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HILLYFIELD ACADEMY PUPIL PREMIUM STATEMENT 2017-18

What is the Pupil Premium?

The Pupil Premium funding, which is additional to schools standard funding, is money that is given from the Government to help schools to close the attainment gap between children from low-income and other disadvantaged families and their peers.

Who is it for?

The Pupil Premium is aimed at Reception to Year 11 pupils who are from low-income families and are eligible for free school meal (FSM). This also includes any child that has been registered for FSM in the past 6 years (known as Ever 6, FSM). The Service Premium covers children whose parents are currently serving in the armed forces or have done so within the last three years. Funding also covers children in care aged 4-14.

How much is the pupil premium?

In 2017-18 this spend is allocated as:

- £1320 per primary school child qualifying for FSM, either currently or as identified as an Ever 6 FSM.
- £1900 per child who is looked after.
- £300 per child who is currently of a service family or who has been so within the last three years.

How is the funding used?

At Hillyfield Primary Academy we strive to create an environment in which all children can flourish and each child knows that they have a brilliance. We look for personal ways to support every child in their education, believing that education begins with the child's well-being. We recognise that barriers to learning for some can have an impact on a child's attainment and we ensure that Pupil Premium children have the required support in place that enables every child to achieve.

What are our key aims to 'close the gap'?

- The children in our care are known and loved. Their character, personality and interests are valued, encouraged and celebrated. These strong relationships nurture our children and are the building blocks that enable our children to learn.

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- We ensure that every child receives quality, first teaching. This is achieved through rigorous monitoring of quality of teaching and learning; providing every member of teaching staff with Personalised Professional Development; setting appraisal goals which are ambitious and have children's learning at the centre
- We provide a curriculum that is rich, creative and one that opens up their eyes to a range of experiences.
- We recognise that parents are the first educators. Our holistic approach to learning means that our families also receive, help, support and guidance. By engaging parents in their child's learning, making them feel welcome in our school and celebrating children's achievements together, we promote the value of education and this in turn ensures that children attend school every day.

What support do we offer for Pupil Premium children?

Teaching and learning

- We provide good and outstanding teaching and learning for all.
- Half-termly pupil progress meetings where the progress of pupil premium children is tracked and discussed. Intervention is put into place when a need is identified.
- Effective deployment of Learning Support Assistant to ensure the impact of interventions. LSAs have all received intensive training on delivery of reading intervention, as we believe success in reading is central to a child's ability to succeed elsewhere in the curriculum.
- Quality, first teaching for individual pupils
- Small group supports and booster groups (including 1:2 tuition for Year 6 pupils)
- Speech and language support.

Inspiring curriculum

- WOW days that enrich our curriculum.
- Subsidising class trips Individual support

Parental support.

- Family support worker.
- Parent workshops (reading, phonics, behaviour management).
- Parent tea and coffee mornings
- Opportunities for parents to learn about their child's education where we invite parents into the classroom

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Academic Year 2017-18: Pupil Premium Allocation

1. Summary information					
Academic Year	2017/18	Total PP budget	£380,160	Date of the most recent PP review	February 28 th 2017 Fiona Gowers Lead Ofsted Inspector
Total number of pupils	1264	Number of pupils eligible for PP	288	Date for next internal review of this strategy	1 st December 2017 Learning Partner inspection planned for 1 st November (Pupil Premium focus)
2. Current attainment(updated Autumn 1)					
Based on Summer exit years 1-5 (754 pupils)		Pupils eligible for PP (Hillyfield) 28% (213 pupils)	Pupils not eligible for PP (Hillyfield)72% (541 pupils)		
50% Achieving in reading, writing and maths M /GD		28% Achieving in reading, writing and maths M/GD	52% Achieving in reading, writing and maths M/GD		
Greater Depth -13% Maths, 6% Writing, 16% Reading		GD -5%Reading – 3%Writing- 6% Maths	GD – 20% Reading –11% Writing- 14% Maths -		
Met -51% Maths, 48% Writing, 55% Writing		M -41%Reading –30%Writing –31% Maths	M – 55% Reading –50% Writing –54% Maths -		
3. Barriers to future attainment for PP children (specify in-school or external) <i>This will be updated upon release of ASP in October 2017</i>					
1.	The % of children who are achieving the expected level in KS1 is broadly in line with National however disadvantaged pupils do worse in Writing and Maths.(in-school)				
2.	Attendance for disadvantaged pupils is low compared to other pupils: Hillyfield disadvantaged - 94.33% to Hillyfield other – 95.1% and other pupils nationally 96.1% (external)				
3.	7.4% of pupils'eligible for Pupil Premium are persistently absent. Unauthorised absence if FSM is 45.6% (external)				

