

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 | Hill View Primary Academy |
| Number of pupils in school | 619 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | January 2022 |
| Statement authorised by | Victoria Buckland |
| Pupil premium lead | Louise Knapper |
| Governor / Trustee lead | Hannah Staddon |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £122,944 |
| Recovery premium funding allocation this academic year | £12,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £134,944 |

Part A: Pupil premium strategy plan

Statement of intent

At Hill View Primary Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We are committed to meeting their pastoral, social and academic needs within the school environment.

- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.*
- We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.*
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Hill View, we are determined to provide the support and guidance they need to help them overcome these barriers.*
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.*

We have drawn on research evidence (such as the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.

Quality First Teaching is paramount. We are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner.

We use the OTrack data system, AFL strategies alongside regular discussions and tailored CPD (both in school and across Bourne-mouth), to frequently check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.

We focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)

We believe in the importance of supporting our support staff, particularly teaching assistants, ensuring they are highly trained and understand their role in helping pupils to achieve.

We provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.

We have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).

'Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools*
- Understand the strength of evidence behind alternative approaches*
- Consider the likely cost-effectiveness of a range of approaches'*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reading and writing attainment in Key Stage one was lower compared to non pupil premium pupils |
| 2 | engagement in reading for pleasure for all pupils and their parents |
| 3 | Percentage of greater depth pupils achieving greater depth |
| 4 | Maths attainment in Key Stage two |
| 5 | To raise attainment for all vulnerable groups, in all areas at EXS+ and GDS, in line with national and ensure at least good progress for all children in KS2 |
| 6 | Recognising and meeting the needs of all children with Mental Health, Social and Emotional needs |
| 7 | A number of children have additional SEN needs that impact on attainment |
| 8 | Poor oral language and communication skills. |

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 |
|---|--|
| Key Stage 1 – writing and reading | Key Stage 1 – - increased number of PP children meeting national expectations in writing and reading |
| Key Stage 1 –Greater Depth for all subjects | Key Stage 1 – increased number of PP children meeting national expectations in Greater Depth for all subjects |
| Key Stage 2 - Maths and Combined | Key Stage 2 - Maths and Combined at EXS+ at least in line with national compared with non-disadvantaged. |
| Younger pupils are able to communicate and listen in line with national for EYFS | Strengthened oral language and communication skills of the younger pupils Attainment of speaking and listening in line with national |
| Embed reading for pleasure strategies | Children make at least good progress Lowest 20% are able to catch up Enables all pupils to engage in reading and make progress |
| To recognise and meet the needs of children with Mental Health, Social and Emotional needs | Behaviour incidences are low in comparison to the previous year. Children are settled and feel safe in school. Children are able to manage their mental health, social and emotional needs and able to thrive in their education and the school setting. |
| Children with SEND needs and are on the pupil premium register are able to make progress in line with their peers | Children with SEND needs and on the pupil premium register have their needs met through Quality first teaching and interventions where needed to enable them to make academic progress |
| Oral language and communication skills of all pupils is developed and reduces barriers to learning and wellbeing | Teachers and support staff are able to support the speech and communication needs of the pupils to allow them to access the learning and environment around them. |

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 (for example, CPD, recruitment and retention)

Budgeted cost: £45,356

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>All staff to have a heightened awareness of the needs of PP children and to have high expectations for them.</p> | <p>The EEF emphasizes that teachers are best qualified to support lower attaining children. However, we have selected some TAs for this role based on their skills sets, knowledge of the children and ability to build relationships.</p> <p>EEF guidance on the best use of TA support and scaffolding to enable the children to develop their metacognition, problem solving skills and opportunities to develop independence.</p> <p>All children can succeed. 24. Almost all children⁴ can learn to read and write by the age of seven and achieve at least level 4 by the age of 11. Success depends on a no-excuses approach by schools, an expectation that every child will succeed, and productive teaching and learning. The experience of the case study schools is that if you remove preconceptions about children's ability, many will achieve more than might have been expected. This was evident in many of the case study schools and has been the subject of extensive research in one.5 Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014</p> | <p>All</p> |
| <p>Quality first teaching and focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning</p> | <p>The most popular strategies and those that schools considered the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) - Teaching and Learning Toolkit².</p> <p>Dual Coding Theory. Allan Pavio discovered that our memory has two codes (or channels) that deal with visual and verbal stimuli. Whilst it stores them independently, they are linked (linking words to images). These linked memories make retrieval much easier. The word or image stimulates retrieval of the other</p> <p>When teachers employ a dual coding mindset to their learning materials, the student's cognitive load is reduced and their working memory capacity is increased, thus, learning is improved.</p> | <p>All</p> |

