

Hilldene Primary School
 2020-21 Pupil Premium Impact Statement
 National Lockdown - January 2021 - March 2021

*No End of Year Statutory Information was published for 2019-20 and 2020-2021

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. Due to further COVID restrictions (mainly ‘bubbles’), additional teachers were supporting individual year groups rather than supporting targeted groups of pupils. This means that the outcomes of pupils cannot solely be as a direct result of having an additional teacher.</p> <p>It also needs to be considered that Pupils had remote learning for nearly a term throughout the academic year (January to March 2021).</p> <p>Numbers of Pupil Premium Pupils on roll 2020-2021: Nursery = 11 (16%) Reception = 11 (12%) Year 1 = 29 (32%) Year 2 = 25 (28%) Year 3 = 33 (37%) Year 4 = 34 (37%) Year 5 = 33 (38%) Year 6 = 42 (47%)</p> <p><u>*Additional teacher provision (Y6) 0.6 per week</u></p> <table border="1" data-bbox="958 1326 2130 1469"> <thead> <tr> <th></th> <th>% Level Achieved EXS and GDS</th> <th>% Level Achieved GDS</th> </tr> </thead> <tbody> <tr> <td>Reading Overall</td> <td>75</td> <td>27</td> </tr> <tr> <td>Reading PP</td> <td>76</td> <td>17</td> </tr> </tbody> </table>		% Level Achieved EXS and GDS	% Level Achieved GDS	Reading Overall	75	27	Reading PP	76	17
	% Level Achieved EXS and GDS	% Level Achieved GDS									
Reading Overall	75	27									
Reading PP	76	17									

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Reading Non-PP	74	36
Writing Overall	57	6
Writing PP	57	0
Writing Non-PP	57	11
Maths Overall	70	22
Maths PP	64	17
Maths Non-PP	74	28
Combined Overall	52	3
Combined PP	50	0
Combined Non-PP	55	6

Progress of all pupils:

Reading:

- 89% expected progress
- 99% accelerated progress

Writing:

- 90% expected progress
- 97% accelerated progress

Maths:

- 92% expected progress
- 97% accelerated progress

The majority of pupils (both PP and Non-PP) have made either expected or accelerated progress throughout the year. Percentages achieved at the Expected and Greater Depth standards are below previous published figures for National Expectations.

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***Additional teacher provision (Y5) 0.6 per week**

	% Level Achieved EXS and GDS	% Level Achieved GDS
Reading Overall	27	7
Reading PP	27	3
Reading Non-PP	27	9
Writing Overall	20	2
Writing PP	12	25
Writing Non-PP	25	6
Maths Overall	24	5
Maths PP	18	3
Maths Non-PP	27	5
Combined Overall	14	0
Combined PP	9	0
Combined Non-PP	16	0

Progress of all pupils:

Reading:

- 66% expected progress
- 48% accelerated progress

Writing:

- 37% expected progress
- 32% accelerated progress

Maths:

- 37% expected progress
- 38% accelerated progress

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***Additional teacher provision (Y4)**

	% Level Achieved EXS and GDS	% Level Achieved GDS
Reading Overall	61	15
Reading PP	44	9
Reading Non-PP	71	18
Writing Overall	49	2
Writing PP	29	3
Writing Non-PP	62	2
Maths Overall	62	11
Maths PP	47	12
Maths Non-PP	71	11
Combined Overall	43	0
Combined PP	9	0
Combined Non-PP	51	0

Progress of all pupils:

Reading:

- 87% expected progress
- 79% accelerated progress

Writing:

- 82% expected progress
- 74% accelerated progress

Maths:

- 85% expected progress
- 80% accelerated progress

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***Additional teacher provision (Y3) 0.6 days per week**

	% Level Achieved EXS and GDS	% Level Achieved GDS
Reading Overall	42	17
Reading PP	27	0
Reading Non-PP	52	27
Writing Overall	40	6
Writing PP	18	0
Writing Non-PP	54	9
Maths Overall	43	13
Maths PP	30	6
Maths Non-PP	52	18
Combined Overall	59	4
Combined PP	45	0
Combined Non-PP	63	7

