

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 | 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 (3 year plans are recommended) | 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 |
| Governor / Trustee lead | Tom Padden, Lead for Pupil Premium |

Funding overview

| 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 |
| Total budget for this academic year | £144, 000 |

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 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>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, attendance and persistent absenteeism outcomes remain above the national expectation.</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 behaviour for learning and attitudes for all children, particularly those who are disadvantaged. 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 DfE Attendance Hub is having a positive impact on attendance outcomes.</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 2023-24 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: £7,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase Little Wandle resources to ensure consistency and fidelity to this scheme (ongoing). | 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. Phonics EEF (educationendowmentfoundation.org.uk) | 1 and 6 |
| Further CPD for staff on implementing Talk4 Writing across the Academy to close gaps in writing (ongoing) | The Talk 4 Writing project had a positive impact on pupils' writing skills and improved staff's confidence with teaching writing. Talk for Writing EEF (educationendowmentfoundation.org.uk) | 1 and 6 |
| CPD for staff on Closing the Vocabulary Gap across the Academy to close gaps across the curriculum. | Ultimately, reading is the gateway to the whole curriculum and therefore the key to increasing upward mobility is expanding vocabulary. "Vocabulary size is a convenient proxy for a whole range of educational attainments and abilities – not just skill in reading, writing, listening, and speaking, but also general knowledge of science, history and the arts." E.D. Hirsch, 'A Wealth of Words' Closing the Vocabulary Gap?: A Review of Research on Early Childhood Vocabulary Practices - Tanya Christ &X. Christine Wang Alex Quigly – Closing the Vocabulary Gap | 1 and 6 |

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

Budgeted cost: £3000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| 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 following disruptions due to COVID-19. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Or small group:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>National Tutoring Programme EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 and 6 |

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

Budgeted cost: £ 133, 837

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 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>Research shows that following the disruption to schooling in the 2020 spring and summer terms and spring 2021 term, both Year 1 and Year 2 pupils had significantly lower achievement in both reading and mathematics in spring 2021 when compared to performance seen in the spring term of 2019. In Year 1, this represents a Covid-19 gap of around three months' progress for both reading and mathematics. In Year 2, this represents a Covid-19 gap of around three months' progress for reading and around two months' progress for mathematics.</p> <p>It also shows that there is a large and concerning attainment gap between disadvantaged and non-disadvantaged pupils. In Year 1, there is gap of around seven months for both reading and mathematics. As an Academy, there is a significant need to support the socioemotional needs of our children to ensure that a rigorous but supportive plan for catch up can take place. Impact of Covid-19 school closures and subsequent support... EEF (educationendowmentfoundation.org.uk)</p> | 1,2,3,5 and 6 |

| | | |
|--|--|------------------|
| | Social and emotional learning EEF (educationendowmentfoundation.org.uk) | |
| Continuation of the Gem Project and purchase of resources to support children in promoting positive learning behaviours through social, emotional and cognitive awareness. | Evidence emerging from EEF evaluations and the wider evidence base suggests that when learning behaviours are used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment. Learning behaviours EEF (educationendowmentfoundation.org.uk) EEF Blog: What are effective Learning Behaviours - and how can... EEF (educationendowmentfoundation.org.uk) | 1, 2, 4, 5 and 6 |
| Continuation of Emotional Literacy Support Assistant employment | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 2, 3 and 5 |
| Participation in the National School Breakfast Programme | 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. National School Breakfast Programme EEF (educationendowmentfoundation.org.uk) | 1, 3, 5 and 6 |
| Ensuring opportunities for enrichment to the Curriculum which provide rich and memorable experiences for children. Engagement in the Arts Mark Project. | There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) | 2 and 4 |
| Appointment of Deputy Attendance Lead to support attendance Lead with increasing parental engagement through a personalised approach and reduce absence and persistent absenteeism. | Increasing parental engagement shows evidence of promise with raising attendance. New: Evidence review finds sending personalised letters or... EEF (educationendowmentfoundation.org.uk) | 1, 2, 4 and 6 |
| 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) | Nuffield Early Language Intervention.pdf (educationendowmentfoundation.org.uk) | 1, 2, 4 and 5 |

| | | |
|--|--|-------------------|
| <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 attainment gap through the use of technology'</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>Counselling sessions for children requiring additional support following a serious incident.</p> | <p>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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | <p>2 and 5</p> |

Total budgeted cost: £143, 837 (£163)

Review of Academic Year 2022-23

Teaching

| Action | Desired outcome | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Next steps for 2023-24 | Cost |
|--|---|--|--|--------------|
| <p>Purchase and staff training for systematic, synthetic phonics scheme – Little Wandle and the resources to ensure 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 – last year, 50% of children achieved the pass mark for Phonics Screening and this year 68.4% of children have achieved the expected standard. For those children who have not achieved the expected standard, there is a plan for rapid catch-up as they enter Y2. - Gaps are closing with last year only 37.9% of Pupil Premium children in Year 1 achieving the pass mark and this year, 61.5% of Pupil Premium children have met the pass mark. - Reading outcomes at KS1 are broadly in line with national. This year, overall 61.1% of pupils have met the expected standard. Pupil Premium children have achieved better than non-Pupil Premium children in Reading outcomes (66.67% compared to 55.56%). | <p>Hillcrest have been selected to become a ‘Partner School’ with the Witham St Hughs English Hub for 2023-24.</p> <p>Reading for Pleasure to become an SDP priority for 2023-24 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>Use of Little Wandle SEN resources and programme to support children with SEN.</p> | <p>£2000</p> |
| <p>CPD for staff on implementing Talk4</p> | <ul style="list-style-type: none"> - Children make rapid progress in writing - Gaps are closing against national for writing | <p>Gaps are marginally closing in Writing and children are much more confident writers across the Academy. Writing has a high profile across the Academy.</p> | <p>School-Led Tutoring to target writing and those in need of catch up.</p> | <p>£500</p> |

