

## Hillyfield Primary Academy Pupil Premium Strategy

### HILLYFIELD ACADEMY PUPIL PREMIUM STATEMENT 2016-17

#### What is the Pupil Premium?

The Pupil Premium funding, which is additional to schools standard funding, is money that is given from the Government to help schools to close the attainment gap between children from low-income and other disadvantaged families and their peers.

#### Who is it for?

The Pupil Premium is aimed at Reception to Year 11 pupils who are from low-income families and are eligible for free school meal (FSM). This also includes any child that has been registered for FSM in the past 6 years (known as Ever 6, FSM). The Service Premium covers children whose parents are currently serving in the armed forces or have done so within the last three years. Funding also covers children in care aged 4-14.

#### How much is the pupil premium?

In 2016-2017 this spend is allocated as:

- • £1320 per primary school child qualifying for FSM, either currently or as identified as an Ever 6 FSM.
- • £1900 per child who is looked after.
- • £300 per child who is currently of a service family or who has been so within the last three years.

#### How is the funding used?

At Hillyfield Primary Academy we strive to create a haven in which all pupils can flourish. We look for personal ways to support every child in their education, believing that education begins with the child's well-being. We recognise that barriers to learning for some can have an impact on a child's attainment and we ensure that Pupil Premium children have the required support in place that enables every child to flourish.

#### What are our key aims to 'close the gap'?

- • The children in our care are known and loved. Their character, personality and interests are valued, encouraged and celebrated. These strong relationships nurture our children and are the building blocks that enable our children to learn.
- • We ensure that every child receives quality, first teaching.

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- We provide a curriculum that is rich, creative and one that opens up their eyes to a range of experiences.
- We recognise that parents are the first educators. Our holistic approach to learning means that our families also receive, help, support and guidance. By engaging parents in their child's learning, making them feel welcome in our school and celebrating children's achievements together, we promote the value of education and this in turn ensures that children attend school every day.

### What support do we offer for Pupil Premium children?

#### Teaching and learning

- We provide outstanding teaching and learning for all.
- Termly pupil progress meetings where the progress of pupil premium children is tracked and discussed. Intervention is put into place when a need is identified.
- Effective deployment of Teaching Assistants to ensure the impact of interventions. This is regularly observed by class teachers and the necessary feedback is given to staff.
- Quality, first teaching for individual pupils
- Small group supports and booster groups.
- Speech and language support.

#### Inspiring curriculum

- WOW days that enrich our curriculum.
- Subsidising class trips Individual support

#### Parental support.

- Family support worker.
- Parent workshops (reading, phonics, behaviour management).
- Parent tea and coffee mornings
- Opportunities for parents to learn about their child's education where we invite parents into the classrooms

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Year group	Item/project	Objective	Action	Cost	Evidence supporting action	Expected outcomes	Lead person	How will we ensure impact?
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### Academic Year 2016-17: Pupil Premium Allocation

1. Summary information								
Academic Year	2016/17	Total PP budget	£390,720			Date of the most recent PP review	February 28 <sup>th</sup> 2017 Fiona Gowers	
Total number of pupils	1167	Number of pupils eligible for PP	289			Date for next internal review of this strategy	Half termly	
2. Current attainment								
		Pupils eligible for PP (Hillyfield) % of 250 pupils			Pupils not eligible for PP (National Average) % of 467 pupils			
% Achieving in reading, writing and maths A/OT/M	60%		79%					
% Greater Depth	Reading -0%	Writing - 0%	Maths- 0%	Reading -0% (0%)	Writing - 0% (0%)	Maths - 0% (0%)		
% Met	Reading - 0%	Writing - 0%	Maths - 0%	Reading - 3% (-3%)	Writing - 0% (0%)	Maths - 0% (0%)		
% On track	Reading 44%	Writing - 33%	Maths - 41%	Reading - 75% (-31%)	Writing - 68% (-35%)	Maths - 74% (-33%)		
% Aspiring	Reading - 30%	Writing - 32%	Maths - 28%	Reading - 30% (=)	Writing - 36% (-4%)	Maths - 33% (-5%)		
% Working Towards	Reading - 24%	Writing - 29%	Maths - 30%	Reading - 15% (+9)	Writing - 19% (+10%)	Maths - 17% (13%)		
3. Barriers to future attainment for PP children (specify in-school or external)								
1.	The % of children who achieved a scaled score of 100+ was significantly below the national for non-disadvantaged children – 38% compared to 71% nationally. This will be having a significant impact on the children’s ability to achieve in other subjects (in-school barrier).							
2.	The % of children who are achieving Greater Depth at KS1 is low compared to non-disadvantaged - 2% maths, 0% in reading and &% in writing – (in-school barrier)							
3.	Behaviour issues for a small group of Year 2 pupils (many eligible for PP) are having a detrimental effect on their academic progress and that of their peers (in-school barrier)							

