

1. Summary information

School	Hill Top Academy		
Academic Year	2020/21	Total PP budget	£176.757
Total number of pupils	371 (F1-Y6)	Number of pupils eligible for PP	121 -32% (F1-Y6 in Sept 20)

2. Current attainment (Pupil Premium Predicted Data for Summer 2020):

Year Group and number of PP	Reading PP		Reading non PP		Writing PP		Writing non PP		Maths PP		Maths non PP	
	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
F2 (7)	63% PP GLD compared to 78% non PP at GLD											
Y1 (13)	69%	23%	80%	26%	69%	23%	80%	16%	77%	23%	84%	16%
Y2 (16)	70%	6%	85%	40%	70%	6%	85%	30%	80%	10%	88%	33%
Y3 (16)	69%	38%	86%	26%	69%	31%	83%	17%	75%	13%	90%	26%
Y4 (19)	65%	18%	90%	38%	64%	12%	88%	28%	65%	6%	90%	38%
Y5 (15)	80%	20%	87%	40%	80%	13%	77%	30%	73%	27%	87%	37%
Y6 (16)	87%	40%	91%	38%	80%	27%	91%	35%	87%	33%	91%	38%
Average	73%	24%	73%	35%	72%	19%	84%	26%	76%	19%	88%	31%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	19% of F1 pupils on entry and 22% of pupils on entry to F2 are non-verbal pupils – therefore significantly below ARE in speaking and listening. There are also 12% EAL pupils in F2 on entry resulting in low ability and poor communication difficulties; pupils with no or limited language, poor speaking and listening skills as well as pupils with low attainment on entry. This significantly slows communication and language progress as well as Phonics and Reading further up school.
B.	Social, emotional and mental issues – trauma linked directly to coronavirus affecting (PP pupils) pupils' emotional state, social skills and resilience, impacting on their ability to engage and concentrate on learning and make good and accelerated academic progress.
C.	Prolonged absence from school and learning as a result of coronavirus has impacted on pupils' On- Entry Baselines due to gaps in their learning. High percentage of current PP pupils are not on track to achieve ARE National standards at the end of the academic year.
D.	The knowledge and skills of teachers to diagnose and support eligible pupils who struggle with reading skills needs to improve, in order to provide the correct intervention to accelerate progress rates and develop fluency in KS1 and 2.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Whole school attendance for PP pupils was 95.20% up until 20 th March 2020, which is below the target of 96% set for all pupils. This reduces their access to good quality teaching and puts them at risk of falling behind their peers. Pupils can lack access to enrichment activities which promote independence.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>				
A1	For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning.	61% of pupils eligible for <i>pupil premium</i> make rapid progress by the end of the year and achieve GLD in speaking and listening.				
A2	Sustained attainment between PP and Non PP pupils across school - at GLD Gap predicted in 2020 was 15% (PP 63% and Non PP 78% GLD) so that a higher proportion attain higher in school at KS1 and KS2.					
B1	Sustaining and further developing quality first teaching and learning linked directly to social and emotional well-being. Pupils who have access pastoral support are ready to access learning and show accelerated progress.	Increased academic progress for intensive/thrive pastoral pupils. Progress towards Thrive targets (emotional development) Pupils/parents are accessing interventions to support social and emotional well-being and readiness for learning when required. Pupils with social and emotional issues are happy to be in school and feel safe.				
B2	Targeted teacher and TA led same day interventions prioritising PP pupils in need of further support	Robust tracking implemented and half termly pupil progress meetings and support demonstrate an increase in attainment.				
B3	<p>For pupils' behaviour not to have a detrimental effect on their academic progress through support from mentoring and additional adult support.</p> <p>For pupils to undertake activities to raise their self-esteem and self-confidence.</p> <p>Improved teacher knowledge on mental health and well-being supporting pupils emotional and social skills.</p>	<p>Pupils/parents are accessing interventions to support social and emotional well-being and readiness for learning when required. (E.g. Thrive, Solihull, Nuffield Early Language Intervention)</p> <p>Pupils with social and emotional issues are happy to be in school and feel safe.</p> <p>Thrive assessment reports show improvements in social and emotional well-being for targeted pupils.</p> <p>PP pupils are engaging in after school and enrichment activities</p> <p>Staff trained in mental health and well-being direct from CAHMS – Natalie Bagnall – With Me in Mind.</p> <p>Individual pupils are accessing 1-1 mental well-being sessions and are utilising strategies in areas of their learning across school.</p> <p>Nuffield early language</p>				
C1	Accelerating progress to sustain attainment (from the previous academic year) for PP achieving GLD, Expected at KS1 and KS2 as well as Expected in non-SATS year groups.	<table border="1"> <thead> <tr> <th>F2 PP Baseline ARE (Sept 20)</th> <th>F2 PP Prediction GLD (July 21)</th> </tr> </thead> <tbody> <tr> <td>0% (0/13)</td> <td>61% (8/13)</td> </tr> </tbody> </table>	F2 PP Baseline ARE (Sept 20)	F2 PP Prediction GLD (July 21)	0% (0/13)	61% (8/13)
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Current year group	Target for % of PP pupils predicted ARE in Summer 2021		
	Reading	Writing	Maths
Y1	63%	63%	63%
Y2	69%	69%	69%
Y3	69%	69%	75%
Y4	65%	69%	75%
Y5	65%	59%	65%
Y6	80%	80%	73%

