

Hilldene Primary School
2018-19 Pupil Premium Impact Statement

End of Year Statutory Information 2018-19

EYFS

	Disadvantaged	All	National
Achieved GLD	50%	62%	72%

Phonics Screening

	Disadvantaged	All	National
Year 1	76%	83%	82%
Year 2	93%	96%	93%

End of KS1 and KS2 Data

	Disadvantaged	All	National
KS1 reading	69%	73%	75%
KS1 writing	62%	67%	69%
KS1 maths	76%	77%	76%
KS2 reading	51%	60%	73%
KS2 writing	64%	71%	78%
KS2 maths	71%	76%	79%
KS2 combined (RWM)	49%	58%	65%
KS2 GPS	64%	72%	78%

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Item/Project/Support	Rationale for this choice	Outcome																																														
Teaching and Learning																																																
<p>Additional teaching staff, providing daily intervention in Literacy and Mathematics</p>	<p>To improve pupil outcomes. To improve engagement and focus of pupils in lessons. To provide provision for targeted support groups in addition to core lessons for pupils.</p>	<p>To raise attainment in reading, writing and mathematics to diminish the difference between Pupil Premium children and non-Pupil Premium children.</p> <p><u>Additional teacher provision (Reception)</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Autumn baseline 2018 (17)</th> <th style="text-align: center;">Achieved GLD Summer 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Exceeding ARE</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">At ARE</td> <td style="text-align: center;">2</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">Below ARE</td> <td style="text-align: center;">15</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Achieving GLD:</p> <ul style="list-style-type: none"> 100% expected progress 59% accelerated progress <p><u>Additional teacher provision (Y2)</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="text-align: center;">Reading (9)</th> <th colspan="2" style="text-align: center;">Writing (13)</th> <th colspan="2" style="text-align: center;">Maths (12)</th> </tr> <tr> <th style="text-align: center;">Summer 2018</th> <th style="text-align: center;">Summer 2019</th> <th style="text-align: center;">Summer 2018</th> <th style="text-align: center;">Summer 2019</th> <th style="text-align: center;">Summer 2018</th> <th style="text-align: center;">Summer 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Above ARE</td> <td></td> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">At ARE</td> <td style="text-align: center;">1</td> <td style="text-align: center;">9</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> <td style="text-align: center;">3</td> <td style="text-align: center;">11</td> </tr> <tr> <td style="text-align: center;">Below ARE</td> <td style="text-align: center;">8</td> <td></td> <td style="text-align: center;">11</td> <td style="text-align: center;">5</td> <td style="text-align: center;">9</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>		Autumn baseline 2018 (17)	Achieved GLD Summer 2019	Exceeding ARE	0	2	At ARE	2	14	Below ARE	15	1		Reading (9)		Writing (13)		Maths (12)		Summer 2018	Summer 2019	Summer 2018	Summer 2019	Summer 2018	Summer 2019	Above ARE		0		0		0	At ARE	1	9	2	8	3	11	Below ARE	8		11	5	9	1
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		<p>Reading:</p> <ul style="list-style-type: none"> • 100% expected progress • 89% accelerated progress <p>Writing:</p> <ul style="list-style-type: none"> • 100% expected progress • 62% accelerated progress <p>Maths:</p> <ul style="list-style-type: none"> • 100% expected progress • 67% accelerated progress <p><u>Fresh Start Programme (UKS2)</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th>Year Group</th> <th>Expected Progress</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Year 5 (19)</td> <td>90% (17)</td> <td>63% (12)</td> </tr> <tr> <td>Year 6 (14)</td> <td>86% (12)</td> <td>71% (10)</td> </tr> </tbody> </table>	Year Group	Expected Progress	Accelerated Progress	Year 5 (19)	90% (17)	63% (12)	Year 6 (14)	86% (12)	71% (10)
Year Group	Expected Progress	Accelerated Progress									
Year 5 (19)	90% (17)	63% (12)									
Year 6 (14)	86% (12)	71% (10)									
Speech and Language Support	<p>To improve pupil outcomes in reading, writing and maths.</p> <p>To improve speech, communication and language skills.</p> <p>To improve pupil confidence.</p> <p>To improve pupil engagement in lessons.</p> <p>To support parents in communication with their children.</p>	<p>Improved pupil outcomes.</p> <p>Increased confidence as learners.</p> <p>Improved speech, communication and language skills.</p>									

