

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Hillcrest Early Years Academy
Number of pupils in school	217 (2-7 year olds) 145 (Reception – Year 2)
Proportion (%) of pupil premium eligible pupils	52.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Samantha Stokes, Headteacher
Pupil premium lead	Samantha Stokes, Headteacher
Governor / Trustee lead	Tom Padden, Lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 137, 640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£137, 640

Part A: Pupil premium strategy plan

Statement of intent

At Hillcrest Early Years Academy, our intention is that all children, irrespective of background, ability or the challenges they face, achieve well and make good progress across all subject areas. At the heart of everything we do is the holistic approach we pride ourselves on – a focus on both childrens' positive wellbeing and disposition for learning are absolutely key to their success and is supported at every possible level.

Rooted within our approach is the consideration of challenges faced by vulnerable children such as those who have or have previously had a social worker, Young Carers or children who are in Local Authority Care – the strategy outlined in this statement is intended to support the needs of all children regardless of whether they are disadvantaged or not.

High-quality teaching is the key driver for our Academy and our children, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our Academy.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support around Phonics and Early Reading.

Our strategy will be both proactive in identifying common challenges, responsive to individual needs and based upon robust assessment. The approaches we have implemented have been based upon research which has been carefully selected to ensure it is appropriate for meeting the specific and diverse needs of our children.

To ensure these approaches are effective we will adopt a whole- school approach in which all staff take responsibility for the outcomes for disadvantaged children, early identification of need and all will be aspirational for what can be achieved.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and language: Many children who start our school have poor expressive and receptive language below or well below what is expected for their age. This means they may find it difficult to understand simple instructions or to answer simple questions. They cannot communicate their needs verbally. This is a significant barrier to accessing the curriculum.</p> <p>Poor letter sound articulation skills impact significantly on their reading and writing ability and their ability to apply the phonic skills they have been taught.</p> <p>In the EYFS, poor speech and language is also a social barrier to learning.</p>
2	<p>Social Skills, confidence and learning behaviours: Some of our disadvantaged children have limited pre-school experiences and find it difficult to mix socially in group or whole class work. Learning confidence can be low and we have to develop this to enable them to have a secure disposition for learning.</p>
3	<p>Attendance and punctuality: Some of our disadvantaged children have less than satisfactory attendance or a number of late arrivals resulting in persistent lateness. Our persistent absenteeism is above that of national and this impacts on their learning over time due to them missing sessions regularly. Although the attendance gap is closing, absence and persistent absenteeism outcomes remain higher than national.</p>
4	<p>Limited cultural capital and enrichment experiences: Many pupils lack of cultural capital limits their educational experience, vocabulary and understanding.</p>
5	<p>Wellbeing concerns: Some of our disadvantaged children have a level of wellbeing concern. This can cause anxiety, worry and emotional difficulties as the children cannot engage in their learning when their emotional well-being is affected. We have a high percentage of children who are open to children's services which negatively impacts on their wellbeing. Locality issues for our Academy are substance misuse and Domestic Violence and as a result, some of our children are exposed to this and require wellbeing support to further support their needs.</p>
6	<p>Phonics and Writing: Assessments show that disadvantaged pupils generally do not achieve as well in Reading, Writing and Phonics as their peers and this therefore negatively impacts on their development as a reader and writer.</p>

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>Improved receptive and expressive language and clarity of speech sound production amongst disadvantaged children. To close the vocabulary gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved receptive and expressive language amongst disadvantaged pupils (Wellcomm & SALT sessions)</p> <p>Assessments and observations indicate significantly improved clarity of speech-sound production amongst disadvantaged pupils. (Wellcomm & SALT sessions)</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Children demonstrate a wider vocabulary and communication and language/Listening, Attention and Understanding outcomes are strong and in line with national – where this is not the case, gaps are closing.</p>
<p>Improved social skills, confidence and emotional literacy of the children enables them to have secure disposition for learning.</p>	<p>The Gem Project is firmly embedded across the Academy and children can clearly articulate and demonstrate positive behaviours for learning.</p> <p>Children show a wider range of social skills such as turn taking.</p> <p>Children show an increase in confidence in their learning and willingness to challenge themselves through being able to articulate and demonstrate the Gem Project.</p> <p>Children have a better self-awareness and recognition of their feelings and know how to manage them.</p> <p>Children have all received ‘I can’t to I can’ sessions and are able to verbally talk about looping thoughts and how they are in control of changing them.</p>
<p>To achieve and sustain, improved attendance and punctuality for all children, particularly those who are disadvantaged. To reduce persistent lateness and absenteeism.</p>	<p>Significantly improved attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4% (Academy average around 96%) and evidence of the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced.</p>