C2	Accelerate progress to secure outcomes for disadvantaged pupils in order to catch up and maintain attainment in line with data from predicted teacher judgements in summer 2020.	<ul style="list-style-type: none"> Maintain the gap from predicted summer 2020 data: 																																																																																		
		<p style="text-align: center;">Reading</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr><td>1</td><td>69%</td><td>80%</td><td>11%</td></tr> <tr><td>2</td><td>70%</td><td>85%</td><td>15%</td></tr> <tr><td>3</td><td>69%</td><td>86%</td><td>17%</td></tr> <tr><td>4</td><td>65%</td><td>90%</td><td>25%</td></tr> <tr><td>5</td><td>80%</td><td>87%</td><td>7%</td></tr> <tr><td>6</td><td>87%</td><td>91%</td><td>4%</td></tr> </tbody> </table> <p style="text-align: center;">Writing</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr><td>1</td><td>69%</td><td>80%</td><td>11%</td></tr> <tr><td>2</td><td>70%</td><td>85%</td><td>15%</td></tr> <tr><td>3</td><td>69%</td><td>83%</td><td>14%</td></tr> <tr><td>4</td><td>64%</td><td>88%</td><td>24%</td></tr> <tr><td>5</td><td>80%</td><td>77%</td><td>-3%</td></tr> <tr><td>6</td><td>80%</td><td>91%</td><td>11%</td></tr> </tbody> </table> <p style="text-align: center;">Maths</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr><td>1</td><td>77%</td><td>84%</td><td>7%</td></tr> <tr><td>2</td><td>80%</td><td>88%</td><td>8%</td></tr> <tr><td>3</td><td>75%</td><td>90%</td><td>15%</td></tr> <tr><td>4</td><td>65%</td><td>90%</td><td>25%</td></tr> <tr><td>5</td><td>73%</td><td>87%</td><td>14%</td></tr> <tr><td>6</td><td>87%</td><td>91%</td><td>4%</td></tr> </tbody> </table>	Year Group	PP	Non PP	Gap	1	69%	80%	11%	2	70%	85%	15%	3	69%	86%	17%	4	65%	90%	25%	5	80%	87%	7%	6	87%	91%	4%	Year Group	PP	Non PP	Gap	1	69%	80%	11%	2	70%	85%	15%	3	69%	83%	14%	4	64%	88%	24%	5	80%	77%	-3%	6	80%	91%	11%	Year Group	PP	Non PP	Gap	1	77%	84%	7%	2	80%	88%	8%	3	75%	90%	15%	4	65%	90%	25%	5	73%	87%	14%	6	87%
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D.	Same-day teacher or LSA led targeted interventions prioritising PP pupils increasing attainment and progress.	Intensive 1-1 interventions increasing the percentage of pupils attaining ARE. Dedicated pupil progress meetings established providing focus on PP attainment and targeted personalised interventions.															
E.	Improve attendance of PP pupils by 1% at the end of the school year.	Whole school attendance for PP pupils increases from 95.04% in 2019/20 to 96% in 2020/21 Robust systems for monitoring and evaluating attendance show a reduction in absentees among pupils eligible for PP. So that there is an increase in their overall attendance of PP to National.															

