



Hilton Spencer Academy

Pupil Premium Strategy Report

July 2021

Review: July 2022



1. Summary information: Hilton Spencer Academy's Pupil Premium strategy is based on advice and guidance from the EEF's *Pupil Premium Guide* (2019)



School: Hilton Spencer Academy	Strategic plan: 2020 - 2022	Publication date: July 2021	Review date: July 2022		
Academic year: 2020-21	Total PP budget 2020-21: £142,165				
Principal: Gary Staddon PP Leads: Rachel Allaway and Kate Wilkes PP Governor Lead: Dawn Bentley	Total number of pupils	Y1 – Y6: 637	Number eligible for PP	Y1 – Y6: 99 XXX current XXX FSM6 XXXX Armed Forces XXXX LAC XXX Post LAC	16% of roll
		FS2 – Y6: 704		FS2 – Y6: 104 XXX current XXX FSM6 XXXX Armed Forces XXXX LAC XXX Post LAC	15% of roll
		FS1 – Y6: 734		FS1 – Y6: 109 XXX current XXX FSM6 XXXX Armed Forces XXXX LAC XXX Post LAC	15% of roll



2. Attainment for this academic year						
National % are based on 2018-19 outcomes due to COVID 19 school closures and cancellation of statutory assessments						
2020-21	EYFS		KS1		KS2	
	PP	National – non PP	PP	National – non PP	PP	National – non PP
% working at expected standard or above in RWM or GLD	56%	73%	40%	69%	45%	71%
% working at the expected standard or above in reading		77%	80%	79%	72%	78%
% meeting the standard in the Year 1 Phonic Check			75%	84%		
% working at the expected standard or above in writing		74%	40%	73%	73%	83%
% working at the expected standard or above in maths		80%	80%	79%	73%	84%
Other indicators						
	HSA overall attendance	National all attendance	HSA PP attendance	HSA PA (PP)		
Attendance %	97.9%	96.7%	96.1%	18.8%		

COVID – 19 Statement
<p>Due to the changes to educational provision caused by the COVID-19 pandemic the use of the funding in 2020-2021 was adapted to meet students' needs as they arose, whilst maintaining (where possible) the principles outlined in this document.</p> <p>During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning were and will continue to be overcome wherever possible:</p> <p>Step 1 - Children attend school</p> <p>Step 2 - Ensuring children have the correct tools to complete home learning</p> <p>Step 3 - Family support through telephone calls home, online contact through Whole School and Class Dojo and Zoom etc</p> <p>This version, and future versions, of the strategy will reflect the changes that are currently being made.</p>

3. Aims for Current Academic Year (2020-21)	
Strategy aims for PP children	
Priority 1	Pupils limited range of vocabulary on entry to the school
Priority 2	Disadvantaged pupils do not make the same rate of progress as non-disadvantaged pupils
Priority 3	A large proportion of children enter school with social, emotional and developmental needs which require support
Priority 4	Pupils often lack resilience when facing challenges
Priority 5	Limited exposure to other cultures and beliefs
Barriers to learning	
Barrier 1	Lower attendance rate for PP children
Projected spending:	