Progress of all pupils:

Reading:

- 72% expected progress
- 59% accelerated progress

Writing:

- 66% expected progress
- 45% accelerated progress

Maths:

- 77% expected progress
- 63% accelerated progress

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***Additional teacher provision (Y1) 0.4 days per week**

	% Level Achieved EXS and GDS	% Level Achieved GDS
Reading Overall	40	6
Reading PP	24	0
Reading Non-PP	46	8
Writing Overall	33	3
Writing PP	10	0
Writing Non-PP	43	5
Maths Overall	30	0
Maths PP	17	0
Maths Non-PP	39	0
Combined Overall	30	4
Combined PP	17	0
Combined Non-PP	36	0

Phonics Screening

46% of the cohort achieved the expected standard compared to 82% National expectations (please note that 2018/19 is the last reported data to make comparisons to).

***Additional teacher provision (YR) 0.6 days per week**

Pupils achieving Good Level of Development = 60%

	% Level Achieved Early Learning Goal
Reading Overall	64
Reading PP	38

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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e1eef6;"><td colspan="2"></td></tr> <tr><td>Writing Overall</td><td style="text-align: right;">60</td></tr> <tr><td>Writing PP</td><td style="text-align: right;">31</td></tr> <tr style="background-color: #e1eef6;"><td colspan="2"></td></tr> <tr><td>Number Overall</td><td style="text-align: right;">69</td></tr> <tr><td>Number PP</td><td style="text-align: right;">39</td></tr> <tr style="background-color: #e1eef6;"><td colspan="2"></td></tr> <tr><td>Shape, Space and Measure Overall</td><td style="text-align: right;">74</td></tr> <tr><td>Shape, Space and Measure PP</td><td style="text-align: right;">50</td></tr> <tr style="background-color: #e1eef6;"><td colspan="2"></td></tr> <tr><td>Speaking Overall</td><td style="text-align: right;">80</td></tr> <tr><td>Speaking PP</td><td style="text-align: right;">88</td></tr> <tr style="background-color: #e1eef6;"><td colspan="2"></td></tr> <tr><td>Listening Overall</td><td style="text-align: right;">92</td></tr> <tr><td>Listening PP</td><td style="text-align: right;">100</td></tr> <tr style="background-color: #e1eef6;"><td colspan="2"></td></tr> <tr><td>Understanding Overall</td><td style="text-align: right;">86</td></tr> <tr><td>Understanding PP</td><td style="text-align: right;">100</td></tr> </table>			Writing Overall	60	Writing PP	31			Number Overall	69	Number PP	39			Shape, Space and Measure Overall	74	Shape, Space and Measure PP	50			Speaking Overall	80	Speaking PP	88			Listening Overall	92	Listening PP	100			Understanding Overall	86	Understanding PP	100
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Speech and Language Support	<p>To improve pupil outcomes in reading, writing and maths. To improve speech, communication and language skills. To improve pupil confidence. To improve pupil engagement in lessons.</p>	<p>Improved pupil outcomes. Increased confidence as learners. Improved speech, communication and language skills.</p> <p>Consideration needs to be noted that due to COVID restrictions pupils were receiving remote learning for a term of the academic year (January to March 2021).</p> <p>Due to COVID staffing of speech and language support was not fully met. S&L teacher left in December and was replaced in September 2021.</p>																																				

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	To support parents in communication with their children.	Support for S&L was offered via Zoom to a limited number of pupils from the SENDCo as well as resources that were collected for parents to support pupils whilst working remotely.	Total Cost: £142,314.72 Percentage of Expenditure: 54%
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>Number of fixed term exclusions has reduced.</p> <p>Attendance has improved and is increasing to be inline with National expectations.</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> 	Total Cost: £117,659.00 Percentage of Expenditure: 45%

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Before School Provision		
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> <p>Number of pupils accessing breakfast club provision: between 25 and 30 on a regular basis (pre-booked) with an additional 5 pupils on occasion (not pre-booked)</p>
		<p>Total Cost: £2790.00</p> <p>Percentage of Expenditure: 1%</p>