5. Planned expenditure

Academic year

2020/21

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	Cost approx	Monitoring Milestone
For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning.	<p>1.Implementation and development in Early Language (oracy training project</p> <p>2. Further develop the NELI programme to develop early language.</p> <p>3.Early language consultant (Julie Watson) to visit EYFS termly to support improving language outcomes.</p> <p>4 Audit of learning environments in F1&F2 specifically for language development.</p> <p>5. Class Track and O Track to track outcomes.</p> <p>6. Progress meetings with every staff member each term to review impact</p>	<p>EEF toolkit cites oral language interventions have moderate impact. EEF Guidance report Preparing for Literacy in the Early Years June 2018 recommendation 1 states that schools should prioritise direct teaching of oral language – explicitly extending children’s vocabulary through storytelling, shared reading and high quality adult interaction.</p> <p>The Nuffield Early Language Intervention (NELI) is a 20-week programme for children in their first year of primary school who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p>	<p>Foundation Manager will report to SLT and Governors on baseline data, the oracy project strategies and termly impact.</p> <p>Pupil progress meetings will drill down to evaluate PP progress in the group.</p> <p>Intervention pupil tracking to evidence impact and review progress.</p>	<p>KH VW GW</p> <p>MH</p>	<p>£1000</p> <p>CPD £7,000</p> <p>ICT £3,000</p> <p>Enrichment £5,000</p>	<p>Appraisals – Oct Feb and June</p> <p>Half termly pupil progress meeting with detailed analysis of progress and next steps.</p> <p>LSA targeted observations</p> <p>Half termly pupil progress meeting with detailed analysis of progress and next steps.</p> <p>LSA training</p> <p>Termly data reports</p> <p>CPD support staff evaluations, drop ins summer term to show impact.</p>
Sustained attainment between PP and Non PP pupils across school - at GLD Gap predicted in	1-Early identification & tracking of PP pupils. Info shared with whole staff team.	Ref: EEF Guidance report Preparing for Literacy in the Early Years June 2018 states that storytelling linked to letters and sounds,	Foundation manager will track and report to SLT and Governors on baseline data and termly impact gains.	RM MH KH VW GW	£1000	updates and AGM reports

