

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hilton Lane Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	62.6% (134 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2024-25
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Chair of Governors
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Finance Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,564
Recovery premium funding allocation this academic year	£ 16,530
Pupil premium funding carried forward from previous years	£37,390
<b>Total budget for this academic year</b>	<b>£213,484</b>

## Part A: Pupil premium strategy plan

### Statement of intent

- It is our intention to deliver the national curriculum effectively to all the children who attend our school and to help them make appropriate progress.
- In addition we are accessing the National Tutoring Programme to help with recovery after the COVID lockdowns. This is a national strategy aimed at pupils whose education has been badly affected, including non-disadvantaged children.
- The background for our children can include disadvantage, poor attendance, SEND, EAL, lack of wider world knowledge and experience and involvement of other services such as Early Help and Social Care.
- Although the last published data for children leaving Y6 ( in 2019) shows our disadvantaged pupils make progress above 0 in some subject areas (Reading 2.17, Maths 0.95) there remains a gap in attainment- the percentage of our disadvantaged children who meet the expected standard in reading, writing and maths, and in these subjects combined- between them and their peers nationally. This is also true at greater depth standard. This gap can be seen from the very beginning of a child's school journey- starting points for some children are low and we can see gaps emerging in our data from the very beginning at Nursery when we complete on entry profiles and Welcomm screening, continuing through the end of Reception, the Y1 phonics check and KS1 assessments and on to the end of Y6. Our aim over time is to narrow this gap and to continue to work towards closing it, so that more disadvantaged children are ready for the next stage in their learning when they transfer to high school at 11 and able to access the curriculum there.
- Quality first teaching and resources to support that is the cornerstone of our academic provision.
- It is enhanced by tailored support for those with SEND, support for all to keep up and at present, as part of the national recovery programme, tailored programmes delivered by partners for maths and writing and school led tutoring involving 7 of our teachers.
- In tackling this objective we do not only look at the academic provision and outcomes for each child, though this is an important part of our strategy. We also consider other factors which impact on learning some of which have been referenced above- such as how well our children can speak and listen when they first arrive at school, how good their attendance is (to be a successful learner you have to be in school almost all of the time), worries that children might carry with them that impact on their wellbeing and their readiness for learning (not always school-based worries), the skills of our staff in delivering

what the children need and how we can help those with Special Educational Needs and Disabilities.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Academic- On entry starting points are very low across the board. Our assessments show that disadvantaged pupils have even lower starting points and that there continues to be a gap as they move through school.</p> <p>To improve both reading and writing outcomes for disadvantaged children across school, a higher proportion need to pass the phonics check at the end of Y1. Writing outcomes at Y6 for disadvantaged children(55%- as an example in 2019) must improve- closing the gap between them and their non-disadvantaged peers (100% in 2019).</p> <p>In Maths a focus on early maths outcomes, especially in EY and to build on this in KS1. In 2018 and 2019 school was in the lowest 20% for EY outcomes- in 2019 10% below the LA and 13% behind national.</p>
2	<p>Very low levels of assessed speech and language on entry to Nursery and in Reception through two recognised assessments- Welcomm at Nursery and TALC in Reception. For example, an initial TALC assessment in Autumn 2021 shows 5% of children passing levels 3 and 4 with a national expectation that 65% of 5 year olds pass these.</p> <p>Throughout KS1 and KS2 there are clear vocabulary gaps that limit speaking, reading with understanding and writing. This is more likely to be evident in outcomes for disadvantaged pupils than their peers.</p>
3	<p>There is a high proportion of children with SEND (34.3% at the time of writing) for whom there is a barrier to learning if they do not have appropriate assessment and support. Because of the make-up of our school, inevitably many of these children are also disadvantaged. On average 85% of children with SEND are also disadvantaged.</p>
4	<p>Our reported attendance data over the last 3 years places us in the bottom 20% nationally. In school data shows on average a 2% negative gap between those who qualify for pupil premium and their peers. Persistent absentees stand at 13.4% in 20-21. We had begun to see some improvement with attendance prior to the first national lockdown but national events have returned attendance to the historic trend and so we need to pick this work up again from the beginning to improve attendance.</p>
5	<p>Discussions with parents and other professionals have helped us to identify related barriers to attendance and learning that include enabling parents to support their child's learning by improving support for families in the home and working with children to meet their social-emotional and wellbeing needs.</p>