	<p>The percentage of all pupils who are persistently absent is decreasing and the gap between disadvantaged children and their peers is closing.</p> <p>The percentage of all pupils who are persistently late is decreasing and the gap between disadvantaged and their peers is closing.</p> <p>Engagement with the Local Authority and other Collaborative Partnerships is having a positive impact on attendance within the community that we serve.</p>
<p>Children have the essential knowledge and experiences to prepare them for future success. Children know and remember more because their learning is linked to rich, immersive experiences.</p>	<p>Children have wider reaching opportunities through our creative curriculum and enrichment opportunities both within and outside of school. Through exposure to enrichment opportunities within the Curriculum, children know and remember more. Children can talk positively about experiences and the Academy value of 'Memories'.</p> <p>The Academy reaches the Silver Arts Mark Award in 2024-25 for further enrichment experiences through the arts.</p>
<p>Children are equipped with the skills to recognise and begin to manage their own wellbeing and emotional literacy.</p>	<p>The self-esteem, motivation and disposition for learning will be improved for disadvantaged children. Adults including pastoral practitioners are proactive in supporting children to enable them to reach their full potential. Children will display higher levels of emotional literacy and therefore dispositions for learning.</p>
<p>Improved outcomes for Phonics, Reading and Writing.</p>	<p>Outcomes in Phonics, Reading and Writing are broadly in line with national or gaps are closing where this is not the case, particularly for disadvantaged children.</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: £3, 354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Little Wandle subscription	<p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1 and 6
CPD for staff on Oracy and Early Language Development to further improve standards in Writing.	<p>Teachers reported that pupils' oracy skills improved as a result of the pilot; assessment results also showed that pupils' oracy skills improved.</p> <p>Voice 21: Improving Oracy - second pilot EEF (educationendowmentfoundation.org.uk)</p>	1 and 6
Purchase subscriptions to curriculum areas to support children with their knowledge and retention of key learning through the use of metacognitive strategies.	<p>There are impact studies showing that teaching relationship skills can improve children's PSED.</p> <p>EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</p> <p>The implementation of metacognitive strategies shows pupils' retention of knowledge has improved.</p> <p>EEF blog: Anchoring Curriculum Knowledge Using Metacognitive... EEF (educationendowmentfoundation.org.uk)</p>	1 and 6

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

Budgeted cost: £63,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted deployment of Teaching Assistants who are trained to deliver interventions	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 6

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

Budgeted cost: £ 64,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued employment of Attendance Lead to support with increasing parental engagement through a personalised approach and reduce absence and persistent absenteeism.</p> <p>Attendance CPD for Attendance Lead.</p> <p>Insight tracking system purchased to track and monitor attendance .</p> <p>CPOMs system purchased for recording of attendance and safeguarding concerns.</p>	<p>Increasing parental engagement shows evidence of promise with raising attendance.</p> <p>New: Evidence review finds sending personalised letters or... EEF (educationendowmentfoundation.org.uk)</p> <p>Personalised approaches to improving attendance through differing and bespoke communication.</p> <p>EEF blog: Taking a tailored approach to improving attendance EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4 and 6
<p>Participation in the National School Breakfast Programme.</p> <p>Employment of staff to provide Breakfast Clubs.</p>	<p>An impact evaluation of the National School Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p> <p>National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5 and 6

<p>Annual leasing of new Laptops and Ipads to use digital technology to enhance learning.</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4 and 6</p>
<p>Ensuring opportunities and resources for enrichment to the Curriculum which provide rich and memorable experiences for children. Engagement in the Arts Mark Project.</p>	<p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>2 and 4</p>