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<p>Booster tuition to targeted groups of pupils in reading, writing and maths.</p>	<p>To improve pupil outcomes. To ensure pupils achieve individual targets.</p>	<p>Individual attainment and progress targets met.</p> <p><u>Booster Headlines (Autumn term)</u></p> <ul style="list-style-type: none"> 90% of children attending additional tuition sessions during the autumn term made at least expected progress (e.g. 2+ points progress) 27% of children attending additional tuition sessions during the autumn term made more than expected progress (e.g. 3+ points progress) <p><u>Booster Headlines (Spring – Summer term)</u></p> <ul style="list-style-type: none"> 90% of children attending additional tuition sessions during the spring & summer terms made at least expected progress (e.g. 3+ points progress) 48% of children attending additional tuition sessions during the spring & summer terms made more than expected progress (e.g. 4+ points progress) 																				
<p>School librarian</p>	<p>To ensure PP pupils access a wide range of reading materials. To promote reading as a life skill. To assist teachers in raising standards in reading. To support targeted pupils in meeting their reading targets. To assist in engaging parents of PP pupils to the importance of being a successful reader.</p>	<p>Reading outcomes improve across the school. Attitudes toward reading improve across the school. Parental engagement improves for PP pupils.</p> <p><u>Librarian – additional reading sessions (Spring/Summer terms)</u></p> <table border="1" data-bbox="999 1027 1980 1273"> <thead> <tr> <th>Year Group</th> <th>Total No. of pupils</th> <th>No. of pupil who made at least expected progress in reading</th> <th>No. of pupils making accelerated progress</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>27</td> <td>93% (25)</td> <td>52% (14)</td> </tr> <tr> <td>4</td> <td>4</td> <td>100% (4)</td> <td>50% (2)</td> </tr> <tr> <td>6</td> <td>1</td> <td>100% (1)</td> <td>100% (1)</td> </tr> <tr> <td>Total</td> <td>32</td> <td>94% (30)</td> <td>53% (17)</td> </tr> </tbody> </table>	Year Group	Total No. of pupils	No. of pupil who made at least expected progress in reading	No. of pupils making accelerated progress	1	27	93% (25)	52% (14)	4	4	100% (4)	50% (2)	6	1	100% (1)	100% (1)	Total	32	94% (30)	53% (17)
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6	1	100% (1)	100% (1)																			
Total	32	94% (30)	53% (17)																			
<p>School improvement support</p>	<p>To provide staff development opportunities and training requirements.</p>	<p>Regular HSIS visits to school have challenged and supported teaching and learning throughout the school.</p> <p>EYFS – environment, moving and handling, Maths – challenge and differentiation</p>																				

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		<p>PP – website, presentation of information, understanding of the role PRM Computing – parental engagement and awareness</p> <p>To improve teaching and learning. To ensure school systems meet local authority standards. To improves school systems and processes.</p>
		<p>Total Cost: £170,801 Percentage of Expenditure: 50.5</p>
Pastoral		
HSSW and LM	To provide social and emotional support to families and improve attendance.	<p>To provide social and emotional support to pupils and their families and improve attendance. Improved emotional, social and physical wellbeing within the school.</p> <p>Effective safeguarding procedures, systems and processes.</p> <ul style="list-style-type: none"> • Special recognition from London Safeguarding board about work to improve asthma awareness across borough schools. <p>Ofsted reports:</p> <ul style="list-style-type: none"> • <i>Leaders, including the governing body, have ensured that keeping children safe is at the forefront of the school's work. You have created a nurturing environment where pupils feel protected and cared for.</i> • <i>Pupils say they feel safe in school and the overwhelming majority of parents who answered Ofsted's online questionnaire agreed.</i> • <i>Leaders have developed a strong safeguarding culture in the school which is supported well by effective systems and practices.</i>

