

Hillside Community First School

Pupil Premium Strategy Statement 2023 - 2024



This statement details our school's use of pupil premium funding (and National Tutoring funding) to help improve the attainment of our disadvantaged pupils (2023-24).

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 Community First School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dave Graves
Pupil Premium lead	Dave Graves and Clare Corrie
Governor / Trustee lead	Eddie Moule

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,604.00
Recovery premium funding allocation this academic year	£4,205.00
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	£47,809.00



Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and improve their attainment across all curriculum areas. The focus of this strategy is to support disadvantaged pupils to achieve that goal, including those who are already achieving well. We will ensure that our pupils are not disadvantaged in any way as a result of their socioeconomic context, whether they are in care or are young carers. We believe that, with the correct support, all pupils can achieve their full potential.

Our ultimate objectives are to:

- ☐ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- ☐ Ensure all teaching and learning meets the needs of all the pupils.
- ☐ Remove barriers to learning created by poverty, family circumstance and background.
- ☐ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ☐ Enable pupils to look after their social and emotional wellbeing and to develop character and resilience.
- ☐ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context:

Hillside Community First School is an aged 4-9 school with 8 classes, 2 in Reception, 1 in Year 1, 2 in Year 2 and 3 three mixed age classes in Y3/Y4. We are part of Initio Learning Trust consisting of 4 middle schools, 8 first schools, 3 primary schools and 2 upper schools. We are a Dorset school and are in line with the national average for disadvantaged pupils at 18% (37). Of these, 11 are SEND as well as Pupil Premium.

Achieving our objectives:

In order to achieve our objectives and overcome barriers to learning we will:

- ☐ Deliver a well-sequenced and progressive curriculum for all pupils.
- ☐ Provide all teachers and TAs with high quality, evidenced based CPD to ensure that pupils access effective quality first teaching and additional support (through the use of EEF guidance, Walk-Thrus, UL&S, coaching and reflective dialogue).
- ☐ Provide targeted, evidence-based intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- ☐ Deliver additional catch up sessions through the school led National Tutoring partnership.
- ☐ Use diagnostic tools such as Star Reader to provide personalised targets.
- ☐ Target funding to ensure that all pupils have access to trips, extra-curricular clubs and online learning facilities.
- ☐ Provide appropriate nurture groups to support pupils in their emotional and social development.
- ☐ Ensure children from all Inclusion groups have opportunities to contribute to the wider life of the school (through becoming School Members of Parliament, Eco Warriors, Librarians, Play Leaders etc.).

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- ☐ Engage all pupils in extra-curricular opportunities for personal development.

Key Principals:

We will ensure that high quality teaching, learning and assessment meets the needs of all pupils through a carefully sequenced curriculum alongside the analysis of data. Class teachers will identify barriers and provide appropriate provision through individual pupil premium plans, specific interventions and support for individual pupils which will be reviewed termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults including our Pastoral Support Worker/ELSA.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations suggest that some of our disadvantaged pupils do not attain as highly in reading, writing or maths as their non-disadvantaged peers.</p> <p>Reading: For many of our PP children, there is a gap between their Reading Age and their Chronological age. This indicates that there may be difficulties with reading fluency and comprehension and possibly with the stamina needed to complete relevant assessments.</p> <p>Analysis of Star Reader data suggests that lack of engagement with and response to text is a barrier to closing the gap.</p>
2	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curricular enrichment / extra-curricular opportunities.
3	Some eligible pupils are experiencing barriers to learning due to lack of access to a language rich environment and/or a learning focused environment.
4	For many of our younger PP children, one of the main barriers to learning is identified as poor concentration and focus and poor retention of learning. For some of our older PP children, the barrier is lack of confidence in learning and lack of self-belief which means they can be reluctant to participate and contribute in class.
5	Attendance – Some of the eligible children have lower attendance than typical for the school, and their punctuality is variable. This can have an adverse impact on pupil's progress.

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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
<p>Improved reading, writing and maths attainment for pupils who are disadvantaged.</p> <p>Close the gap between children's reading age and chronological age.</p>	<p>All disadvantaged pupils will have reading ages that are $>$ or $=$ to chronological ages</p> <ul style="list-style-type: none"> <input type="checkbox"/> PP achievement in reading, writing and maths equals that of their non-PP peers <input type="checkbox"/> Tracking data (SIMS) will show the majority of PP children are achieving at least ARE in reading.
<p>Parents have stronger understanding of how to support their child to read at home</p>	<p>Parents engage in school-led support. Pupil Premium children will complete home learning activities.</p> <p>Families will attend school information events including parents' consultations.</p> <p>Positive responses from parent surveys.</p>
<p>PP children will close any gap in their phonic knowledge and will pass the Phonic Screening at the end of Year 1.</p>	<p>Phonic tracking data (from UL&S) will show children in Year R and 1 closing the gap on their non-PP peers. Results of the Phonic Screening Check at the end of Year 1, will show that all PP children have passed.</p>
<p>Children in YR/Y1/Y2 will have improved number fluency.</p>	<p>Children in YR/Y1/Y2 will have improved number fluency. Tracking data will show an increase in the number of children achieving ARE in mathematics in YR/Y1/Y2 and this will include our PP children.</p>
<p>PP children show greater concentration and maintain engagement.</p>	<p>Children talk about their learning with understanding and confidence and are seen to persevere and be more resilient learners who contribute fully to school life.</p>
<p>PP children will have improved attendance.</p>	<p>The majority of Pupil Premium children will have attendance of 96% or above.</p>