## 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																									
<ul style="list-style-type: none"> <li>Improved attainment for disadvantaged children (D), especially in               <ul style="list-style-type: none"> <li>-writing at KS2</li> <li>- phonics</li> <li>-Maths in EY and KS1</li> </ul> </li> </ul>	<p>Writing- Outcomes at Y6 in 2025 show that the gap between our disadvantaged pupils and their peers is narrowing at the expected standard and is 25% or less.</p> <p>Phonics- Outcomes at Y1 in 2025 show that the gap between disadvantaged pupils and their peers closes to less than 10%.</p> <p>Maths- Outcomes in EY in 2025 are within 8% or less of national.</p> <table border="1" data-bbox="818 741 1406 1137"> <thead> <tr> <th></th> <th colspan="2">Dec '21</th> <th colspan="2">July '22</th> </tr> <tr> <th></th> <th>D pupils %</th> <th>Not D pupils %</th> <th>D pupils %</th> <th>Not D pupils %</th> </tr> </thead> <tbody> <tr> <td>Y6 Writing</td> <td>27/0</td> <td>46/0</td> <td></td> <td></td> </tr> <tr> <td>Y2 phonics</td> <td>62</td> <td>83</td> <td></td> <td></td> </tr> <tr> <td>YR Number</td> <td>55</td> <td>42</td> <td></td> <td></td> </tr> </tbody> </table>		Dec '21		July '22			D pupils %	Not D pupils %	D pupils %	Not D pupils %	Y6 Writing	27/0	46/0			Y2 phonics	62	83			YR Number	55	42		
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<p>Improved speaking skills for children leaving early years after interventions and improved understanding of vocabulary across school.</p>	<p>Wellcomm and TALC assessments at the end of the academic year evidence improved outcomes at age appropriate milestones from starting points. Across the rest of the school improved vocabulary knowledge can be evidenced in the words children choose to use when they write-through book scrutiny and formative assessment and in their understanding of what they read through a range of activities and their assessment- guided reading, reading comprehension and test outcomes.</p> <table border="1" data-bbox="818 1559 1406 1744"> <thead> <tr> <th>At age appropriate</th> <th>Sept 21</th> <th>July 22</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>0%</td> <td></td> </tr> <tr> <td>Reception</td> <td>5%</td> <td></td> </tr> </tbody> </table>	At age appropriate	Sept 21	July 22	Nursery	0%		Reception	5%																	
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<p>Clear and measurable progress at the appropriate level for children with SEND who are disadvantaged.</p> <p>Number of SEND children- 79</p> <p>Number of SEND and disadvantaged-62</p>	<p>Regular review of IEP targets evidences progress in small steps at each round of renewal and monitoring activities confirm this.</p> <table border="1" data-bbox="818 1899 1406 2027"> <thead> <tr> <th></th> <th>Summer 21</th> <th>Summer 22</th> </tr> </thead> <tbody> <tr> <td>Meeting all IEP targets</td> <td>63%</td> <td></td> </tr> </tbody> </table>		Summer 21	Summer 22	Meeting all IEP targets	63%																				
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<p>To improve attendance for disadvantaged children over time and sustain gains. Number of disadvantaged children in the Autumn term--130</p>	<p>School absence has moved closer to the national average - there is a gap of 0.3% or less. The rate for persistent absentees has dropped to 13% or less</p> <table border="1" data-bbox="820 344 1410 573"> <thead> <tr> <th data-bbox="820 344 1066 439">Disadvantaged pupils</th> <th data-bbox="1066 344 1235 439">Autumn 21</th> <th data-bbox="1235 344 1410 439">Summer 22</th> </tr> </thead> <tbody> <tr> <td data-bbox="820 439 1066 490">Attendance</td> <td data-bbox="1066 439 1235 490">92.2%</td> <td data-bbox="1235 439 1410 490"></td> </tr> <tr> <td data-bbox="820 490 1066 573">Persistent Absentees</td> <td data-bbox="1066 490 1235 573">30%</td> <td data-bbox="1235 490 1410 573"></td> </tr> </tbody> </table>	Disadvantaged pupils	Autumn 21	Summer 22	Attendance	92.2%		Persistent Absentees	30%	
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<p>To offer and sustain help for families and for children with their emotional well-being.</p>	<p>Sustained offer of help to families up to summer 2025 and provision of well-being support to children via the learning mentor throughout this period. Impact assessed through-</p> <ul data-bbox="868 770 1382 913" style="list-style-type: none"> <li>• Feedback from multi-agency meetings and case closures</li> <li>• Exit evaluations on learning mentor interventions and groups</li> </ul>									