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| Use of OTrack data system to monitor data, plan ahead from data and reduce in house variations | Schools that have improved their use of statistical information have coached staff in analysing and interpreting student data and have achieved improved consistency across departments in terms of raising understanding and giving feedback to students. Staff collaboration in analysing data has been given a new impetus and confidence has increased, especially where efforts have been made to make it visual. TDA, National college for leadership of schools and children's services. | 1, 3, 4, 5, 7 |
| Developing year leads and subject leads to enhance their areas | Middle leaders reflect on their departmental data and identify priorities for development. They draw on the experience and practice of successful departments and work together to develop approaches to tackling interdepartmental variations. They may establish a teaching and learning forum where teachers explore specific areas and establish a system of peer observation with the aim of identifying and replicating best practice across the school. These steps will have involved significant investment in lesson observations and whole school training sessions, with dissemination strategies planned for the future. The work to support the reduction of ISV builds on the expertise, understanding and, perhaps most importantly, the collaborative culture within the school. Middle leaders are a conduit for increased collaboration between departments. TDA, National college for leadership of schools and children's services. | All |
| Provide feedback that is timely, effective and challenging. | <p>EEF Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach.</p> <p>In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> | All |
| Questioning and further opportunities to discuss and debate in class | 'Good learning starts with questions, not answers' Guy Claxton, prof in Education. Questioning enables teachers to check learners' understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas. Higher order questioning also actively encourages the development of thinking and dialogue skills. | All |
| Children to be independent in accessing resources to support their learning. | <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>The potential impact of these approaches is high; the evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> | All |

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| <p>Reading corners/area in the classroom to be further developed to enhance reading for pleasure opportunities</p> | <p>A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; • A better understanding of other cultures; • Community participation; and • A greater insight into human nature and decision-making. Evidence suggests that reading for pleasure leads to increased attainment | <p>1, 2 and 8</p> |
| <p>Power Math's implemented</p> | <p>Explicit instruction encompasses a wide array of teacher-led strategies, including direct instruction (DI). There is evidence that structured teacher-led approaches can raise mathematics attainment by a sizeable amount.</p> <p>Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas, if teachers ensure that learners understand the links between the manipulatives and the mathematical ideas they represent. EEF</p> | <p>4</p> |
| <p>Development and implementation of Talk 4 Writing strategies; modelled/shared and guided writing and planning opportunities</p> | <p>In some situations, the key to easing cognitive load is to provide what are known as 'worked examples'. Rather than asking learners who are unfamiliar with a topic to acquire knowledge through solving problems themselves.</p> <p>It's been suggested that the worked-example effect can be applied to writing as well: if teachers explicitly teach sentence structures and vocabulary, provide exemplars that illustrate these things, and lead discussions on the subject, students should be able to study the exemplars and reproduce those features in their own writing. https://researched.org.uk/2019/06/24/writing-and-cognitive-load-theory/</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>The EEF also has found that approaches, which promote talk and interaction between learners, tend to result in the best educational gains.</p> <p>The survey found that schools had used a large number of strategies (18 per school, on average) in order to raise the attainment of disadvantaged pupils since 2011. The most popular strategies, and those that schools considered</p> | <p>1, 3, 5 and 7</p> |