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Attainment and Progress								
Whole school	Specialist reading teacher	To ensure that all teachers are able to deliver quality first teaching in the delivery of	Reading specialist provides planning and team teaching support for all new teachers and	£38,000	EEF toolkit Reading comprehension strategies. Moderate impact for very low cost	All teachers are able to deliver “good” guided reading sessions by Autumn half term	Anne Davis	All new teachers receive support through modeled lessons and planning support  Monitor quality of guided reading

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		reading  To provide targeted intervention	conducts regular monitoring to ensure quality of teaching			85% of children reach expected standard by the end of the academic year  Pupil premium achievement at least matches that of non-disadvantaged children		through weekly learning walks  All teachers have appraisal goal linked to progress in reading  Work with governing body to investigate the need for purchasing more books (dual language, greater depth, group specific i.e. boys)
Whole school	Enrichment	To ensure that all children have opportunities to take part in broad range of enriching activities  To guarantee that PP children access their first choice activity and are able to continue this throughout the year	Enrichment lead to organise pupil voice discussions with PP children and to track their involvement with enrichment	£3,000	EEF toolkit Sports participation Low impact for moderate cost based on limited evidence  Arts participation low impact for low cost	All pupil premium children access an activity, which will enrich their school experience	Amba Macantsi onnaigh	All specialist teachers will be available on a Friday afternoon for enrichment  Parents will be able to offer taster sessions to increase parents volunteers (keeping groups smaller and enabling us to deliver a greater range of activities)  Children will complete evaluations of activities
Whole school	Story telling	To increase children's love of reading	Storyteller deliver weekly interactive sessions for identified groups of pupils	£2,000	No available evidence	A love of reading fostered through high quality story telling and sessions which are accessible to parents  Children demonstrate excitement about reading	Janice Chaplin	
Whole school	Quality first teaching	To lead CPD and coach teachers to	Opportunities for teachers to improve	£25,000	Quality of teacher feedback – High	90% of Teaching is good to Outstanding by autumn half	Headteacher	Quality of teaching and learning monitored on a weekly basis through

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		ensure quality first teaching	their teaching, through observations, team teaching, Subject specific CPD, support with planning, targeted pupil support		impact for very low cost	term  100% of teaching is good to outstanding by February half term  Books demonstrate that quality feedback is leading to improved progress	Heads of School	walks/10 minute feedback sessions for every teacher  Books scrutinised regularly (using RAG rating). Weekly for any rated as "red"  Evaluations of every CPD session conducted by participants to ensure quality of training  All new teachers receive cycle of team teaching with a deputy or assistant headteacher  Quality of teaching and learning within each phase linked to deputy headteacher appraisal  Swift action taken to implement support plans where teaching is not of high enough standard. See triggers document linked to appraisal policy
Year 6	Additional teacher	To provide smaller classes for year 6, particularly the most vulnerable	Lowest achievers work in a class of no more than 12 children (50% are PP)	£40,000	EEF Toolkit – Moderate impact for very high cost	All identified pupils make accelerated progress and all those without identified SEN achieve the expected standard at the end of the academic year	Deputy headteacher	Ensure the quality of teaching and learning through weekly monitoring and book looks in Year PPA (conducted by deputy headteacher)  Track children's progress and attainment every 6 weeks (minimum)

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								<p>Conduct mock tests during spring term and beginning of summer term to measure all children's ability to perform under test conditions</p> <p>Performance in SATs linked to all Year 6 teacher and Deputy Headteacher for Upper Phase appraisal goals</p>
Whole school	Mastery learning	To provide ongoing CPD for all teachers in Maths Mastery	<p>Lesson Study focused on mastery research question</p> <p>Maths drive team focus on fluency project for children who are "Working Towards"</p> <p>CPD for a member of each year group</p>	£5,000	EEF Toolkit – Moderate impact for very low cost	<p>All identified pupils make accelerated progress</p> <p>Those children who are "working towards" are judged to be "aspiring" within their year group after a maximum of two intervention cycles (6 weeks each)</p>	Maths SLE	<p>Link to appraisal targets for Maths SLE and all members of drive team</p> <p>At end of lesson study complete action plan for whole school impact 2017-18</p> <p>Monitor children's progress through pupil progress meetings every 6 weeks</p>
Years 2 and 6	Boosters/Easter school/Saturday school	To provide targeted small group teaching to accelerate SATs attainment levels	Extending school hours: Programme of revision for SATs	£10,000	EEF Toolkit – Moderate impact for moderate cost	All groups taking part in the intervention make accelerated progress and meet the expected standard in SATs	Deputy headteachers	<p>Ensure we recruit the best teachers to deliver the additional classes by offering good hourly rates.</p> <p>Member of SLT to always be on site to monitor quality of sessions.</p> <p>Data tracked every 6 weeks (minimum)</p>
Whole school	Reading interventions	To provide targeted small group teaching to	Small groups reading interventions (Hodder) provided by	£43,000	Individual instruction (EEF	All children move from "working towards" to "aspiring" after a maximum	The reading team	No LSAs used for cover during afternoon sessions (supply budget increased with agreement of LGB)