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<p>2020 was 15% (PP 63% and Non PP 78% GLD) so that a higher proportion attain higher in school at KS1 and KS2.</p>	<p>2 PP children to be Focus every half term – staff to target support to work on individual targets and gaps towards meeting</p> <p>3. Interventions targeted to support progress in specific areas to meet GLD - Provision mapping in place for identified pupils</p> <p>4. Implement '5-minute box' with identified PP children needing additional support with phonics/literacy.</p>	<p>singing and rhyming activities alongside breaking down and supporting</p>	<p>MH fortnightly drop in during coaching time. Book scrutiny looking at link between phonics and English – are children applying what they know?</p> <p>Half termly tracking – interventions planned using these results. Lead</p>			<p>Half termly pupil progress meeting with</p>
<p>Improved quality teaching and learning linked directly to social and emotional well-being. Pupils who have access pastoral support are ready to access learning and show accelerated progress.</p>	<p>1 O track for groups to track phonic score gains and intervention pupils</p> <p>2 pupil progress meetings to plan intervention</p> <p>3 1:1 targeted intervention 10 mins daily pupils with gaps in phonic.</p> <p>4. Implement 5 minute boxes throughout targeted individuals</p> <p>5. Direct teacher intervention groups to diminish gaps in learning</p>	<p>EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support.</p> <p>EEF guidance also evidences research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge.</p>	<p>MH fortnightly drop in during management time. Book scrutiny looking at link between phonics and English – are children applying what they know?</p> <p>Half termly tracking – interventions planned using these results.</p>	<p>MH/ RM ALL LSA RH/JG</p>	<p>£150,237</p>	<p>Fortnightly scrutiny</p> <p>Half termly pupil progress meeting with detailed analysis of progress and next steps.</p> <p>LSA training</p> <p>Termly data reports CPD support staff evaluations, drop ins</p>
<p>Total budgeted cost</p>						<p>TOTAL - £166,237</p>

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	Cost	Monitoring Milestones
<p>PP pupils are ready for learning and able to access academic work with less behavioural incidents logged.</p> <p>For pupils' behaviour not to have a detrimental effect on their academic progress through support from mentoring and additional adult support.</p> <p>For pupils to undertake activities to raise their self-esteem and self-confidence.</p>	<p>1.CPD Pastoral/THRIVE (interrupted development/ right time Thrive) Thrive practitioner training for Inclusion manager</p> <p>2. dedicated leadership time for monitoring of disadvantaged pupils learning with a focus on pastoral support.</p> <p>3.Monthly meetings with inclusion team – to discuss personalised learning needs of pupils.</p> <p>4.Re-visit and launch of Academy Learning Behaviours increasing challenge and expectations for what and how pupils can achieve with developed self-believe and aspirations to achieve their potential.</p>	<p>EEF Toolkit cites that behaviour interventions have moderate impact. We have consulted with other schools successfully using the Thrive Approach and other pastoral programmes.</p> <p>The report cites teaching learning behaviours alongside managing misbehaviour has a positive impact on supporting pupils with challenging needs.</p> <p>The impact of the Pastoral and Intervention Manager has been huge in previous years, which is why we are continuing with this. SLT</p>	<p>SLT leading priority with Inclusion manager reporting to Principal monthly</p> <p>Weekly checks by Vice Principal on pastoral 1-1, timetable drop ins to provide support/advice</p> <p>Regular staff communication through professional meetings, progress meetings, emails, newsletters.</p>	<p>MH RB NC DH</p>	<p>£1,000</p> <p>RB Interventi on manager £15,953</p> <p>DH Learning mentor - £5,819</p>	<p>Fortnightly meeting with MH and Pastoral Manager.</p> <p>Thrive termly report produced by DH</p> <p>Termly CPOMS report – monitoring individuals disseminated to all staff members.</p>
Total budgeted cost						TOTAL - £22.772

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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
<p>Improve attendance of PP pupils by 1 % at the end of the school year.</p> <p>Reduction of PP persistent absentees by at the end of the school year.</p>	<p>Fortnightly meetings with EWO to implement strategies to improve individual and whole school attendance and punctuality.</p> <p>SIMS Support to track and monitor attendance.</p>	<p>Research into school absenteeism has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school and underachieve than their peers who come from more favourable social and economic home backgrounds.</p> <p>Current work with the EWO has increased our school PP attendance over the last three years which is why this work will continue.</p> <p>SIMS support has been essential to track and monitor previously so this will continue. To continue with the PP attendance monitoring documents to track all PP pupils – this proved to be an invaluable document last year for all involved in raising pupils attendance.</p> <p>It logged reasons why pupils were absent, improvements or dips in attendance half termly, progress with EWO involvement</p>	<p>Principal will lead this initiative with support of Vice Principal for the full year and report back regularly to the LGB and account for the work done.</p> <p>Vice Principal will meet half termly with the Principal to monitor targeted pupils.</p> <p>There will be a reduction of Persistent absentees and a rise in attendance to National.</p>	<p>RM/ MH/ EWO</p>	<p>SIMS £4,056</p> <p>EWO SLA and</p>	<p>Half Termly PP attendance reports</p> <p>Half termly meetings with Vice Principal and Principal Fortnightly EWO meetings</p>
Total budgeted cost					Total - £20,988	

