

Hill Top Academy Pupil Premium Strategy Statement



1. Summary information

School	Hill Top Academy				
Academic Year	2019/20	Total PP budget	£152,620 approx	Date of most recent PP Review	July 2017
Total number of pupils	394 (F1-Y6)	Number of pupils eligible for PP	121-31% (F2-Y6 in Sept 19)	Date for next internal review of this strategy	

2. Current attainment (Pupil Premium Pupil Progress Data for Summer 2019):

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 (11)	71% PP GLD compared to 86% non PP at GLD											
Y1 (10)	60%		81%	33%	70%		79%	31%	70%		86%	31%
Y2 (16)	69%	38%	87%	29%	69%	31%	80%	17%	69%	25%	86%	26%
Y3 (20)	70%	5%	93%	43%	50%	5%	93%	39%	70%	10%	93%	39%
Y4 (21)	86%	24%	86%	41%	76%	19%	79%	28%	81%	33%	90%	34%
Y5 (11)	72%	18%	89%	37%	83%	18%	86%	31%	83%	27%	83%	34%
Y6 (23)	96%	26%	89%	50%	96%	22%	92%	46%	92%	13%	89%	46%
Average	79%	17%	88%	39%	74%	16%	85%	32%	78%	18%	88%	35%

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.	41% of pupils on entry to nursery are below ARE in speaking and listening. Low ability and poor communication difficulties on entry; pupils with limited language, poor speaking and listening skills as well as pupils with low attainment on entry. This slows communication and language progress as well as Phonics and Reading higher up in school.
B.	Behaviour issues linked to attachment, parenting, social, emotional and mental health needs for a small group of pupils.
C.	Social, emotional and mental health issues for a small number of pupils (mostly eligible for PP) are impacting on their ability to make good and accelerated progress academically.
D.	High ability pupils who are eligible for PP are not always reaching Above ARE at the end of KS2.

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

E.	Whole school attendance for PP pupils is 95.78% 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. 40% of persistent absentee were PP at the end of July 2019. Pupils can lack access to enrichment activities which promotes independence.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																																																															
A.	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.	75% of pupils eligible for <i>pupil premium</i> make rapid progress by the end of the year and achieve GLD in speaking and listening.																																																															
B1.	Improved attainment for PP achieving GLD, Expected at KS1 and KS2 as well as Expected in non-SATS year groups.	<table border="1"> <thead> <tr> <th colspan="2">F2 PP Baseline ARE (Sept 18)</th> <th colspan="2">F2 PP Prediction GLD (July 19)</th> </tr> </thead> <tbody> <tr> <td colspan="2">50% (2/4)</td> <td colspan="2">75% (3/4)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Current year group</th> <th colspan="3">% of PP at ARE in Summer 2019</th> <th colspan="3">Target for % of PP pupils at ARE in Summer 2020</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td colspan="3">60% GLD</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>Y2</td> <td>60%</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Y3</td> <td>69%</td> <td>69%</td> <td>69%</td> <td>79%</td> <td>79%</td> <td>79%</td> </tr> <tr> <td>Y4</td> <td>70%</td> <td>50%</td> <td>70%</td> <td>80%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>Y5</td> <td>86%</td> <td>76%</td> <td>81%</td> <td>96%</td> <td>87%</td> <td>91%</td> </tr> <tr> <td>Y6</td> <td>92%</td> <td>83%</td> <td>83%</td> <td>96%</td> <td>93%</td> <td>93%</td> </tr> </tbody> </table>	F2 PP Baseline ARE (Sept 18)		F2 PP Prediction GLD (July 19)		50% (2/4)		75% (3/4)		Current year group	% of PP at ARE in Summer 2019			Target for % of PP pupils at ARE in Summer 2020			Reading	Writing	Maths	Reading	Writing	Maths	Y1	60% GLD			70%	70%	70%	Y2	60%	70%	70%	70%	80%	80%	Y3	69%	69%	69%	79%	79%	79%	Y4	70%	50%	70%	80%	70%	80%	Y5	86%	76%	81%	96%	87%	91%	Y6	92%	83%	83%	96%	93%	93%
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B2	Improve outcomes for disadvantaged pupils in order to continue to diminish the difference by 10% in all year groups from summer 2019 data.	<ul style="list-style-type: none"> Diminish the difference and close the gap from summer 2019 data: <table border="1"> <thead> <tr> <th>Year Group</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>NPP +21%</td> <td>NPP +9%</td> <td>NPP +16%</td> </tr> <tr> <td>2</td> <td>NPP +20%</td> <td>NPP +11%</td> <td>NPP +17%</td> </tr> <tr> <td>3</td> <td>NPP +23%</td> <td>NPP +43%</td> <td>NPP 23%</td> </tr> <tr> <td>4</td> <td>NPP +0.5%</td> <td>NPP 3%</td> <td>NPP 9%</td> </tr> <tr> <td>5</td> <td>PP +3%</td> <td>NPP +2%</td> <td>PP +1%</td> </tr> <tr> <td>6</td> <td>PP 7%</td> <td>PP +4</td> <td>PP +3%</td> </tr> </tbody> </table>	Year Group	Reading	Writing	Maths	1	NPP +21%	NPP +9%	NPP +16%	2	NPP +20%	NPP +11%	NPP +17%	3	NPP +23%	NPP +43%	NPP 23%	4	NPP +0.5%	NPP 3%	NPP 9%	5	PP +3%	NPP +2%	PP +1%	6	PP 7%	PP +4	PP +3%																																			
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C.	<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>	<ul style="list-style-type: none"> Pupils/parents are accessing interventions to support social and emotional well-being and readiness for learning when required. (E.g. Thrive, Solihull, Early Talk) Pupils with social and emotional issues are happy to be in school and feel safe. Thrive assessment reports show improvements in social and emotional well-being for targeted pupils. PP pupils are engaging in after school and enrichment activities 																																																															

