

Pupil Premium Strategy Statement 2017-2018 (inc 2016-2017 Review)



1. Summary information					
School	Hillside Academy				
Academic Year	2017-18	Total PP budget	£34320.00	Date of most recent PP Review	December 2017
Total number of pupils	86	Number of pupils eligible for PP	37.21%	Date for next internal review of this strategy	July 2018

2. Current attainment		
Reading Standardised Score Average (Summer 2017) PiRA Based	PP – 1: <u>97.2</u> , 2: <u>91.7</u> , 3: <u>89</u> , 4: <u>98</u> , 5: <u>100.6</u> , 6: <u>97.7</u> Non PP – 1: <u>93.3</u> , 2: <u>90.3</u> , 3: <u>95.2</u> , 4: <u>101.2</u> , 5: <u>105.3</u> , 6: <u>107</u>	Difference – 1: PP <u>+3.9</u> , 2: PP <u>+1.4</u> , 3: PP <u>-1.3</u> , 4: PP <u>-3.2</u> , 5: PP <u>-4.7</u> , 6: PP <u>-9.3</u>
Mathematics Standardised Score Average (Summer 2017) PUMA Based	PP – 1: <u>101</u> , 2: <u>94.3</u> , 3: <u>88</u> , 4: <u>107.4</u> , 5: <u>106.2</u> , 6: <u>105.5</u> Non PP – 1: <u>100.3</u> , 2: <u>98</u> , 3: <u>99</u> , 4: <u>104.5</u> , 5: <u>104.8</u> , 6: <u>109</u>	Difference – 1: PP <u>+0.7</u> , 2: PP <u>-3.7</u> , 3: PP <u>-11</u> , 4: PP <u>+2.9</u> , 5: PP <u>+1.4</u> , 6: PP <u>-3.5</u>
Proportion of learners reaching EXS+ in Reading (Summer 2017) O Track Based	PP – <u>58%</u> Non PP – <u>64.5%</u>	Difference – PP <u>-6.5%</u>
Proportion of learners reaching EXS+ in Writing (Summer 2017) O Track Based	PP – <u>61%</u> Non PP – <u>61%</u>	Difference – <u>NO DIFF</u>
Proportion of learners reaching EXS+ in Maths (Summer 2017) O Track Based	PP – <u>62.5%</u> Non PP – <u>71%</u>	Difference – PP <u>-8.5%</u>
End of KS2 Outcomes SATs (Reading & Maths) TA (Writing) Based	Reading PP – <u>29%</u> Non PP – <u>33%</u> Writing PP – <u>43%</u> Non PP – <u>56%</u> Maths PP – <u>43%</u> Non PP – <u>56%</u>	Difference – PP <u>-4%</u> Difference – PP <u>-13%</u> Difference – PP <u>-13%</u>

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.	Learners have Social and Emotional Mental Health Needs - Low self-esteem and self-confidence is an issue for many learners. Some pupils have additional Special Educational Needs (such as Speech Language and Communication Needs, Autism and Attention Deficit Disorder)
B.	Learners may have experienced gaps in learning.
C.	Frequent disruption to education due to attendance and low level disruption impacting on continuity.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Lack of routines at home often result in lateness and poor attendance.
E.	Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved self-esteem and confidence through personalised learning opportunities and an extended curriculum	Improving profile of teaching and learning across the school. Improved academic and emotional outcomes for disadvantaged pupils.
B.	Improved attendance to enable pupils to access more learning	Improved attendance from 2016-17 for disadvantaged pupils, narrowing the attendance gap to their peers.
C.	Reduced behavioural incidents to ensure improved continuity of education	Reduced behavioural incidents in the school.
D. E	For children to develop in independence in preparation for adult life	Access to wider range of educational and extra-curricular experiences

5. Planned expenditure					
Academic year		2017-18			
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 & 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	When will you review implementation?
Improved self-esteem and confidence through personalised learning opportunities and an extended curriculum	<p>Resources related to the implementation of the Core Values Strategy (£1500.00)</p> <p>Provision of in-school cover for staff CPD – Leading in Schools, NQT Development Programme, Ad Astra coaching and support (staffing) (£12500.00)</p> <p>Focused additional targeted teaching groups for identified learners in Reading, Writing and Mathematics and oral language (staffing) (£12500.00)</p>	<p>http://scholarworks.umass.edu/dissertations/AI3179892/ demonstrates the importance of life experiences on learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup demonstrates impact of Reading Comprehension Strategy teaching</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ demonstrates impact of developing a positive school ethos</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ demonstrates the impact of providing individualised instruction for learners</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ demonstrates the impact of provision of oral language intervention</p>	<p>Tracking of attainment and progress for the pupils accessing the intervention.</p> <p>Continued tracking of behaviour logs data</p> <p>Continued pupil voice tracking</p> <p>Continued parent voice tracking</p> <p>Attendance tracking and analysis</p>	<p>Principal</p> <p>Principal</p> <p>PSA</p> <p>PSA</p> <p>PSA</p>	<p>Termly</p>

For children to develop in independence in preparation for adult life	Access to residential trips and educational experiences (£1500.00)	To support pupil's financial access to different educational experiences in order to build resilience, build social interaction skills and in order to prepare them for adult life. http://scholarworks.umass.edu/dissertations/AAI3179892/ demonstrates the importance of life experiences on learning. Strong careers information, advice and Guidance as well as educational experiences are also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf		Principal Principal & PSA	Termly
Total budgeted cost					£28000.00
ii. 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?
Improved attendance to enable pupils to access more learning	SOL Attendance Package (£1000.00) Provision of ongoing best-practice CPD for PSA (£1000.00) Staffing and resourcing of School Breakfast Club (£1820.00) Resources and staffing related to LAC – see separate spend plan available in school (£3006.62)	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf https://www.ifs.org.uk/publications/8714 demonstrates the impact of providing free breakfast to disadvantaged learners	Monitoring to ensure the improved attendance for disadvantaged pupils, further narrowing the attendance gap to their peers	PSA	Weekly
Total budgeted cost					£6826.00

6. Review of expenditure				
Previous Academic Year		2016-2017 (£40560.00)		
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
To increase % of disadvantaged learners achieving ARE in reading at end of KS2	HLTA support for covering teachers to deliver targeted intervention TA support in delivering targeted intervention	Increase of 19% 2017 v 2016	Consider continuing to deliver targeted support and teacher-led intervention	£6737.00
To increase the % of disadvantaged learners achieving ARE in writing at end of KS2	HLTA support for covering teachers to deliver targeted intervention TA support in delivering targeted intervention	Increase of 17% 2017 v 2016	Consider continuing to deliver targeted support and teacher-led intervention	£6737.00
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

To improve the progress of disadvantaged learners in mathematics by end of KS2	HLTA support for covering teachers to deliver targeted intervention TA support in delivering targeted intervention	Progress figure increase from -1.1 to +2.16	Consider continuing to deliver targeted support and teacher-led intervention	£6737.00
To increase the % of disadvantaged learners achieving ARE in mathematics by the end of KS1	HLTA support for covering teachers to deliver targeted intervention TA support in delivering targeted intervention	Increase of 7% 2017 v 2016	Consider continuing to deliver targeted support and teacher-led intervention	£6737.00
iii. Other Approaches				
Increase the capacity of the Academy to provide access to Early Help and Family Support	Employment of a Parent Support Advisor	Greater capacity provided.	Further development needed in proportion of families accessing Early Help through school. Further definition of role and training required.	£13612

7. Additional detail

The figures based in this report are based on predictions and estimations of income and expenditure and are subject to change.