Spending

PP funding for the 2020/21 academic Year: £176,757

PP Planned spend is approximately : - £209,997

1. Review of expenditure

Previous Academic Year

2019/20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include **impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																														
<p>Improved attainment for PP achieving GLD, expected at KS1 and KS2 as well as Expected in non-SATS year groups.</p> <p>For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills – increasing their access to all learning.</p>	<p>1.Challenge Partners Program</p> <p>2. CPD focusing on: - Thrive -Assessment - Curriculum Planning and marking - Early Language development -White Rose Maths - Reasoning and application for deeper thinking - Metacognition skills to accelerate progress</p> <p>3. O Track to track outcomes</p> <p>4. Progress meetings with every staff member</p> <p>5. 1:1 and targeted small group teacher time</p> <p>6.Intervention Resources (Power of 2 and Toe by Toe 1:1 books) 5 Minute box</p> <p>7.Support staff interventions</p>	<p>All teaching and learning was deemed good or better. This means that PP pupils in school were all accessing high quality teaching and learning provision.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year Group and number of PP</th> <th colspan="2">Reading PP</th> <th colspan="2">Writing PP</th> <th colspan="2">Maths PP</th> </tr> <tr> <th>ARE</th> <th>GDS</th> <th>ARE</th> <th>GDS</th> <th>ARE</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Y1 (13)</td> <td>69%</td> <td>23%</td> <td>69%</td> <td>23%</td> <td>77%</td> <td>23%</td> </tr> <tr> <td>Y2 (16)</td> <td>70%</td> <td>6%</td> <td>70%</td> <td>8%</td> <td>80%</td> <td>10%</td> </tr> <tr> <td>Y3 (16)</td> <td>69%</td> <td>38%</td> <td>69%</td> <td>31%</td> <td>75%</td> <td>13%</td> </tr> <tr> <td>Y4 (19)</td> <td>65%</td> <td>18%</td> <td>64%</td> <td>12%</td> <td>65%</td> <td>6%</td> </tr> <tr> <td>Y5 (15)</td> <td>80%</td> <td>20%</td> <td>80%</td> <td>13%</td> <td>73%</td> <td>27%</td> </tr> <tr> <td>Y6 (16)</td> <td>87%</td> <td>40%</td> <td>80%</td> <td>27%</td> <td>87%</td> <td>33%</td> </tr> <tr> <td>Average</td> <td>73%</td> <td>24%</td> <td>72%</td> <td>19%</td> <td>76%</td> <td>19%</td> </tr> </tbody> </table> <p>Disadvantaged pupils across school are attaining on average 73% ARE in reading, 72% ARE in writing and 76% ARE in maths.</p> <p><u>Challenge Partners Report – Identified that the provision and outcomes for disadvantage pupils was leading in Nov 2019</u></p> <ul style="list-style-type: none"> • Leaders believe 'being disadvantaged should not be a disadvantage'. As such, they ensure that every pupil has access to a high quality curriculum in a safe and secure learning environment. Adults are always on hand to provide any additional support that may be needed. For example, pupils are able to undertake their 'home learning' in school. • Teachers have a precise understanding of each pupil's individual needs and map provision accordingly. They routinely monitor the impact of interventions to identify what is working well so that this can then be shared with other teachers. They know that they are accountable for the progress of every child in their class. This is discussed with school leaders at regular pupil-progress meetings. • Support for those pupils with special educational needs and/or disabilities is rigorous. Parental support is seen as a critical part of this process. Termly meetings and coffee mornings are held with parents to discuss their child's progress and any additional support they may require. • Leaders ensure that funding is not a barrier to pupils taking part in external visits such as the residential trip to Whitby. Likewise, transport is provided to ensure that every pupil has the opportunity to learn to swim or attend an off-site sports event. • Across all year groups the majority of disadvantaged pupils attend the wide range of extra-curricular activities. • By the end of EYFS in 2019, the proportion of disadvantaged children who attained a GLD was close to the national average. The proportion of children reaching the expected standard by the end of key stage 2 across all subjects was above that of all pupils nationally. From their respective starting points, pupils with SEND achieve at least in line with all pupils nationally. 	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All year groups were affected by PP coming or leaving school.</p> <p>We will definitely continue to invest heavily in CPD next year with a focus on improving oracy and writing throughout school.</p> <p>The pupil progress meeting and close tracking and monitoring of PP pupils has had a huge impact this year and this will continue next year.</p> <p>Streaming the pupils into smaller groups greatly impacted on attainment in Phonics so we will do this again.</p>	<p>T and L £149,767</p> <p>CPD £4,300</p> <p>ICT £2,950</p> <p>Enrichment £3,225</p> <p>IT specialist £2,950</p> <p>Trips £2000</p> <p>Additional subscriptions £6559</p>
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Y5 (15)	80%	20%	80%	13%	73%	27%																																																												
Y6 (16)	87%	40%	80%	27%	87%	33%																																																												
Average	73%	24%	72%	19%	76%	19%																																																												