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Attainment and Progress

Whole school	Specialist reading consultant	To ensure that all teachers are able to deliver quality first teaching in the delivery of reading	Reading specialist provides planning and team teaching support for all new teachers and conducts regular monitoring to ensure quality of teaching	£10,800	EEF toolkit Reading comprehension strategies. Moderate impact for very low cost	<p>All teachers are able to deliver “good” guided reading sessions by Autumn half term</p> <p>85% of children reach expected standard by the end of the academic year</p> <p>Pupil premium achievement at least matches that of non-disadvantaged children</p>	<p>Laura Quinn</p> <p>Anne Davis</p>	<p>All new teachers receive support through modeled lessons and planning support</p> <p>Monitor quality of guided reading through weekly learning walks</p> <p>All teachers have appraisal goal linked to progress in reading</p> <p>Work with governing body to put in place plans to develop a library on each site ensuring a range of quality texts including: dual language, greater depth, group specific i.e. boys</p>
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Update (Autumn term 2):

Whole school	Enrichment	To ensure that all children have opportunities to take part in broad range	Enrichment lead to organise pupil voice discussions with PP children and to track their involvement with	£3,000	EEF toolkit Sports participation Low impact for moderate cost based on limited evidence	All pupil premium children access an activity, which will enrich their school experience	AmbaMacantsionnaih	<p>All specialist teachers will be available on a Friday afternoon for enrichment</p> <p>Parents will be able to offer</p>
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		of enriching activities To guarantee that PP children access their first choice activity and are able to continue this throughout the year	enrichment		Arts participation low impact for low cost			taster sessions to increase parents volunteers (keeping groups smaller and enabling us to deliver a greater range of activities) Children will complete evaluations of activities
Update (Autumn term 2):								
Whole school	Story telling	To increase children's love of reading	Storyteller deliver weekly interactive sessions for identified groups of pupils	£2,000	No available evidence	A love of reading fostered through high quality story telling and sessions which are accessible to parents Children demonstrate excitement about reading	Janice Chaplin	
Year 5	Shakespeare project	To provide all children in Year 5 with the experience of working with a professional actor and acting in "Macbeth"	John McCraw booked to work with all Year 5 children across both sites for 6 week project	£2,750	EEF toolkit Art participation: low impact for low cost	Increased self-confidence greater independence, better team working and collaborative skills. Opportunities to capture pupils' imagination and provide greater opportunities. Promote extended writing through	Tiffany Luckett	Staff monitor involvement of disadvantaged pupils to ensure good access to key roles Children are immersed in the text prior to commencement of project through Power of Reading approach Various versions of the text purchased to give children access in a range of

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						exciting drama		different ways
Whole school	Quality first teaching	To lead CPD and coach teachers to ensure quality first teaching	<p>Personalised Professional Development takes place weekly for all teachers in small groups where focus is personalised to individual needs</p> <p>Teachers collaborate regularly, improving each other's practice through peer observations, feedback and research</p>	£25,000	Quality of teacher feedback – High impact for very low cost	<p>85% of Teaching is good to Outstanding by autumn half term and any identified RI teachers re being supported with team teaching and a support plan</p> <p>100% of teaching is good to outstanding by February half term</p> <p>Books demonstrate that quality feedback is leading to improved progress</p>	Headship team	<p>Quality of teaching and learning monitored on a weekly basis through walks/10 minute feedback sessions for every teacher</p> <p>Books scrutinised regularly (using RAG rating). Weekly for any rated as "red"</p> <p>Evaluations of every CPD session conducted by participants to ensure quality of training</p> <p>Quality of teaching and learning within each phase linked to deputy headteacher appraisal</p> <p>Swift action taken to implement support plans where teaching is not of high enough standard. See triggers document linked to appraisal policy</p>
Whole school	Feedback	To ensure that every child in receipt of the pupil premium receives high quality, personalised	<p>Feedback focus on PPD Autumn 2</p> <p>Away days for Year Group Leaders to put</p>	£9830 (cost of training and supply)	EEF toolkit: High impact for very low cost	Disadvantaged children make accelerated progress which is evident by Christmas 2018	Pauline Casbolt	Monitor quality and upkeep of portfolios every week in PPA (YGL) and every fortnight in YGL meeting (headteacher)

