



# 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	Hillcrest Primary School
Number of pupils in school	488
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 3 year plan 2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Matthew Try
Pupil premium lead	Nancy White
Governor / Trustee lead	Sarah Hawkes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

## Part A: Pupil Premium strategy plan

### Statement of intent

*At Hillcrest Primary School we have high expectations for all our pupils, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their potential, both academically and personally. In order to do this, we engage in a range of strategies to provide support to overcome barriers and create challenge at an appropriate level. Our rich and varied Text Linked Curriculum we provide makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.*

*As a school, we use a number of whole school key interventions and approaches, that are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for Pupil Premium.*

*School leaders at Hillcrest are committed to ensuring that all of our disadvantaged pupils, including those who are able, receive high quality teaching in every lesson and that disadvantaged children who have 'fallen behind' their peers, with similar starting points, receive frequent interventions and ongoing support. This includes targeting support through the National Tutoring Programme for those worst affected, including non-disadvantaged children.*

*Funding is allocated within the school budget by financial year. This budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our pupil Premium funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within the strategy plan.*

### Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development of reading.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial and full school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Our attendance data over the last 4 years indicated that persistent absence among disadvantaged pupils has been between 1-6% higher than for non-disadvantaged pupils. 18-36% of disadvantaged pupils have been 'persistently absent' compared to 17-28% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Internal assessment indicates that, on average, lower attainment and slower progress rates are made by disadvantaged pupils, in all core subjects. Data on intake at reception and the impact of Covid has shown this gap has widened for many disadvantaged pupils; even with high level of support in place, we continue to see the impact of 'lost' time in full-time education.

## 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 oral language skills of vocabulary among disadvantaged pupils.	Assessment and observation indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment amongst disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of well-being from 2023-24 demonstrated by: <ul style="list-style-type: none"> <li>quantitative data from class and whole school Thrive surveys</li> <li>qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>A significant increase in the number of disadvantaged pupils demonstrating greater independent learning skills as part of the Independence Curriculum</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023-24 demonstrated by: <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils will increase to 97%</li> <li>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 2% higher than their peers.</li> </ul>

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time for teachers to carry out standardised assessments to have a clear knowledge of pupil starting points and progress.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.  Allowing teachers release time to complete these ensures the teacher has a full knowledge to plan, adapt and target areas of weakness or barriers	ALL
Training for staff to ensure they are continuing to improve their teaching, knowledge and approaches to support pupils.	As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1666858849">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1666858849</a>	ALL
To embed oral language activities and enrichment across the school. Supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impact on literacy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Supporting_oral_language_development.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Supporting_oral_language_development.pdf</a>	1 and 3
To roll-out and embed Little Wandle, our chosen validated phonics program, into the whole school. This includes expanding the reading material.	A strong phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Little Wandle validated program has been purchased and is	1, 2 and 5

	now being used throughout the school, in place of some other interventions. Validity of the scheme is essential to ensure pupils' progress can be monitored and approach adapted.	
<p>To continue to invest in training and resources to improve our social and emotional learning (Thrive).</p> <p>These approaches must be embedded into the routines of school and supported by CPD for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Thrive is now being embedded as an intervention to support the SEMH needs of individuals, whilst also using trauma informed approaches to support pupils throughout the school.</p>	3, 4 and 5

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

Budgeted cost: £157,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
To structure the Speechlink and Language Link interventions throughout the school, rather than solely KS1.	<p>Oral language interventions can have a positive impact on pupils' language skills. The combined approaches of speaking and listening, on their own or combined have a positive impact on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1 and 5
<p>Additional phonics sessions will be delivered as part of the Little Wandle Keep-Up sessions.</p> <p>In addition to the validated synthetic phonic programme, Little Wandle, pupils will continue to have access to Lexia Core 5, on at least 3 times weekly provision to have a rounded approach to</p>	<p>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 of 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

supporting reading.		
To use the remaining funding access the National Tutoring Programme, through Third Space Learning, to provide additional support for Year 6 pupils most impacted by Covid, through dips in progress, working below expected.	Tuition targeted to specific needs and knowledge gaps can be effective in supporting low attaining pupils or those falling behind.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	5
Additional small group targeted sessions are provided through a mixture of tutoring, mentoring and feedback to provide intensive support for those pupils who have fallen behind or to ensure effective progress .	Small group tuition have secure evidence of indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. This support is likely to be most effective if used alongside diagnostic tests and trained staff.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	5