## Activity in this academic year

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

### Teaching

Budgeted cost: £ 122,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting the development of early language skills- small group, structured interventions with a teaching assistant (Talkboost and NELI) and 1:1 support from an enhanced SALT package.</p>	<p>Making Best Use of Teaching Assistants- EEF says NELI typically adds 4 months progress for relatively low cost.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.-EEF, Teaching and Learning Toolkit, oral language interventions.</p> <p>Within school, pupils commonly do not attend speech and language appointments in the community and are discharged from the service without ever being seen. School therefore buys in an enhanced package of support from a speech and language therapist.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>Targeted intervention delivery to small groups of children and 1:1 by a teacher and TAs to enhance pupil progress</p>	<p>Targeted academic support- EEF guide to the pupil premium says-</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>In school TAs are routinely used to allow children to keep up- fix it work reinforces today's learning and the timetable has been devised to allow the same TA present in the Maths lesson to work on this topic again with the children before tomorrow's lesson.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/guide-to-the-pupil-premium-autumn-2021">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1,2</p>
<p>Enabling effective provision for SEND</p>	<p>SEND pupils should benefit from the same quality first teaching from skilled teachers as</p>	<p>3</p>

<p>children including enhanced support from the EP service</p>	<p>others in the cohort. In addition, they benefit from targeted academic support- in the same way as others- see row above.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>In school we have a long waiting list of children for EP cycles of support and school buys an enhanced EP package to help benefit as many as possible in a given academic year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-teaching-assistants">Making Best Use of Teaching Assistants   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p>Funding to release and train teachers to enhance their skills-</p> <ul style="list-style-type: none"> <li>• in the teaching of writing in order to improve provision and begin to improve outcomes,</li> <li>• in the teaching of early maths through the mastering number programme run by the NCETM through maths hubs.</li> <li>• In metacognition and cognitive science</li> </ul>	<p>As writing is a whole school priority it is important to upskill teachers in all year groups. This has the added benefit of consistency of approach in all classrooms.</p> <p>Research tells us that high quality teaching can narrow the disadvantage gap. Teachers must develop children’s ability to successfully plan and monitor their writing.</p> <p>EEF’s teaching toolkit shows high impact for low cost for metacognition.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eef-guide-to-the-pupil-premium-autumn-2021.pdf">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-key-stage-1">Improving Literacy in Key Stage 1   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1
<p>Investment in a new DfE approved systematic phonics scheme- resources and training to improve phonic outcomes at the end of Y1</p> <p>And to continue to prioritise reading by employing a TA to hear disadvantaged children read in KS2 when this does not happen at home.</p>	<p>There is extensive evidence that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>It is important in KS2 to support pupils to become fluent readers. This is a clear recommendation for improving literacy at key stage 2. In school it is a common pattern that the older children are the less likely they are to practise their reading at home.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-key-stage-2">Improving Literacy in Key Stage 2   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1