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D.	To maintain and raise the percentage of PP pupils attaining GDS at the end of KS2.	<ul style="list-style-type: none"> • Increase in PP pupils attaining GDS in Y6 from on entry: Reading 7% to 23% Writing 11% to 19% Maths 3% to 13% SPAG 22% to 58%
E.	Improve attendance of PP pupils by 1% at the end of the school year.	<p>Whole school attendance for PP pupils increases from 95.78% in 2018/19 to 96.78% in 2019/20</p> <p>Robust systems for monitoring and evaluating attendance show a reduction in the number of persistent absentees among pupils eligible for PP from 48% to 17%. So that there is an increase in their overall attendance of PP to National.</p>

5. Planned expenditure

Academic year **2019/20**

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
<p>Improved attainment for PP achieving GLD, expected at KS1 and sustained at 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</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>Challenge Partners support schools by facilitating constructive collaboration and challenge between them and providing a platform for activities which would not be possible for a school to undertake on its own. This approach has proven successful, and pupils in our partner schools achieve more and progress faster than the national average.</p> <p>Principles of Instruction by Barak Rosenshine research paper supports the need for overlearning and making links to get deeper thinking which is what the CPD will be based around. CPD will be recapping and adding to prior knowledge of teachers.</p> <p>Research shows that if a child with a speech delay receives extra support from the important adults in their life, they can make significant gains. Early language intervention is critically important for these children to develop the communication skills necessary for future success in their academic and personal lives.</p> <p>The revised Early Years Foundation Stage (EYFS) 2012 framework - designed to ensure children are ready for school - recognises communication and language as</p>	<p>SLMT members will become part of the Challenge Partners Program – enabling collaboration between school to enhance the life chances of all children.</p> <p>The senior leadership team will deliver and/or source quality CPD which will then be monitored through teaching and learning reviews, scrutinies and data.</p> <p>Pupil progress meetings will drill down to evaluate PP progress in each class.</p> <p>Every teaching staff member will be held to account over the progress of every PP child – providing detailed provision map and outcomes every term. This proved to be invaluable last year and raised the profile of PP in every class. Targeted support led to improved outcomes.</p>	<p>RM, MH, NC</p>	<p>£120,000</p> <p>CPD £8,000</p> <p>ICT £3,000</p> <p>Pastoral £5,000</p> <p>Enrichment £5,000</p> <p>£7,000</p>	<p>Appraisals – Oct Feb and June</p> <p>Weekly CPD</p> <p>Half termly pupil progress meeting with detailed analysis of progress and next steps.</p> <p>LSA targeted observations – Nov</p> <p>LSA training Oct / Jan / April</p> <p>Observations of Toe by Toe – Nov/ Feb/May</p> <p>Work book scrutinies of targeted PP pupils – Nov/Feb/May</p>