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Following on last years Thrive training to work with staff to extend this with Trauma Informed Approaches to support the regulation and attachment between pupils and staff, then pupils and pupils, through modelling. This will improve engagement and communication skills.</p>	<p>Both targeted interventions and universal interventions can have positive overall effects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3 & 5
<p>For Senior Leader and attendance staff to work together have a clear policy and procedures to support good attendance across the school, focusing specifically on those disadvantaged pupils.</p> <p>Data will be monitored and analysed regularly to see patterns and trends.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109967/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109967/Working_together_to_improve_school_attendance.pdf</a></p>	4
<p>Continue to embed outdoor learning and physical activity into many everyday learning experiences to support the well-being alongside academic attainment of English and maths, this will be evidenced through medium term plans.</p>	<p>There is strong evidence around the important benefits of physical activity in terms of health, well-being and physical development. There is also evidence which supports linking physical activity with planned academic objectives to make connections with the pupils learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	ALL
<p>To support families and pupils who are unable to</p>	<p>Whilst there is no evidence in itself that uniform improves learning, it does have a positive impact in a broader sense.</p>	2, 4 and 5

afford uniform or equipment to ensure the continued successful implementation of uniform across the school. To give the pupils' a sense of belonging and social equity within the school.	<p>A school with consistent and upheld policy can support the process of a successful school ethos and improvement of behaviour and discipline.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>DfE has also published guidance to support schools ensure uniform is available for all.</p> <p><a href="https://www.gov.uk/government/publications/school-uniform/school-uniforms">https://www.gov.uk/government/publications/school-uniform/school-uniforms</a></p>	
Contingency fund for arising issues	Based on our experiences and those of similar schools, from research, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	ALL

**Total budgeted cost: £**



## 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.

Desired Outcome	Impact	Cost
<b>A</b> Children will have oral language skills and a breadth of vocabulary which is in line with their peers.	Speechlink has been used successfully with pupils in EYFS and KS1 to support immature and developing speech sounds difficulties. This intervention allows us to target early and support parents. We have also used it high up the school for lingering difficulties due to waiting times for specialist support. It has also provided evidence for referral to NHS Speech & Language, where difficulties persist.	Annual license renewal is £180 per year. Additional set of resources £210 Preparing resources – 1 TA 10hrs Delivery – TAs across school – total £3200 year
	Talk Boost programme ran again with two group of Year 1 pupils last year. This alongside the BPVS assessment demonstrated accelerated progress, on average +7 months.	8 week program £500 for two groups
	Language Link Infants – Year 2 This has run with the groups of children who had also received disrupted Talk Boost last year. It was felt the added intervention would boost their oral skills further, with a greater focus on sentence structure and grammar.	14 sessions £300 across the two groups.
<b>B</b> Pupils will make progress in line with their peers from their individual starting point	Middle managers and SLT to monitor the provision maps produced by individual classes to ensure targets are SMART and provision matches the needs of pupils.	HLTA cover to release of Middle managers HLTA A 10% £1951
	Develop stronger communication links with parents to support learning, both in and out of school. This will include inviting parents in to discuss barriers and/or strategies to support their child.	HLTA cover during school time HLTA B 10% £3,212

