



HILLCREST EARLY YEARS ACADEMY

# PUPIL PREMIUM IMPACT REPORT

## 2023-24

---

HILLCREST EARLY YEARS ACADEMY, HEAPHAM ROAD, GAINSBOROUGH, LINCOLNSHIRE, DN21 1SW

TEL: 01427 613483, EMAIL : ENQUIRIES@HILLCREST.LINCS.SCH.UK

## Pupil Premium Impact Report

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 children’s 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 school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School-Led Tutoring for children whose education has been worst affected, including non-disadvantaged children.

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 be aspirational for what they can achieve.

Detail	Data
School name	Hillcrest Early Years Academy
Number of pupils in school	228 (2-7 year olds) 166 (Reception – Year 2)
Proportion (%) of pupil premium eligible pupils	54.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-25 2025-26 2026-27
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Samantha Stokes, Headteacher
Pupil premium lead	Samantha Stokes, Headteacher
Trustee lead	Tom Padden, Lead for Pupil Premium

Detail	Amount
Pupil premium funding allocation this academic year	£ 130, 950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Recovery premium funding allocation this academic year	£13, 050
<b>Total budget for this academic year</b>	<b>£144, 000</b>

## 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 through the National Tutoring Programme and School-Led Tutoring for children whose education has been worst affected, including non-disadvantaged children.

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><b>Speech and language:</b> 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><b>Social Skills, confidence and learning behaviours:</b> 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><b>Attendance and punctuality:</b> 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, attendance and persistent absenteeism outcomes remain above the national expectation.</p>
4	<p><b>Limited cultural capital and enrichment experiences:</b> Many pupils lack of cultural capital limits their educational experience, vocabulary and understanding.</p>
5	<p><b>Wellbeing concerns:</b> 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><b>Phonics and Writing:</b> 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>

## Outcomes

Reception - Areas of Learning												
	LAU	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor	Fine Motor	Comprehension	Word Reading	Writing	Number	Numerical Patterns
PP children	88%	78%	88%	84%	88%	94%	91%	88%	81%	69%	91%	88%
Non PP children	85%	85%	92%	85%	85%	92%	88%	81%	85%	81%	85%	85%
Total number of children achieving GLD: 68% Total number of PP children achieving GLD: 66% Total number of Non-PP children achieving GLD: 69%												

Year 1 Phonics Screening Check – to note this data is missing one child's data due to new arrival	Working towards			Working at		
	All (52)	PP (30)	Non PP (22)	All (52)	PP (30)	Non PP (22)
<b>Overall</b>	13.8%	17% (5)	9% (2)	86.2%	83% (25)	86% (19)
Year 2 Phonics Screening Check	Working towards			Working at		
	All (60)	PP (38)	Non PP (22)	All (60)	PP (38)	Non PP (22)
<b>Overall</b>	17.5%	21% (8)	14% (3)	82.5%	79% (30)	86% (19)

End of KS1 (Y2)	WTS			EXS			GDS		
	All (60)	PP (38)	Non PP (22)	All (60)	PP (38)	Non PP (22)	All	PP	Non PP
<b>Reading</b>	45%	45% (17)	45% (10)	55%	55% (21)	55% (12)	-	-	-
<b>Writing</b>	50%	50% (19)	50% (11)	50%	50% (19)	50% (11)	-	-	-
<b>Maths</b>	31.5%	45% (21)	18% (4)	68.5%	55% (17)	82% (18)	-	-	-