Total budgeted cost: £137, 204 (£436 CF)

Review of Expenditure 2024-25 - Teaching

Action	Desired outcome	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Next steps for 2024-25	Cost
<p>Purchase Little Wandle resources to ensure consistency and fidelity to this scheme (ongoing).</p>	<ul style="list-style-type: none"> - Children make rapid progress in Phonics - Gaps are closing against national for the Phonics Screening Check - Children make rapid progress in Reading 	<ul style="list-style-type: none"> - Following English Hub Audit, outcomes showed that the quality of teaching is consistently of a very high standard. - Children have made rapid progress: - 2021-22, 50% of children achieved the pass mark for Phonics Screening - 2022-23, 68.4% of children achieved the pass mark for Phonics Screening - 2023-24, 86.2% of children achieved the pass mark for Phonics Screening - 86% of non-PP children passed the PSC compared with 83% of PP children – this gap has closed considerably and PP children broadly achieve in line with non-PP children. - Due to the implementation of the SEND Little Wandle Phonics, children who are PP/non-PP SEND have made good progress from starting points. - Of Year 2 children, 82.5% of children passed the Phonics Screening. 79% of PP children passed compared with 86% of non-PP children. Every effort will be made to ensure that the gap is closing between Y2 PP/non-PP children in 2024-25. 	<p>Graduate as a English Hub Partner School. Begin 'Exemplar' school journey.</p> <p>Further develop and embed the Reading Culture as an SDP priority for 2024-25 to further develop a love of reading across the Academy.</p> <p>School-Led Tutoring to target phonics and those in need of catch up.</p> <p>Continue with use of Little Wandle SEN resources and programme to support children with SEN.</p>	<p>£5,000</p>
<p>Further CPD for staff on implementing Talk4 Writing across the Academy to close gaps in writing (ongoing)</p>	<ul style="list-style-type: none"> - Children make rapid progress in writing - Gaps are closing against national for writing - Writing has a higher profile across the academy. - 	<ul style="list-style-type: none"> - Gaps have closed significantly across the Academy in writing and in KS1, outcomes are 20% higher in 2023-24 than in 2022-23 (50% compared with 30% in 2022-23) 	<p>Oracy and Early Language Development to become a SDP priority for 2024-25 to ensure gaps are closing even further in writing.</p>	<p>£1000</p>

		<ul style="list-style-type: none"> - Recent feedback from Literacy consultant saw strong practice across the Academy and vast improvements in the Quality of Teaching and expectations of children which will therefore impact positively on outcomes in 2024-25. - Whilst we are above national for children achieving a GLD in EYFS, writing for PP sits at 69% compared with non-PP children at 81%. See plans to close this gap in next steps. 	<p>Further develop writing for purpose to give children further motivation and purpose.</p> <p>Use of technology to support with the writing curriculum to overcome barriers to learning.</p>	
CPD for staff on Closing the Vocabulary Gap across the Academy to close gaps across the curriculum.	<ul style="list-style-type: none"> - Children have a wider range of vocabulary - The Curriculum has been adapted to ensure that there are more opportunities for extending vocabulary - Evidence in writing of extended vocabulary - Increased enrichment opportunities ensure that vocabulary can be extended. 	<ul style="list-style-type: none"> - Children are using a wider range of vocabulary in their speech and writing. They are excited by the prospect of learning new vocabulary. The Curriculum outlines the expectation of what vocabulary should be taught and when, therefore closing the vocabulary gap. Enrichment opportunities have given children the 'hook' to make learning memorable so that they are able to use new vocabulary both in a context and confidentiality. 	Oracy and Early Language Development to become a SDP priority for 2024-25 to ensure gaps are closing even further in writing.	£1000