	<p>Improve attendance of attendance and reduce persistent absence of disadvantaged pupils to improve educational outcomes. This includes working with the office to chase up any absence, ensuring policy is adhered to, Fast Track plans are put into place and monitored.</p> <p>Additional time needed to spend some time with our vulnerable families who are feeling overwhelmed by the pandemic situation.</p>	<p>Assistant Headteacher approx. 10% £7,250</p> <p>Middle leader 10% 3000</p>
	<p>Interventions, including 1:1 and small group interventions:</p> <ul style="list-style-type: none"> <li>• Precision Teaching – targeting key word reading, spelling, number bonds and x-tables.</li> </ul> <p><i>Pupils across the school all made good progress from their starting point and were able to retain that knowledge on return from holidays.</i></p> <ul style="list-style-type: none"> <li>• Phonic interventions for specifically Reception, Year 1 and Year 2 to aid phonic screener.</li> </ul> <p><i>The majority of pupils made accelerated learning from their starting points. Those with associated SEN needs made less progress.</i></p> <ul style="list-style-type: none"> <li>• Sound Discovery programme to fill phonic gaps for those pupils in KS2.</li> </ul> <p><i>Assessment demonstrated those pupils who consistently have 2-3 sessions per week made</i></p>	<p>Teaching Assistant Costs across the school £24,852</p> <p><i>Other funds came from SEN allocation to support a wider variety of pupils.</i></p> <p>Middle Leader 5% £3007</p>

	<p><i>significant progress with evidence observed in their independent writing.</i></p> <ul style="list-style-type: none"> <li>• Adult support for those pupils partaking in Lexia Core 5, ensuring positive engagement and delivery of 1:1 session highlighted by program.</li> </ul> <p><i>Pupils in KS1 have made more progress within the program than higher up the school. KS1 teachers have observed impact in other areas of the curriculum. KS1 children accessed daily, KS2 2-3 times a week.</i></p> <ul style="list-style-type: none"> <li>• Pre-teaching maths skills across KS2 and then sessions to reinforce post lesson.</li> </ul> <p><i>This was developed by individual teachers to support gaps in individual cohorts. It was very successful and led to Talk Maths.</i></p> <ul style="list-style-type: none"> <li>• Reading comprehension intervention to boost understanding of text in Year 4, 5 and 6.</li> </ul> <p><i>For those classes/year groups who completed this regularly saw a positive impact on attainment. However, adult availability and consistency impacted on this.</i></p>	Assistant Head/ SENDCo 5% £3620
<p><b>C</b> Pupils to maintain or make accelerated progress from their Pre-Covid teacher assessment in year 6 reading</p>	<p>80% of disadvantaged pupils either regained or exceeded their pre-covid level for reading. <i>Significant whole class, small group and individual instruction to boost progress.</i></p>	HLTA support 10% £3212
	<p>Pupils took part in Lexia Core 5, up to 3 times per week. After assessment pupils worked through program to improve phonic skills, language acquisition and comprehension.</p>	Teaching Assistant £1007
<p><b>D</b> Parents and carers will work alongside school to support their child to develop their child's social, emotional and mental health skills.</p>	<p>Creating a triangulated approach to support pupils and parents to learn strategies to support emerging mental health needs. <i>Regular phone conversations with parents, sharing resources and positive strategies.</i></p> <p>To signpost families to a variety of support outlets to gain additional support for emerging mental health needs.</p>	Deputy Head approx. £7420

	Supporting parents with uniform and/or resources to ensure they have the things needed for school to aid social equity and positive well-being.	£1500
<b>E</b> Pupils and parents/carers have a greater understanding about the importance of regular and punctual school attendance.	Assistant Head and Admin staff working closely to monitor attendance – acting quickly to talk to parents/carers to gain a greater understanding and provide support.  To use the Local Authority approaches to improve behaviour, including Fast Track to attendance plans and information relating to prosecution.	Admin support 10%  Assistant Head 5%
	<b>TOTAL ALLOCATED</b>	
	<b>Carry over to next year</b>	<b>£</b>

## 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
Lexia Core 5	Lexia
Thrive	Thrive

## Service pupil premium funding

*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?	<p>Release time to forge new links with liaison staff at RAF Marham.</p> <p>To source and prepare resources for deployment or transfer.</p>
What was the impact of that spending on service pupil premium eligible pupils?	To have a greater understanding of the life of service personnel and the impact it can have on pupils and their families.