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		feedback 3 times per week	in place plans for individual portfolios for disadvantaged children Coaching for YGL with Sue Winton Portfolios put in place for every disadvantaged child	costs)		Pupil voice shows an increased engagement in learning and increased confidence Children's workbooks show at least good progress		Track attainment and progress of disadvantaged children through half termly and review workbooks every 4 weeks at YGL meetings
Update (Autumn term 2):								
Whole school	Mastery learning lead by Maths SLE	To provide ongoing CPD for all teachers in Maths Mastery	Maths drive team focus on fluency project for children who are "Working Towards" CPD for a member of each year group Teacher's trained in lesson study in 2016-17 produce action plan for this academic year Weekly teacher support provided by SLE through modelled lessons, team teaching and shared planning	£5,000	EEF Toolkit – Moderate impact for very low cost	All identified pupils make accelerated progress Those children who are "working towards" are judged to be "aspiring" within their year group after a maximum of two intervention cycles (6 weeks each)	Maths SLE	Link to appraisal targets for Maths SLE and all members of drive team At end of lesson study complete action plan for whole school impact 2017-18 Monitor children's progress through pupil progress meetings every 6 weeks
Update:								

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Years 6	1:2 tuition running on a 6 week cycle of identified Year 6 children	To provide targeted small group teaching to accelerate SATs attainment levels	Teacher intervention x 3 = 1.5hrs per week (30 mins each day) 6 weeks	£1080 per 6 weeks (£40 per hour) £4320	EEF Toolkit – Moderate impact for high cost	All children taking part in the intervention make accelerated progress and meet the expected standard in SATs	Deputy headteachers	<p>Ensure we recruit the best teachers to deliver the additional tuition by offering good hourly rates.</p> <p>Member of SLT to always be on site to monitor quality of sessions.</p> <p>Data tracked every 6 weeks (minimum)</p>
Update: Tuition will start for identified pupils on Monday 13 th March								
Whole school	Reading interventions	To provide targeted small group teaching to accelerate progress	Small groups reading interventions (Hodder) provided by trained LSAs for 4 afternoons per week	£42,770	Individual instruction (EEF Toolkit)	All children move from “working towards” to “aspiring” after a maximum of two intervention cycles (6 weeks)	The reading team	<p>No LSAs used for cover during afternoon sessions (supply budget increased with agreement of LGB)</p> <p>New packs of books purchased to ensure adequate supply of high quality resources on both sites</p> <p>LSAs receive ongoing support through weekly “surgeries”</p> <p>Progress of children target through intervention linked to LSA appraisal goals</p> <p>Evaluate impact of</p>

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								<p>intervention through entry and exit data every 6 weeks. Children moved off intervention once on track.</p> <p>Children do not remain on intervention programme if data demonstrates it is not impacting – alternative measures put in place e.g. reading recovery</p>
	Update (Autumn 2):							
Whole school	Speech and Language therapist Additional Language assessment, intervention and support	To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech	Individualising support at all levels: targeted speech and language and Additional speech and language	£55,404	Oral language interventions (EEF Toolkit)	<p>Children who arrive with impoverished and emergent language and who are lacking in social communication and expressive language gain early intervention and support to help reduce attainment gap.</p> <p>Improved equal opportunities and life chances</p>	SENCOs on both sites	<p>Evaluate impact of intervention through entry and exit data every 6 weeks.</p> <p>Children moved off intervention once on track.</p>
	Update (Autumn 2):							
Whole school	Education psychologist	To support pupils with additional needs by providing initial assessments and	Individualised support at all levels provided through an EP employed by the	£25,000	No specific available evidence	Children are seen within 4 weeks by the EP from point of referral	Tiffany Middleton SENCOs on both sites	SENcos review a selection of teacher plans every half term to ensure that children with SEND re being

