engagement</p> <p>Many of our PPG parents, shy away from coming into school for support.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Reading and Writing attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.</p> <p>Attitudes to reading improve – Accelerated STAR reader tests improve, more quizzes taken, quizzes taken with children scoring higher, use of SEN books for some children to help support reading.</p> <p>Use of reading champions to support children with their book choice, increase fluency, model reading, discuss comprehension, find strategies for vocabulary.</p> <p>Guided groups have particular focus with disadvantaged children, use of 1:1 conferencing to help edit and improve work, use of oracy to improve writing structure.</p>
Improved progress in Writing	Achieve national average progress scores in KS2 Writing
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%.</p> <p>Teachers tilt towards disadvantaged pupils and consider their wellbeing within the classroom setting.</p>
Regular contact with school for all PP families.	All PP parents have regular communication with a member of school staff.

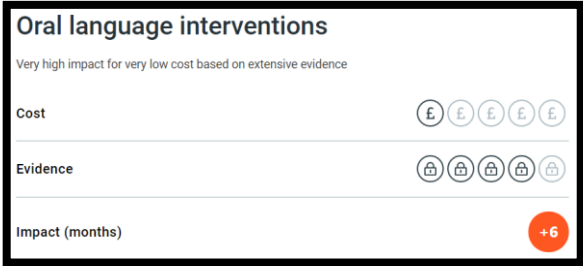
Activity in this academic year

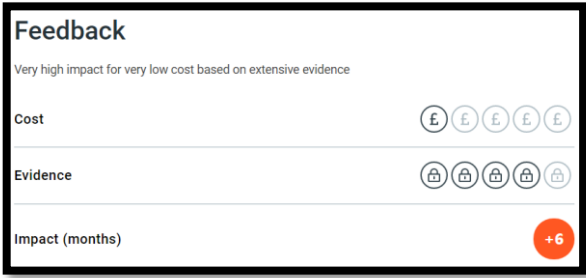
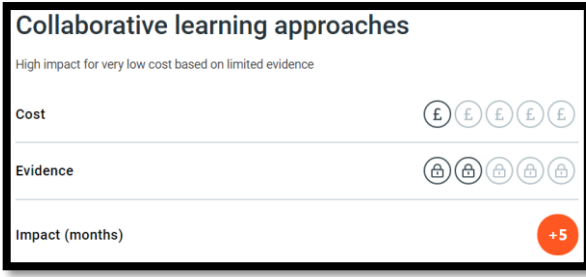
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching (teacher demonstration followed by guided practice and independent practice) / flexible grouping / Increased awareness for all staff of PP pupil barriers and gaps in prior learning / Tilting practice / Feedback and marking at the point of learning / Pupil progress meetings will include a focus on all PP children / Development of oracy through Voice 21 project / Teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills (secrets of success focus) / Task checklists as a visual scaffold to support pupils to independently complete a task. / Targeted catch up support as 1:1 or small groups during extended school hours soft start.</p>	<p>Research shows that the most qualified and trained can make the best impact on progress.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Use of tired approach from EEF: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Evidence in school will be formed from learning walks, lesson observations, book looks, peer review within the SLA.</p> <p>Use of Rosenshine’s principles which will be introduced (Tom Sherrington)</p>	<p>1, 2, 3</p>

<p>Voice 21 Oracy Project</p> <p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	<p>1</p>
--	--	----------

<p><i>Feedback</i></p>	<p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</p> <p>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers</p> 	<p>2, 3</p>
<p><i>Peer to peer support</i></p>	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p> 	<p>1, 2, 3</p>
<p>Provision of all six class books for every PP pupil</p>	<p>For identified pupils last year, having a copy of the book in class and at home promoted an increased understanding of the text and access to the lessons.</p>	<p>2, 3</p>

<p>Embedding metacognitive strategies across the school curriculum.</p> <p>Work with the SLA.</p> <p>We will fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests metacognition strategies and the modelling of these in the classroom means disadvantaged pupils are more likely to use these skills and will begin to manage their own learning and overcome challenges.</p> <p>Metacognition Toolkit Strand Education Endowment Foundation EEF</p> <p>Use of Roshenshine’s principles embedded throughout the curriculum with a focus on using small steps, retrieval, vocabulary and scaffolding learning</p>	<p>1, 2, 3</p>
--	--	----------------