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		accelerate progress	trained LSAs for 4 afternoons per week		Toolkit)	of two intervention cycles (6 weeks)		<p>New packs of books purchased to ensure adequate supply of high quality resources on both sites</p> <p>LSAs receive ongoing support through weekly “surgeries”</p> <p>Progress of children target through intervention linked to LSA appraisal goals</p> <p>Evaluate impact of intervention through entry and exit data every 6 weeks. Children moved off intervention once on track.</p> <p>Children do not remain on intervention programme if data demonstrates it is not impacting – alternative measures put in place e.g. reading recovery</p>
Whole school	Speech and Language therapist Additional Language assessment, intervention and support	To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech	Individualising support at all levels: targeted speech and language and Additional speech and language	£24,500	Oral language interventions (EEF Toolkit)	Children who arrive with impoverished and emergent language and who are lacking in social communication and expressive language gain early intervention and support to help reduce attainment gap.  Improved equal	SENCOs on both sites	<p>Evaluate impact of intervention through entry and exit data every 6 weeks.</p> <p>Children moved off intervention once on track.</p>

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						opportunities and life chances		
Whole school	Education psychologist	To support pupils with additional needs by providing initial assessments and support for teachers to ensure lessons are tailored to child's need	Individualised support at all levels provided through an EP employed by the school rather than accessed through local authority to ensure all children get timely assessments	£22,050	No specific available evidence	Children are seen within 4 weeks by the EP from point of referral	Mark Jones Tiffany Middleton	<p>SENcos review a selection of teacher plans every half term to ensure that children with SEND re being effectively catered for through whole class teaching</p> <p>Nurture groups run 4 times per wee by support staff on each site for vulnerable children who need support accessing the afternoon curriculum</p> <p>Children are tracked every 6 weeks through pupil progress meetings</p> <p>SENcos hold weekly "surgeries" to ensure that teachers make referrals where necessary.</p> <p>All SEND children are tracked specifically through 6 weekly pupil progress meetings</p>
Whole school	Parents workshops	To provide additional support for parents to enhance further learning at home	Reading workshops throughout spring term delivered by year groups leader on half termly basis	£2000	Parental involvement (EEF Toolkit)	20 or more parents attend workshops increased support for pupil homework	Laura Quinn and Julia Routledge	Specific families are targeted and receive personal invitations. Include at meal times with complimentary food to give added incentive
Years 1	Maths	To increase	SLE for Maths	£16,000	EEF Toolkit –	Accelerated progress for	Ian	Maths SLE will provide additional

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and 2	intervention for “aspiring” children	attainment levels of targeted pupils  (4 afternoons per week)	provide specialist support for lower achieving children across Key Stage 1		Moderate impact for moderate cost	identified children. Move from to “on track” within 6 weeks of intervention commencing. Alternative intervention put in place for children who do not make progress within two cycles	Connor Deputy headteachers	support in Year 1 and 2 PPA to improve quality of maths planning and teaching.  Initial diagnostic completed to ensure that teaching is closely targeted to child’s needs  Children’s progress data tracked specifically through PPM every 6 weeks and by Maths SLE
<b>Equality of access</b>								
Years 4, 5 and 6	Residential trips	To enable equal access for all pupils on school trips. To offer the opportunity of educational experience’s outside of the curriculum increasing self-confidence and building belief	Children offered subsidized residential place at Sundown camping trip in years 4 and 5 and multi-activity residential in Year 6	£5,000	Parental involvement (EEF Moderate impact for moderate cost, based on moderate evidence)	Increase self- confidence  Greater independence  Better team working, collaborative skills	Year group leaders	No child does not attend due to financial difficulties  Individual meetings organised where necessary to support parents in agreeing to allow their child to attend.  Ensure translation is available where necessary
Whole school	Education resources and experiences	To develop enable all pupils to experience a breadth of experiences which enhance the school	Subsidised school trips	£17,500	Social and emotional learning (EEF Toolkit- low impact for high cost)	Children participate actively in activities organised and they demonstrate more positive attitudes towards school.  Pupils have experiences to	Year Group Leaders	No child does not attend due to financial difficulties.  Individual meetings organised where

