

# Pupil premium strategy statement 2022-25

## School overview

Detail	Data
School name	Hill View School
Pupils in school	461
Proportion of disadvantaged pupils	35%
Proportion of disadvantaged pupils with SEND	36%
Pupil premium allocation this academic year	£201,750
Academic year or years covered by statement	2022-2025
Publish date	Sept 2022
Review date	July 2025
Statement authorised by	Rebecca Rorich
Pupil premium lead	Rebecca Rorich
Governor lead	Beccy Everett

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,750
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.	

## Review Points

Academic Year	Number of Pupil Premium eligible children on roll	Review Date
2022-23	146	Light touch review July 2023
2023-24	148	Light touch review July 2024
2024-25		Full Review July 2025

## Identified Priorities

Priority	Focus	Baseline - End of Academic Year 2021-22
1	Improving Pupil Premium attendance.	<ul style="list-style-type: none"> <li>Percentage of overall attendance 89.9% (vs 91.74% all)</li> <li>Percentage of late marks Pupil Premium 2.62% (vs 1.35% all)</li> <li>Persistent absenteeism Pupil Premium 34.86% (vs 26.92% all)</li> </ul>
2	Supporting children to access their Executive Functioning Skills.	<ul style="list-style-type: none"> <li>High proportion of Pupil Premium children on the SEND register area the SEMH category.</li> <li>77% of negative behaviour incidents involved Pupil Premium children across the school.</li> <li>The proportion of behaviour incidents involving Pupil Premium pupils was particularly high in years 1, 2, 4, 5 and 6.</li> </ul>
3	Closing attainment gap for year 1 phonics.	<ul style="list-style-type: none"> <li>Pupil Premium progress in phonics is strong.</li> <li>Attainment gap still present at the end of the year. Pupil Premium 64% vs 85% non-Pupil Premium and 77% all.</li> <li>Pupil Premium SEND pupil attainment 50%</li> </ul>
4	Increasing progress and attainment in Writing	<ul style="list-style-type: none"> <li>Notable Pupil Premium writing gap in years 1-4. <ul style="list-style-type: none"> <li>→ Year 1 gap 13%</li> <li>→ Year 2 gap 32%</li> <li>→ Year 3 gap 22%</li> <li>→ Year 4 gap 10%</li> </ul> </li> <li>Pupil Premium attainment in EYFS literacy in line with all.</li> </ul>
5	Increasing progress and attainment in Reading	<ul style="list-style-type: none"> <li>Pupil Premium reading in Year 2 is above all (79% vs 63%).</li> <li>Notable Pupil Premium reading gap in years 4 and 5 <ul style="list-style-type: none"> <li>→ Year 4 gap 10%</li> <li>→ Year 5 gap 11%</li> </ul> </li> </ul>
6	Increasing progress and attainment in Maths	<ul style="list-style-type: none"> <li>Pupil Premium Maths in EYFS is above all (86% vs 81%).</li> <li>Notable Pupil Premium maths gap in years 2, 3, 5 and 6 <ul style="list-style-type: none"> <li>→ Year 2 gap 8%</li> <li>→ Year 3 gap 16%</li> <li>→ Year 5 gap 10%</li> <li>→ Year 6 gap 13%</li> </ul> </li> </ul>
7	Creating opportunity to build cultural capital and connection	<ul style="list-style-type: none"> <li>34% of PP children attended clubs</li> <li>42% of PP children attended NOSPP competitions</li> </ul>

## Targeted support for Identified Priorities

Priority	Focus	Planned Actions	Projected Spend
		Leadership oversight and analysis of PP	£3,625
1	Improving Pupil Premium attendance.	<ol style="list-style-type: none"> <li>1. Learner Support Lead to track and build targeted attendance plans for those identified as previously PP PA or those who drop below school target levels.</li> <li>2. Community Engagement Lead to run workshops with target parents to raise connection to school, awareness of importance of good attendance and practical strategies to support attendance.</li> <li>3. Before school workshops and activities to provide increased sense of purpose to encourage target PP children to school.</li> </ol> <p><a href="https://www.education.gov.uk">School attendance: improving consistency of support (education.gov.uk)</a></p>	<ol style="list-style-type: none"> <li>1. £20,800</li> <li>2. £12,500</li> <li>3. £2,000</li> </ol>
2	Supporting children to access their Executive Functioning Skills.	<ol style="list-style-type: none"> <li>1. <a href="#">Nurture support targeted at PP SEMH</a> (SEND) pupils through established school strategies.</li> <li>2. Conscious Discipline training and resourcing for all staff</li> <li>3. Play leader training targeted to PP with high or emerging behaviour needs.</li> <li>4. <a href="#">Youth worker support</a> for Year 5 and 6 PP with high or emerging behaviour needs.</li> <li>5. Early Intervention Lead to establish <a href="#">strong foundations and routines in Early Years</a></li> </ol>	<ol style="list-style-type: none"> <li>1. £30,000</li> <li>2. £1,500</li> <li>3. £750</li> <li>4. £500</li> <li>5. £12,000</li> </ol>
3	Closing attainment gap for year 1 phonics.	<ol style="list-style-type: none"> <li>1. 1:1 or small group tutoring for identified PP pupils to accelerate progress.</li> <li>2. Early Intervention Leader and/or Phonics Leader to run parent workshops to establish confidence with supporting Phonics at home.</li> <li>3. Parents to observe lessons for their children to increase confidence in supporting phonics at home.</li> </ol> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<ol style="list-style-type: none"> <li>1. £6,300</li> <li>2 and 3. £1,200</li> </ol>
4	Increasing progress and attainment in Writing	<ol style="list-style-type: none"> <li>1. AHT and English leader to establish cycle of teacher development targeting staff with identified low attaining PP.</li> <li>2. Whole school CPD on Writing planning, teaching and assessment. Focus on production of high-quality scaffolds for PP children.</li> <li>3. Writing competitions established throughout the year in consultation with PP boys to increase engagement.</li> <li>4. Writing toolkits and Edukey used for all off-track PP children to track small-step progress.</li> <li>5. Physical Development lead to increase assessment, target intervention and whole school CPD to increase fine motor skills and stamina.</li> </ol>	<ol style="list-style-type: none"> <li>1. £11,500</li> <li>2. £5,500</li> <li>3. £500</li> <li>4. £1,000</li> <li>5. £1,000</li> </ol>
5	Increasing progress and attainment in Reading	<ol style="list-style-type: none"> <li>1. <a href="#">HLTA targeted in-class support for current Year 5 and 6 PP.</a></li> <li>2. Bedrock used as intervention tool for current Year 5 and 6 PP.</li> <li>3. SHINE resources used with target PP children in response to gap analysis to accelerate progress.</li> <li>4. Funded revision guides for Year 6 PP.</li> <li>5. Dyslexia screeners</li> <li>6. <a href="#">Talk Boost in Early Years</a></li> </ol>	<ol style="list-style-type: none"> <li>1. £32,800</li> <li>2. £550</li> <li>3. £300</li> <li>4. £200</li> <li>5. £325</li> <li>6. £12,000</li> </ol>

