

Hilldene Primary School
2019-20 Pupil Premium Impact Statement



*No End of Year Statutory Information was published for 2019-20

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 (Y6)</u></p> <p><i>*Outcomes based on data at the end of the spring term 2020 due to school closure</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th></th> <th colspan="2">Red Set 1 Reading (26)</th> <th colspan="2">Red Set 1 Writing (26)</th> <th colspan="2">Yellow Set Maths (15)</th> </tr> <tr> <th></th> <th>KS1 Result</th> <th>Spring 2020</th> <th>KS1 Result</th> <th>Spring 2020</th> <th>KS1 Result</th> <th>Spring 2020</th> </tr> </thead> <tbody> <tr> <td>@GDS</td> <td>6</td> <td>19</td> <td>4</td> <td>12</td> <td>0</td> <td>0</td> </tr> <tr> <td>@EXS</td> <td>20</td> <td>7</td> <td>21</td> <td>13</td> <td>2</td> <td>2</td> </tr> <tr> <td>WTS</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>5</td> <td>12</td> </tr> <tr> <td>PKF or below</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>7</td> <td>0</td> </tr> </tbody> </table> <p>Reading:</p> <ul style="list-style-type: none"> • 100% expected progress (KS1 – KS2) • 50% accelerated progress (KS1 – KS2) <p>Writing:</p> <ul style="list-style-type: none"> • 92% expected progress (KS1 – KS2) • 35% accelerated progress (KS1 – KS2) <p>Maths:</p> <ul style="list-style-type: none"> • 71% expected progress (KS1 – KS2) • 50% accelerated progress (KS1 – KS2) 		Red Set 1 Reading (26)		Red Set 1 Writing (26)		Yellow Set Maths (15)			KS1 Result	Spring 2020	KS1 Result	Spring 2020	KS1 Result	Spring 2020	@GDS	6	19	4	12	0	0	@EXS	20	7	21	13	2	2	WTS	0	0	1	1	5	12	PKF or below	0	0	0	0	7	0
	Red Set 1 Reading (26)		Red Set 1 Writing (26)		Yellow Set Maths (15)																																							
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		<p><u>*Fresh Start Programme (UKS2)</u></p> <p><i>*progress measured from summer 2019 until spring 2020</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year Group</th> <th style="text-align: center;">Expected Progress</th> <th style="text-align: center;">Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Year 5 (13)</td> <td style="text-align: center;">70% (9)</td> <td style="text-align: center;">38% (5)</td> </tr> <tr> <td style="text-align: center;">Year 6 (10)</td> <td style="text-align: center;">80% (8)</td> <td style="text-align: center;">40% (4)</td> </tr> </tbody> </table>	Year Group	Expected Progress	Accelerated Progress	Year 5 (13)	70% (9)	38% (5)	Year 6 (10)	80% (8)	40% (4)
Year Group	Expected Progress	Accelerated Progress									
Year 5 (13)	70% (9)	38% (5)									
Year 6 (10)	80% (8)	40% (4)									
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>									
		<p>Total Cost: £140,571</p> <p>Percentage of Expenditure: 46.1</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.</p> <p>Improved emotional, social and physical wellbeing within the school.</p> <p>Effective safeguarding procedures, systems and processes.</p>									

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		<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> 																											
Attendance Officer	<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 year on year data currently available Autumn 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="3" style="text-align: center;">Autumn Term Attendance YR-6</th> </tr> <tr> <th style="width: 33%;">Autumn 2017</th> <th style="width: 33%;">Autumn 2018</th> <th style="width: 33%;">Autumn 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">94.6</td> <td style="text-align: center;">95.1</td> <td style="text-align: center;">95.5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Data demonstrates a 3 year upward trend for improving attendance in the autumn term. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="3" style="text-align: center;">Autumn Term Attendance Y1-6</th> </tr> <tr> <th style="width: 33%;">Autumn 2017</th> <th style="width: 33%;">Autumn 2018</th> <th style="width: 33%;">Autumn 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">94.8</td> <td style="text-align: center;">95.7</td> <td style="text-align: center;">95.7</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Data demonstrates a 3 year upward trend for improving attendance in the autumn 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;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="3" style="text-align: center;">Autumn Term Punctuality number of lates</th> </tr> <tr> <th style="width: 33%;">Autumn 2017</th> <th style="width: 33%;">Autumn 2018</th> <th style="width: 33%;">Autumn 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 improving punctuality in the autumn term. 	Autumn Term Attendance YR-6			Autumn 2017	Autumn 2018	Autumn 2019	94.6	95.1	95.5	Autumn Term Attendance Y1-6			Autumn 2017	Autumn 2018	Autumn 2019	94.8	95.7	95.7	Autumn Term Punctuality number of lates			Autumn 2017	Autumn 2018	Autumn 2019			
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		665	557	476					
		Autumn	All%	Girls%	Boys%	PP%	SEND EHCP%	CLA%	<ul style="list-style-type: none"> Data demonstrates a 3 year trend for improved attendance for all identified groups (apart from SEND/EHCP – still increased from 2017 to 2019)
		2017	94.6	94.2	93.4	82.0	90.5	98.2	
		2018	95.1	94.3	94.6	87.1	95.0	98.6	
		2019	95.5	96.2	95.2	90.9	93.0	99.3	
		Autumn PA						<ul style="list-style-type: none"> Data demonstrates a diminishing rate for persistent absence between 2017 and 2019. 	
		Autumn 2017	Autumn 2018	Autumn 2019					
		11.77	14.73	11.53					
Breakfast Club	<p>To support pupils in readiness to learn each day.</p> <p>To improve attendance.</p> <p>To ensure pupils basic needs are met before the school day begins.</p> <p>To support pupils to build good friendships across the school.</p>	<p>Improved attendance and punctuality.</p> <p>Improved behaviour.</p> <p>Improved engagement in lessons and readiness to learn.</p> <p>Increased support for parents.</p>							
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</p>	<p>Improved pupil wellbeing.</p> <p>Improved parental engagement and family support.</p>							