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<p>language and literacy skills –increasing their access to all learning.</p>	<p>7.Support staff interventions</p>	<p>one of the three prime areas for learning and development.</p> <p>A 2012 Ofsted report highlights that despite the improvement in early years provision since 2008, too many children are still entering school without the basic skills the need to be ready to learn.</p> <p>The report from Her Majesty's Chief Inspector of Education, Children's Services and Skills: Early years shows on average 34% of children are not working securely in communication, language and literacy by the end of the Early Years Foundation Stage.</p> <p>EEF toolkit cites oral language interventions have moderate impact.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Nov 2015 by NFER cites metacognitive and peer learning has impact for PP pupils.</p> <p>Creating schools are children need - Dylan Williams - Focuses on Why Curriculum Matters</p> <ul style="list-style-type: none"> • Standards do not define a curriculum • What our children need to know for the rest of their lives hasn't been discovered or invented yet. <p>What should our Children be learning?</p> <ul style="list-style-type: none"> • A major goal of education is to equip children with knowledge. • Facts are important but what is even more important is the relationship between knowledge. • Teaching skills can be learned quickly if pupils have knowledge • Creativity requires knowledge 	<p>Targeted Training for LSA on effective teaching and learning, assessment and feedback to support rapid progress.</p>			<p>Termly data reports</p>
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More Higher Ability PP pupils reach Above ARE at the end of KS2.	As above (CPD for more able thinking, 1:1 and small group targeted interventions with a focus on GDS.	We want to ensure that ALL PP pupils achieve high attainment as well as meeting the expected standards	Monitored through teaching and learning reviews, scrutinies and data. Y6 Booster sessions throughout the year	RM MH MAR KLS NC KA	Termly data reports
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Total budgeted cost **TOTAL** £148,000

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>To enhance behaviour provision in order to integrate new research on pupil independence and self regulation.</p> <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.</p> <p>-CPOMS system to record and monitor work with pupils and families.</p> <p>-Learning mentor to deliver the THRIVE programme 2.5 days a week.</p> <p>-Support staff to trained to deliver pastoral intervention programmes to meet the needs of our most vulnerable.</p>	<p>The impact of the Pastoral and Intervention Manager has been vital in previous years, which is why we are continuing with this.</p> <p>Research into 'When adults change everything changes' – Paul Dix advocates an inclusive approach that is practical, transformative and rippling with respect for staff and learners.</p> <p>An approach in which behavioural expectations and boundaries are exemplified by people, not by a thousand rules that nobody can recall. It outlines how each school can build authentic practice on a stable platform, resulting in shifts in daily rules and routines, in how we deal with the angriest learners, in restorative practice and in how we appreciate positive behaviour.</p>	<p>The Pastoral and Intervention Manager will do case supervision over all Thrive programmes.</p> <p>There will be a whole school approach linked directly to positive behaviours and expectations which will be evaluated termly by the leadership team as part of the Academy Development Plan.</p> <p>The Vice Principal and Assistant Principal will evaluate the effectiveness of interventions through monitoring sessions and data through the provision maps.</p>	LM/ DC/ MH/ KA NC	£1,000 £4,000	<p>Fortnightly meeting with MH and new Pastoral Manager.</p> <p>Thrive termly evaluation report produced by DH</p> <p>Termly CPOMS report – monitoring individuals disseminated to all staff members.</p>

Total budgeted cost **TOTAL** £5,000

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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>Target PP PA pupils in fortnightly face to face meetings with Principal (reward incentive)</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 L Jenkins on £16,93 2</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 2019/20 academic Year: £152,620