Review of Expenditure 2024-25 - Targeted academic support

<p>Top-up funding for the School Led Tutoring as part of the National Tutoring Programme used to support catch-up programmes for disadvantaged children who are at risk of falling behind.</p>	<p>- Gaps are closing for both PP and Non PP children in Phonics</p>	<p>- Children have made rapid progress: - 2021-22, 50% of children achieved the pass mark for Phonics Screening - 2022-23, 68.4% of children achieved the pass mark for Phonics Screening - 2023-24, 86.2% of children achieved the pass mark for Phonics Screening - 86% of non-PP children passed the PSC compared with 83% of PP children – this gap has closed considerably and PP children broadly achieve in line with non-PP children. - The writing gap has closed by 20% in the year 2023-24 and now sits at 50% of children achieving the expected standard at the end of KS1.</p>	<p>Continue with SLT next academic year.</p>	<p>£2800</p>
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Review of Expenditure 2024-25 - Wider strategies

<p>Wellbeing Lead to support the socioemotional wellbeing of children following a period of disruption and localised safeguarding contexts to ensure that children are supported to catch up.</p>	<p>Children are supported with their emotional Literacy and wellbeing and are able to make good progress in their learning as a result of this.</p>	<p>Quantitative data for this action is unobtainable however, the impact of our Wellbeing Lead during the Autumn and Spring Terms was significant for the pupils that were involved. As part of the role, the Wellbeing Lead attended Attendance, Behaviour and Safeguarding meetings and this had a positive impact on attendance for those who are persistent absentees and also for persistent lateness. Children who have worked with the Wellbeing Lead are more confident in social situations and are showing better dispositions for learning. ELSA sessions have supported children with their emotional literacy and Lego Therapy sessions have supported children to close the gap since the pandemic with their social interactions. The 'I can't to I can' sessions delivered by the Wellbeing Lead have support children in their mindset in both social and academic situations and this is something that has been continued in the academic year 2024-25 where it is best placed to support pupils. Sadly, due to funding, the Wellbeing Lead role has now been dissolved and for 2024-25, there is a full plan in-place to support the wellbeing of pupils internally.</p>	<p>Develop and implement the new Wellbeing plan to support our pupils.</p>	<p>£35,000</p>
<p>Continuation of the Gem Project and purchase of resources to support children in promoting positive learning behaviours through social, emotional and cognitive awareness.</p>	<p>Visible increase in positive learning behaviours across the Academy</p> <p>Restorative approach allows children to become more independent</p>	<p>There have been fewer behavioural incidents since the implementation of the Gem Project. Children are confidently articulating their learning 'powers' and are demonstrating these in their learning. The Gem Project is very well embedded across the academy and has become our own 'learning language.'</p> <p>High-quality modelling of restorative conversations by all staff are becoming embedded and therefore impacting positively on the children's mindset and subsequent choices they make.</p> <p>The implementation of the 'Playground Gems' has had a significant impact on the playground with children modelling how to 'bounce back' and 'support others'</p>	<p>Further develop the behaviour policy to create a 'character curriculum'</p> <p>Further develop play times/lunchtimes to ensure children are displaying these behaviours and characteristics more consistently on the playground.</p>	<p>£1000</p>

Emotional Literacy Support Assistant training	Children are empowered to develop their emotional Literacy and therefore have a better disposition for learning	<p>9 children benefited from Emotional Literacy Support in 2023-24 and children who were a part of ELSA were on the whole more confident to share their wants and needs and understand social situations.</p> <p>Our ELSA Lead felt that the programme was sometimes too advanced for the ages and stages of development of our children and so in 2024-25, a more bespoke plan has been put in place to support children with their emotional Literacy.</p>	Develop wellbeing and emotional literacy support plan	£1000
Participation in the National School Breakfast Programme	<p>Children are starting the school day ready to learn.</p> <p>Improved attendance.</p>	The uptake of the National School Breakfast Programme has been significant with up to 60 children attending each day. The impact on attendance has been significant because many 'hard to reach' families have been able to access this therefore impacting upon persistent lateness/absenteeism. This has been used as one of the actions on attendance action plans to support families to arrive at school on time each day. Persistent absenteeism has reduced from 32% to 19%.	Continue with this provision next year. Consider appointing another adult if numbers allow.	£ 2000
Ensuring opportunities for enrichment to the Curriculum which provide rich and memorable experiences for children. Engagement in the Arts Mark Project.	<p>Children are exposed to a wide range of experiences so can therefore make links to learning and have memorable experiences.</p> <p>Arts Mark Silver Award achieved.</p>	<p>Children have been provided with a range of enrichment opportunities and one of the academy values of 'memories' is a key driver in this. Children can talk about and confidently articulate prior learning when hooked onto experiences. The social and emotional aspect of enrichment has been significant and children are more confident to take on new challenges as a result of being exposed to different situations which they have not experienced before. The impact on the children's vocabulary has also been significant.</p> <p>There has been a greater uptake with clubs and children have had significantly more opportunities to participate in musical and art experiences.</p>	<p>Write statement of impact to achieve the silver standard.</p> <p>Develop a clubs planner with stakeholder engagement and track/monitor pupil engagement</p> <p>Further develop experiential learning for children.</p>	£30,000
Appointment of Deputy Attendance Lead to support attendance Lead with increasing parental engagement through a personalised approach and	<p>Parents engage with raising attendance.</p> <p>Attendance is raised to be in line with national averages.</p>	The impact of appointing a Deputy Attendance Lead has been significant this year. She has formed excellent relationships with families and particularly those that have been hard to reach. A consistent, daily approach to targeting non-attendance has been recognised by parents and has resulted in us being broadly in line with national averages each week.	Continue to employ Deputy Attendance Lead next academic year and develop role to Attendance Lead.	£20,080

