

Pupil premium strategy statement – Hilltop Primary Academy

This statement details our school's use of pupil premium funding for 2024 – 2025 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	42%
Academic year that our current pupil premium strategy plan	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ceri Hathaway
Pupil premium lead	Angelina Brett
Governor ratified date	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,120

Part A: Pupil premium strategy plan

Statement of intent

At Hilltop Primary Academy, it is our intention that all pupils, regardless of their individual barriers to learning, make good progress and achieve the very highest possible attainment across all subject areas. The aim of this document and our wider premium strategy is to support our staff and pupils in achieving this goal.

At Hilltop we believe that every pupil has the basic right to be given the tools and skills to achieve their own potential, including those pupils who are already higher attaining.

Here we will consider the challenges faced by our learners, especially those who are vulnerable and at risk of not making good progress. We will have particular focus on those disadvantaged pupils who currently require the most support due to a range of factors.

The best quality teaching will be at the heart of our approach for all pupils. This will have the greatest and most sustainable impact on progress. In this way we can close the gaps in learning for our disadvantaged pupils, while also benefiting the non-disadvantaged pupils in our school. It is our intention to maintain and improve the progress of non-disadvantaged pupils alongside their peers facilitating all pupils to 'keep up' rather than 'catch up' with year group expectations.

Our efforts will initially focus most directly on the highlighted areas of concern for our vulnerable learners. This information has been gathered through our assessment practices and a range of other monitoring activities. The findings of this self-evaluation also drive our school improvement planning. These academy improvement plan sits alongside our premium strategy in order to support the effectiveness of both.

Our strategy is integral to wider school plans for education including our pastoral care, close management of attendance and helping pupils to develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment.

To ensure the approaches we have adopted to help our pupils excel we will:

- continue to improve the quality of teaching and learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- ensure accurate and detailed assessment information is available for all pupils and act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in the work that they're set
- invest in children's pastoral care and personal development offer

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Poor Early Language and Communication skills</p> <p>The Reception Baseline Assessment for our Reception age children and entry level assessments for our nursery children highlight that a large number of new starters lack the verbalise simple sentences across a range of contexts. This limits communication between children and adults and children and their peers, which is vital for language and cognitive development and relationship building. This can also lead to friendship and self-esteem issues.</p>
2	<p>Low exposure and poor use of rich and ambitious vocabulary</p> <p>There is currently a word gap between disadvantaged and their peers when they start school. Some disadvantaged children do not receive regular exposure to ambitious vocabulary in their everyday interactions within their families or communities or through their choice of reading.</p>
3	<p>Mental Health, Emotional and Self- Regulation Challenges</p> <p>There are a number of children across school who suffer with anxiety and poor mental and emotional health and wellbeing. Many of these children are our pupil premium children. Anxieties for these children are caused by a range of factors including issues at home. We recognise that the pandemic resulted in a rise in cases and its impact continues. Some loss of learning and the challenge of low aspirations is likely to have an impact on families and the pupils' wellbeing. Identifying emerging needs and responding to them appropriately is paramount in preventing them from becoming barriers to learning.</p>
4	<p>School Attendance Challenges</p> <p>Tracking shows that disadvantaged children have a lower average attendance than their peers. This has a significant impact on the progress they make across the school curricula. A significant proportion of non-attendance is due to emotional needs, family difficulties and the lack of understanding of the importance of attendance everyday.</p>
5	<p>Parental Engagement Barriers</p> <p>Home life can have a huge impact on the progress pupils make in school. It is evident from attendance at parents evenings, support with homework and attendance at learning events, that the engagement of some parents</p>

	of disadvantaged pupils is particularly poor. There are various reasons for why this might be but, as a schools, it is important for us to identify this barrier and find ways to work with our harder to reach families to lessen the negative impact this has on learning.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children to be articulate in their communication skills in order for them to develop healthy friendships and to achieve their academic potential.	<p>Early years assessments shows an improvement in Communication and Language.</p> <p>Disadvantaged children become confident story tellers.</p> <p>Disadvantaged children can articulate learning that has taken place using prompts in the learning environment to support if needed.</p> <p>Phonics tracking shows that children achieve well in phonics and that targeted interventions support the diminishing of gaps in knowledge.</p>
Children to experience, understand and use a range of rich ad ambitious vocabulary, both orally and in their writing, across a range of contexts.	<p>An increased number of Disadvantaged children make good or better progress in Reading and Writing, achieving the expected standard at the end of EYFS, KS1 and KS2.</p> <p>Evidence from children’s books will show an improved level and use of vocabulary.</p> <p>Monitoring shows children’s high level of engagement in lessons and support for vocabulary within the learning environment.</p>
Children’s emotional and self-regulation concerns to be identified at the earliest opportunity and strategies put in place to support. Preventative strategies to be embedded in whole school practice.	<p>Zones of Emotional Regulation (ZER) to be in place school wide.</p> <p>Teachers are confident to use ZER strategies within the classroom.</p> <p>Communication route in place for parents to discuss concerns and next steps.</p> <p>Children with identified existing emotional health concerns to show progress in intervention and nurture provision, measurable through Boxhall Profiles and Strengths and Difficulties Questionnaires (SDQs) and in group assessments.</p>
Children’s attendance improves in all year groups.	Attendance of disadvantaged pupils increases to be in line with or above that of their peers.