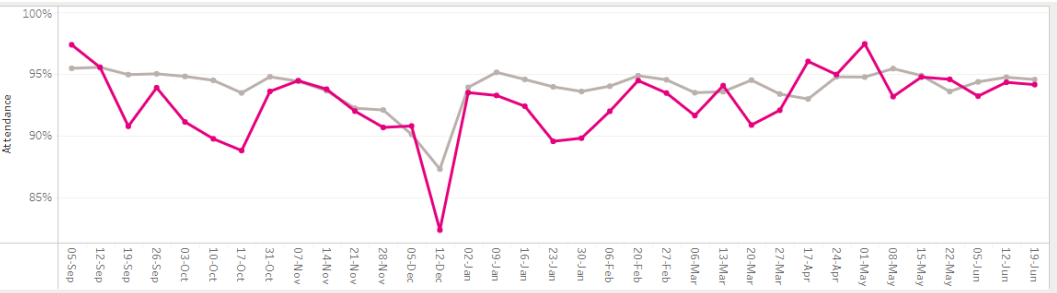
| | | | | |
|--|---|--|--|-------------|
| <p>Writing across the Academy to</p> | <ul style="list-style-type: none"> - Writing has a higher profile across the academy. - | <p>Recent feedback from Literacy consultant saw strong practice across the Academy and vast improvements in the Quality of Teaching which will therefore impact positively on outcomes in the next Academic year.</p> <p>This year, we have seen a dip in end of KS1 data for writing, however, this is due to the cohort of children. On entry, only 10% of children were on track to achieve the expected standard and 31.48% of children met the expected standard at the end of the year. This cohort of Y2 children were impacted significantly by the pandemic and subsequently, their stamina and independence were two areas which prevented higher outcomes. However, with early intervention and high-quality teaching, children in Reception are already significantly more independent with 83.7% (41/49) achieving the writing ELG. Of these, Pupil Premium have achieved better than non-Pupil Premium children this year and 85.2% of children have achieved the writing ELG. This is due to the significant focus on Early Writing and Fine motor control.</p> | <p>Writing to be SDP focus for next year.</p> <p>Further develop writing for purpose</p> <p>Use of technology to support with the writing curriculum to overcome barriers to learning.</p> | |
| <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"> - 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. | <p>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.</p> | <p>Writing to be an SDP priority next year.</p> | <p>£500</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> | <p>- Gaps are closing for both PP and Non PP children in Phonics</p> | <p>Children have made rapid progress – last year, 50% of children achieved the pass mark for Phonics Screening and this year 68.4% of children have achieved the expected standard. For those children who have not achieved the expected standard, there is a plan for rapid catch-up as they enter Y2.</p> <p>Gaps are closing with last year only 37.9% of Pupil Premium children in Year 1 achieving the pass mark and this year, 61.5% of Pupil Premium children have met the pass mark.</p> | <p>Continue with SLT next academic year.</p> | <p>£2800</p> |
|--|--|---|--|--------------|

Wider strategies

| | | | | |
|---|---|---|--|----------------|
| <p>Appointment of and defining of role for a Wellbeing Lead to support the socioemotional wellbeing of children following a period of disruption 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 on children has been significant. It has had a positive impact on attendance for those who are persistent absentees and also for persistent lateness. Children 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.</p> | <p>Further develop this role next year and look to employ and apprentice for further support so that the Wellbeing lead can have maximum impact working with the children.</p> | <p>£35,000</p> |
| <p>Continuation of the Gem Project 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.</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 role of ELSA/Lego Therapy to work alongside this</p> <p>Further develop play times/lunchtimes to ensure children are displaying these behaviours and characteristics more consistently on the playground.</p> | <p>£0</p> |
| <p>Emotional Literacy Support Assistant training</p> | <p>Children are empowered to develop their emotional Literacy and therefore have a better disposition for learning</p> | <p>One member of staff is timetabled each afternoon to ELSA sessions and the impact has been significant. Case notes on CPOMs have shown the measured impact that ELSA is having for the children who have been referred.</p> | <p>Develop ELSA/Nurture provision</p> <p>Develop Sensory Suite</p> | <p>£500</p> |

