

1. Summary information

School	Hill Top Academy				
Academic Year	2018/19	Total PP budget	£145,200	Date of most recent PP Review	July 2017
Total number of pupils	380 (F1-Y6)	Number of pupils eligible for PP	121-32% (F2-Y6 in Sept 18)	Date for next internal review of this strategy	

2. Current attainment (Pupil Premium Pupil Progress Data for Summer 2018):

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)	60% PP GLD compared to 78% non PP at GLD											
Y1 (15)	53%	20%	77%	22%	60%	13%	78%	22%	67%	0%	84%	22%
Y2 (15)	64%	21%	85%	29%	57%	21%	85%	20%	71%	7%	85%	29%
Y3 (20)	80%	10%	92%	36%	65%	10%	82%	31%	80%	15%	89%	32%
Y4 (15)	80%	13%	85%	36%	67%	13%	85%	24%	80%	13%	85%	36%
Y5 (23)	74%	9%	88%	33%	70%	13%	83%	29%	74%	4%	79%	33%
Y6 (18)	94%	28%	97%	47%	83%	22%	100%	37%	94%	22%	97%	40%
Average	74%	17%	87%	37%	67%	15%	86%	27%	78%	10%	87%	32%

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. Oracy skills in Nursery and Reception are lower for pupils eligible for PP than other pupils on entry. This slows communication and language progress as well as Phonics and Reading higher up in school.
B.	45% of summer born pupils within F2 cohort this has had a significant impact on learning of this 17% are PP. PP pupils across school are making at least good progress but achieving lower attainment.
C.	Social and emotional 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)

Hill Top Academy Pupil Premium Strategy Statement



E. Whole school attendance for PP pupils is 94.99% 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 PP pupils also fall into the persistent absentee figures at the end of July 2018

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																																																															
A.	Improved attainment of pupils in speaking and listening in Foundation.	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 2018</th> <th colspan="3">Target for % of PP pupils at ARE in Summer 2019</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>53%</td> <td>60%</td> <td>53%</td> <td>63%</td> <td>70%</td> <td>63%</td> </tr> <tr> <td>Y3</td> <td>64%</td> <td>57%</td> <td>64%</td> <td>74%</td> <td>67%</td> <td>74%</td> </tr> <tr> <td>Y4</td> <td>80%</td> <td>65%</td> <td>80%</td> <td>90%</td> <td>75%</td> <td>90%</td> </tr> <tr> <td>Y5</td> <td>80%</td> <td>67%</td> <td>80%</td> <td>90%</td> <td>77%</td> <td>90%</td> </tr> <tr> <td>Y6</td> <td>74%</td> <td>70%</td> <td>74%</td> <td>84%</td> <td>80%</td> <td>84%</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 2018			Target for % of PP pupils at ARE in Summer 2019			Reading	Writing	Maths	Reading	Writing	Maths	Y1	60% GLD			70%	70%	70%	Y2	53%	60%	53%	63%	70%	63%	Y3	64%	57%	64%	74%	67%	74%	Y4	80%	65%	80%	90%	75%	90%	Y5	80%	67%	80%	90%	77%	90%	Y6	74%	70%	74%	84%	80%	84%
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 2018			Target for % of PP pupils at ARE in Summer 2019																																																													
	Reading	Writing	Maths	Reading	Writing	Maths																																																											
Y1	60% GLD			70%	70%	70%																																																											
Y2	53%	60%	53%	63%	70%	63%																																																											
Y3	64%	57%	64%	74%	67%	74%																																																											
Y4	80%	65%	80%	90%	75%	90%																																																											
Y5	80%	67%	80%	90%	77%	90%																																																											
Y6	74%	70%	74%	84%	80%	84%																																																											
B2	Improve outcomes for disadvantaged pupils in order to continue to diminish the difference by 10% in all year groups from summer 2018 data.	<ul style="list-style-type: none"> Diminish the difference and close the gap from summer 2018 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 +24%</td> <td>NPP +18%</td> <td>NPP +24%</td> </tr> <tr> <td>2</td> <td>NPP +25%</td> <td>NPP +32%</td> <td>NPP +19%</td> </tr> <tr> <td>3</td> <td>NPP +10%</td> <td>NPP +14%</td> <td>NPP 6%</td> </tr> <tr> <td>4</td> <td>NPP +2%</td> <td>NPP 16%</td> <td>NPP 2%</td> </tr> <tr> <td>5</td> <td>NPP +14%</td> <td>NPP +14%</td> <td>NPP +5%</td> </tr> <tr> <td>6</td> <td>PP 1%</td> <td>NPP +13</td> <td>PP +1%</td> </tr> </tbody> </table>	Year Group	Reading	Writing	Maths	1	NPP +24%	NPP +18%	NPP +24%	2	NPP +25%	NPP +32%	NPP +19%	3	NPP +10%	NPP +14%	NPP 6%	4	NPP +2%	NPP 16%	NPP 2%	5	NPP +14%	NPP +14%	NPP +5%	6	PP 1%	NPP +13	PP +1%																																			
Year Group	Reading	Writing	Maths																																																														
1	NPP +24%	NPP +18%	NPP +24%																																																														
2	NPP +25%	NPP +32%	NPP +19%																																																														
3	NPP +10%	NPP +14%	NPP 6%																																																														
4	NPP +2%	NPP 16%	NPP 2%																																																														
5	NPP +14%	NPP +14%	NPP +5%																																																														
6	PP 1%	NPP +13	PP +1%																																																														
C.	PP pupils are ready for learning and able to access academic work with less behavioural incidents logged.	<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. 																																																															