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| | <p>to be the most effective, focused on teaching and learning, especially: paired or small group</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf</p> <p>What is Dual Coding Theory? Allan Pavio discovered that our memory has two codes (or channels) that deal with visual and verbal stimuli. Whilst it stores them independently, they are linked (linking words to images). These linked memories make retrieval much easier. The word or image stimulates retrieval of the other.</p> <p>When teachers employ a dual coding mind-set to their learning materials, the student's cognitive load is reduced and their working memory capacity is increased, thus, learning is improved.</p> | |
| <p>Clearer links and teaching in writing skills to enhance writing through all subjects (foundation)</p> | <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>Evidence that the use of educational visits also has a positive outcome in writing is harnessed by our use of hooks and outcomes within our integrated curriculum. Children are pre-taught vocabulary before a project begins enabling greater confidence and understanding from the outset of the project.</p> <p>In some situations, the key to easing cognitive load is to provide what are known as 'worked examples'. Rather than asking learners who are unfamiliar with a topic to acquire knowledge through solving problems themselves.</p> <p>It's been suggested that the worked-example effect can be applied to writing as well: if teachers explicitly teach sentence structures and vocabulary, provide exemplars that illustrate these things, and lead discussions on the subject, students should be able to study the exemplars and reproduce those features in their own writing. https://researched.org.uk/2019/06/24/writing-and-cognitive-load-theory/</p> | <p>1, 3, 5 and 7</p> |
| <p>Pobble-writing and moderation toolkit to reduce in house variations</p> | <p>Having a strong and effective moderation process can improve student-learning outcomes (Victorian Department of Education and Training, 2019).</p> <p>A number of studies have found a relationship between measures of a teacher's knowledge of the content they are teaching and the gains made by their students. https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> | <p>1, 3, 5 and 7</p> |

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| <p>All support staff to have access to an ongoing in house model of CPD</p> | <p>A number of studies have found a relationship between measures of a teacher's knowledge of the content they are teaching and the gains made by their students. https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. EEF 2021</p> | <p>1, 3, 4, 5, 6, 7, 8</p> |
| <p>Metacognition and self-regulation</p> | <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>The potential impact of these approaches is high, but can be difficult to achieve in practice, as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> | <p>All</p> |
| <p>Systematic release for writing/reading/math's leads to ensure standards improve through regular monitoring.</p> | <p>leaders have direct and indirect effects on student learning – direct effects through the building of 'organisational learning' through work with staff and leadership capacity that has a clear focus on teaching and learning and subsequently indirectly affects students' motivation, behaviour, engagement, learning and achievement.</p> <p>https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/a3/a359e571-7033-41c7-8fe7-9ba60730082e.pdf</p> | <p>All</p> |
| <p>Magpie books to be used in all classes from Year 2</p> | <p>Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</p> <ul style="list-style-type: none"> • careful selection of language to be taught (high frequency words found in many different contexts); • activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary; • Language teaching should develop breadth (vocabulary size) and depth (understanding and use in context). <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social</p> | <p>1, 3, 5 and 7</p> |

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| | awareness, relationship skills and problem solving are developed, as well as knowledge. EEF 2021 | |
| To ensure high quality teaching of RWI and to embed the Hill Views way of reading program with a focus on text dependent questioning to enhance comprehension | <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</p> <ul style="list-style-type: none"> • careful selection of language to be taught (high frequency words found in many different contexts); • activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary; • language teaching should develop breadth (vocabulary size) and depth (understanding and use in context) <p>Reading Reconsidered (Doug Lemov) to encourage high quality texts, increase stamina and questions that challenge children's thinking.</p> <p>'Good learning starts with questions, not answers' Guy Claxton, prof in Education. Questioning enables teachers to check learners' understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas. Higher order questioning also actively encourages the development of thinking and dialogue skills.</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. EEF 2021</p> | All |
| Access to RWI portal and development days from | <p>Staff strong phonic knowledge, high quality of teaching and on-going formative assessment by RWI lead and Assistant Head teacher has proven strategy. Data analysis at the end of Year 1 & 2 show strategy to be effective.</p> <p>A number of studies have found a relationship between measures of a teacher's knowledge of the content they are teaching and the gains made by</p> | 1, 2, 3, 5 and 7 |