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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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Walkthrus (which includes talk-for-teaching, checking-in, checking for understanding and retrieval practice).	The use of Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own and reflect on others' actions in the classroom. Professional Development: EEF	1, 3, 4 and 5
Quality First Teaching (QFT) – ways-in.	Identifying 'ways-in' for children with additional needs helps to ensure that these needs can be met within the classroom whilst accessing QFT rather than being taken out for specific interventions. Ofsted will expect 'ways-in' to be identified for children needing additional support.	1, 3 4 and 5
QFT – teaching for Mastery through a well sequenced curriculum.	A high-quality curriculum ensures all children develop the knowledge and skills as the building blocks for future learning. By working collaboratively as part of a Trust in order to create a progressive curriculum, our children's learning is supported in the best way possible. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 3 4 and 5
The use of a DfE validated Systematic Synthetic Phonics Programme – Unlocking Letters and Sounds – to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3 and 4
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills	3 and 4

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SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
Use of Star reader assessments, Daily story time, whole class reading strategies.	Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. https://www.renaissance.com/products/accelerate d-reader/evidence/ By using Star Reader, it allows staff to identify those with comprehension or retention concerns, enabling staff to target their teaching and interventions appropriately.	1, 3 and 4
Mastering Number implemented across Year R-2.	‘Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations.’ https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-a nd-argument/	1 and 4
One teacher is attending Maths Hub Sustaining Mastery work group.	Last year participating in the Developing Mastery work group enabled teachers to effectively reflect upon their teaching and gain a greater understanding of the pedagogical development of the curriculum. Continuing this work will enable more teachers to gain from the professional development of the Maths Hub Primary Mastery specialist. https://www.ncetm.org.uk/maths-hubs-projects/pri mary-mastery-specialists/	1 and 4



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

Budgeted cost: £16,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unlocking Letters and Sounds interventions	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 'Keep-up not catch-up' strategies aimed at ensuring all children can access current learning in phonics. Backed up by Ambitious Expectations - a set of six focused intervention strategies that support children with reading</p>	1, 3 and 4
National Tutoring Partnership 4 groups of 2 children with a trained TA to provide 1 hour a week 2:1 tutoring before and after school.	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3 and 4
Precision Teaching	<p>Precision Teaching is known to have a positive effect on the word reading skills of pupils and increases retention and recall. Whilst children are withdrawn from class for Precision Teaching intervention, it only takes about 5 minutes a day so</p>	1

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	children are not missing out on QFT as a result.	
Parent workshops	Parental engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Pastoral Support and the ELSA	<p>Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801?scroll=top&needAccess=true&journalCode=cepp20</p>	1, 2, 3 and 4
Provide support to access equipment, uniform, educational enrichment opportunities as required for eligible individuals / families.	EEF Parental engagement. Support given to parents to ensure home learning is of high quality can impact progress. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than asking parents for generic engagement.	1, 2, 3 and 4

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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
BRS Coaching Academy Forest School	<p>Though there is little evidence of outdoor learning impacting directly on academic achievement, the EEF toolkit does acknowledge its positive impact on self-efficacy, resilience, motivation, self-confidence and teamwork; all essential life-skills that, in turn, can impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2, 3 and 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Ensure disadvantaged children are represented in school roles and take part in extracurricular and enrichment activities linked to Personal Development.	<p>There are a number of whole school roles available including School Members of Parliament, Eco Warriors, Librarians, Play Leaders etc. Taking on leadership roles helps to instil confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others.</p> <p>Having access to and being involved in extra-curricular activities is known to be linked with social mobility:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	1, 3 and 4
Funding for clubs (Uniform, FSM etc...)	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2

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Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £ 51,870

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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 2022 to 2023 academic year.

We systematically gathered diverse data sets to comprehensively assess the development of our children and accurately identify their specific needs. These include:

End-of-year assessments for Year 3 and Year 4 based on standardised tests.

Foundation Stage Profile assessments.

SATs question papers for Year 2.

Phonic screen scores.

Star reader and Salford reading ages.

Continuous teacher assessments.

Despite our concerted efforts, there remains a discernible gap between Pupil Premium (PP) and non-PP students in terms of both attainment and progress. Addressing and narrowing this gap is a key priority for the upcoming academic year 23/24 and beyond, with a particular emphasis on enhancing reading skills.

To support our PP students, all have been granted access to a variety of extra-curricular clubs, and a number have opted for dance, forest school and P.E. clubs, enriching their overall learning experience.

However, we acknowledge a persistent challenge in attendance rates among PP pupils, which has a detrimental impact on academic achievements, social learning, and overall pupil well-being. Our observations at Hillside indicate a correlation between low attendance and these negative outcomes. Consequently, we are unwavering in our commitment to providing targeted support for attendance and overall well-being to ensure the success and fulfilment of all our children.

Externally provided programmes

Programme	Provider
Football coaching	BRS Coaching Academy