reduce absence and persistent absenteeism.	The gap for persistent absenteeism is closing.	<p>Cause for Concern meetings are held bi-weekly and this ensures robust tracking of children whose attendance is below expectations therefore enabling swift intervention to take place.</p> <p>Persistent absenteeism has reduced from 32% to 19% and our YTD attendance is 93% compared to 89% at the start of the academic 2022-23.</p> <p>Our attendance for PP children is 96% YTD compared to 95.3% for non-PP children.</p>	Work with DfE attendance Hub/Local Authority to further improve attendance and develop consistency to maintain standards.	
Further Lego Therapy training to promote social interaction, turn-taking skills, sharing, collaborative problem-solving, the learning of concepts, language and motor skills following a period of lockdown (updated training where necessary)	Children show a better understanding all elements of social interaction e.g. turn taking and collaborative problem solving	<p>This year has seen the Lego Therapy sessions taking place and the impact has been significant on the confidence of these children. Teachers have reported children to be in a better disposition for learning and also making friends and learning more regarding social interactions with others and turn taking.</p> <p>At the start of 2023-24, we had 1 trained staff member delivering Lego Therapy. Now, we have 6 trained staff delivering Lego Therapy sessions each week. In 2023-24, 13 children have benefitted from Lego Therapy alongside those who have also accessed ELSA. In 2024-25, we anticipate the amount of children to double now we have 6 trained staff.</p>	Continue with Lego Therapy and staff training around this in 2024-25. Continue to update resources to support more children in accessing the sessions.	<p>£300</p> <p>£31,000</p>
<p>Annual leasing of new Laptops and Ipads to use digital technology to enhance learning.</p> <p>CPD session with Lee Parkinson (Mr P ICT) which focuses on 'Closing the</p>	<p>Children are able to access a high-quality curriculum.</p> <p>Technology has the potential to increase the quality and quantity of</p>	The Ipads and laptops have been instrumental in enhancing the progress of children this year. Children now evidence their learning journey in foundation subjects via our interactive learning platform, Seesaw. They have developed in their independence and the technology supports children in their challenge time in KS1. Children in Year 1 are offered a bespoke approach and balance between formalised learning and learning through challenge time in the provision. The use	<p>Continue with leasing of technology</p> <p>Implement SDP priority to develop oracy and early language development throughout the</p>	<p>£10,320</p> <p>£3000</p>

attainment gap through the use of technology'	practice that pupils undertake, both inside and outside of the classroom	of technology had also enabled us to deliver a broad and balanced curriculum particularly in subjects such as computing. Writing outcomes in KS1 have improved by 20% due to giving children more opportunities to learn through technology.	curriculum to raise standards in writing.	
Counselling sessions for children requiring additional support following a serious incident.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	This has had a significant impact this year and has ensured that the pupils who have accessed it are now in an appropriate disposition for learning and can manage their emotions well.		£500

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
WellComm	GL Assessment

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

