

Hillside First School

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Hillside Community First School
Pupils in school	258
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£44 000
Academic year or years covered by statement	2019/20
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Ben Mason
Pupil premium lead	Jeremy Harrison
Governor lead	Sandra Groves

Attainment of Disadvantaged children in last academic year

Current attainment		
Attainment in 2019	Pupils eligible for PP in Hillside	Pupils not eligible for PP
% achieving GLD in EYFS	50%	74%
% achieving phonic Standard in Year 1	0%	83%

% achieving expected standard or above in reading	64%	81%
% achieving expected standard or above in writing	64%	71%
% achieving expected standard or above in maths	73%	73%
% achieving R,W & M	55%	61%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	33%
Achieving high standard at KS1	17%
Measure	Activity
Priority 1	Ensure all relevant staff have received training to deliver the new Maths No problem scheme effectively
Priority 2	Work with the WAT and purchase textbooks to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Historic under attainment in mathematics
Projected spending	£9000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	KS1 progress in Reading to be at least in line with National expectations, progress measures from EYFS show improvement with reduced 'drop off', PP children continue to narrow the gap in Reading	October 2020
Progress in Writing	To continue to improve the quality of teaching and learning of writing. PP children continue to narrow the gap in writing	October 2020
Progress in Mathematics	KS1 progress in Maths to be at least in line with National expectations, progress measures from EYFS show improvement with reduced 'drop off', PP children continue to narrow the gap in Maths.	October 2020
Phonics	Phonic scores continue to match or exceed the national average. Children achieving an expected grade for reading in EYFS pass the screening check in 2020	October 2020
Other	Improve attendance of disadvantaged pupils to school average (96.5%)	October 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue maths interventions for disadvantaged pupils falling behind age-related expectations; Catch up Maths
Priority 2	Continue reading interventions for vulnerable children to secure fluency in reading. Catch up, words first, SALT and colourful semantics
Priority 3	To continue to provide a range of SEMH interventions that allow learners to access the curriculum and achieve success. ELSA, Nurture groups, Lego Therapy and social and communication opportunities
Barriers to learning these priorities address	Encouraging greater fluency in reading and providing catch-up in mathematics – typically an area of weakness for our most vulnerable learners,
Projected spending	Interventions: £27000 & Recovery Teaching Uniform: £300 Visits: £500 SENDCo: £15000

Wider strategies for current academic year

Measure	Activity
Priority 1	To improve progress and attainment in Reading throughout the school by embedding new guided reading strategies and developing vocabulary.
Priority 2	To develop a broad and balanced curriculum that meets the needs of the children. A curriculum that is rich in skills and knowledge and allows the children to be ready to succeed in later life.
Barriers to learning these priorities address	Encouraging greater fluency in reading and providing a curriculum that prepares our children for life in a fast moving, global economy

Projected spending	£25,000
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional staff meeting time, learning walks, joint INSET working with other trust schools implementing MNP
Targeted support	Ensuring enough funding & expertise is available to support small groups	Use of part-time 1:1 teacher returning from parental leave to teach small groups two days a week.
Wider strategies	Engaging families where literacy levels may be low	Reading workshops for parents, reading weeks and reading incentives, monitoring of vulnerable children, targeted support and higher expectations.

Review: last year's aims and outcomes

Aim	Outcome
To narrow the attainment gap of vulnerable children in reading, writing and maths	In reading the attainment gap reduced from -40% to -22%, writing reduced from -67% to -9% and maths from -76% to +1%
To raise attainment in writing	The percentage of children reaching ARE in writing rose from a low of 61% in 2017 to 70% in 2018, stabilising at 71% in 2019. GDA rose from 16 to 18%.
To raise attainment in maths	Attainment in maths initially dipped in 2018 before getting within touching distance of the National average in 2019. ARE was 70% in 2017, 66% in 2018 and 73% in 2019.