

## Pupil premium strategy statement - 2021 - 2022

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	Hilldene Primary School
Number of pupils in school	626 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	32.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	2nd December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs G. Delmonte
Pupil premium lead	Miss C. McCleallan
Governor / Trustee lead	Mr C. Speller

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,690.00*
Recovery premium funding allocation this academic year	£29,145 (£17,001 financial year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,983.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£306,629.00*

NB - \* = financial year actuals for 2021/22 (at 1st April 2021)

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Below average on-entry data for EYFS pupils.
2	Large number of pupils receiving Speech and Language Therapy
3	Below average End of Year Data at the end of EYFS.
4	Below average number of pupils achieving Expected / Greater Depth in Reading, Writing and Maths at the end of Key Stage 2.
5	Higher than National Average Pupil Premium Pupils on roll
6	High number of families requiring support from Home School Support Workers and Learning Mentors

### 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
<p>1. Pupils receive targeted support in the Early Years to develop their 'school readiness' skills.</p> <p>Pupils make accelerated progress from their starting points and move towards the End of Year Expectations.</p>	<p>Pupils are able to respect each other, play alongside and with their peers, listen tentatively and are ready to learn.</p> <p>Pupil's data moves towards End of Year Expectations. Higher percentage of pupils meeting Good Level of Development at the end of Reception.</p>
<p>2. Pupils receive targeted support for their Speech and Language needs so that they are able to confidently communicate effectively with their peers and adults.</p>	<p>Speech and Language teacher and Learning Support Assistant to work closely with targeted pupils to raise confidence, understanding and language acquisition.</p> <p>Pupils meet Speech and Language targets and are discharged from external Speech and Language Therapists.</p> <p>Pupils are able to confidently communicate with others; over time this will support their writing. Writing data to show accelerated progress (over time).</p>

<p>3. Move closer to National Averages at the End of Year Expectations in EYFS.</p>	<p>All adults support pupils through play. To know when it is appropriate to intervene and move a pupil's learning on.</p> <p>Targeted support for pupils to ensure pupils make accelerated progress.</p> <p>Parent meetings targeted at supporting children at home with early reading, writing and mathematical skills.</p>
<p>4. Higher percentage of pupils achieving National Expectations (or above) in all three curriculum areas (Reading, Writing and Maths).</p>	<p>Targeted intervention groups for pupils who are working below Age Related Expectations.</p> <p>1:1 tuition for key identified pupils (particularly in Key Stage 2) from pupils class teacher (preferable) or known adults.</p>
<p>5. Pupils to feel safe and secure and to know where they are able to seek support for their own mental wellbeing.</p>	<p>Pupils know that Learning Mentors are and how to access them. Learning Mentors to support pupils who need support.</p> <p>Home School Support Workers to support families in need and provide ongoing support.</p>

## 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: £147,556.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional teaching staff	Pupils working below Age Related Expectations	4
Recruitment of Speech and Language teacher and LSA	High number of pupils on the boroughs Speech and Language caseload.	2

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

Budgeted cost: £20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutoring for pupils (especially in KS2)	Lower than National percentage of pupils achieving the Expected (or above) expectations at the end of KS2.	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £101,136.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors x 2 (x 1 FTE from by PP funding)	High number of pupils needing regular support from Learning Mentors (this could be 1:1 or groups work relating to social, emotional and wellbeing of pupils).	6
Home School Support Workers x 2 (x 1 FTE from PP funding)	High number of families needing support from Home School Support Worker (this could include support with housing, benefit claims, support with external agencies and social care).	6
Breakfast Club (subsidy of £8,000 from PP funding)	Supporting families who need wrap around care at an affordable cost. Families returning to work and needing this support to allow them to work more than school hours.	6
Attendance Assistant (0.241 EFT)	Supporting families with low attendance, phone calls home to be made for all pupils (if parents haven't contacted the school) on the first day of absence. Referrals to HSSWs of Attendance Officer.	6

**Total budgeted cost: £268,692.00**

**total budget not allocated: £37,937.00**



## 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.

Pupil Premium Funding was used (throughout the last academic year) to support pupils in small groups to ensure they received targeted intervention. The intention was that pupils receiving this level of support would make accelerated progress from their starting points. Appointment of four additional teaching staff (equivalent to two full time teachers) increased intervention capacity in four year groups across the school. New teaching staffing started in January just as the Government announced a second National Lockdown, meaning that the majority of pupils were to be educated remotely. The majority of Pupil Premium pupils remained at home being supported by parents and were taught remotely for nearly a term during the academic year 2019/2020. Throughout the academic year there were a number of ‘bubble closures’ due to positive COVID tests which resulted in pupils missing more than just the Lockdown period of time. Progress of pupils during this academic year was not ‘expected progress’ due to the distribution in their education. Due to the factors outlined above pupil’s made limited progress but not accelerated progress to ensure that they reached Age Related Expectations, leaving many pupils needing to ‘catch up’.

Support from Learning Mentors and Home School Support Workers continued for our families, however, this was remote and many of our families rely on face to face conversations rather than phone calls and communication that is written (either text or email). Due to the pandemic, more pupils and families have required support with anxiety, emotional distress and financial needs.

Speech and Language teacher left in December 2020, with COVID restrictions in place recruitment was difficult so a replacement Speech and Language teacher was appointed in July with a start date of September 2021. This limited the support that pupils with a Speech and Language need received. Many external appointments were conducted via online platforms which for some families were difficult due to lack of technology, engagement of the pupil talking to a professional that is unknown to them. Limited Speech and Language support was provided by the school SENDCo and was a mix of online and physical resources.

### 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
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

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