



Hillside Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 and Nursery School
Number of pupils in school	457
Proportion (%) of pupil premium eligible pupils	21.4% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Third year of the plan
Date this statement was published	September 2023
Date on which it will be reviewed	Annually July 2024
Statement authorised by	Flying High Trust
Pupil premium lead	Miss L Houseman
Governor lead	Miss E Foottit

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,855
Recovery premium funding allocation this academic year	£5,535
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	£123,390

Part A: Pupil premium strategy plan

Statement of intent

At Hillside Primary and Nursery School our ambition is to provide an environment for each and every child where they feel safe, secure, happy and motivated to learn. In this way each child progresses academically as well as developing their own unique talents. We are dedicated to removing barriers for pupil premium children so they can become the 'best versions of themselves'.

We know, at Hillside, we have some pupil premium children who come in with low levels of language; lower levels of aspiration and social and emotional needs. We also know that many of our children do not have the same opportunities of their peers outside of school.

We know that the emotional wellbeing of our children is paramount for them to attain well in school. Support for families and individual children is essential to ensure all children make good or better progress.

Our pupil premium strategy has been based around our 8 values which are threaded through our 'Curriculum Principles' and 'Hillside Habits' and are at the heart of our school. We strive to ensure every child's first step on the ladder of education is a happy and rewarding one.

Curriculum Principles

Broadening horizons

Values driven

Communication based

Hillside Habits

Be kind

Be ready

Be wise

Our aim for our pupil premium children is that they leave Hillside, knowing more and remembering more, are emotionally healthy, with an absolute belief in themselves that they can become the 'best versions of themselves'.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap Achieving age related expectations in reading, writing and maths and maximising the potential of all our children who are in receipt of pupil premium funding, regardless of their starting point.
2	Broaden horizons The aspirations of some of our pupil premium children is low and they do not get the opportunity to experience a range of opportunities that will broaden their experiences and inspire.
3	Communication opportunities Many children enter our Foundation Stage Unit with low levels of communication skills and a limited vocabulary.
4	Wellbeing, mental health and safeguarding

	The wellbeing, mental health and safeguarding of some of our pupil premium children is an area of concern.
5	English Attainment and progress in English, particularly phonics, sustained writing, handwriting and reading for pleasure.
6	Attendance Ensuring good attendance for all Pupil Premium children with particular emphasis on persistent absence.

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
To ensure our pupil premium children attend school regularly to maximise learning opportunities	Attendance data will show that attendance among the pupil premium children is in line with that of non-pupil premium children. PP attendance improves to be in line with national expectations; PP children arrive at school on time; PP families supported by the attendance team to engage positively with parents.
To close the gap between PP and non PP children so more of our pupil premium children achieve age related expectations at KS2	The percentage of pupil premium children achieving ARE and above will match that of non-pupil premium children. 100% of teaching is good or better; the delivery of the curriculum reduces the barriers for children; an increased proportion of PP pupils achieve the national average for expected outcomes; teachers and pupils have a mindset that all children can achieve.
To prioritise early reading so that a greater number of pupil premium children pass their phonics screening in Year 1	The majority of pupil premium children pass their phonics screening in year 1. The children have reading books aligned to their phonics ability and they are progressing through the RWI levels.
To ensure a greater number of children achieve Greater Depth	There is a larger percentage of pupil premium children achieving greater depth. Greater depth in pupil premium is in line with that of non-pupil premium children
To ensure children feel emotionally well in order to be happy and successful in school	Pupil interviews will show that children are emotionally happy and feel supported in developing their positive wellbeing. Pupils have strategies to cope with negative emotions and are able to self-regulate due to support put in place at school. This will be evidence during learning walks. ELSA support impacts on children's attitude personally and educationally.

	Families are supported by the Family Support Worker.
To ensure our pupil premium children have opportunities for experiences that will broaden their horizons	Pupil interviews will demonstrate that the pupil premium children have gained experiences that have broadened their horizons. Book looks and learning walks using a wide range of experiences as a starting point for learning (immersion etc.)The learning environment celebrating experiences, including PP children.