Hill Top Academy Pupil Premium Strategy Statement



		<ul style="list-style-type: none"> Thrive assessment reports show improvements in social and emotional well-being for targeted pupils.
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: Reading 9% to 30% Writing 13% to 28% Maths 4% to 20% SPAG 13% to 28%
E.	Improve attendance of PP pupils by 1% at the end of the school year.	<p>Whole school attendance for PP pupils increases from 94.99% in 2017/18 to 96% in 2018/19</p> <p>Robust systems for monitoring and evaluating attendance show a reduction in the number of persistent absentees among pupils eligible for PP from 40% to 15%. So that there is an increase in their overall attendance of PP to National.</p>

5. Planned expenditure

Academic year

2018/19

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	Monitoring Milestone
Improved attainment for PP achieving GLD, Expected at KS1 and KS2 as well as Expected in non-SATS year groups.	1. CPD focusing on: - Thrive -Assessment -Research in to diagnosing needs of learners - SMSC linked to the learning pit and growth mindset - Effective curriculum – Mary Myatt - Planning and marking - Early writing strategies - planning for writing -Reasoning and application for deeper thinking - Metacognition skills to accelerate progress 2. KPI Assessment resources to give scaled scores 3. Class Track and O Track to track outcomes 4. Progress meetings with every staff member 5. 1:1 and targeted small group teacher time	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. EEF toolkit cites oral language interventions have moderate impact. 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. Making Good Progress by Daisy Chrisodoulou states the need for assessment to be descriptive but also have a scaled score to compare. The Curriculum – Gallimaufry to coherence by Mary Myatt focuses on balancing the theory, critical argument and practical applications to create a coherent curriculum impacting on planning and CPD.	The senior leadership team will deliver and/or source quality CPD which will then be monitored through teaching and learning reviews, scrutinies and data. Pupil progress meetings will drill down to evaluate PP progress in each class. 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. Targeted Training for LSA on effective teaching and learning, assessment and feedback to support rapid progress.	RM, MH, KA	Appraisals – Oct Feb and June Weekly CPD Half termly pupil progress meeting with detailed analysis of progress and next steps. LSA targeted observations – Nov LSA training Oct / Jan / April Observations of Toe by Toe – Nov/ Feb/May Work book scrutinies of targeted PP pupils – Nov/Feb/May Termly data reports

Hill Top Academy Pupil Premium Strategy Statement



	6.Intervention Resources (Power of 2 and Toe by Toe 1:1 books)				
	7.Support staff interventions				
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.	High ability pupils eligible for PP are not all on track to get GDS in Y6. We want to ensure that they 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 MR EW	Termly data reports
				Total budgeted cost	£113,503 £7,335 £6,792 £4,773 £2,200 £6,529 TOTAL - £141,132

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	Monitoring Milestones
-----------------	------------------------	---	---	------------	-----------------------

Hill Top Academy Pupil Premium Strategy Statement



<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>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 impact of the Pastoral and Intervention Manager has been huge in previous years, which is why we are continuing with this.</p>	<p>There will be a whole school action plan for the Thrive approach which will be evaluated termly by the leadership team as part of the School Improvement Plan.</p> <p>The Pastoral and Intervention Manager will do case supervision over all Thrive programmes.</p> <p>The Vice Principal and Assistant Principal will evaluate the effectiveness of interventions through monitoring sessions and data through the provision maps.</p>	<p>LM/DC/ MH/ KA</p>	<p>Fortnightly meeting with MH and new Pastoral Manager.</p> <p>Thrive termly report produced by DC</p> <p>Termly CPOMPS report – monitoring individuals disseminated to all staff members.</p>
Total budgeted cost					<p>£895 £3,900 TOTAL - £4,795</p>

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	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>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. 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>Half Termly PP attendance reports</p> <p>Half termly meetings with Vice Principal and Principal Fortnightly EWO meetings</p>



Hill Top Academy Pupil Premium Strategy Statement



	Total budgeted cost	£4,200 £8,430 Total - £12,630
--	----------------------------	--

Spending

PP funding for the 2018/19 academic Year: £145,200

PP Planned spend is : - £158,577

Hill Top Academy Pupil Premium Strategy Statement



6. Review of expenditure

Previous Academic Year	2017/18
------------------------	---------

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
-----------------	------------------------	--	--	------

Hill Top Academy Pupil Premium Strategy Statement



Improve the quality of Teaching and Learning so that all teaching is at least good with some outstanding practice.