| <p>Participation in the National School Breakfast Programme</p> | <p>Children are starting the school day ready to learn. Improved attendance.</p> | <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 27%.</p> | <p>Continue with this provision next year. Consider appointing another adult if numbers allow.</p> | <p>£ 1660</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|----------------|--------------|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|---|----------------|
| <p>Ensuring opportunities for enrichment to the Curriculum which provide rich and memorable experiences for children.</p> | <p>Children are exposed to a wide range of experiences so can therefore make links to learning and have memorable experiences</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>Continue with this next year. SDP priority 4.</p> | <p>£30,000</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Appointment of Deputy Attendance Lead to support attendance Lead with increasing parental engagement through a personalised approach.</p> | <p>Parents engage with raising attendance. Attendance is raised to be in line with national averages. The gap for persistent absenteeism is closing.</p> | <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. Persistent absenteeism has reduced from 32% to 27% and our YTD attendance is 93% compared to 89% at the start of the academic year. See graph below to evidence improvement in attendance since September 2022:</p> <p>Pink – Hillcrest Grey – National</p>  <table border="1"> <caption>Attendance Data (Estimated from Graph)</caption> <thead> <tr> <th>Date</th> <th>Hillcrest (%)</th> <th>National (%)</th> </tr> </thead> <tbody> <tr><td>05-Sep</td><td>97</td><td>95</td></tr> <tr><td>12-Sep</td><td>95</td><td>95</td></tr> <tr><td>19-Sep</td><td>91</td><td>95</td></tr> <tr><td>26-Sep</td><td>94</td><td>95</td></tr> <tr><td>03-Oct</td><td>91</td><td>94</td></tr> <tr><td>10-Oct</td><td>89</td><td>94</td></tr> <tr><td>17-Oct</td><td>93</td><td>94</td></tr> <tr><td>31-Oct</td><td>94</td><td>94</td></tr> <tr><td>07-Nov</td><td>94</td><td>94</td></tr> <tr><td>14-Nov</td><td>93</td><td>94</td></tr> <tr><td>21-Nov</td><td>92</td><td>94</td></tr> <tr><td>28-Nov</td><td>91</td><td>94</td></tr> <tr><td>05-Dec</td><td>91</td><td>94</td></tr> <tr><td>12-Dec</td><td>83</td><td>94</td></tr> <tr><td>02-Jan</td><td>93</td><td>94</td></tr> <tr><td>09-Jan</td><td>93</td><td>95</td></tr> <tr><td>16-Jan</td><td>92</td><td>94</td></tr> <tr><td>23-Jan</td><td>90</td><td>94</td></tr> <tr><td>30-Jan</td><td>90</td><td>94</td></tr> <tr><td>06-Feb</td><td>92</td><td>94</td></tr> <tr><td>20-Feb</td><td>94</td><td>94</td></tr> <tr><td>27-Feb</td><td>93</td><td>94</td></tr> <tr><td>06-Mar</td><td>92</td><td>94</td></tr> <tr><td>13-Mar</td><td>94</td><td>94</td></tr> <tr><td>20-Mar</td><td>91</td><td>94</td></tr> <tr><td>27-Mar</td><td>92</td><td>94</td></tr> <tr><td>17-Apr</td><td>96</td><td>94</td></tr> <tr><td>24-Apr</td><td>94</td><td>94</td></tr> <tr><td>01-May</td><td>97</td><td>94</td></tr> <tr><td>08-May</td><td>93</td><td>94</td></tr> <tr><td>15-May</td><td>95</td><td>94</td></tr> <tr><td>22-May</td><td>94</td><td>94</td></tr> <tr><td>05-Jun</td><td>93</td><td>94</td></tr> <tr><td>12-Jun</td><td>94</td><td>94</td></tr> <tr><td>19-Jun</td><td>94</td><td>94</td></tr> </tbody> </table> | Date | Hillcrest (%) | National (%) | 05-Sep | 97 | 95 | 12-Sep | 95 | 95 | 19-Sep | 91 | 95 | 26-Sep | 94 | 95 | 03-Oct | 91 | 94 | 10-Oct | 89 | 94 | 17-Oct | 93 | 94 | 31-Oct | 94 | 94 | 07-Nov | 94 | 94 | 14-Nov | 93 | 94 | 21-Nov | 92 | 94 | 28-Nov | 91 | 94 | 05-Dec | 91 | 94 | 12-Dec | 83 | 94 | 02-Jan | 93 | 94 | 09-Jan | 93 | 95 | 16-Jan | 92 | 94 | 23-Jan | 90 | 94 | 30-Jan | 90 | 94 | 06-Feb | 92 | 94 | 20-Feb | 94 | 94 | 27-Feb | 93 | 94 | 06-Mar | 92 | 94 | 13-Mar | 94 | 94 | 20-Mar | 91 | 94 | 27-Mar | 92 | 94 | 17-Apr | 96 | 94 | 24-Apr | 94 | 94 | 01-May | 97 | 94 | 08-May | 93 | 94 | 15-May | 95 | 94 | 22-May | 94 | 94 | 05-Jun | 93 | 94 | 12-Jun | 94 | 94 | 19-Jun | 94 | 94 | <p>Continue to employ Deputy Attendance Lead next academic year. Work with DfE attendance Hub to further improve attendance and develop consistency to maintain standards.</p> | <p>£19,000</p> |
| Date | Hillcrest (%) | National (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05-Sep | 97 | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12-Sep | 95 | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19-Sep | 91 | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26-Sep | 94 | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03-Oct | 91 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10-Oct | 89 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17-Oct | 93 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31-Oct | 94 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07-Nov | 94 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14-Nov | 93 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21-Nov | 92 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28-Nov | 91 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05-Dec | 91 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12-Dec | 83 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02-Jan | 93 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 09-Jan | 93 | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16-Jan | 92 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23-Jan | 90 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30-Jan | 90 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06-Feb | 92 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20-Feb | 94 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27-Feb | 93 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06-Mar | 92 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13-Mar | 94 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20-Mar | 91 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27-Mar | 92 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17-Apr | 96 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24-Apr | 94 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01-May | 97 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08-May | 93 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15-May | 95 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22-May | 94 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05-Jun | 93 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12-Jun | 94 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19-Jun | 94 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>A whole-school approach to the development of Library areas which provide a broad range of age-</p> | <p>Children show a love of reading.</p> | <p>In most cases, children are confident to share their love of reading and can talk about their favourite book and author. The profile of reading has been raised and workshops held as part of coffee mornings, have promoted this even further.</p> | <p>SDP Priority 1 next year: Transform reading culture</p> | <p>£3000</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|---|--|--|----------------------------|
| appropriate books for children to engage with. | <p>Profile of reading is raised across the academy.</p> <p>Gaps in reading are closing.</p> | <p>Reading outcomes at KS1 are broadly in line with national. This year, overall 61.1% of pupils have met the expected standard. Pupil Premium children have achieved better than non-Pupil Premium children in Reading outcomes (66.67% compared to 55.56%).</p> | | |
| Development of 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. | <p>Children show a better understanding all elements of social interaction e.g. turn taking and collaborative problem solving</p> | <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.</p> <p>A specific staff member has been selected to deliver on this programme and the ELSA programme, therefore creating a consistency of approach for our children.</p> | SDP priority 4 – Enrichment | <p>£300</p> <p>£31,000</p> |
| Leasing of new Laptops and Ipads to use digital technology to enhance learning. | <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>This year, the use of technology has allowed children to access a high-quality Computing curriculum and also further develop other areas of the curriculum. Pupil engagement has been excellent and the technology has allowed for robust teaching of Online Safety and keeping children safe online.</p> | <p>SDP priority 1:2: To raise standards in writing</p> <p>The use of technology to support with writing.</p> | £10,320 |
| Counselling sessions for children requiring additional support following a serious incident. | <p>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</p> | <p>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.</p> | | £500 |