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| agent from Ruth Miskin | their students. https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf | |
| Parental engagement to enhance reading at home | The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes | All |
| All staff to plan and make use of time to settle in, get to know their classes and build positive relationships. | Louise Bomber CPD on the importance of building relationships and following the PACE approach to help children follow steps to engage. Relationships that are worthwhile take time – there is a 'drip, drip, drip effect'. Teachers who build great relationships with children do most of that work outside the classroom. https://pivotaleducation.com/the-importance-of-relationships-pp3/ Paul Dix | All |
| Enhanced opportunities ' for SCARF and to explore aspects of social, emotional and mental health needs. | EEF guidance on metacognition and self-regulation, through the development of these skills children are able to be more ready to learn and manage their emotions. | All |
| Staff to use the PACE approach and emotion coaching to develop their interactions with children in their classes | Paul Dix, when the adult changes, everything changes. This research recognises the importance of seeing beyond behaviours and using positive approaches to enhance behaviour in the classroom. | All |
| Use of the 5 point scale to enable children to self-regulate | | All |
| Talk partners Questioning techniques | The EEF also has found that approaches, which promote talk and interaction between learners, tend to result in the best educational gains. 'Good learning starts with questions, not answers' Guy Claxton, prof in Education. Questioning enables teachers to check learners' understanding. It | 1, 3, 4, 5 and 7 |

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| <p>such as blooms taxonomy and Think, pair, share</p> | <p>also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas. Higher order questioning also actively encourages the development of thinking and dialogue skills.</p> <p>The survey found that schools had used a large number of strategies (18 per school, on average) in order to raise the attainment of disadvantaged pupils since 2011. The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf</p> | |
| <p>Pupil conferencing</p> | <p>EEF Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> | <p>1, 3, 4, 5 and 7</p> |
| <p>Fluid groupings</p> | <p>The EEF recommends that collaborative learning with a range of abilities through structured approaches with well-designed tasks lead to the greatest learning gains.</p> | <p>1, 3, 4, 5 and 7</p> |
| <p>Assistant SENDCo, Learning and Behaviour mentors to observe practices/carryout assessments and support classroom practice to meet individual needs</p> | <p>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf</p> <p>School culture is important in determining the nature of what can be achieved by an ISV-reduction programme. A high degree of collaboration and openness that draws people together and enables the ready sharing of best practice across the school will most effectively secure benefits. Schools are likely to gain the most from designing ISV programmes that reflect the extent of trusting relationships and collaboration within their existing culture. Where trust is at lower levels and collaboration is not fully developed, smaller steps will be required during the initial stages. TDA, National college for leadership of schools and children's services.</p> | <p>All</p> |
| <p>Staff to observe good practice in the teaching of reading, writing and maths in</p> | <p>School culture is important in determining the nature of what can be achieved by an ISV-reduction programme. A high degree of collaboration and openness that draws people together and enables the ready sharing of best practice across the school will most effectively secure benefits. Schools are likely to gain the most from designing ISV programmes that reflect the extent of trusting relationships and collaboration within their existing culture. Where trust is at lower levels and collaboration is not fully developed, smaller steps</p> | <p>All</p> |

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| house and outside of school where practice is outstanding . | will be required during the initial stages. TDA, National college for leadership of schools and children's services. | |
| Talk through stories in EYFS and lower KS1 | language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment; <ul style="list-style-type: none"> • careful selection of language to be taught (high frequency words found in many different contexts); • activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary; • Language teaching should develop breadth (vocabulary size) and depth (understanding and use in context). | 1, 2, 3, 5 and 7 |