## Review of expenditure 2023-24

### Review of Academic Year 2023-24

#### 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
Purchase Little Wandle resources to ensure consistency and fidelity to this scheme (ongoing).	<ul style="list-style-type: none"> <li>- Children make rapid progress in Phonics</li> <li>- Gaps are closing against national for the Phonics Screening Check</li> <li>- Children make rapid progress in Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Following English Hub Audit, outcomes showed that the quality of teaching is consistently of a very high standard.</li> <li>- Children have made rapid progress:</li> <li>- 2021-22, 50% of children achieved the pass mark for Phonics Screening</li> <li>- 2022-23, 68.4% of children achieved the pass mark for Phonics Screening</li> <li>- 2023-24, 86.2% of children achieved the pass mark for Phonics Screening</li> <li>- 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.</li> <li>- Due to the implementation of the SEND Little Wandle Phonics, children who are PP/non-PP SEND have made good progress from starting points.</li> <li>- 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.</li> </ul>	<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>	£5,000
Further CPD for staff on implementing Talk4 Writing across the Academy to close gaps in writing (ongoing)	<ul style="list-style-type: none"> <li>- Children make rapid progress in writing</li> <li>- Gaps are closing against national for writing</li> <li>- Writing has a higher profile across the academy.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- 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)</li> <li>- 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.</li> <li>- 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.</li> </ul>	<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>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>	£1000

<p>CPD for staff on Closing the Vocabulary Gap across the Academy to close gaps across the curriculum.</p>	<ul style="list-style-type: none"> <li>- Children have a wider range of vocabulary</li> <li>- The Curriculum has been adapted to ensure that there are more opportunities for extending vocabulary</li> <li>- Evidence in writing of extended vocabulary</li> <li>- Increased enrichment opportunities ensure that vocabulary can be extended.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<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>
------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	--------------

### 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>	<ul style="list-style-type: none"> <li>- Gaps are closing for both PP and Non PP children in Phonics</li> </ul>	<ul style="list-style-type: none"> <li>- Children have made rapid progress:</li> <li>- 2021-22, 50% of children achieved the pass mark for Phonics Screening</li> <li>- 2022-23, 68.4% of children achieved the pass mark for Phonics Screening</li> <li>- 2023-24, 86.2% of children achieved the pass mark for Phonics Screening</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p>Continue with SLT next academic year.</p>	<p>£2800</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------	--------------

### 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>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	----------------

Continuation of the Gem Project and purchase of resources to support children in promoting positive learning behaviours through social, emotional and cognitive awareness.	Visible increase in positive learning behaviours across the Academy  Restorative approach allows children to become more independent	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.'  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.  The implementation of the 'Playground Gems' has had a significant impact on the playground with children modelling how to 'bounce back' and 'support others'	Further develop the behaviour policy to create a 'character curriculum'  Further develop play times/lunchtimes to ensure children are displaying these behaviours and characteristics more consistently on the playground.	£1000
Emotional Literacy Support Assistant training	Children are empowered to develop their emotional Literacy and therefore have a better disposition for learning	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.  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.	Develop wellbeing and emotional literacy support plan	£1000
Participation in the National School Breakfast Programme	Children are starting the school day ready to learn. Improved attendance.	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.	Children are exposed to a wide range of experiences so can therefore make links to learning and have memorable experiences.  Arts Mark Silver Award achieved.	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. There has been a greater uptake with clubs and children have had significantly more opportunities to participate in musical and art experiences.	Write statement of impact to achieve the silver standard.  Develop a clubs planner with stakeholder engagement and track/monitor pupil engagement  Further develop experiential learning for children.	£30,000
Appointment of Deputy Attendance Lead to support attendance Lead with increasing parental engagement through a personalised approach and reduce absence and persistent absenteeism.	Parents engage with raising attendance. Attendance is raised to be in line with national averages. The gap for persistent absenteeism is closing.	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.  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.  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.	Continue to employ Deputy Attendance Lead next academic year and develop role to Attendance Lead.  Work with DfE attendance Hub/Local Authority to further improve attendance and develop consistency to maintain standards.	£20,080

		Our attendance for PP children is 96% YTD compared to 95.3% for non-PP children.		
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.	£300 £31,000
Annual leasing of new Laptops and Ipads to use digital technology to enhance learning. CPD session with Lee Parkinson (Mr P ICT) which focuses on 'Closing the attainment gap through the use of technology'	<p>Children are able to access a high-quality curriculum.</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>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 of technology had also enabled us to deliver a broad and balanced curriculum particularly in subjects such as computing.</p> <p>Writing outcomes in KS1 have improved by 20% due to giving children more opportunities to learn through technology.</p>	<p>Continue with leasing of technology</p> <p>Implement SDP priority to develop oracy and early language development throughout the curriculum to raise standards in writing.</p>	£10,320 £3000
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