



Pupil premium strategy statement

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 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	Hillsgrove
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	18.73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kat Laurie
Pupil premium lead	Kat Laurie
Governor / Trustee lead	Ursula Alyiffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95, 029
Recovery premium funding allocation this academic year	£8,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5, 299
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	£108,713

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 achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- all areas linked to EEF research document

What are your ultimate objectives for your disadvantaged pupils?

1. Ensure all PP children are clearly identified on plans and staff know who they are
2. Ensure all relevant staff have received training to deliver the phonics scheme effectively
3. Work with the Math/English Lead to embed Teaching for Calculation and Mastery across all year groups in Maths and phonics in Reading
4. To close gaps in Speech and Language targeted at our PP Pupils through a targeted programme 20 hours a week.
5. Ensure targeted interventions for PP pupils
6. Family support worker to support with attendance

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
3	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 12 -15% lower than for non-disadvantaged pupils.
4	Assessments, observations indicate underdeveloped oral language skills and vocabulary gaps (impacting writing) among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.
5	Assessments, observations indicate underdeveloped oral language skills and Maths gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.

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
Improved maths attainment for disadvantaged pupils at the end of KS2.	Gap between PP and all is less than 10% Increase PP achieving GDS above 0% <ul style="list-style-type: none"> KS2 SATs results/internal PiXL data
Improved reading attainment among disadvantaged pupils.	Gap between PP and all is less than 10% Increase PP achieving GDS above 0% <ul style="list-style-type: none"> KS2 SATs results/internal PiXL data
Reading (progress)	Achieving national standards in Reading (0+) <ul style="list-style-type: none"> KS2 SATs results/internal PiXL data
Writing (progress)	Achieving national standards in Writing (0+) <ul style="list-style-type: none"> KS2 SATs results/internal PiXL data
Maths (progress)	Achieving national standards in Maths (0+)

	<ul style="list-style-type: none"> • KS2 SATs results/internal PiXL data
Improved oral language skills and vocabulary among disadvantaged pupils, through improved phonics scores	<p>Achieve the national standards</p> <ul style="list-style-type: none"> • Year 1/2 screening results (DEC 21/JUN 22)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improve the attendance of PP pupils to meet or exceed national of all pupils (95%)</p> <ul style="list-style-type: none"> • Internal % EWO information
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions/training targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI program.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 5

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

Budgeted cost: £ 77,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional sessions targeted at disadvantaged pupils who require further phonics support. This	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <ul style="list-style-type: none"> SALT Phonics Training 	1,4,5

will be delivered by TAs in PM sessions	<ul style="list-style-type: none"> • Mastery Maths • TA interventions • Leading of PP 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,878 + £5,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Use of OW and Educare courses	ALL
Family Support Worker to work with families whose attendance is a worry and dropping below national average. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3 £5,856.86
Contingency fund for acute issues. (£5,570)	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

Total budgeted cost: £ 91,460

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Internal data shows that the PP gap between ALL has widened in each year group.

2019 outcomes:

Reading 87%

Writing 87%

Maths 80%

2018 outcomes:

Reading

ALL: 85% EXS, 26% GDS

PP: 78% EXS, 10% GDS

Writing

ALL: 78% EXS, 7% GDS

PP: 64% EXS, 3% GDS

Progress All Reading: 0.2

Progress All Writing: -0.3

Progress All Maths: 0.1

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

1. Ensuring use of PiXL in order to assess gaps and focus on teaching gaps

Section 3 – page 15 Section 4 – page 16 Section 5 – page 19 Section 7 – page 23

2. To support PP with Educational visits, clubs and trips
3. To support families through buying reading books for PP pupils
4. To support families with school uniform
5. To raise community engagement by offering open coffee mornings

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

See links below:

APPENDIX i.

Measure	Activity	Link to EEF
Priority 1	Ensure all PP children are clearly identified on plans and staff know who they are (no cost)	Section 1 – page 13 Section 2 – page 14
Aim	To ensure TAs are deployed with a range of pupils To ensure TAs 'add value' to classroom learning	
Priority 2	Ensure all relevant staff have received training to deliver the phonics scheme effectively (£1,200)	Section 3 – page 15 Section 4 – page 16 Section 5 – page 19 Section 7 – page 23
Aim	To ensure that TAs carrying out interventions are trained in PiXL therapies To ensure that staff have PPA time to plan to show connections to class work	
Priority 3	Work with the Math/English Lead to embed Teaching for Calculation and Mastery across all year groups in Maths and phonics in Reading (£1,200)	Section 4 – page 16 Section 5 – page 19 Section 6 – page 20
Aim	To ensure the quality of session are succinct and brief (range of pupils) To ensure clear intent, implementation and impact To give TAs training (from English and Maths Lead and AHT)	
Priority 5	To close gaps in Speech and Language targeted at our PP Pupils through a targeted programme 20 hours a week. (£22,576 – 32.5 hours)	Section 3 – page 15 Section 5 – page 19
Aim	To improve the S&L skills through tailored small group interventions (right support for the right child)	