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

Budgeted cost: £ 3,999

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group intervention in RWInc, Lexia, Quality first teaching.</p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</p>	<p>2, 3</p>
<p><i>One to one tuition</i></p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching.</p>	<p>1, 2, 3</p>

	<div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <h3>One to one tuition</h3> <p>High impact for moderate cost based on moderate evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: 🗝️ 🗝️ 🗝️ 🗝️ 🗝️</p> <p>Impact (months): +5</p> </div> <div style="border: 2px solid black; padding: 5px;"> <h3>Small group tuition</h3> <p>Moderate impact for low cost based on moderate evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: 🗝️ 🗝️ 🗝️ 🗝️ 🗝️</p> <p>Impact (months): +4</p> </div>	
--	--	--

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

Budgeted cost: £74,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Family Liaison appointed to work with vulnerable families and improves parental engagement.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis. <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <h3>Parental engagement</h3> <p>Moderate impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: 🗝️ 🗝️ 🗝️ 🗝️ 🗝️</p> <p>Impact (months): +4</p> </div>	<p>4, 5</p>
<p>Additional family support to fund e.g. •Paying for Trips and visitor</p>	<p>PP parents have accessed and continue to access this provision.</p>	<p>4</p>

<ul style="list-style-type: none">•Paying for one club per term•Paying for ASC / BC sessions•Support with payment for uniform•Additional revision books•Printed off work if no online access during isolation		
---	--	--

Total budgeted cost: £90,574

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Desired outcomes	Impact
Children are confident speakers, able to talk in full sentences, using a range of vocabulary.	Oracy framework is embedded in the school. Within the staff, we have two trained oracy champions and an oracy lead. INSET training for teachers; resources and materials provided. Scaffolding provided for PP children to use oracy skills independently. Wake Up Wednesdays: activities designed to promote confidence in oracy skills. Learning Mentors (LM) orally rehearsing answers with PP child e.g. LM able to share her answer confidently to the class (needs time to practise first).
Children are able to decode and recognise tricky words; read fluently with expression.	All PP children in Y3 – Y6 have passed their phonics screening. Regular Reading fluency practice using Master Readers approach during whole class Reading sessions. Regular Reading fluency homework tasks set on Microsoft Teams. We are in our third year of embedding RWI in EYFS – Y3. Impact: 88% of PPG children passed Y1 Phonics screening in June 22.
Children have improved their spelling and use taught skills in writing across the curriculum.	RWI Spelling programme implemented in Y2 – Y6. Regular spelling development days to improve staff practice and ensure a consistent approach.
Children make accelerated progress in Reading to reach age-related expectations.	At KS2, 71% of PPG pupils achieved ARE in SATs compared to 62% nationally.
Children are able to access work independently and with pace.	Worked examples being used in all year groups in Maths and Grammar. Stem sentences used within all subjects to support independence in oral and written work. A range of scaffolds provided both in PP's written and oral work, has supported progress in independence

	and resilience especially after lockdowns. Pre-learning in new topics has allowed PP children to participate more confidently in lessons.
Address barriers to learning (lockdowns, parental engagement, expectations at home, emotional resilience).	Invite-only homework club every day before school: PP children have been targeted. 30 children are attending regularly. Invite-only Wake Up Wednesdays before school on a weekly basis – PP children only. 20 regular attenders. Laptops and ICT equipment provided for PP families where needed. Senior Family Liaison Officer working with 27 targeted PP children to support emotional resilience and wellbeing. Senior Family Liaison impact: Y5 child (Feb): “I get to talk to her if something’s wrong. When I speak to her, my problems go away.” Y6 (Feb): “She spoke to me about how to control my emotions. I am now practising taking a breath and ignoring people.”

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Previous Diagnostic Maths Intervention (for Years 5 & 6)	Thirdspace Learning (as part of National Tutoring Programme)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Bought class novel each term. Financial support towards trips and visits.
What was the impact of that spending on service pupil premium eligible pupils?	Encouraging a love of Reading at home. Able to take part in all activities.