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		support for teachers to ensure lessons are tailored to child's need	school rather than accessed through local authority to ensure all children get timely assessments					<p>effectively catered for through whole class teaching</p> <p>Nurture groups run 4 times per wee by support staff on each site for vulnerable children who need support accessing the afternoon curriculum</p> <p>Children are tracked every 6 weeks through pupil progress meetings</p> <p>SENcoshold weekly "surgeries" to ensure that teachers make referrals where necessary.</p> <p>All SEND children are tracked specifically through 6 weekly pupil progress meetings</p>
Update (Autumn 2):								
Whole school	Library and adult learning hub	Develop a library at each site which will be developed into a space for adult learning	See separate action plan (funding to come primarily from capital reserves)	Part-time librarian/family worker for each site £25,00 x	EEF toolkit: Parental engagement moderate impact for moderate cost	See separate action plan	Pauline Casbolt Rebecca Lyons (Governor)	See separate action plan

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Whole school	Parents workshops	To provide additional support for parents to enhance further learning at home	Reading workshops throughout spring term delivered by year groups leader on half termly basis	£2000	Parental involvement (EEF Toolkit)	20 or more parents attend workshops increased support for pupil homework	Year Group Leaders	Specific families are targeted and receive personal invitations. Include at meal times with complimentary food to give added incentive
Update (Autumn 2):								
Whole school	Maths intervention for children targeted for Greater Depth	To increase attainment levels of targeted pupils 6 week intervention run 3 times per week after school	Headteacher to confirm timetable with Maths SLE Children identified for intervention to begin once he returns from Shanghai Progress meeting every 6 weeks between Headteacher and SLT to track progress and agree new focus children	£9,750	EEF Toolkit – Moderate impact for moderate cost	Accelerated progress for identified children. Move from towards “Greater Depth” within 6 weeks of intervention commencing. Alternative intervention put in place for children who do not make progress within two cycles	Ian Connor	Maths SLE will provide additional for all teachers to ensure quality first teaching through weekly teacher support sessions Initial diagnostic completed to ensure that teaching is closely targeted to child’s needs Children’s progress data tracked specifically through PPM every 6 weeks and by Maths SLE
Update (Autumn 2):								
Equality of access								
Years 4, 5 and 6	Residential trips	To enable equal access for all pupils on school trips. To offer the opportunity of educational	Children offered subsidized residential place at Sundown camping trip in years 4 and 5 and multi-activity residential in	£5,000	Parental involvement (EEF Moderate impact for moderate cost, based on moderate evidence)	Increase self-confidence Greater independence Better team working,	Year group leaders	No child does not attend due to financial difficulties Individual meetings organised where necessary to support parents in

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		experience's outside of the curriculum increasing self-confidence and building belief	Year 6			collaborative skills		agreeing to allow their child to attend. Ensure translation is available where necessary
	Update (Autumn 2):							
Whole school	Education resources and experiences	To develop enable all pupils to experience a breadth of experiences which enhance the school curriculum	Subsidised school experiences (trips and visiting groups/individuals) Year group leaders to identify key experiences which will compliment their curriculum throughout the year.	£7200	Social and emotional learning (EEF Toolkit- low impact for high cost)	Children participate actively in activities organised and they demonstrate more positive attitudes towards school. Pupils have experiences to draw upon for writing and show improved problem solving skills. Resilience and confidence is transferred back to the classroom situations	Year Group Leaders	No child does not attend due to financial difficulties. Individual meetings organised where necessary to support parents in agreeing to allow their child to attend. Ensure translation is available where necessary
	Update:							
Whole school	Music programme	To enable all access to high quality music making	Musician in Residence and Music teacher ensure all children	£2000	Arts participation (EEF	All children to have weekly class music lessons with a	Musicians in Residence	Review how many PP children are accessing 1:1 tuition and target additional