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<p>Attendance Officer</p>	<p>To build good relationship with parents of pupils whose attendance is below expectation.</p> <p>To promote attendance targets.</p> <p>To support previous non-attending parents about the importance of education for their children.</p> <p>To improve attendance overall.</p> <p>To contribute toward diminishing the difference between PP and non PP pupil attendance.</p> <p>To plan and deliver attendance incentives, rewards, systems.</p> <p>To support data collection and analysis of attendance figures.</p>	<p>Latest data currently available Spring 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #e1eef6;"> <th colspan="3">Spring Term Attendance YR-6</th> </tr> <tr> <th>Spring 2017</th> <th>Spring 2018</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">94.5</td> <td style="text-align: center;">94.2</td> <td style="text-align: center;">94.99</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Data demonstrates a 3 year upward trend for improving attendance in the spring term. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #e1eef6;"> <th colspan="3">Spring Term Attendance Y1-6</th> </tr> <tr> <th>Spring 2017</th> <th>Spring 2018</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">94.6</td> <td style="text-align: center;">94.4</td> <td style="text-align: center;">95.2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Data demonstrates a 3 year upward trend for improving attendance in the spring term and overall attendance closer to the overall target of 96% for pupils in Y1-6 <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #e1eef6;"> <th colspan="3">Spring Term Punctuality number of lates</th> </tr> <tr> <th>Spring 2017</th> <th>Spring 2018</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">923</td> <td style="text-align: center;">911</td> <td style="text-align: center;">527</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Data demonstrates a 3 year trend for improving punctuality in the spring term. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #e1eef6;"> <th>Spring</th> <th>All%</th> <th>Girls%</th> <th>Boys%</th> <th>PP%</th> <th>SEND EHCP%</th> <th>CLA%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">94.5</td> <td style="text-align: center;">94.7</td> <td style="text-align: center;">94.2</td> <td style="text-align: center;">93.4</td> <td style="text-align: center;">92.8</td> <td style="text-align: center;">98.7</td> </tr> <tr> <td style="text-align: center;">2018</td> <td style="text-align: center;">94.2</td> <td style="text-align: center;">94.3</td> <td style="text-align: center;">94.2</td> <td style="text-align: center;">93.1</td> <td style="text-align: center;">91.5</td> <td style="text-align: center;">98.94</td> </tr> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">94.99</td> <td style="text-align: center;">95</td> <td style="text-align: center;">94.9</td> <td style="text-align: center;">93.6</td> <td style="text-align: center;">93.7</td> <td style="text-align: center;">100</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Data demonstrates overall improved attendance for all identified groups <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e1eef6;"> <th colspan="3">Spring PA</th> </tr> <tr> <th>Spring 2017</th> <th>Spring 2018</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Data demonstrates a 3 year trend for diminishing persistent absence. 	Spring Term Attendance YR-6			Spring 2017	Spring 2018	Spring 2019	94.5	94.2	94.99	Spring Term Attendance Y1-6			Spring 2017	Spring 2018	Spring 2019	94.6	94.4	95.2	Spring Term Punctuality number of lates			Spring 2017	Spring 2018	Spring 2019	923	911	527	Spring	All%	Girls%	Boys%	PP%	SEND EHCP%	CLA%	2017	94.5	94.7	94.2	93.4	92.8	98.7	2018	94.2	94.3	94.2	93.1	91.5	98.94	2019	94.99	95	94.9	93.6	93.7	100	Spring PA			Spring 2017	Spring 2018	Spring 2019			
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		18.46	17.4	13.97										
Counselling	<p>To support pupils with their emotional wellbeing.</p> <p>To provide the school with expert advice about how to support individual pupils.</p> <p>To help pupils to separate home and school life.</p> <p>To improve wellbeing for pupils.</p>	<p>Improved pupil wellbeing.</p> <p>Improved parental engagement and family support.</p>												
					<p>Total Cost: £136,263</p> <p>Percentage of Expenditure: 40.1</p>									
Curriculum														
Attendance Incentives	<p>To motivate families and pupils to attend school.</p> <p>To ensure whole school attendance is at 96%+ overall.</p>	<p>Latest data currently available Spring 2019</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #e1eef6;"> <th colspan="3" style="text-align: center;">Spring attendance Party 96% +</th> </tr> <tr style="background-color: #e1eef6;"> <th style="text-align: center;">Spring 2017</th> <th style="text-align: center;">Spring 2018</th> <th style="text-align: center;">Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">380</td> <td style="text-align: center;">375</td> <td style="text-align: center;">395</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Improved numbers of pupils eligible for attendance parties. Impact that incentives are effective in supporting improved attendance. 				Spring attendance Party 96% +			Spring 2017	Spring 2018	Spring 2019	380	375	395
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Spring 2017	Spring 2018	Spring 2019												
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Theatre Company Productions in school	<p>To provide pupils with a broader range of experiences which they can then relate to their own lives outside of school.</p> <p>To provide engaging and purposeful out-of-classroom learning.</p>	<p>Improved experiences for pupils.</p> <p>Improved knowledge of non-academic life skills and experiences which can be related to the wider world.</p>												