| | | | | |
|--|---|--|--|--|
| | the academic or cognitive elements of learning. | | | |
|--|---|--|--|--|

Review of Academic Year 2022-23

Teaching

| Action | Desired outcome | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Next steps for 2023-24 | Cost |
|--|---|--|--|--------------|
| <p>Purchase and staff training for systematic, synthetic phonics scheme – Little Wandle and the resources to ensure 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 – last year, 50% of children achieved the pass mark for Phonics Screening and this year 68.4% of children have achieved the expected standard. For those children who have not achieved the expected standard, there is a plan for rapid catch-up as they enter Y2. - Gaps are closing with last year only 37.9% of Pupil Premium children in Year 1 achieving the pass mark and this year, 61.5% of Pupil Premium children have met the pass mark. - Reading outcomes at KS1 are broadly in line with national. This year, overall 61.1% of pupils have met the expected standard. Pupil Premium children have achieved better than non-Pupil Premium children in Reading outcomes (66.67% compared to 55.56%). | <p>Hillcrest have been selected to become a ‘Partner School’ with the Witham St Hughs English Hub for 2023-24.</p> <p>Reading for Pleasure to become an SDP priority for 2023-24 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>Use of Little Wandle SEN resources and programme to support children with SEN.</p> | <p>£2000</p> |
| <p>CPD for staff on implementing Talk4</p> | <ul style="list-style-type: none"> - Children make rapid progress in writing - Gaps are closing against national for writing | <p>Gaps are marginally closing in Writing and children are much more confident writers across the Academy. Writing has a high profile across the Academy.</p> | <p>School-Led Tutoring to target writing and those in need of catch up.</p> | <p>£500</p> |

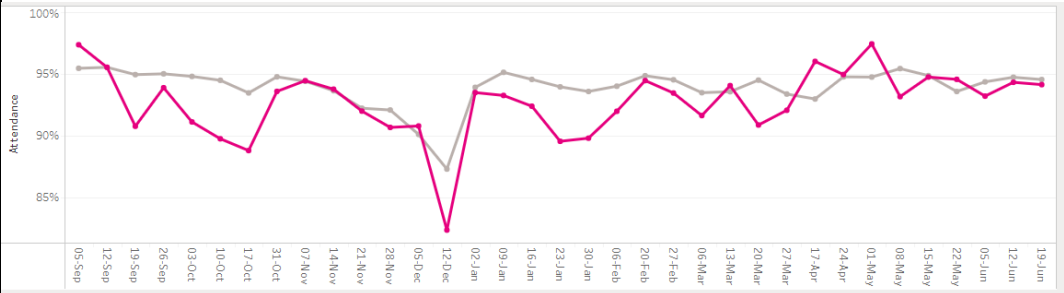
| | | | | |
|--|---|--|--|-------------|
| <p>Writing across the Academy to</p> | <ul style="list-style-type: none"> - Writing has a higher profile across the academy. - | <p>Recent feedback from Literacy consultant saw strong practice across the Academy and vast improvements in the Quality of Teaching which will therefore impact positively on outcomes in the next Academic year.</p> <p>This year, we have seen a dip in end of KS1 data for writing, however, this is due to the cohort of children. On entry, only 10% of children were on track to achieve the expected standard and 31.48% of children met the expected standard at the end of the year. This cohort of Y2 children were impacted significantly by the pandemic and subsequently, their stamina and independence were two areas which prevented higher outcomes. However, with early intervention and high-quality teaching, children in Reception are already significantly more independent with 83.7% (41/49) achieving the writing ELG. Of these, Pupil Premium have achieved better than non-Pupil Premium children this year and 85.2% of children have achieved the writing ELG. This is due to the significant focus on Early Writing and Fine motor control.</p> | <p>Writing to be SDP focus for next year.</p> <p>Further develop writing for purpose</p> <p>Use of technology to support with the writing curriculum to overcome barriers to learning.</p> | |
| <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"> - 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. | <p>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.</p> | <p>Writing to be an SDP priority next year.</p> | <p>£500</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> | <p>- Gaps are closing for both PP and Non PP children in Phonics</p> | <p>Children have made rapid progress – last year, 50% of children achieved the pass mark for Phonics Screening and this year 68.4% of children have achieved the expected standard. For those children who have not achieved the expected standard, there is a plan for rapid catch-up as they enter Y2.</p> <p>Gaps are closing with last year only 37.9% of Pupil Premium children in Year 1 achieving the pass mark and this year, 61.5% of Pupil Premium children have met the pass mark.</p> | <p>Continue with SLT next academic year.</p> | <p>£2800</p> |
|--|--|---|--|--------------|