PP Planned spend is approximately : - £173,988

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1. Review of expenditure

Previous Academic Year

2018/19

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																																																																																																																															
Improved attainment for PP achieving GLD, expected at KS1 and KS2 as well as Expected in non-SATS year groups.	1. CPD focusing on: 2. Class Track and O Track to track outcomes 3. Progress meetings with every staff member 4. 1:1 and targeted small group teacher time 5. Intervention Resources (Power of 2 and Toe by Toe 1:1 books) 5 Minute box 6. Support staff interventions -Intensive T & L support in targeted classes -IT enhancement -Enhanced Literacy and Numeracy resources	<p>All teaching and learning by July 2019 was deemed good or better. There was 94% that was good and 45% outstanding. This means that PP pupils in school were all accessing high quality teaching and learning provision.</p> <table border="1"> <caption>Attainment for end of summer 2019</caption> <thead> <tr> <th rowspan="2">Pupil progress</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>Cohort</th> <th>Disadvantaged</th> <th>Non disadvantaged</th> <th>Cohort</th> <th>Disadvantaged</th> <th>Non disadvantaged</th> <th>Cohort</th> <th>Disadvantaged</th> <th>Non disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>77%</td> <td>60%</td> <td>81%</td> <td>77%</td> <td>70%</td> <td>79%</td> <td>83%</td> <td>70%</td> <td>86%</td> </tr> <tr> <td>Year 2</td> <td>82%</td> <td>69%</td> <td>87%</td> <td>76%</td> <td>69%</td> <td>80%</td> <td>80%</td> <td>69%</td> <td>86%</td> </tr> <tr> <td>Year 3</td> <td>83%</td> <td>70%</td> <td>93%</td> <td>75%</td> <td>50%</td> <td>93%</td> <td>83%</td> <td>70%</td> <td>93%</td> </tr> <tr> <td>Year 4</td> <td>86%</td> <td>86%</td> <td>86%</td> <td>78%</td> <td>76%</td> <td>79%</td> <td>86%</td> <td>81%</td> <td>90%</td> </tr> <tr> <td>Year 5</td> <td>89%</td> <td>92%</td> <td>89%</td> <td>85%</td> <td>83%</td> <td>86%</td> <td>83%</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>Year 6</td> <td>92%</td> <td>96%</td> <td>89%</td> <td>94%</td> <td>96%</td> <td>92%</td> <td>90%</td> <td>92%</td> <td>89%</td> </tr> <tr> <td>Average % increase from 2018</td> <td>85%</td> <td>79%</td> <td>88%</td> <td>81%</td> <td>74%</td> <td>85%</td> <td>84%</td> <td>78%</td> <td>88%</td> </tr> <tr> <td></td> <td>+2%</td> <td>+7%</td> <td>+1%</td> <td>+2%</td> <td>+7%</td> <td></td> <td>+1%</td> <td></td> <td>+2%</td> </tr> </tbody> </table> <p>Disadvantaged pupils across school are attaining on average 79% ARE in reading, 74% ARE in writing and 78% ARE in maths.</p> <p>Average stage progress for PP pupils – 3 points Good progress</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>90%</td> <td>90%</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td>88%</td> <td>88%</td> <td>94%</td> </tr> <tr> <td>Year 3</td> <td>85%</td> <td>90%</td> <td>100%</td> </tr> <tr> <td>Year 4</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 5</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 6</td> <td>96%</td> <td>100%</td> <td>91%</td> </tr> </tbody> </table>	Pupil progress	Reading			Writing			Maths			Cohort	Disadvantaged	Non disadvantaged	Cohort	Disadvantaged	Non disadvantaged	Cohort	Disadvantaged	Non disadvantaged	Year 1	77%	60%	81%	77%	70%	79%	83%	70%	86%	Year 2	82%	69%	87%	76%	69%	80%	80%	69%	86%	Year 3	83%	70%	93%	75%	50%	93%	83%	70%	93%	Year 4	86%	86%	86%	78%	76%	79%	86%	81%	90%	Year 5	89%	92%	89%	85%	83%	86%	83%	83%	83%	Year 6	92%	96%	89%	94%	96%	92%	90%	92%	89%	Average % increase from 2018	85%	79%	88%	81%	74%	85%	84%	78%	88%		+2%	+7%	+1%	+2%	+7%		+1%		+2%	Year Group	Reading	Writing	Maths	Year 1	90%	90%	100%	Year 2	88%	88%	94%	Year 3	85%	90%	100%	Year 4	100%	100%	100%	Year 5	100%	100%	100%	Year 6	96%	100%	91%	<p>CPD was a big factor in sustaining and improving the quality of teaching and learning across school which can be seen in the average points progress for each year group in the left column.</p> <p>The strategies have been hugely successful and so will continue the next academic year.</p> <p>Where staffing has been stable the % of pupils at ARE that are PP has either sustained or increased. 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 £115,213</p> <p>CPD £7,335</p> <p>IT specialist £2,950</p> <p>Trips £5,224</p> <p>Additional subscriptions £1000</p>
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Year 3	85%	90%	100%																																																																																																																																
Year 4	100%	100%	100%																																																																																																																																
Year 5	100%	100%	100%																																																																																																																																
Year 6	96%	100%	91%																																																																																																																																

