



Hilltop First School Pupil Premium strategy

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 over the next three academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hilltop First School
Number of pupils in school (Reception-Year 4)	204
Proportion (%) pupils eligible for pupil premium	18%
Proportion (%) of pupils eligible for service pupil premium	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Lynn Bima Headteacher
Pupil premium lead	Lynn Bima Headteacher
Governor lead	Darren James lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£4,495
Service Pupil Premium funding allocation this academic year	£4,030
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£46,185.00

Part A: Pupil premium strategy plan

Statement of intent

At Hilltop we want each child to achieve the best outcomes possible. This should not be determined by background or family circumstances. All pupils deserve a rich and creative learning experience which inspires them to aim high and enjoy success. We will achieve this by ensuring that all pupils enjoy a rich curriculum and are provided with the necessary support to overcome barriers which may otherwise prevent them from accessing it.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	On average, pupils from disadvantaged backgrounds start Hilltop at a significantly lower level of development in the area of Communication and Language. This area is essential for all aspects of more formal learning especially later progress in Reading and Writing. Spoken language skills are one of the strongest predictors of a child's future life chances. (Voice21 website)
2	Disadvantaged pupils tend to finish EYFS not yet reading at the same level of their peers. Assessments and observations show gaps in acquisition of phonic knowledge and skills. Competent reading opens up independent learning and boosts pupils' confidence in accessing other written areas of the curriculum. This is increasingly important moving through KS2.
3	Our assessments and observations indicate that pupil progress in Writing has dropped over the last two years. This was found to have the lowest rate of engagement during the periods of remote learning particularly amongst pupils eligible for PPG.
4	A number of Key Stage 2 pupils have significant gaps in number concepts. These relate to aspects of Maths covered less thoroughly in KS1 during periods of school closure and Covid related absence. These important concepts will limit understanding of new concepts if not addressed now.
5	Around half of our pupils identified as <i>vulnerable</i> are eligible for PPG. This group makes up around 60% of our PPG children. Many have social and emotional difficulties which affect their concentration and readiness to engage and can lead to poor behaviour. This in turn can have a detrimental effect on their progress and that of peers. There is a slightly higher proportion of 'time out' incidents involving PPG children than non-PPG children.
6	The out of school experiences of many Hilltop PPG pupils are limited in comparison to their peers which makes it even more important that they experience a wealth of rich learning experiences with practical resources and hands-on opportunities for learning. Some parents of pupils eligible for PPG are not able to afford school uniform or additional school experiences where families may be asked to make a contribution.

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 in the Early Years make excellent progress in language skills, vocabulary and early reading skills.	End of year EYFS attainment data will show All disadvantaged will pupils attain expected Early Learning Goals within 'Communication and Language' Observations of pupils in lessons will show improved oral language among disadvantaged pupils and greater confidence in engaging in group discussions and conversations with adults and peers.
Disadvantaged pupils in EYFS and Key stage 1 make good progress in phonics (both knowledge and application) to become fluent readers. All pupils find pleasure in reading and are able to talk confidently about a range of texts that they have read.	Phonics/Reading assessments throughout the year will show disadvantaged pupils in Reception and Year 1 are 'keeping up' with the Letterland programme. End of 2021/22 and 2022/23 attainment data will show all disadvantaged pupils attain the threshold score in the Year 1 Phonics check. End of 2023 KS1 and 2024 Year 4 attainment data will show that disadvantaged pupils not identified as having SEND will be meeting curriculum related expectations in Reading. All disadvantaged pupils in KS1 & 2 identified as having SEND will make good progress in reading and meet or exceed personal outcomes described within their individual support plans.
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year in Writing. Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	End of 2023 KS1 and 2024 Year 4 attainment data will show that disadvantaged pupils not identified as having SEND will be meeting curriculum related expectations in Writing. All disadvantaged pupils in KS1 & 2 identified as having SEND will make good progress in Writing and meet or exceed personal outcomes described within their individual support plans.
Pupils in Key Stage 2 who have missed important KS1 concepts in Maths will catch up so that they can make good progress going forward.	Pupils will show greater enthusiasm and confidence in classroom Maths lessons. End of 2023 Year 4 attainment data will show that disadvantaged pupils not identified as having SEND will achieve 'expected' or beyond in Maths.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Average PPG pupils' attendance matches that of their peers Pupils feel safe at school, build positive relationships and feel they have trusted adults who they can speak to. Boxhall Profile follow up assessments show positive SEMH progress in all pupils as a result of universal and targeted provision. End year EYFS attainment data will show that all PPG eligible pupils in Reception attain the ELG in 'self-confidence and self-awareness'. Pupils show increased resilience within both play and learning. Time-out incidents are reduced by half by the end of the year. Year 4 pupils are ready for different experiences or challenges they may encounter beyond Hilltop and are well prepared for the transition to middle school,
Pupils will enjoy a wealth of rich learning opportunities with practical experiences and hands-on opportunities for learning. All pupils will have everything that they need in order to get the most out of each school day including a good breakfast.	Average PPG pupils' attendance matches that of their peers All pupils will be exposed to live theatrical performances, participate in competitive sporting events and experience practical creative and scientific activities each year. End of year EYFS attainment data will show that all PPG eligible pupils in Reception attain the ELG for 'Understanding the World, All pupils eligible for FSM will be able to access Breakfast club if needed.

