

Pupil premium strategy statement July 2018

1. Summary information					
School	Hillside Primary School				
Academic Year	2018-19	Total PP budget	£21,120	Date of most recent PP Review	n/a
Total number of pupils	214	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Mar 2019

2. Current attainment			
KS1 KS2 SATs 2018	<i>Pupils eligible for PP in our school</i>		<i>National Average/School</i>
	KS1 2 (7%)	KS2 3 (10%)	
% achieving in reading, writing and maths	67%		64% / 81%
% making progress in reading	100%	67%	76% / 87% 75% / 90%
% making progress in writing	100%	67 %	70% / 73% 78% / 81%
% making progress in maths	100%	67 %	76% / 83% 76% / 94%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low entry level in Year R, particularly in oral language and listening skills	
B.	Differences between the attainment of disadvantaged pupils and their non-disadvantaged peers, particularly in Writing.	
C.	Differences between disadvantaged pupils and their non-disadvantaged peers in achieving Greater Depth Standard	
D.	Differences between disadvantaged boys and girls pupils	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills in Reception	Pupils eligible for PP will make good progress from their starting points and meet age related expectations
B.	Differences will be diminished between the attainment of disadvantaged pupils and their non-disadvantaged peers, particularly in Writing.	Pupils will make at least expected progress
C.	Differences will be diminished between disadvantaged pupils and their non-disadvantaged peers in achieving Greater Depth Standard	Higher percentage of disadvantaged pupils achieving GDS
D.	Differences will be diminished between disadvantaged boys and girls	The gap between boys' and girls' attainment will close

5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The progress of all disadvantaged pupils will be strong from their starting points so their outcomes are closer to their non-disadvantaged peers, particularly in Writing.	Review of how writing is taught throughout the school; review of planning; new evidence collection and monitoring; consistency of feedback Create Disadvantaged Pupil Team from SLT & Gobs	Recent work scrutinies by English Lead, HT, Disadvantaged Governor and SEN Governor and plus the OfSTED commentary reveal inconsistencies in the teaching, quality and quantity of written work.	Monitoring (Learning Walks, Lesson Obs and Book Looks) General Progress & Attainment Data Attendance Data Entry/Exit data for intervention programmes	Head & Deputy	December 2018, and after each class' completed unit of textwork.
To increase the number of pupils working above expected	Provide 1:1 TA tuition Provide weekly 1:1 Feedback Sessions Introduce Improvement Champions Improve teacher accountability (Progress Meetings, PIRs, Pupil Profiles, Case Studies etc.)	EEF research states that a personalised, paced, individual approach enables pupils to make effective progress.(+ 3 months) EEF research states that Feedback that redirects or refocuses the learner's actions to achieve a goal can increase progress by 8 months. Successful schemes in other schools seem to show that 'Champions' improve outcomes for disadvantaged pupils.	Monitoring (Learning Walks, Lesson Obs and Book Looks) General Progress & Attainment Data	Head & Deputy	Dec 2018 and termly
Total budgeted cost					£10,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.Improve language skills in Reception	Individual work with trained TAs	EEF research states that EYFS interventions have a positive impact (+ 5 months progress). We aim to be effective in narrowing the gap between disadvantaged children and their peers and sustain this into the future school years.	Observations, learning walks; progress data	Deputy	March 2019
B. Differences in attainment are diminished between boys and girls	Review whole-school curriculum mapping (PD Day Sept 18) to ensure topics are engaging for boys and girls, and there are opportunities for boys to undertake activities that appeal to their learning styles.	Research from J Savage (UCAN Play, MMU): Cross-curricular learning is best when: 'It is based on individual subjects and their connections through authentic links at the level of curriculum content, key concept or learning process, or through an external theme. It is characterised and developed by individual teachers with excellent subject knowledge.'	Observations, learning walks; progress data	SLT Subject leaders	March 2019
C.Individual social, emotional and mental health needs impacting on learning	Provide ELSA support where applicable Provide financial support with School Trips, School Uniform and Clubs Improvement Champion 'buddy'	2 of our TAs are ELSA trained and have successfully supported several pupils. Children are able to attend clubs and trips.	Evidence from staff and parents Financial records rigorously kept. Pupils have access to extra-curricular and off-site activities		
Total budgeted cost					£11,120

6. Review of expenditure			
Previous Academic Year		2017-18	
i. Quality of teaching for all/ Targeted support			
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
A. Improve language skills in Reception	Staff training in development of Speech & Language skills	All children in the class were at EXS+ for speaking; 90% at EXS+ for reading; 80% for writing. 87% EXS+ for listening & understanding Disadvantaged pupils 13% of cohort of which 75% are girls. 75% achieved EXS in all areas of EYFS; 1 boy (25%) was at EXS for speaking, listening & understanding, but emerging in reading and writing. This pupil is also on the SEN register.	No relevant external training available within our budget. HLTA in classroom cascaded her skills in ELKAN and shared her Early Years practice in developing language skills in young children. We will certainly continue with having additional TA hours in EYFS as the results have been good. We will focus on Disadvantaged boys.
B. Develop a positive, working ethos with motivated pupils.	Growth Mindset training for staff Individual feedback sessions with pupils by trained TAs	This has become part of the whole-school ethos. Every class has a display encouraging the children to have a growth mindset. Individual feedback sessions with TAs encourage this mindset in all pupils but particularly the disadvantaged group to raise their aspirations and celebrate their achievements.	As this is embedded in the school, its staff and its pupils, we are confident this approach will continue.
ii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
ELSA	Timetabled ELSA time	Some behaviour issues addressed	Yes, it has proved successful.