Hill Top Academy Pupil Premium Strategy Statement



More Higher Ability PP pupils reach Above ARE at the end of KS2.	As above (CPD for more able thinking, 1:1 and small group targeted interventions with a focus on GDS.	Attainment for end of Summer 2019						The targeted support for higher ability PP pupils has had a positive impact on attainment and progress.	
		Reading		Writing		Maths			
		National	GD	National	GD	National	GD		
		Year 1	60%	38%	70%	31%	70%	25%	
		Year 2	69%	5%	69%	5%	70%	10%	
		Year 3	70%	5%	50%	5%	70%	10%	
		Year 4	86%	24%	76%	19%	81%	33%	
		Year 5	92%	18%	83%	18%	83%	27%	
		Year 6	96%	26%	96%	22%	92%	13%	
		Average	79%	19%	74%	16%	78%	18%	
			+5%		+7%	+1%		+8%	

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.

As a whole school we need to evaluate the additional programmes and resources to support with developing communication and literacy skills.

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
PP pupils are ready for learning and able to access academic work with less behavioural incidents logged.	<ul style="list-style-type: none"> -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>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>The summer behaviour report identified that there had been 16 incidents that resulted in a detention due to the display of inappropriate behaviour. Out of those pupils, 1 pupil had 5 behavioural incidents resulting in detention. Four key pupils within Year 5 and 6 had repeated incidents.</p> <p>The identified nursery pupil is receiving intensive interventions to try to regulate his behaviour and integrate him into the school setting he is also on the autism pathway and awaiting further assessments.</p> <p>There were 4 pupils on behaviour charts as a result of their behaviour. These plans impacted positively and allowed senior leaders to closely monitor the behaviour of pupils on a respond to need basis.</p>	<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.</p>	<p>£1,000</p> <p>£4,000</p>

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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																												
<p>Improve attendance to reach 96%</p> <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>Referrals for pupils who fail to improve after an ASP meeting.</p> <p>SIMS Support to track and monitor attendance.</p>	<p>Work with the EWO has increased 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.</p> <p>Attendance was below the target for all pupils and those that are disadvantaged. However, this would have been even lower without the timely intervention of the EWO every fortnight. There has been a slight increase for PP pupils.</p> <p>All pupils: 95.8%</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>2016 - 2017</th> <th>2017 - 2018</th> <th>2018 - 2019</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>95.71</td> <td>95.54</td> <td>96.17</td> </tr> <tr> <td>Pupil Premium</td> <td>95.44</td> <td>94.99</td> <td>95.78</td> </tr> <tr> <td>Non- Pupil Premium</td> <td>95.87</td> <td>95.84</td> <td>96.37</td> </tr> <tr> <td>PA Whole school</td> <td>7.96</td> <td>7.5</td> <td>4.75</td> </tr> <tr> <td>PA who are Pupil Premium</td> <td>46.88</td> <td>40.00</td> <td>37.5%</td> </tr> <tr> <td>PA Non- Pupil Premium</td> <td>53.12</td> <td>60.00</td> <td>62.5%</td> </tr> </tbody> </table>	Attendance	2016 - 2017	2017 - 2018	2018 - 2019	Whole school	95.71	95.54	96.17	Pupil Premium	95.44	94.99	95.78	Non- Pupil Premium	95.87	95.84	96.37	PA Whole school	7.96	7.5	4.75	PA who are Pupil Premium	46.88	40.00	37.5%	PA Non- Pupil Premium	53.12	60.00	62.5%	<p>We will continue with this approach but refine it so that the disadvantaged pupils are a targeted group with 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>SIMS £4,056</p> <p>EWO SLA and L Jenkinson £16,932</p>
Attendance	2016 - 2017	2017 - 2018	2018 - 2019																													
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PP funding for the 2018/19 academic Year: £154,533
Actual PP spend was : - £166,794