Wider strategies

| | | | | |
|---|---|---|--|----------------|
| <p>Appointment of and defining of role for a Wellbeing Lead to support the socioemotional wellbeing of children following a period of disruption 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 on children has been significant. It has had a positive impact on attendance for those who are persistent absentees and also for persistent lateness. Children 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.</p> | <p>Further develop this role next year and look to employ and apprentice for further support so that the Wellbeing lead can have maximum impact working with the children.</p> | <p>£35,000</p> |
| <p>Continuation of the Gem Project 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.</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 role of ELSA/Lego Therapy to work alongside this</p> <p>Further develop play times/lunchtimes to ensure children are displaying these behaviours and characteristics more consistently on the playground.</p> | <p>£0</p> |
| <p>Emotional Literacy Support Assistant training</p> | <p>Children are empowered to develop their emotional Literacy and therefore have a better disposition for learning</p> | <p>One member of staff is timetabled each afternoon to ELSA sessions and the impact has been significant. Case notes on CPOMs have shown the measured impact that ELSA is having for the children who have been referred.</p> | <p>Develop ELSA/Nurture provision</p> <p>Develop Sensory Suite</p> | <p>£500</p> |

| | | | | |
|---|---|--|--|---------|
| 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 27%. | Continue with this provision next year. Consider appointing another adult if numbers allow. | £ 1660 |
| Ensuring opportunities for enrichment to the Curriculum which provide rich and memorable experiences for children. | Children are exposed to a wide range of experiences so can therefore make links to learning and have memorable experiences | 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. | Continue with this next year. SDP priority 4. | £30,000 |
| Appointment of Deputy Attendance Lead to support attendance Lead with increasing parental engagement through a personalised approach. | 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. Persistent absenteeism has reduced from 32% to 27% and our YTD attendance is 93% compared to 89% at the start of the academic year. See graph below to evidence improvement in attendance since September 2022: Pink – Hillcrest Grey – National  | Continue to employ Deputy Attendance Lead next academic year. Work with DfE attendance Hub to further improve attendance and develop consistency to maintain standards. | £19,000 |
| A whole-school approach to the development of Library areas which provide a broad range of age- | Children show a love of reading. | In most cases, children are confident to share their love of reading and can talk about their favourite book and author. The profile of reading has been raised and workshops held as part of coffee mornings, have promoted this even further. | SDP Priority 1 next year: Transform reading culture | £3000 |

| | | | | |
|---|---|--|--|----------------------------|
| appropriate books for children to engage with. | <p>Profile of reading is raised across the academy.</p> <p>Gaps in reading are closing.</p> | <p>Reading outcomes at KS1 are broadly in line with national. This year, overall 61.1% of pupils have met the expected standard. Pupil Premium children have achieved better than non-Pupil Premium children in Reading outcomes (66.67% compared to 55.56%).</p> | | |
| Development of 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. | <p>Children show a better understanding all elements of social interaction e.g. turn taking and collaborative problem solving</p> | <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.</p> <p>A specific staff member has been selected to deliver on this programme and the ELSA programme, therefore creating a consistency of approach for our children.</p> | SDP priority 4 – Enrichment | <p>£300</p> <p>£31,000</p> |
| Leasing of new Laptops and Ipads to use digital technology to enhance learning. | <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>This year, the use of technology has allowed children to access a high-quality Computing curriculum and also further develop other areas of the curriculum. Pupil engagement has been excellent and the technology has allowed for robust teaching of Online Safety and keeping children safe online.</p> | <p>SDP priority 1:2: To raise standards in writing</p> <p>The use of technology to support with writing.</p> | £10,320 |
| Counselling sessions for children requiring additional support following a serious incident. | <p>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</p> | <p>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.</p> | | £500 |

| | | | | |
|--|---|--|--|--|
| | the academic or cognitive elements of learning. | | | |
|--|---|--|--|--|