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

Budgeted cost: £ 39,962

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| RWI intervention groups Targeted individual support – RWI lead and from agent from Ruth Miskin | Staff strong phonic knowledge, high quality of teaching and on-going formative assessment by RWI lead and Assistant Head teacher has proven strategy. Data analysis at the end of Year 1 & 2 show strategy to be effective. | 1, 2, 3, 5 and 7 |
| Learning mentor to focus on targeted groups as directed | EEF evidence shows that small group tuition is effective and that studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work that is more closely matched to learners' is effective in securing progress. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf The most popular strategies and those that schools considered the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to- | All |

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| | <p>one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit2.</p> | |
| <p>Additional teacher 0.4 F/T equivalent for targeted groups</p> <p>Identify specific children</p> <p>Targeted teaching to close gap</p> | <p>The EEF emphasises that teachers are best qualified to support lower attaining children.</p> <p>Ensure tasks provide stretch and challenge.</p> <p>Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback increases children’s understanding of concepts.</p> <p>The most popular strategies and those that schools considered the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit2.</p> | All |
| <p>Pre-teaching of vocabulary</p> | <p>EEF evidence shows that small group tuition is effective and that studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work that is more closely matched to learners’ is effective in securing progress.</p> <p>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>Allan Pavo discovered that our memory has two codes (or channels) that deal with visual and verbal stimuli. Whilst it stores them independently, they are linked (linking words to images). These linked memories make retrieval much easier. The word or image stimulates retrieval of the other.</p> <p>When teachers employ a dual coding mindset to their learning materials, the student’s cognitive load is reduced and their working memory capacity is increased, thus, learning is improved.</p> | All |

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| | <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. EEF 2021</p> | |
| NELI | <p>language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</p> <ul style="list-style-type: none"> • careful selection of language to be taught (high frequency words found in many different contexts); • activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary; • Language teaching should develop breadth (vocabulary size) and depth (understanding and use in context). | 8 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49,626

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional target support with behaviour mentor- Lego therapy, check ins, social groups, ELSA | EEF- Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: | All |
| Play therapy | approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; | 6 |

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| | Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes, which are targeted at students with specific behavioural issues. | |
| Fast track to attendance | DfE Nov 2016 Guidance for attendance states that “The government expects: • Schools and local authorities to: • Promote good attendance and reduce absence, including persistent absence; • Ensure every pupil has access to full-time education to which they are entitled; and, • act early to address patterns of absence. • Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly. • All pupils to be punctual to their lessons”. | All |
| Clear Assess, Plan, do graduated response documents to support individual’s needs. Building a link between using the graduated approach documents to support the behaviour needs of more vulnerable pupils | Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197650/DFE-RB253.pdf | All |
| AHTs, SENDCo assistant and mentors to work collaboratively to provide help and advice for parents on a range of issues | Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family’s situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2021; Wales Safeguarding Procedures Project Board, 2020). Providing timely support is vital. Addressing a child or family’s needs early on can reduce risk factors and increase protective factors in a child’s life (Early Intervention Foundation (EIF), 2021). | All |
| Early Help & Needs Identification for families who require the support of a multi-agency approach. | Protective factors can reduce risk to a child’s wellbeing. They include: developing strong social and emotional skills having a strong social support network for the family – including support for good parental mental health income support, benefits and advice good community services and facilities (EIF, 2021; Cleaver, Unell and Aldgate, 2011). It is more effective to provide early help when problems first arise than to intervene later (DfE, 2018; EIF, 2021). Early intervention can also prevent further problems from developing – for example, as part of a support plan for a child and their family when a child returns home from care (DfE, 2018). | All |