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		curriculum				<p>draw upon for writing and show improved problem solving skills.</p> <p>Resilience and confidence is transferred back to the classroom situations</p>		<p>necessary to support parents in agreeing to allow their child to attend.</p> <p>Ensure translation is available where necessary</p>
Whole school	Music programme	To enable all access to high quality music making	<p>Musicians in Residence to deliver 45 minute session to every child each week</p> <p>Subsidise instrumental tuition (50% discount) for PP children</p> <p>Children gain access to school outreach programmes offered by the Royal College of Music</p>	£4095	Arts participation (EEF Toolkit)	<p>All children to have weekly class music lessons with a professional musician</p> <p>Increase in number of PP children who access instrumental tuition. (% TBC after analysis of current data by new Musician in Residence)</p> <p>All children develop a love of music and choir is fully inclusive and high quality.</p> <p>Choir consists of a minimum of 25% PP children</p>	Musicians in Residence	<p>Review how many PP children are accessing 1:1 tuition and target additional PP children (who are not accessing 1:1 tuition) through clubs offered before, during and after the school day</p> <p>Music teachers to track any PP children who demonstrate themselves to be potential G+T and make direct contact with parents of these pupils to explain the school offer and encourage uptake</p>

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								of subsidised lessons
Whole school	Specialist teachers	To enable all access to a range of curricular opportunities delivered by specialists	Specialist ICT, Art, PE and Dance teachers deliver weekly sessions to all children	£39,810	Arts participation (EEF Toolkit)	Children access not only a broad and rich curriculum but have weekly access to teachers who are specialists in their field.  PP children access high quality learning in specialist areas which they do not have the opportunity to experience outside school	Heads of School on both sites	Monitor quality of teaching and learning delivered through specialist team through whole school 10 minute, weekly learning walks  Develop school system to track progress in non-core subjects.
Readiness for learning								
Whole school	Nurture and behaviour team	To ensure that barriers to learning are reduced for those children requiring additional support with social, emotional or behavioural challenges	Behaviour team provide support for identified caseload to ensure access to the curriculum. This will be through in-class support, group work or 1:1 sessions	Behaviour team: £35862.20 Family support: £18482	EEF toolkit  Behaviour interventions moderate impact for moderate cost from extensive evidence	Behaviours logs show reduction in incidents for children receiving support  Case studies demonstrate improve achievement  Pupil voice shows enjoyment and engagement with school	SENCOs on both sites	Ensure that deployment of behaviour team is overseen by member of headship team on both sites  Timetables for these members of staff to be reviewed on a termly basis  Behaviour logs monitored weekly by DHT at SLT  Individual behaviour

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								pathways for those pupils who need additional support
Whole school	Inclusion team	To increase attendance and punctuality from 94.9% to 96%+	Through increased monitoring and engagement with families Attendance closely monitored by designated deputy head and celebration for good attendance  Regular attendance meetings and escalation pyramid Rewards for 100% attendance	£3000	School attendance and absence document <a href="http://www.gov.uk">www.gov.uk</a>  (medium cost, high impact)	96%+ attendance- (whole school)	Headship team	Inclusion team are required to deliver half termly reports to the headship team demonstrating impact of their actions.  Attendance figures reviewed at half termly intervals in by SLT
Whole school	After school clubs	To enable equal access for all to after school clubs	Target PP children and monitor attendance at clubs to ensure that 100% of PP children access clubs on a termly basis.	£14,810	Social and emotional learning (EFF- Moderate impact for very low cost)	Children take part in a range of wide extra-curricular opportunities (Discussion, Observations, Attendance register)	Tanya Irvine	Allocate all clubs through prioritisation of PP children.  Monitor records and provide additional lunchtime clubs where necessary to ensure access for all  Ensure that PP children get one of

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								<p>their top 3 choices</p> <p>Follow up any PP children who did not return forms and with parents identify any potential barriers e.g. time of the day. Offer lunchtime clubs as an alternative if necessary</p>
Whole school	Extended provision	<p>To provide free places for children in breakfast and teatime club and provide personalised support during this term</p> <p>To ensure all children have a healthy breakfast and are ready to learn</p>	Target PP children for free places at these clubs and provide personalised provision map for PP children during this time – homework support, additional reading, sports opportunities	<p>£2926</p> <p>£9500</p>	After School programs (EEF Foundation- Low impact for high cost)	<p>Case studies demonstrate accelerated progress for targeted children.</p> <p>Attendance of PP children at breakfast and teatime club is at least 95%</p>	<p>Sally Carpenter</p> <p>Denise Clarke</p>	<p>Monitor % of PP children on a termly basis.</p> <p>Target specific families for free places.</p> <p>SLT to include as part of monitoring and evaluation cycle review of extended provision to ensure personalised provision for every PP child</p> <p>Timetables for PP children to submitted to PP lead</p>

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								on a half termly basis
A contingency of £12,000 is set aside for arising trends or issues								
Total	<b>£390,720</b>							