Hill Top Academy Pupil Premium Strategy Statement



<p>More Higher Ability PP pupils reach Above ARE at the end of KS2.</p>	<p>As above (CPD for more able thinking, 1:1 and small group targeted interventions with a focus on GDS.</p>		<p>The targeted support for higher ability PP pupils has had a positive impact on attainment and progress.</p> <p>Therefore this needs to remain a driving force for next academic year to continue to build on this strong practice and ensure it is embedded throughout the whole school.</p> <p>As a whole school we need to evaluate the additional programmes and resources to support with developing communication and literacy skills.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP pupils are ready for learning and able to access academic work with less behavioural incidents logged.</p>	<p>-Pastoral and Intervention Manager 2 days a week to work with families and pupils. -CPOMS system to record and monitor work with pupils and families. -Learning mentor to deliver the THRIVE programme 3 days a week. -Support staff to deliver pastoral programmes.</p>	<p>The impact of the Pastoral and Intervention Manager has been huge in previous years, which is why we are continuing with this.</p> <p>Throughout the year pastoral lead has worked with 12 targeted individuals through THRIVE sessions. Of these 4 have been discharged from THRIVE and are now accessing light-touch classroom based pastoral.</p> <p><u>Yellow card system – interim intervention to minimise low-level disruption - outcomes</u> Vice Principal assessed the low-level behaviours in school. Children who were persistently receiving yellow warnings in class (at least 3 per week) had reduced this due to the interim system. Staff reported that Pupils were less frequently put on the yellow card system and were responding positively to the verbal warning strategy.</p> <p><u>Midday Supervisor Updates</u></p> <ul style="list-style-type: none"> • Half Termly meetings held with Middays to case study target children and share effective strategies for diffusing situations. • Sports Coach lead fitness training 3 x a week • Daily activities with playground leaders • Discussions with the Middays on a weekly basis to discuss key pupils 	<p>There is a continued need to implement THRIVE sessions for our most vulnerable pupils.</p> <p>The Pastoral and Intervention Manager will do case supervision over all Thrive programmes to monitor the impact.</p> <p>As part of the whole school ethos and THRIVE the school will continue to develop the use of the additional activities to raise pupils self-esteem and self-confidence.</p> <p>To implement change using the Paul Dix strategy to ensure that pupils behaviour does not have a detrimental effect on their academic progress. The Vice Principal will continue to evaluate the effectiveness of interventions through monitoring sessions and data through the provision maps.</p>	<p>£1,000</p> <p>RB - Pastoral manager £13.771</p>