| | | |
|--|---|------------|
| <p>All staff aware of the importance of attachment needs, ensuring that they use strategies in class to support children.</p> <p>Individualised programmes/personalised learning and timetables to support children academically and emotionally</p> | <p>Louise Bomber advocates that it is important to remember that behaviour is a means of communication. Consequently, it is essential for staff to try to understand what the child is attempting to tell us through their behaviour, rather than making judgements about it. Attachment styles a child forms in infancy has wide implications in all areas of their life and describes children's pattern of relating to the important people in their lives. To ensure readiness for learning, we must meet these needs.</p> <p>Cortiella, Candace and Horowitz, Sheldon H. The State of Learning Disabilities: Facts, Trends and Emerging Issues. New York: National Centre for Learning Disabilities, 2014 state that "learning disabilities are both real and permanent" therefore early acknowledgement and intervention (through quality first teaching and specific) and on-going assessment ensure that children do not "suffer from low self-esteem, set low expectations for themselves, struggle with underachievement and underemployment, have few friends and, with greater frequency than their non-LD peers, appear to end up in trouble with the law".</p> | |
| <p>All Lunchtime Supervisors to use positive play and positive behaviour management</p> | <p>Louise Bomber advocates that it is important to remember that behaviour is a means of communication. Consequently, it is essential for staff to try and understand what the child is attempting to tell us through their behaviour, rather than making judgements about it. Attachment styles a child forms in infancy has wide implications in all areas of their life and describes children's pattern of relating to the important people in their lives. To ensure readiness for learning, we must meet these needs.</p> <p>Cortiella, Candace and Horowitz, Sheldon H. The State of Learning Disabilities: Facts, Trends and Emerging Issues. New York: National Centre for Learning Disabilities, 2014 state that "learning disabilities are both real and permanent" therefore early acknowledgement and intervention (through quality first teaching and specific) and on-going assessment ensure that children do not "suffer from low self-esteem, set low expectations for themselves, struggle with underachievement and underemployment, have few friends and, with greater frequency than their non-LD peers, appear to end up in trouble with the law".</p> | <p>All</p> |

Total budgeted cost: £ 134,944

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

| 1. Achievement Profile 2020/21 based on standardised teacher administered tests and teacher judgement | | |
|--|---|--|
| | <i>Number of pupils eligible for PP at Hill View Primary and results as %</i> | <i>Pupils not eligible for PP (national average) i.e. other pupils</i> |
| Year 1 - Phonics Screening Check: | <i>(16) 80% final PSC in Autumn term 2021</i> | (74) 77% |
| Year 2 – Phonics Re-check: | <i>(4) 100%</i> | (13) 38% |
| Key Stage 1: Attainment | | |
| % achieving 'expected +' in reading | <i>(15) 60%</i> | (74) 77% |
| % achieving 'expected +' in writing | <i>(15) 60%</i> | 61% |
| % achieving 'expected +' in maths | <i>(15) 53%</i> | 74% |
| % achieving 'expected +' in reading, writing and maths | <i>(15) 47%</i> | 61% |
| % achieving 'greater depth' in reading | <i>(15) 7%</i> | 22% |

| | | |
|---|----------|-----|
| % achieving 'greater depth' in writing | (15) 7% | 12% |
| % achieving 'greater depth' in maths | (15) 7% | 14% |
| % achieving 'greater depth' in reading, writing and maths | (15) 7% | 12% |
| Key Stage 2: Attainment | | |
| % achieving 'expected' in reading | (11) 91% | 88% |
| % achieving 'expected' in writing | (11) 82% | 82% |
| % achieving 'expected' in maths | (11) 73% | 80% |
| % achieving in reading, writing and maths | (11) 73% | 76% |
| % achieving in SPAG | % | % |
| % achieving 'greater depth' in reading | (11) 36% | 34% |
| % achieving 'greater depth' in writing | (11) 9% | 21% |
| % achieving 'greater depth' in maths | (11) 27% | 25% |
| % achieving 'greater depth' in reading, writing and maths | (11) 9% | 17% |
| % achieving 'greater depth' in SPAG | % | % |
| Key Stage 2: Progress | | |

| | | |
|------------------------------|--|--|
| % making progress in reading | +18.2% from KS1 +18.2% from previous Summer 2020 | |
| % making progress in writing | +9.1% from KS1 +27.3% from previous Summer 2020 | |
| % making progress in maths | -18.2% from KS1 +27.3% from previous Summer 2020 | |

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 |
|-----------|----------|
| | |
| | |