Review of Academic Year 2022-23

Teaching

| Action | Desired outcome | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Next steps for 2023-24 | Cost |
|--|---|--|--|--------------|
| <p>Purchase and staff training for systematic, synthetic phonics scheme – Little Wandle and the resources to ensure 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 – last year, 50% of children achieved the pass mark for Phonics Screening and this year 68.4% of children have achieved the expected standard. For those children who have not achieved the expected standard, there is a plan for rapid catch-up as they enter Y2. - Gaps are closing with last year only 37.9% of Pupil Premium children in Year 1 achieving the pass mark and this year, 61.5% of Pupil Premium children have met the pass mark. - Reading outcomes at KS1 are broadly in line with national. This year, overall 61.1% of pupils have met the expected standard. Pupil Premium children have achieved better than non-Pupil Premium children in Reading outcomes (66.67% compared to 55.56%). | <p>Hillcrest have been selected to become a ‘Partner School’ with the Witham St Hughs English Hub for 2023-24.</p> <p>Reading for Pleasure to become an SDP priority for 2023-24 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>Use of Little Wandle SEN resources and programme to support children with SEN.</p> | <p>£2000</p> |
| <p>CPD for staff on implementing Talk4</p> | <ul style="list-style-type: none"> - Children make rapid progress in writing - Gaps are closing against national for writing | <p>Gaps are marginally closing in Writing and children are much more confident writers across the Academy. Writing has a high profile across the Academy.</p> | <p>School-Led Tutoring to target writing and those in need of catch up.</p> | <p>£500</p> |

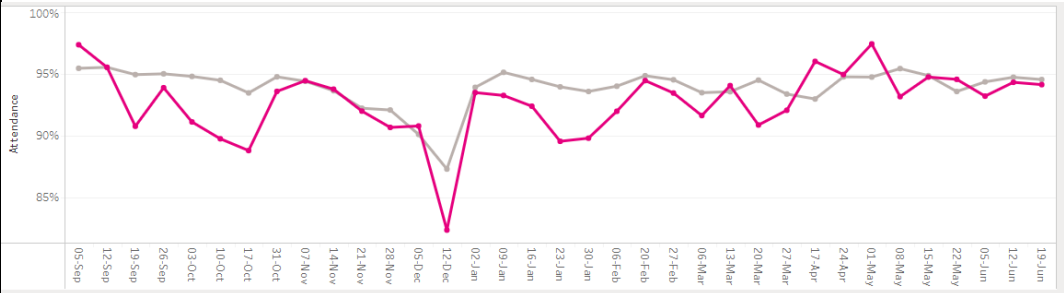
| | | | | |
|--|---|--|--|-------------|
| <p>Writing across the Academy to</p> | <ul style="list-style-type: none"> - Writing has a higher profile across the academy. - | <p>Recent feedback from Literacy consultant saw strong practice across the Academy and vast improvements in the Quality of Teaching which will therefore impact positively on outcomes in the next Academic year.</p> <p>This year, we have seen a dip in end of KS1 data for writing, however, this is due to the cohort of children. On entry, only 10% of children were on track to achieve the expected standard and 31.48% of children met the expected standard at the end of the year. This cohort of Y2 children were impacted significantly by the pandemic and subsequently, their stamina and independence were two areas which prevented higher outcomes. However, with early intervention and high-quality teaching, children in Reception are already significantly more independent with 83.7% (41/49) achieving the writing ELG. Of these, Pupil Premium have achieved better than non-Pupil Premium children this year and 85.2% of children have achieved the writing ELG. This is due to the significant focus on Early Writing and Fine motor control.</p> | <p>Writing to be SDP focus for next year.</p> <p>Further develop writing for purpose</p> <p>Use of technology to support with the writing curriculum to overcome barriers to learning.</p> | |
| <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"> - 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. | <p>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.</p> | <p>Writing to be an SDP priority next year.</p> | <p>£500</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> | <p>- Gaps are closing for both PP and Non PP children in Phonics</p> | <p>Children have made rapid progress – last year, 50% of children achieved the pass mark for Phonics Screening and this year 68.4% of children have achieved the expected standard. For those children who have not achieved the expected standard, there is a plan for rapid catch-up as they enter Y2.</p> <p>Gaps are closing with last year only 37.9% of Pupil Premium children in Year 1 achieving the pass mark and this year, 61.5% of Pupil Premium children have met the pass mark.</p> | <p>Continue with SLT next academic year.</p> | <p>£2800</p> |
|--|--|---|--|--------------|

Wider strategies

| | | | | |
|---|---|---|--|----------------|
| <p>Appointment of and defining of role for a Wellbeing Lead to support the socioemotional wellbeing of children following a period of disruption 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 on children has been significant. It has had a positive impact on attendance for those who are persistent absentees and also for persistent lateness. Children 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.</p> | <p>Further develop this role next year and look to employ and apprentice for further support so that the Wellbeing lead can have maximum impact working with the children.</p> | <p>£35,000</p> |
| <p>Continuation of the Gem Project 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.</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 role of ELSA/Lego Therapy to work alongside this</p> <p>Further develop play times/lunchtimes to ensure children are displaying these behaviours and characteristics more consistently on the playground.</p> | <p>£0</p> |
| <p>Emotional Literacy Support Assistant training</p> | <p>Children are empowered to develop their emotional Literacy and therefore have a better disposition for learning</p> | <p>One member of staff is timetabled each afternoon to ELSA sessions and the impact has been significant. Case notes on CPOMs have shown the measured impact that ELSA is having for the children who have been referred.</p> | <p>Develop ELSA/Nurture provision</p> <p>Develop Sensory Suite</p> | <p>£500</p> |