## Targeted academic support

Budgeted cost: £ 16500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group interventions through the NTP and engagement with the school led tutoring programme	<p>DfE- School led tutoring guidance.</p> <p>Children are receiving 1-1 tuition in Maths via 3<sup>rd</sup> space learning and small group writing intervention via Conex.</p> <p>Most of our own teachers have agreed to take part in the NTP.</p> <p>Children have been selected based on previous and current academic attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/2-targeted-academic-support-eef">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/the-eef-guide-to-supporting-school-planning-a-tiered-approach-to-2021.pdf">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p>	1

## Wider strategies

Budgeted cost: £ 74900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club provision – to enhance physical wellbeing as well as SEMH	<p>The principle aim of our breakfast club is to target disadvantaged pupils- families in crisis, children who exhibit challenging behaviour and poor attenders/latecomers- all with a free breakfast club offer.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/the-eef-guide-to-supporting-school-planning-a-tiered-approach-to-2021.pdf">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-eef">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5
Supporting families with acute need and signposting to Early Help to address barriers to learning from wider family circumstances	<p>In our school family support is often crucial to enable learning. Sometimes it is our work with and support for parents that enables a child's attendance at school and consequently their learning. This also is reflected in our safeguarding work and its volume – addressing barriers to learning is always part of the process for families at TAF, CIN and beyond.</p>	5



	<a href="https://www.educationendowmentfoundation.org.uk">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a>	
Wellbeing support provided by a learning mentor	<p>Some of our pupils benefit from the additional support of our learning mentor. They are offered a range of activities from 1:1 support and a time to talk privately to more structured group interventions such as Good to be Me. We run a nurture yard to allow children who find friendships/play difficult to interact with others in a structured and safe environment.</p> <p>Putting these things in place for those who need it most allows children to be ready for learning and to concentrate in class, less distracted by other worries.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p>	5
Enhanced support for families from the Education Welfare Service to improve attendance and rewarding good attendance	<p>Often, improving attendance of primary pupils involves working with their parents. This service supports our work in this area. In addition, in order to raise the profile of good attendance for good learning with the children we offer weekly and termly prizes for 100% attendance.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p>	4

**Total budgeted cost: £ 213,484**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Impact is difficult to judge for a number of reasons-

- We closed on 4<sup>th</sup> January because of the national lockdown
- Many children have experienced individual isolation periods that have disrupted the flow of learning.
- Because of DfE guidance to schools and our own RA we have tried to keep staff crossing bubbles to a minimum.

This had a variety of impacts-

- Gains made in pupil progress in the Autumn term were reversed in the Spring term. For example- in one year group- reading Sept 20 -46% off track for expected. December 2020 -15% off track, March 2021 -46% off track. This pattern is replicated across school in reading, maths and writing. However, in the summer term additional staffing funded by pupil premium money meant we were able to provide small group teaching and support again. Nonetheless our original intentions were unable to be realised and disadvantaged children have therefore been disproportionately affected. This was despite being ready for a lockdown- school had purchased and been trained in the use of Google Classroom before the 2<sup>nd</sup> lockdown was announced. Engagement and the quality of work produced did not reflect what would have happened in normal times in the classroom.

More positively-

- Family support and learning mentor roles- These roles have been invaluable throughout all lockdowns. Family Support officer has been able to engage with some of the hardest to reach families over remote learning, been a point of contact for families who needed advice and help at these times, has engaged with families to remove barriers to return including distanced visits to children at home in the run up to 8<sup>th</sup> March, and accessed the emotion based school avoidance support service. Learning Mentor has a full timetable working with children experiencing mental health issues around Covid and the return to school.
- We have managed to progress a good number of children with EP involvement in this academic year despite lockdown. Parents have been able to meet with

the EP virtually. Two of these cases have been children new to our school which means we still have a long list of children waiting to see the EP. Need continues to be high.

- An NQT who had an interrupted PGCE year has been well supported in her development and is on track to successfully complete her NQT year in a way that would not have been possible otherwise. She is well placed for managing and running her own class in 21-22.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Rapid Reading, Writing and Phonics	Pearson
Maths 1:1 tuition	3 <sup>rd</sup> Space Learning
Number Stacks	Number Stacks

## Service pupil premium funding - N/A

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*