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: £58,927.50

Quality first teaching for all – significant focus and investment in CPL aligned to school improvement priority of teaching and learning.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for pleasure	OU research	5,2
CPL on Oracy and Language development	EEF Early Years Intervention +5 months	3, 5
RWI development days and in school coaching Coaching from RWI specialist	EEF Phonics + 4 Months	1, 5
Strategic use of teachers to support year groups in school. This is either by supporting teaching and learning or through reducing class sizes.	EEF Reducing Class size +3 months	1, 5
Writing sequence CPL Releasing staff to attend Trust writing moderation discussions. Writing specialist teacher	Literacy hub and specialist teacher work Trust moderation Networks	5,1
MNP – link with the Maths hub and Trust Maths lead CPL and coaching support for teaching staff Mastering Number Lead	Underpinned by the mastery approach devised by NCTEM and the Maths Hub.	1
EYFS CPL - Positive interactions EYFS forest school work – Muddy Mondays and Forest Friday	Reference - Interacting or interfering by Julie Fisher Open University Press; UK ed. edition (16 Jan. 2016) EEF Outdoor Learning	1,3,2
Support the understanding of lesson design for all TAs in school.	Quality First teaching Trust Teaching and Learning strategy	1, 5
Purchase of high quality assessments for years 1-6	EEF Feedback +6 months	1

Leadership time for Teaching and Learning Lead to support ECT staff	Individual coaching and support has had positive results previously.	1, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,463.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Links Talk Boost	EEF Oral Language interventions + 5 months	3
RWI interventions Decodable book bag books are sent home for the children to read. These are at their phonic level.	EEF 1-1 tuition +5 months EEF Phonics + 4 Months	1
Additional weekly 1-1 reading support	EEF Teaching Assistants + 1 months	1
TA small group interventions	EEF Teaching Assistants + 1 months EEF small group Tuition +4 months	1
1:1 speech and language interventions are carried out across EYFS. Speaking and listening groups in nursery Talk Boost groups in Reception	Very positive intervention last academic year.	3, 1
Year 6 boosters after school	EEF small group Tuition +4 months	1, 5
Additional teacher for targeted interventions and tutoring.	Tutoring program and funding. Focus on Year groups 2 and 3.	1

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

Budgeted cost: £29,463.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance – Graduated response to support families.	EEF Parental Engagement +4 months EEF Behaviour Interventions +4 months	6, 4
Full time Family Support Worker	EEF Social and Emotional Learning + 4 months EEF School Uniform EEF Parental Engagement + 3 months EEF Self Regulation +7 months EEF Early Years Intervention +5 months	4
ELSA trained staff Drawing and talking trained staff.	EEF Social and Emotional Learning + 4 months EEF Self Regulation +7 months	4
Trips and residentials	EEF Arts Participation +2 months EEF Outdoor adventure learning	2
Health and wellness clubs after school	EEF Outdoor adventure learning EEF Social and Emotional Learning + 4 months	1, 2, 4

Total budgeted cost: £117,855

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.

Challenges in Academic year 2022 -2023 Review

Over the year the gap between PP and Non PP children was reduced. PP children performed better in KS 1 reading, KS 2 grammar and KS 1 writing at greater depth than non PP children. An area to work on in the next academic year is to improve the achievement of Greater depth scores for the Pupil premium children.

During the year each class at Hillside primary had at least 2 experiences that broadened their horizons in the year. Through pupil interviews children expressed how much they enjoyed their experiences, particularly the trips out of school. Our younger children especially enjoyed the bus journeys as they have never experienced a bus ride before, staff also commented on the excitement of the children when leaving on the bus. The trips and residential increased children's independence and broadened their horizons finding out more about our local area and our country. Year 6 pupils expressed how much they had enjoyed learning skills during their week long residential and how they experience activities they have never done before such as

At Hillside Primary we are 'champions' for Pupil Premium. We accept responsibility for ensuring the progress of all of our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and we are determined to ensure that all of our children are given every chance to achieve their full potential and become the best versions of themselves.

All children on Social Care plans were supported weekly by our Family Support Worker. Families were supported in a range ways including housing support, daily routines, sleep support and emotional support. Our Family Support Worker works closely with our families to ensure they feel supported in and out of school. We are consistently aiming to improve attendance, support social and emotional well-being, increase attainment, and provide a cultural capital that produces citizens who are responsible for providing a positive contribution to society. Children identified by class teachers received ELSA support from the 2 trained ELSA TA's in school. Support was given to groups of children around friendships and individual programs were written and delivered with specific vulnerable children.

The Hillside lesson design, the leitner model and the assessment tool 'plickr' are in place across school enabling children to know more and remember more and understand more over time. Using learning walks, pupil voice and book looks evidence is beginning to show that the gap between pupil premium and their peers is reducing. To compliment this, our inspirational learning environments, in particularly our learning journey displays and reflection books support pupil premium to continue to build upon and consolidate their learning within the classroom and be inspired by the shared learning environment.

Total attendance for the academic year for PP vs Non PP was 93.78% and 95.95%, the year prior to this; it was 92.44% and 95.47%. This highlights having attendance as a focus last year has been effective and the gap between the attendance of PP and non PP is beginning to decrease.

Externally provided programmes

Programme	Provider
National tutoring programme	School Lead Provision