| | | | | |
|---|---|--|--|---------|
| 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 27%. | Continue with this provision next year. Consider appointing another adult if numbers allow. | £ 1660 |
| Ensuring opportunities for enrichment to the Curriculum which provide rich and memorable experiences for children. | Children are exposed to a wide range of experiences so can therefore make links to learning and have memorable experiences | 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. | Continue with this next year. SDP priority 4. | £30,000 |
| Appointment of Deputy Attendance Lead to support attendance Lead with increasing parental engagement through a personalised approach. | 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. Persistent absenteeism has reduced from 32% to 27% and our YTD attendance is 93% compared to 89% at the start of the academic year. See graph below to evidence improvement in attendance since September 2022: Pink – Hillcrest Grey – National  | Continue to employ Deputy Attendance Lead next academic year. Work with DfE attendance Hub to further improve attendance and develop consistency to maintain standards. | £19,000 |
| A whole-school approach to the development of Library areas which provide a broad range of age- | Children show a love of reading. | In most cases, children are confident to share their love of reading and can talk about their favourite book and author. The profile of reading has been raised and workshops held as part of coffee mornings, have promoted this even further. | SDP Priority 1 next year: Transform reading culture | £3000 |

| | | | | |
|---|---|--|--|----------------------------|
| appropriate books for children to engage with. | <p>Profile of reading is raised across the academy.</p> <p>Gaps in reading are closing.</p> | <p>Reading outcomes at KS1 are broadly in line with national. This year, overall 61.1% of pupils have met the expected standard. Pupil Premium children have achieved better than non-Pupil Premium children in Reading outcomes (66.67% compared to 55.56%).</p> | | |
| Development of 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. | <p>Children show a better understanding all elements of social interaction e.g. turn taking and collaborative problem solving</p> | <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.</p> <p>A specific staff member has been selected to deliver on this programme and the ELSA programme, therefore creating a consistency of approach for our children.</p> | SDP priority 4 – Enrichment | <p>£300</p> <p>£31,000</p> |
| Leasing of new Laptops and Ipads to use digital technology to enhance learning. | <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>This year, the use of technology has allowed children to access a high-quality Computing curriculum and also further develop other areas of the curriculum. Pupil engagement has been excellent and the technology has allowed for robust teaching of Online Safety and keeping children safe online.</p> | <p>SDP priority 1:2: To raise standards in writing</p> <p>The use of technology to support with writing.</p> | £10,320 |
| Counselling sessions for children requiring additional support following a serious incident. | <p>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</p> | <p>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.</p> | | £500 |

| | | | | |
|--|---|--|--|--|
| | the academic or cognitive elements of learning. | | | |
|--|---|--|--|--|

Review of Academic Year 2022-23

Teaching

| Action | Desired outcome | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Next steps for 2023-24 | Cost |
|--|---|--|--|--------------|
| <p>Purchase and staff training for systematic, synthetic phonics scheme – Little Wandle and the resources to ensure 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 – last year, 50% of children achieved the pass mark for Phonics Screening and this year 68.4% of children have achieved the expected standard. For those children who have not achieved the expected standard, there is a plan for rapid catch-up as they enter Y2. - Gaps are closing with last year only 37.9% of Pupil Premium children in Year 1 achieving the pass mark and this year, 61.5% of Pupil Premium children have met the pass mark. - Reading outcomes at KS1 are broadly in line with national. This year, overall 61.1% of pupils have met the expected standard. Pupil Premium children have achieved better than non-Pupil Premium children in Reading outcomes (66.67% compared to 55.56%). | <p>Hillcrest have been selected to become a ‘Partner School’ with the Witham St Hughs English Hub for 2023-24.</p> <p>Reading for Pleasure to become an SDP priority for 2023-24 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>Use of Little Wandle SEN resources and programme to support children with SEN.</p> | <p>£2000</p> |
| <p>CPD for staff on implementing Talk4</p> | <ul style="list-style-type: none"> - Children make rapid progress in writing - Gaps are closing against national for writing | <p>Gaps are marginally closing in Writing and children are much more confident writers across the Academy. Writing has a high profile across the Academy.</p> | <p>School-Led Tutoring to target writing and those in need of catch up.</p> | <p>£500</p> |

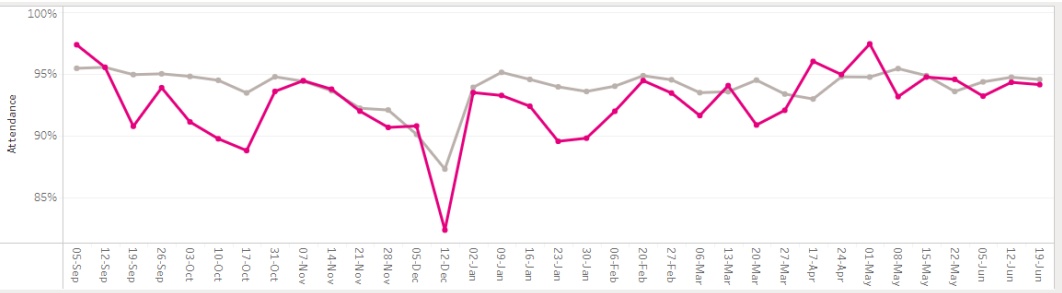
| | | | | |
|--|---|--|--|-------------|
| <p>Writing across the Academy to</p> | <ul style="list-style-type: none"> - Writing has a higher profile across the academy. - | <p>Recent feedback from Literacy consultant saw strong practice across the Academy and vast improvements in the Quality of Teaching which will therefore impact positively on outcomes in the next Academic year.</p> <p>This year, we have seen a dip in end of KS1 data for writing, however, this is due to the cohort of children. On entry, only 10% of children were on track to achieve the expected standard and 31.48% of children met the expected standard at the end of the year. This cohort of Y2 children were impacted significantly by the pandemic and subsequently, their stamina and independence were two areas which prevented higher outcomes. However, with early intervention and high-quality teaching, children in Reception are already significantly more independent with 83.7% (41/49) achieving the writing ELG. Of these, Pupil Premium have achieved better than non-Pupil Premium children this year and 85.2% of children have achieved the writing ELG. This is due to the significant focus on Early Writing and Fine motor control.</p> | <p>Writing to be SDP focus for next year.</p> <p>Further develop writing for purpose</p> <p>Use of technology to support with the writing curriculum to overcome barriers to learning.</p> | |
| <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"> - 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. | <p>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.</p> | <p>Writing to be an SDP priority next year.</p> | <p>£500</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> | <p>- Gaps are closing for both PP and Non PP children in Phonics</p> | <p>Children have made rapid progress – last year, 50% of children achieved the pass mark for Phonics Screening and this year 68.4% of children have achieved the expected standard. For those children who have not achieved the expected standard, there is a plan for rapid catch-up as they enter Y2.</p> <p>Gaps are closing with last year only 37.9% of Pupil Premium children in Year 1 achieving the pass mark and this year, 61.5% of Pupil Premium children have met the pass mark.</p> | <p>Continue with SLT next academic year.</p> | <p>£2800</p> |
|--|--|---|--|--------------|