6	Increasing progress and attainment in Maths	<ol style="list-style-type: none"> <li><a href="#">HLTA targeted in-class support for current Years 3, 4 and 6 PP.</a></li> <li>SHINE resources used with target PP children in response to gap analysis to accelerate progress.</li> <li>Numbots progress for PP children monitored and celebrated to drive early acquisition of fluency.</li> <li>Numbersense intervention targeted to increase fluency.</li> <li>Funded revision guides for Year 6 PP.</li> <li>Timestable Rockstars and increase timestable fluency checks for PP children, particularly in current year 4.</li> </ol>	<ol style="list-style-type: none"> <li>£32,800</li> <li>£300</li> <li>£200</li> <li>£1,500</li> <li>£200</li> <li>£700</li> </ol>
7	Creating opportunity to build cultural capital and connection	<ol style="list-style-type: none"> <li><a href="#">Junior Duke</a> opportunity funded for PP children in Upper School.</li> <li>Opportunities for service to the community to carry at least 60% of PP children.</li> <li>School Clubs offer reviewed; spaces targeted towards PP.</li> <li>Participation in clubs tracked and monitored to identify gaps in opportunity for PP.</li> <li>Part or whole funding for participation in trips and visits for PP children.</li> <li>PP children have over proportionate representation in Student Leadership opportunities (target 50%)?</li> <li>EAL support and intervention</li> <li>Sports Leaders in Year 5 and 6</li> </ol> <p><a href="#">Building 'Cultural Capital' In Schools: What Is It and Why Is It Important? - Global School Alliance</a></p>	<ol style="list-style-type: none"> <li>£1,000</li> <li>£1,000</li> <li>£1,500</li> <li>£200</li> <li>£3,000</li> <li>£2,000</li> <li>£500</li> </ol>
<b>Total Projected Spend</b>			£201,750

## Further Information

Pupil progress meetings are held termly with teachers following standardised testing for maths, reading and writing. Children are tracked from starting points (KS1 or EYFS) and intervention is put in place for children that are not making expected progress.

Intervention may be 1-1, small group or support for improving the quality of wave 1 teaching. Teachers and Leaders identify specific needs of pp children (behaviour, attendance, learning, emotional) and put an action in place to address the specific need of the child. These are monitored termly.

Many of our Pupil Premium children are also on the SEND register. We have a specialist inclusion team that meet weekly to discuss challenges, review strategies and create opportunities for our children, including those who are eligible for Pupil Premium funding.

## Review: last year's aims and outcomes

Aim	Outcome
PP children to access high quality teaching every day.	CPD session x? focus on QFT teaching. Rosenshine strategies used within learning sequences to support small-step learning. Targeted teaching for PP children evident in Learning Walks and book trawls.

	New lesson sequence structure - reduce cognitive overload and to begin with experiential learning in order to establish new schema into children's brains.
Accelerate progress for KS2 PP in reading children who are below ARE.	Pupil Progress meetings focused first on PP children. Barriers to learning identified and support plans put in place. % of on track PP children has risen, closing the gap in years 3 and 4 Y5 maintained
PP children in year 1 to meet the expected standard in phonics.	target children given 1:1 tutoring daily. 64% PP met phonics expected standard.
PP children who did not meet expected phonics standard in year 1, meet it in year 2.	All children given 1:1 tutoring daily. 60% (3 out of 5) PP met phonics expected standard in Y2 retake
Progress for PP children with SEND should be 'good' relative to their starting point.	'SEN Toolkits' used to monitor small-step progress.
PP children in Early Years are acquiring 'school ready' language skills.	NELI program used to target 4 PP children. PP children had 2 interventions per week – focus speech and language/environment 64% PP children achieving expected standard relative to 20% target (from baseline)
Attendance for PP children at 95%.	PP attendance 90% EOY in part due to COVID. Those who were not absent due to COVID on targeted plan with PCM in place to improve attendance.
PP children with SEMH needs are well-supported.	PP children in Rainbow Room/Nurture Nurture group Counsellor EY target group
Increase cultural capital of PP children to ensure they have enriched opportunities.	Funding for external trips such as residential has been put in place to remove barrier of cost for attending. 34% of the PP children attended clubs 42% of the PP children attended NOSPP competitions