-CPD on:
 Marking and feedback
 Building on prior learning
 Effective Questioning
 Developing positive attitudes
 Self & Peer assessment
 Assessing without levels
 NPQSL
 Jane Reed (Community of Enquiry)

-Intensive T & L support in targeted classes

-IT enhancement

-Enhanced Literacy and Numeracy resources

All teaching and learning by July 2018 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.

Pupil Progress year ending	Attainment for end of Summer 2018								
	Reading			Writing			Maths		
	Cohort	Disadvantage	Non Disadvantage	Cohort	Disadvantage	Non Disadvantage	Cohort	Disadvantage	Non Disadvantage
Year 1	70%	83%	78%	72%	60%	78%	79%	67%	84%
Year 2	79%	64%	86%	77%	57%	83%	81%	71%	89%
Year 3	86%	80%	93%	75%	65%	82%	85%	80%	89%
Year 4	83%	80%	85%	79%	67%	85%	84%	80%	85%
Year 5	81%	74%	88%	77%	70%	83%	77%	74%	79%
Year 6	94%	94%	94%	92%	83%	97%	94%	94%	94%
Average	83%	74%	87%	79%	67%	85%	83%	78%	86%

Disadvantaged pupils across school are attaining on average 74% ARE in reading, 67% ARE in writing and 78% ARE in maths.

Attainment for end of Summer 2018						
	Reading		Writing		Maths	
	National	GD	National	GD	National	GD
Year 1	53%	20%	60%	13%	67%	0%
Year 2	64%	21%	57%	21%	71%	7%
Year 3	80%	20%	65%	10%	80%	15%
Year 4	80%	13%	67%	13%	80%	13%
Year 5	74%	9%	70%	13%	74%	4%
Year 6	94%	28%	83%	22%	94%	22%
Average	74%	19%	67%	15%	78%	10%

Average stage progress – 3 points Good progress

Year Group	Reading	Writing	Maths
Year 1	80%	87%	93%
Year 2	93%	79%	100%
Year 3	100%	90%	90%
Year 4	80%	100%	100%
Year 5	87%	91%	91%
Year 6	100%	100%	100%

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.

The strategies have been hugely successful and so will continue the next academic year.

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.

We will definitely continue to invest heavily in CPD next year with a focus on improving oracy and writing throughout school.

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.

T and L
£113,503

CPD
£8000

ICT -
£20,591.

IT specialist
£2,800

Trips
£5,871

Hill Top Academy Pupil Premium Strategy Statement



<p>Improve the quality of leadership so that all teaching is good with some that is outstanding.</p>	<p>-consultant support</p>	<p>Majority of teaching and learning by July 2018 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> <p>Coaching from external support enabled leaders to develop their roles and centre their work around leading teaching and learning.</p> <p>1 senior staff member successfully completed the Next Steps to Headship 2 senior staff members were successful on enrolling on the NPQH 3 middle leaders enrolled on the NPQML course to further their own professional development. 1 senior leader became lead practitioner for the Literacy Hub 2 staff members are enhanced moderators for the LA</p>	<p>Having someone external supported the leadership capacity hugely and enabled leaders in school to scrutinise the work of PP pupils in each year group through focused drop ins and scrutinies.</p> <p>This is an approach that we will continue with.</p>	
--	----------------------------	--	--	--

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>Increased attainment for key groups of pupils across the curriculum.</p>	<p>-Additional classroom support -Phonics/reading intervention</p>	<p>80% of PP pupils passed the Phonics Screening Check in Y1. (82% non PP) 100% of PP pupils passed the Y2 retakes. (50% - 2 pupils for non PP)</p>	<p>Streaming the pupils into smaller groups greatly impacted on attainment in Phonics so we will do this again. Interventions across school have had some impact but not as much as we would have hoped for.</p> <p>Therefore, we will be researching a range of interventions and trialling them to see which ones are most effective. (Power of 2, Toe by Toe)</p>	
<p>Efficient system to monitor safeguarding and behaviour.</p>	<p>-CPOMS</p>	<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. 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>	<p>£895</p>

Hill Top Academy Pupil Premium Strategy Statement



Target pupils and families work with school to remove barriers to learning	-Pastoral & Intervention Manager	This was effective as there was only one referral 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>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.</p> <p>The Vice Principal will become the Inclusion Manager next academic year to closely monitor the most vulnerable pupils in school whilst increasing the team capacity.</p>	£3,900
--	----------------------------------	---	--	--------

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%	-EWO meetings fortnightly with Attendance Lead to determine appropriate action. -Referrals for pupils who fail to improve after an ASP meeting. -SIMS package to track attendance.	<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> <p>PP pupils: 94.9% (94.3% 2016, 94.4% 2017, 94.9% 2018)</p>	<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 lead on attendance next academic year with new initiatives and targeting parents (holidays during term time) to raise attendance across school.</p>	SIMS £4200 EWO and support staff £9,977

Total cost for PP strategy:
 PP funding for the 2017/18 academic Year: £155,760
 PP Actual spend is : - £162,968



Hill Top Academy Pupil Premium Strategy Statement