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: £8,060.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 & 2 Team leaders to work with teams to develop Mastery Learning approach in Writing with direct Year Group based oral feedback sessions. We will fund teacher release time to participate in the Primary Teaching for Mastery Embedding Programme with the BBO Maths Hub for 2021/2022 High quality first teaching to promote technical skills and motivation for writing.	Research provides a strong evidence base that mastery teaching approaches have a highly positive impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3
Oracy21 – whole school programme Two members of staff (KS1 & KS2) will benefit from direct training to complete Stage 1 of the programme. <i>During Stage 1 they will build the foundations of oracy teaching and learning to meet the Oracy Teacher Benchmarks across your school.</i> Funding will cover the programme costs as well as release time for the two members of staff.	https://voice21.org/our-impact/ Multiple case studies show the positive impact of oracy in pupils' learning and wellbeing across the age range.	1
Release time for 1 teacher and 2 TAs to complete DfE School Led Tutor training programme and prepare resources for small group catch up sessions.	https://www.gov.uk/government/publications/school-led-tutoring-grant School led tutor training will be free but the funding does not cover the cost of training time.	3,4
CPD provided by Letterland consultant for all FS and KS1 classroom and support staff	There is a large amount of reliable evidence linking high quality systematic synthetic phonics instruction with progress in early reading. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1;2
Release time for all class teachers to complete Bohall profile for all pupils and to meet with SEMH lead to identify patterns within cohorts. Release time later in the year to complete follow up profiles and reflect on impact of targeted interventions and whole class strategies.	It is important to have recognised and reliable measure for identifying possibly 'at risk' pupils and measuring and celebrating progress in non-academic areas of development. The Boxall profile will help us to determine which pupils should be prioritised for targeted SEMH support and whole cohort areas on which to focus.	5

ELSA, Nurture and Drawing and Talking will be used for targeted SEMH support whilst Social and Emotional Learning approaches will be incorporated into classroom practice.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Supervision sessions for staff providing ELSA and Nurture support for vulnerable pupils.	There is a large amount of reliable evidence linking attainment with social and emotional wellbeing. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning "The ELSA initiative was set up with recognition from the outset that ELSAs should receive regular professional supervision from a fully qualified educational psychologist." https://www.elsanetwork.org/about/supervision	5