4. Desired teaching outcomes (2020-21)	
Desired outcomes for PP children	
Outcome	Success criteria
<p>1. Pupils are confident users of language, using this to deepen their thinking. Vocabulary is taught explicitly across the school so that children can apply a richer understanding of language to their reading and writing. Widening experiences support:</p> <ul style="list-style-type: none"> • Development and application of writing skills • Use of mathematical language to support reasoning and problem solving in maths • Improved inference skills in reading 	<ul style="list-style-type: none"> • 75% of pupil premium children achieve the expected standard in the prime areas at EYFS. • Pupil premium children are increasingly confident in using mastery language in the classroom. PP children can use this both independently and with peers, to progress and deepen their learning.
<p>2. Pupil premium children make the same or better progress as non-pupil premium children.</p>	<ul style="list-style-type: none"> • 100% of pupil premium pupils make expected or better progress from their end of prior key stage starting points.
<p>3. Pupils are able to self-regulate emotions and develop effective learning habits. Pupils will access support from Family Support Worker or Behaviour Mentor, when necessary.</p>	<ul style="list-style-type: none"> • Fewer behaviour incidents recorded for pupil premium children on CPOMS and use exclusions should remain lower than those seen nationally.
<p>4. Pupils are independent learners who are resilient and relish a challenge.</p>	<ul style="list-style-type: none"> • Attitudes to learning amongst pupil premium children is positive and this is reported by teachers. • Pupils can identify what strategies to use when faced with difficulties. • Pupils use learning to learn (metacognition) strategies with confidence.
<p>5. Pupils have maximum possible exposure to, and are developing understanding and acceptance of cultures and beliefs that are different to their own.</p>	<ul style="list-style-type: none"> • A wide range of in school opportunities are provided to enable pupils to learn about other cultures and beliefs through a well structured wider curriculum offer. • Trips and visits are planned to provide opportunities to learn about other cultures.
<p>6. The attendance rate for pupil premium children will improve as will the attendance rate for travellers.</p> <p>The percentages of lates for travellers will improve as will the number of late collections from school.</p>	<ul style="list-style-type: none"> • Attendance for pupil premium children has improved by 2%. • Attendance for travellers has improved by 3%. • There is a drop in Persistent Absence (PA) to less than 5% for pupil premium children .



5. Planned expenditure					
Academic year	2021-22				
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?	Cost	When will you review implementation?
1 & 2. All pupil premium children in Foundation Stage leave with a secure base to begin Year 1 75% of DA pupils achieved the expected level in the prime areas	New team of highly qualified TAs working consistently in EYFS	EEF research has shown mastery teaching to have a +5 impact for a relatively low cost. Impact of early years interventions yield +5 months.	Sharing good practice across trust schools INSET days to deliver training Training events to be attended by the EYFS practitioners. Moderation events across the Trust Attendance at networking events to share and gain good practice. S<A to monitor support in place for all children and review as needed. Feedback from YGLs to see how effective the teachers are in delivering personalised interventions. Monitoring and tracking of focus pupils' data	£11,104.45	Half termly
	New Maths Mastery scheme to teach of Maths			£1903.62	6 weekly
	Speech and Language Lead TA - Early intervention after early diagnosis of speech and language skills HLTAs to release teachers to deliver interventions for focus children	Oral language intervention +5 months impact – EEF toolkit One to one tuition +5 months when delivered in conjunction with normal class teaching by a teacher – EEF toolkit			



<p>1 & 2. Improved progress in maths across all years for all groups, including high prior attainers</p> <p>Summative test scores show that 100% of DA pupils are making good or better progress.</p>	<p>Power Maths mastery maths approach</p> <p>Use of times tables rock stars</p>	<p>EEF research shows that mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches Quality targeted questioning is effective in deepening knowledge and understanding.</p> <p>Use of digital technology +4 months impact (EEF)</p>	<p>Link to the NCETM East Mids Maths Hub at GSA to access high quality, research based practice Staff training on the use of Power Maths. Fortnightly data collection and RAG meetings to assess progress of all pupil premium children. Monitoring and team teaching conducted by maths lead.</p>	<p>£12,500.00</p>	<p>Half termly</p>
<p>1 & 2. Improved progress in maths across all years for all groups, including high prior attainers</p> <p>High prior attainers make good or better progress</p>	<p>Additional TA support in class to support and challenge HPAs.</p> <p>Focused intervention sessions with highly effective teachers where progress is not good or better.</p>	<p>Research shows that pupils make optimum progress with high quality first teaching rather than being taken out. Additional TA support in class will facilitate the support and challenge of high prior attainers.</p> <p>EEF - One to one tuition is shown to have +5 impact</p>	<p>Fortnightly RAG meeting to identify DA pupils who are not on track.</p>	<p>£7,460 £17,150.62</p>	<p>Fortnightly</p>