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Educational Visits/ Transport	To ensure that pupils gain experiences of the wider world which they can relate to their own lives. To provide pupils with the opportunity to experience residential trips with peers.	Improved attitudes to learning. Improved skills which relate to teamwork, self-awareness and self-discipline.																												
Music Tuition	To provide opportunities for non-academic learning and achievement. To support families of talented pupils who may not have the resources to access this support or provide it without the school.	Improved engagement. Progress and engagement in curriculum music lessons led by school staff. Progress with individual musical achievement.																												
		Total Cost: £21,625 Percentage of Expenditure: 6.4																												
Contingency																														
London Schools Pilot Scheme 'Close the Gap' Total Cost: £3,735 Percentage of Expenditure: 1.1	To provide CPD opportunities for staff to close the gap between disadvantaged and vulnerable pupils and their peers To improve pupil outcomes. To provide targeted support for specific groups of children in addition to core lessons for pupils.	To raise attainment in reading, writing and mathematics to diminish the difference between Pupil Premium children and non-Pupil Premium children. <u>End of KS1</u> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th></th> <th colspan="3">Summer 2018</th> <th colspan="3">Summer 2019</th> </tr> <tr style="background-color: #e1eef6;"> <th></th> <th>PP</th> <th>NPP</th> <th>Gap</th> <th>PP</th> <th>NPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading GDS</td> <td></td> <td></td> <td></td> <td>14% (4)</td> <td>24% (15)</td> <td>-10%</td> </tr> <tr> <td>Reading EXP</td> <td>50%(13)</td> <td>69%(43)</td> <td>-19%</td> <td>69% (20)</td> <td>74% (46)</td> <td style="background-color: #d9ead3;">-5%</td> </tr> </tbody> </table>		Summer 2018			Summer 2019				PP	NPP	Gap	PP	NPP	Gap	Reading GDS				14% (4)	24% (15)	-10%	Reading EXP	50%(13)	69%(43)	-19%	69% (20)	74% (46)	-5%
	Summer 2018			Summer 2019																										
	PP	NPP	Gap	PP	NPP	Gap																								
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Wiring GDS				3% (1)	10% (6)	-7%
Writing EXP	50%(13)	65%(40)	-15%	62% (18)	69% (43)	-7%
Maths GDS				14% (4)	7% (6)	+7%
Maths EXP	50%(13)	66%(40)	-16%	76% (22)	77% (48)	-1%
Combined GDS				0% (0)	6% (4)	-6%
Combined EXP	50%(13)	65%(40)	-15%	58% (17)	65% (40)	-7%

End of KS2

	Summer 2018			Summer 2019		
	PP	NPP	Gap	PP	NPP	Gap
Reading GDS				11% (5)	13% (5)	-2%
Reading EXP	57%(25)	68%(28)	-11%	51% (23)	70% (28)	-19%
Wiring GDS				4% (2)	20% (8)	-16%
Writing EXP	41%(18)	61%(25)	-20%	64% (29)	80% (32)	-16%
Maths GDS				2% (1)	23% (9)	-21%
Maths EXP	27%(12)	71%(29)	-16%	71% (32)	83% (33)	-12%
Combined GDS				2% (1)	8% (3)	-6%
Combined EXP	25%(11)	59%(24)	-34%	49% (22)	68% (27)	-19%

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<p>Read Write Inc Fresh Start Programme</p> <p>Total Cost: £2,034 Percentage of Expenditure:0.6</p>	<p>To provide CPD opportunities for staff to support LA Pupil Premium pupils develop their knowledge and understanding of phonics and reading comprehension</p> <p>To improve pupil outcomes.</p> <p>To provide targeted support for specific groups of children in addition to core lessons for pupils.</p>	<p>To raise attainment in reading to diminish the difference between LA Pupil Premium children and non-Pupil Premium children.</p> <p><u>Fresh Start Programme (UKS2)</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Year Group</th> <th style="width: 33%;">Expected Progress</th> <th style="width: 33%;">Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Year 5 (19)</td> <td>90% (17)</td> <td>63% (12)</td> </tr> <tr> <td>Year 6 (14)</td> <td>86% (12)</td> <td>71% (10)</td> </tr> </tbody> </table>	Year Group	Expected Progress	Accelerated Progress	Year 5 (19)	90% (17)	63% (12)	Year 6 (14)	86% (12)	71% (10)
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		<p>Total Cost: £11,409 Percentage of Expenditure:3.4</p>									
		<p>Total Cost Remaining: £5,640 Percentage of Expenditure: 1.7</p>									