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

Budgeted cost: £27,107.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI programme for targeted pupils in Reception – both 1:1 and small group sessions	https://www.teachneli.org/what-is-neli/	1
1:1 reading intervention English intervention programme for KS1 pupils eligible for PPG – linked to whole school Phonics approach with reading and comprehension conversations	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies In previous years, pupils (including those with SEN) have made very good progress as a result of this programme. It has been adapted this year so that it mirrors the sequence of phonic progression being following in main class lessons – focus on 'keep up' rather than 'catch up'.	2
Daily 1:2 phonics catch up sessions for pupils in Year 1 who are not yet fluently blending.	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy It is essential for pupils to master this skill if they are to keep up and continue to access whole class phonic lessons.	2
1:1 reading for pleasure / comprehension training sessions for KS1 pupils eligible for PPG	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
<i>Pegs2Paper</i> small group sessions for pupils in KS1 & KS2 who need additional support in developing or practising early handwriting skills	Use in previous years has shown how this programme supports pupils in EYFS to develop efficient fine motor skills and tripod grip alongside the spatial awareness necessary for good handwriting. School closures over the last two years meant that pupils did not complete the programme. Where fluent handwriting is still not yet established it would be valuable to continue the programme with order pupils.	3
<i>First Class @ Number</i> small group Intervention for K 2 pupils Daily for 20 weeks	https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/	4

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

Budgeted cost: £15,113.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group SEMH Support for pupils identified as vulnerable – PPG eligible pupils prioritised (Nurture provision, ELSA, Drawing & Talking) This total provision equates to around 10 hours of staff time across each week.	https://www.elsanetwork.org/elsa-network/ https://www.nurtureuk.org/nurture/what-nurture https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues	5
Emotion Coaching training provided by EP for newer members of staff.	This was rolled out across the school last year with positive results seen in pupils' behaviour and feedback from staff. The school been awarded Attachment Aware status which we want to maintain despite a change in staff in all year groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. Free breakfast club places for pupils eligible for FSM Pupils eligible for PPG offered one free 12 week after school club or 2 12 week cubs at half price. Cost of all school trips (including Yr4 residential trip) and special events subsidised for pupils eligible for PPG Where needed the families of pupils eligible for PPG are supported with uniform related expenses.	All pupils enjoy a rich curriculum offer and are exposure to experiences and opportunities is not dictated by background or family circumstances.	6
All pupils eligible to PPG are allocated a link member of staff who will create an opportunity for a verbal interaction each week not directly linked to their specific learning tasks.	Increase positive adult interactions for key pupils and feeling of being 'kept in mind' across the week.	1;5

Total budgeted cost: £50,280.00

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 2020 to 2021 academic year.

Due to COVID-19, national performance measures have not been published for 2020 to 2021.

The following table shows end of 2020-21 attainment in Reading Writing and Maths.

These are based on teacher judgements of pupils meeting curriculum related expectations at the end of the summer term. This data reflects a drop in attainment from previous years as a result of partial school closures and necessary Covid related restrictions over the last two academic years.

PPG figures includes all pupils currently identified as eligible for PPG. These numbers have increased since last year so some pupils included in this data would not have been in receipt of specific PPG funded provision last year.

Summer 2021	% attaining expected or above in Reading		% attaining expected or above in Writing		% attaining expected or above in Maths	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
Year R	75%	75%	75%	78%	50%	78%
Year 1	50%	67%	50%	69%	50%	73%
Year 2	56%	74%	56%	71%	64%	74%
Year 3	73%	67%	40%	59%	64%	67%
Year 4	80%	92%	80%	72%	100%	74%

Outcomes for pupils cannot be measures purely on academic attainment. We are proud of our attendance figures which show that pupils eligible for PPG do not have lower attendance than their peers.

Feedback from PPG eligible pupils and parents reflects that they felt supported throughout the periods of school closure and pupils were eager to return to school.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils in KS1 & KS2 attended separate 'Forces Clubs' each half term. They played games and shared craft activities. They prepared a special family assembly to which their parents were invited. Service pupils were prioritised for targeted SEMH support especially when parents were away on deployment.
What was the impact of that spending on service pupil premium eligible pupils?	All service pupils made good progress from their starting points last year. They enjoyed their club times and felt proud of the art project which was displayed in the local Tesco branch. Pupils formed friendships across year groups and supported each other when parents were deployed away. The school received positive feedback in relation to the SEMH support provided for specific pupils.