<p>1 & 2. Improved progress in reading in all years for all groups including high prior attainers</p> <p>Summative test scores show that 100% of DA pupils are making good or better progress.</p>	<p>Reading lead to</p> <p>A literacy focused curriculum giving each child in school the opportunity to read quality texts Jason Wade approach to reading and spelling in KS2</p> <p>Use of spelling shed</p>	<p>Specific teaching of reading comprehension strategies are shown to have a +6 month impact in a school year (EEF) Choosing books that go beyond the children's experience, stretches and challenges them with unfamiliar vocab and sentence patterns. Wade 2018 On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>CPD for staff on comprehension skills. Comprehension skills will be embedded through discreet use of comprehension skills task and the use of the curriculum chosen books. Jason Wade CPD – twilights 6 hours. Texts will be at the core of the curriculum and will ensure reading has purpose and interest.</p>	<p>£2470.21</p> <p>£10,000</p> <p>£2500</p>	<p>Half termly</p> <p>Summer 2021</p> <p>Easter 2021</p>
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	<p>Use of spelling shed</p> <p>Additional TA support in class to support and challenge HPA. Focused intervention sessions with highly effective teachers where progress is not good or better.</p>	<p>Use of digital technology +4 months impact EEF</p> <p>Research shows that pupils make optimum progress through in class high quality first teaching rather than being taken out. Additional TA support in class will facilitate the support and challenge of high prior attainers. EEF - One to one tuition is shown to have +5 impact</p>	<p>Staff CPD on use of spelling shed</p> <p>Fortnightly RAG meeting to identify DA pupils who are not on track.</p>	<p>£1200</p> <p>£7460</p>	<p>Termly</p> <p>Fortnightly</p>
<p>Children are able to self-regulate their emotions, build relationships with their peers and settle to learn well through trusting relationships with adults</p>	<p>Whole school attachment approach to behaviour management through the use of the HAPPY policy and attachment aware work.</p>	<p>Research and evidence on Trauma and Attachment (Perry and Bomber) shows that social and Emotional learning has a +4 months impact</p>	<p>Staff CPD on attachment aware for new staff. CPD refresher for existing staff. Review of HAPPY policy Well-being Lead in post</p>	<p>£200</p>	<p>Annually</p>
Total budgeted cost					£73,948.90



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?	Cost	When will you review implementation?
A,B. Improved progress in Maths Summative test scores show that 100% of DA pupils are making good or better progress.	Close to the point of teaching interventions used on a daily basis to ensure that pupils are keeping up rather than catching up	While planned interventions are shown to positively impact on progress, research has shown that same day intervention provides the maximum impact. Feedback +8 months Individualised instruction +3 months Mastery Learning +5 months One to one instruction +5 months	Additional TA support in each year group to enable the CTTPOT interventions. Organise timetable to ensure staffing and time are available in all year groups for CTTPOT intervention. Use of fortnightly data collection to inform focus children.	£8,690.80	Half Termly Fortnightly



<p>C,D. Children are able to self-regulate emotions and develop effective learning habits</p> <p>Children who are engaged in nurture provision make good progress from their starting points</p> <p>Children are more willing to tackle a challenge and resilient when faced with difficulties</p>	Nurture sessions – social skill groups	Social and Emotional Learning +4 months – EEF toolkit	<p>Monthly team meetings to discuss pupil premium children – pupils identified and provision tailored to meet need. Successful integration into class setting for the majority of lessons for quality first teaching.</p> <p>Monitoring of pupil progress using boxhall profiles where appropriate. Review of forest school provision on a 6 weekly basis.</p>	£28988.00	4 weekly
	Garden Gang – social skills and life skills sessions				
	Ocean Retreat lunchtime Provision – social skills and emotion	Metacognition and self-regulation +7 months impact – EEF toolkit			
	Family Support Worker – emotions sessions – anxiety, anger etc.	Behaviour interventions - +3 months impact – EEF toolkit			
	Behaviour Support Learning Mentor				
Positive Play					
Forest Schools to promote wellbeing, improve communication	Outdoor adventure learning +4 months – EEF toolkit				
Total budgeted cost					£37678.00

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?	Cost	When will you review implementation?