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	and school life. To improve wellbeing for pupils.																																											
		Total Cost: £126,415 Percentage of Expenditure: 41.5																																										
Curriculum																																												
Attendance Incentives	To motivate families and pupils to attend school. To ensure whole school attendance is at 96%+ overall.	To improve attendance of vulnerable pupils and whole school attendance - see information in tables above showing 3 year upward trend in attendance between autumn 2017 and autumn 2019.																																										
London Schools Pilot Scheme 'Close the Gap'	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/Year 2 (no summer term 2020 data available)</u> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th></th> <th colspan="3">Spring 2019</th> <th colspan="3">Spring 2020</th> </tr> <tr style="background-color: #e1eef6;"> <th></th> <th>PP (29)</th> <th>NPP (61)</th> <th>Gap</th> <th>PP (32)</th> <th>NPP (58)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading GDS</td> <td>7% (2)</td> <td>30% (18)</td> <td>-23%</td> <td>9% (3)</td> <td>31% (18)</td> <td>-22%</td> </tr> <tr> <td>Reading EXP</td> <td>41% (12)</td> <td>66% (40)</td> <td>-25%</td> <td>53% (17)</td> <td>66% (38)</td> <td>-13%</td> </tr> <tr> <td>Writing GDS</td> <td>0% (0)</td> <td>11% (7)</td> <td>-11%</td> <td>0% (0)</td> <td>22% (13)</td> <td>-22%</td> </tr> <tr> <td>Writing EXP</td> <td>31% (9)</td> <td>64% (39)</td> <td>-33%</td> <td>47% (15)</td> <td>69% (40)</td> <td>-22%</td> </tr> </tbody> </table>		Spring 2019			Spring 2020				PP (29)	NPP (61)	Gap	PP (32)	NPP (58)	Gap	Reading GDS	7% (2)	30% (18)	-23%	9% (3)	31% (18)	-22%	Reading EXP	41% (12)	66% (40)	-25%	53% (17)	66% (38)	-13%	Writing GDS	0% (0)	11% (7)	-11%	0% (0)	22% (13)	-22%	Writing EXP	31% (9)	64% (39)	-33%	47% (15)	69% (40)	-22%
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Maths GDS	0% (0)	2% (1)	-2%	3% (1)	12% (7)	-9%
Maths EXP	48% (14)	66% (40)	-18%	63% (20)	66% (58)	-3%
Combined GDS	0% (0)	0% (0)	0%	0% (0)	10% (6)	-10%
Combined EXP	31% (9)	64% (39)	-33%	47% (15)	60% (35)	-13%

End of KS2/Year 6 (no summer term 2020 data available)

	Spring 2019			Spring 2020		
	PP (43)	NPP (46)	Gap	PP (42)	NPP (47)	Gap
Reading GDS	7% (4)	33% (15)	-26%	7% (3)	34% (16)	-27%
Reading EXP	56% (24)	70% (32)	-14%	64% (27)	68% (32)	-4%
Writing GDS	0% (0)	15% (7)	-15%	2% (1)	23% (11)	-21%
Writing EXP	44% (19)	59% (27)	-15%	67% (28)	70% (33)	-3%
Maths GDS	7% (3)	33% (15)	-26%	7% (3)	34% (16)	-27%
Maths EXP	47% (20)	70% (32)	-33%	55% (23)	66% (31)	-11%
Combined GDS	0% (0)	13% (6)	-13%	0% (0)	21% (10)	-21%
Combined EXP	35% (15)	54% (25)	-19%	45% (19)	59% (28)	-14%

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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.
Booster tuition to targeted groups of pupils in reading, writing and maths.	To improve pupil outcomes. To ensure pupils achieve individual targets.	Individual attainment and progress targets met. <u>Booster Headlines (Autumn term 2019)</u> <ul style="list-style-type: none"> • 86% of children attending additional tuition sessions during the autumn term made at least expected progress (e.g. 2+ points progress) • 16% of children attending additional tuition sessions during the autumn term made more than expected progress (e.g. 3+ points progress)
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.
Pupil Premium Indicator on SIMS	To improve analysis of the attainment and progress of Pupil Premium pupils in core subjects.	To raise awareness of the continuing need to diminish the difference between the attainment and progress of Pupil Premium pupils when compared to non-Pupil Premium pupils.

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		Total Cost: £26,390 Percentage of Expenditure: 8.7
Contingency		
Playground Markings and Equipment (KS2)	To provide a wider range of opportunities for pupils at break and lunchtime, e.g. additional games linked to curriculum subjects, including Maths (snakes & ladders) and Geography (world maps).	To improve the provision provided for all KS2 pupils at break and lunchtime and reduce the number of behaviour related instances during these times of unstructured learning.
		Total Cost: £10,068 Percentage of Expenditure: 3.3
		Total Cost Remaining: £1,205 Percentage of Expenditure: 0.4
		Total Planned Expenditure: £304,649