Hill Top Academy Pupil Premium Strategy Statement



			<p>To embed a positive climate at lunchtime relaunch some initiatives with midday supervisors raising their profile across school.</p> <ul style="list-style-type: none"> Lunchtime awards linked directly to school behaviours and recognition boards in school. Communication books to be checked daily for update of behavioural incidents at lunchtime – positive and negative. 	
Efficient system to monitor safeguarding and behaviour.	-CPOMS	<p>All teachers are logging incidents on CPOMS which has meant that any concerns around parenting and other barriers to learning are picked up on straight away so that the correct support can be given.</p> <p>This has stabilised the behaviour of many pupils and enabled them to be more ready for learning.</p>	<p>This is an effective system that we definitely need to continue with so that every pupil and family can receive the right support.</p> <p>Further training next academic year will take place to drill down low level behaviour incidents.</p>	£895
Target pupils and families work with school to remove barriers to learning	-Pastoral & Intervention Manager	<p>This was effective as there was only low referrals to R & R over the year due to the parenting work, Family Learning groups and meetings held with families. The Pastoral and Intervention Manager was able to support teaching staff with strategies for pupils to overcome barriers from external factors.</p>	<p>The majority of families have engaged well with the Pastoral and Intervention Manager which has meant that support has been given at the right level and cases have been managed at the relevant threshold. There is a need to now build on this and provide or signpost to appropriate agency.</p>	DH Learning mentor - £5,666

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance to reach 96%	Fortnightly meetings with EWO to implement strategies to improve individual and whole	Work with the EWO has increased PP attendance over the last three years which is why this work will continue.	We will continue with this approach but refine it so that the disadvantaged pupils are a targeted group with	SIMS £4,056

Hill Top Academy Pupil Premium Strategy Statement



<p>Improve attendance of PP pupils by 1 % at the end of the school year.</p>	<p>school attendance and punctuality.</p> <p>Referrals for pupils who fail to improve after an ASP meeting.</p> <p>SIMS Support to track and monitor attendance.</p>	<p>SIMS support has been essential to track and monitor previously so this will continue.</p> <p>Attendance was below the target for all pupils and those that are disadvantaged. However, this was due to the COVID pandemic and therefore we could only use attendance figures up to March 2020.</p> <table border="1" data-bbox="680 448 1541 608"> <thead> <tr> <th>Attendance</th> <th>2016 - 2017</th> <th>2017 - 2018</th> <th>2018 - 2019</th> <th>2019 – March 2020</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>95.71</td> <td>95.54</td> <td>96.17</td> <td>95.04</td> </tr> <tr> <td>Pupil Premium</td> <td>95.44</td> <td>94.99</td> <td>95.78</td> <td>95.20</td> </tr> <tr> <td>Non- Pupil Premium</td> <td>95.87</td> <td>95.84</td> <td>96.37</td> <td>94.98</td> </tr> </tbody> </table>	Attendance	2016 - 2017	2017 - 2018	2018 - 2019	2019 – March 2020	Whole school	95.71	95.54	96.17	95.04	Pupil Premium	95.44	94.99	95.78	95.20	Non- Pupil Premium	95.87	95.84	96.37	94.98	<p>additional incentives where their attendance is historically below 96%.</p> <p>Principal will continue to lead on attendance next academic year with new initiatives and targeting parents (holidays during term time) to raise attendance across school.</p>	<p>EWO SLA and L Martin £16,932</p>
Attendance	2016 - 2017	2017 - 2018	2018 - 2019	2019 – March 2020																				
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<p>PP funding for the 2019/20 academic Year: £152,620 Actual PP spend was : - £177,262</p>																								