<p>F. The number of pupil premium children who are 'late' to school is reduced</p> <p>F.Attendance for pupil premium children has improved by 2%.</p> <p>Attendance for travellers has improved by 3%.</p> <p>There is a drop in Persistent absence to less than 5% for pupil premium children . .</p>	<p>Rigorous approach to monitoring and intervention</p> <p>Positive awards for attendance</p> <p>Purchase of minibus</p> <p>Maintenance of minibus</p>	<p>Research shows that regular attendance has a direct impact on achievement.</p> <p>NFER state 'addressing behaviour and attendance' as one of their seven building blocks to raising pupil premium .30attainment, including 'working with families'</p>	<p>Family Support Worker to oversee and analyse attendance and effectiveness of interventions.</p> <p>Clear targets.</p> <p>Positive rewards weekly and termly for the pupils.</p>	<p>£2220.89</p> <p>£3000</p>	<p>Half termly</p>
<p>C, D. Parents are active partners in their children's learning and are keen to take every opportunity to engage with the children and their education.</p>	<p>Incredible Years Parenting programme</p> <p>Class dojo</p> <p>Workshop for parents</p>	<p>Parental involvement +3 months impact</p> <p>EEF toolkit</p>	<p>Register of attendance</p> <p>Number of CPOMS incidents for children involved</p> <p>Pupil premium pupils are well represented in the dojo system</p>	<p>£1269.00</p>	<p>Weekly</p>
<p>Pupils have maximum possible exposure to, and are developing understanding and acceptance of cultures and beliefs</p>	<p>Visitors into school from a variety of other communities</p> <p>Educational visits to a range of destinations</p>	<p>Hilton is a very mono cultural community. These opportunities will impact positively on pupil's wellbeing, social understanding and self-esteem.</p>	<p>Visitors and trips are carefully planned to complement the curriculum and provide exposure to other cultures and beliefs.</p> <p>Monitoring of various pupil voice exercises</p>	<p>£3000</p>	<p>Termly</p>



that are different to their own.	linked to other cultures and beliefs.				
Total budgeted cost					£9486.89

6. Review of expenditure			
Academic year	2020-21		
Quality of teaching for all			
Desired outcome	Chosen action / approach	Impact	Lessons Learned
A. Children can talk about their feelings in a controlled way and acknowledge problems can be solved.	Brain Week Emotion Coaching for staff	Children have a good understanding of how their brains work and the emotions they feel. Access to pastoral support is fully embedded in school, with children able to express their feelings and emotions with a range of trusted adults.	These sessions are incredibly successful and need to be built on #each year rather than being a one off. The pastoral support staff are well established and relationships with children are strong.
B. Boys make better progress than girls so that their attainment is broadly similar to girls	Reading Boosters Early identification of reading barriers Embedding a boy centric reading spine	Boys made broadly similar progress to girls in EYFS and Y1. Boys in nursery made better progress than girls.	The data shows that the efforts made to close the gender progress and attainment gap has been successful with our youngest children but had less impact on their older counterparts. We are pleased that boys lower down the school are changing the trend but it is clear that early intervention lower down the school is our best strategy to ensure boys make broadly similar progress to girls.
C. All children make expected or better progress in Maths.	Teacher and TA led interventions and support	93% of children at KS2 made expected or better than expected progress in reading.	The same trend is seen in Maths where same day intervention has helped keep the gap between PP children and non-PP low. The gap is higher in KS2 but they do not have the same legacy of same day intervention in maths, unlike our KS1 children.



The attendance and/or punctuality of PP children improves	Family support worker DSL	Attendance for pupil premium children improved by 1.3%. The number of lates reduced by 47%!	Attendance for some groups is still an issue. This could be further improved if we had a facility for fetching some of the harder to reach children in the morning. We will look into the possibility of a school mini bus.	
			Total budgeted cost	£107,304.00