Wider strategies

| | | | | |
|---|---|---|--|----------------|
| <p>Appointment of and defining of role for a Wellbeing Lead to support the socioemotional wellbeing of children following a period of disruption 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 on children has been significant. It has had a positive impact on attendance for those who are persistent absentees and also for persistent lateness. Children 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.</p> | <p>Further develop this role next year and look to employ and apprentice for further support so that the Wellbeing lead can have maximum impact working with the children.</p> | <p>£35,000</p> |
| <p>Continuation of the Gem Project 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.</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 role of ELSA/Lego Therapy to work alongside this</p> <p>Further develop play times/lunchtimes to ensure children are displaying these behaviours and characteristics more consistently on the playground.</p> | <p>£0</p> |
| <p>Emotional Literacy Support Assistant training</p> | <p>Children are empowered to develop their emotional Literacy and therefore have a better disposition for learning</p> | <p>One member of staff is timetabled each afternoon to ELSA sessions and the impact has been significant. Case notes on CPOMs have shown the measured impact that ELSA is having for the children who have been referred.</p> | <p>Develop ELSA/Nurture provision</p> <p>Develop Sensory Suite</p> | <p>£500</p> |

| | | | | |
|---|---|--|--|---------|
| 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 27%. | Continue with this provision next year. Consider appointing another adult if numbers allow. | £ 1660 |
| Ensuring opportunities for enrichment to the Curriculum which provide rich and memorable experiences for children. | Children are exposed to a wide range of experiences so can therefore make links to learning and have memorable experiences | 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. | Continue with this next year. SDP priority 4. | £30,000 |
| Appointment of Deputy Attendance Lead to support attendance Lead with increasing parental engagement through a personalised approach. | 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. Persistent absenteeism has reduced from 32% to 27% and our YTD attendance is 93% compared to 89% at the start of the academic year. See graph below to evidence improvement in attendance since September 2022: Pink – Hillcrest Grey – National  | Continue to employ Deputy Attendance Lead next academic year. Work with DfE attendance Hub to further improve attendance and develop consistency to maintain standards. | £19,000 |
| A whole-school approach to the development of Library areas which provide a broad range of age- | Children show a love of reading. | In most cases, children are confident to share their love of reading and can talk about their favourite book and author. The profile of reading has been raised and workshops held as part of coffee mornings, have promoted this even further. | SDP Priority 1 next year: Transform reading culture | £3000 |

| | | | | |
|---|---|--|--|----------------------------|
| appropriate books for children to engage with. | <p>Profile of reading is raised across the academy.</p> <p>Gaps in reading are closing.</p> | <p>Reading outcomes at KS1 are broadly in line with national. This year, overall 61.1% of pupils have met the expected standard. Pupil Premium children have achieved better than non-Pupil Premium children in Reading outcomes (66.67% compared to 55.56%).</p> | | |
| Development of 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. | <p>Children show a better understanding all elements of social interaction e.g. turn taking and collaborative problem solving</p> | <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.</p> <p>A specific staff member has been selected to deliver on this programme and the ELSA programme, therefore creating a consistency of approach for our children.</p> | SDP priority 4 – Enrichment | <p>£300</p> <p>£31,000</p> |
| Leasing of new Laptops and Ipads to use digital technology to enhance learning. | <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>This year, the use of technology has allowed children to access a high-quality Computing curriculum and also further develop other areas of the curriculum. Pupil engagement has been excellent and the technology has allowed for robust teaching of Online Safety and keeping children safe online.</p> | <p>SDP priority 1:2: To raise standards in writing</p> <p>The use of technology to support with writing.</p> | £10,320 |
| Counselling sessions for children requiring additional support following a serious incident. | <p>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</p> | <p>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.</p> | | £500 |

| | | | | |
|--|---|--|--|--|
| | the academic or cognitive elements of learning. | | | |
|--|---|--|--|--|

Review of expenditure

Funding overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £ 123, 740 |
| Recovery premium funding allocation this academic year | £ 13, 340 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £137, 080 |

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? | |