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			<p>receive regular music lessons child each week</p> <p>Subsidise instrumental tuition (50% discount) for PP children</p>		Toolkit)	<p>professional musician</p> <p>Increase in number of PP children who access instrumental tuition. (% TBC after analysis of current data by new Musician in Residence)</p> <p>All children develop a love of music and choir is fully inclusive and high quality.</p> <p>Children attending Young Voices 2018 includes a minimum of 25% pupil premium</p>		<p>PP children (who are not accessing 1:1 tuition) through clubs offered before, during and after the school day</p> <p>Music teachers to track any PP children who demonstrate themselves to be potential G+T and make direct contact with parents of these pupils to explain the school offer and encourage uptake of subsidised lessons</p>
	Update (Autumn 2):							
Whole school	Specialist teachers	To enable all access to a range of curricular opportunities delivered by specialists	Specialist ICT, Art, PE and Dance teachers deliver weekly sessions to all children	£39,810	Arts participation (EEF Toolkit)	<p>Children access not only a broad and rich curriculum but have weekly access to teachers who are specialists in their field.</p> <p>PP children access high quality learning in specialist areas which they do not have the opportunity to</p>	Associate Headteacher	<p>Monitor quality of teaching and learning delivered through specialist team through whole school 10 minute, weekly learning walks</p> <p>Develop school system to track progress in non-core subjects.</p>

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						experience outside school		
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	Update (Autumn 2):							
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Readiness for learning								
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Whole school	Nurture and behaviour team	To ensure that barriers to learning are reduced for those children requiring additional support with social, emotional or behavioural challenges	Behaviour team provide support for identified caseload to ensure access to the curriculum. This will be through in-class support, group work or 1:1 sessions	Behaviour team: £35,862 Family support: £18,482	EEF toolkit Behaviour interventions moderate impact for moderate cost from extensive evidence	Behaviours logs show reduction in incidents for children receiving support Case studies demonstrate improve achievement Pupil voice shows enjoyment and engagement with school	SENCOs on both sites	Ensure that deployment of behaviour team is overseen by member of headship team on both sites Timetables for these members of staff to be reviewed on a termly basis Behaviour logs monitored weekly by DHT at SLT Individual behaviour pathways for those pupils who need additional support
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	Update:							
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Whole	Inclusion team	To increase	Through increased	£1500	School attendance and	96.4%+ attendance-	Headship team	Inclusion team are
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school		attendance and punctuality from 95.4% to 96.4%+	<p>monitoring and engagement with families Attendance closely monitored by designated deputy head and celebration for good attendance</p> <p>Regular attendance meetings and escalation pyramid</p> <p>Attendance policy communicated to parents in booklet distributed before start of academic year</p> <p>Class attendance prizes</p>		<p>absence document www.gov.uk</p> <p>(medium cost, high impact)</p>	(whole school)		<p>required to deliver half termly reports to the headship team demonstrating impact of their actions.</p> <p>Attendance figures reviewed at half termly intervals in by SLT</p>
	Update (Autumn 2):							
Whole school	After school clubs	To enable equal access for all to after school clubs	Target PP children and monitor attendance at clubs to ensure that 100% of PP children access clubs on a termly basis.	£14,810	Social and emotional learning (EFF- Moderate impact for very low cost)	Children take part in a range of wide extra-curricular opportunities (Discussion, Observations, Attendance register)	<p>Jason Samuels (Park)</p> <p>Ben Anderson (Hill)</p>	<p>Allocate all clubs through prioritisation of PP children.</p> <p>Monitor records and provide additional</p>

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								<p>lunchtime clubs where necessary to ensure access for all</p> <p>Ensure that PP children get one of their top 3 choices</p> <p>Follow up any PP children who did not return forms and with parents identify any potential barriers e.g. time of the day. Offer lunchtime clubs as an alternative if necessary</p>
	Update (Autumn 2):							
Whole school	Extended provision	<p>To provide free places for children in breakfast and teatime club and provide personalised support during this term</p> <p>To provide fully subsidised places for targeted pupils at</p>	Target PP children for free places at these clubs and provide personalised provision map for PP children during this time – homework support, additional reading, sports opportunities	<p>£2926</p> <p>£9500</p>	After School programs (EEF Foundation- Low impact for high cost)	<p>Case studies demonstrate accelerated progress for targeted children.</p> <p>Attendance of PP children at breakfast and teatime club is at least 95%</p>	<p>Sally Carpenter</p> <p>Denise Clarke</p>	<p>Monitor % of PP children on a termly basis.</p> <p>Target specific families for free places.</p> <p>SLT to include as part of monitoring and evaluation cycle</p>

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		Lloyd's Park holiday club						<p>review of extended provision to ensure personalised provision for every PP child</p> <p>Timetables for PP children to submitted to PP lead on a half termly basis</p>
	Update (Autumn 2):							
Total	£380,160							