	<p>Specific pupils and parents are targeted to ensure more frequent attendance in school.</p> <p>Support strategies for pupils and their families is in place in line with the Attendance policy.</p>
<p>Parents/Carers/Families to be more engaged with school, supporting their children with their learning and supporting their understanding of the value of education for their future.</p>	<p>Specific parents/families to be targeted to attend school events and parents' evenings.</p> <p>Children's engagement with homework increase.</p> <p>Master classes in place to support parents with homework, phonics, reading, writing and maths.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum time given to ensure that children have opportunities to develop their oral language skills, particularly those in the younger year groups, e.g. through Talk for Writing, use of Voice 21 resources.</p>	<p>Arts participation - EEF</p> <p>Oral Language interventions - EEF</p>	<p>1</p> <p>2</p> <p>3</p>
<p>CPD to further upskill all staff in the teaching of phonics & early reading, reading to learn (including vocab) and maths so that teachers know the end points and what children know and remember.</p>	<p>High quality delivery and feedback enhances learning - EEF</p> <p>Use of a highly effective, systematic, synthetic phonics scheme has an extensive impact on outcomes - EEF</p>	<p>2</p>
<p>Core subject leaders have time to monitor the</p>	<p>Close monitoring of the delivery of the curriculum and empowering subject leads has</p>	<p>2</p>

impact of their subject's intent, implementation and impact and further invest in quality reading materials and maths resources.	proven to be very successful in terms of giving subject leads the confidence and skill to manage their subjects professionally.	
Insight, pupil progress meetings and 3 weekly tracking meetings held to review children's progress and impact of the curriculum.	High quality delivery and feedback enhances learning - EEF	1 2
SLT/DLT to work with EYFS/KS1 staff to ensure opportunities for quality interactions are embedded in the curriculum.	Closing the Vocabulary Gap – Quigley, A: 2018	1 2 3
Zones of Emotional regulation to be introduced across the whole school.	Monitoring children's happiness and confidence allows us to pre-empt where there may become behaviour issues in the future. Social and emotional skills are essential for children's development - EEF	3
New attendance policy and procedures in place to ensure consistency of approach.	Positive parental engagement can have an impact of 4 months - EEF	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 19,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality Little Wandle phonics interventions in place to ensure children keep up with their peers.	Phonics - EEF	1 2
Additional TA hours to support children who have gaps in their knowledge – use pre-teach, post teach strategies.	Small group tuition - EEF	1 2 3

Independent reading practise in place for all disadvantaged children every week.	1:1 tuition can provide +5 months - EEF	2
Adaptations made for disadvantaged children across the curriculum.	Evidence shows that the use of visual resources, manipulatives and talk impact positively on pupil progress.	1 2 3
Purchase of CGP materials for children in Y6 to support with gaps in learning and keep up.		2
Personalised 1:1 speech and language interventions every week.	Oral language interventions - EEF	1 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised SEMH support / plans in place to support children to regulate emotions.	Social and emotional learning - EEF	3
Continue to use the Music partnership to allow children to access high quality music provision – whole class / 1:1	Arts participation +3 months- EEF	2 3
Continue to develop staff's understanding of behaviour management, restorative approaches and Zones of emotional regulation.	Managing Behaviour - EEF	3
Free of charge offer of wrap-around care and extra-curricular activities for children eligible for PP.	Evidence shows that direct support for families facing barriers leads to greater engagement with school, better attendance and improved readiness to learn.	4 5
Trips and residential funded for children eligible for PP.	Evidence shows that wider experiences have led to a more creative input in learning.	3 4 5

Priority pupils meetings held fortnightly with SLT/DSLs.	Evidence shows that direct support for families facing barriers leads to greater engagement with school.	3 4 5
Support PP families through purchase of school uniform.	Evidence shows that direct support for families facing barriers leads to greater engagement with school.	3 5
Attendance leads support families to reduce absence, persistent absence and improve engagement in learning.	Evidence shows that poor attendees are more likely to underachieve.	3 4 5
Parents to come to coffee mornings, parent workshops and learning showcases.	Parental engagement - EEF	2 5

Total budgeted cost: £ 65,120.00

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