



HILLCREST EARLY YEARS ACADEMY

PUPIL PREMIUM IMPACT REPORT

2022-23

Hillcrest Early Years Academy, Heapham Road, Gainsborough, Lincolnshire. DN21 1SW
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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	242
Proportion (%) of pupil premium eligible pupils	59.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Stokes, Headteacher
Pupil premium lead	Samantha Stokes, Headteacher

Trustee lead	Tom Padden, Lead for Pupil Premium
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Outcomes

Reception

Reception - Areas of Learning												
	LAU	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor	Fine Motor	Comprehension	Word Reading	Writing	Number	Numerical Patterns
Total	83.7% (41/49)	91.8% (45/49)	89.8% (44/49)	87.8% (43/49)	91.8% (45/49)	98.0% (48/49)	98% (48/49)	87.8% (43/49)	83.7% (41/49)	83.7% (41/49)	89.8% (44/49)	91.8% (45/49)
PP children	85.2% (23/27)	92.6% (25/27)	92.6% (25/27)	88.9% (24/27)	96.3% (26/27)	96.3% (26/27)	96.3% (26/27)	92.6% (25/27)	88.9% (24/27)	85.2% (23/27)	92.6% (25/27)	92.6% (25/27)
Non PP children	81.8% (18/22)	90.9% (20/22)	86.4% (19/22)	86.4% (19/22)	86.4% (19/22)	100.0% (22/22)	100.0% (22/22)	81.8% (18/22)	86.4% (19/22)	81.8% (18/22)	86.4% (19/22)	90.9% (20/22)
Total number of children achieving GLD: 73.5%												
Total number of PP children (27) achieving GLD: 77.8%												
Total number of Non-PP children (22) achieving GLD: 68.2%												

Year 1 Phonics Screening Check	Working towards			Working at		
	All (57)	PP (39)	Non PP (18)	All	PP	Non PP
Overall	31.6% (18/57)	38.5% (15/39)	16.7% (3/18)	68.4% (39/57)	61.5% (24/39)	83.3% (15/18)
Year 2 Phonics Screening Check	Working towards			Working at		
	All (54)	PP (16)	Non PP (12)	All	PP	Non PP
Overall	46.4% (13/28)	43.8% (7/16)	50% (6/12)	53.6% (15/28)	56.3% (9/16)	50% (6/12)

End of KS1 (Y2)	WTS			EXS			GDS		
	All	PP (27)	Non PP	All	PP (27)	Non PP	All	PP (27)	Non PP
Reading	38.89% (21/54)	33.3% (9/27)	44.4% (12/27)	61.11% (33/54)	66.67% (18/27)	55.56% (15/27)	9.26% (5/54)	7.41% (2/27)	11.11% (3/27)
Writing	68.52% (37/54)	77.78% (21/27)	59.26% (16/27)	31.48% (17/54)	22.2% (6/27)	40.74% (11/27)	3.7% (2/54)	3.7% (1/27)	3.7% (1/27)
Maths	24.07% (13/54)	22.2% (6/27)	25.93% (7/27)	75.93% (41/54)	77.78% (21/27)	74.07% (20/27)	11.11% (6/54)	3.7% (1/27)	18.52% (5/27)

Challenges

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. This impacts on their learning over time due to them missing sessions regularly.</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. In addition, COVID-19 has had a considerable impact on the emotional well-being of our children.</p>
6	<p>Phonics and Writing: Assessments show that disadvantaged pupils generally do not achieve as well in phonics and writing as their peers and this therefore negatively impacts on their development as a reader and writer.</p>

Review of expenditure

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
Purchase and staff training for systematic, synthetic phonics scheme – Little Wandle and the resources to ensure fidelity to this scheme (ongoing).	<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>	£2000
CPD for staff on implementing Talk4 Writing across the Academy to	<ul style="list-style-type: none"> - Children make rapid progress in writing - Gaps are closing against national for writing - Writing has a higher profile across the academy. - 	<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>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</p>	<p>School-Led Tutoring to target writing and those in need of catch up.</p> <p>Writing to be SDP focus for next year.</p> <p>Further develop writing for purpose</p>	£500

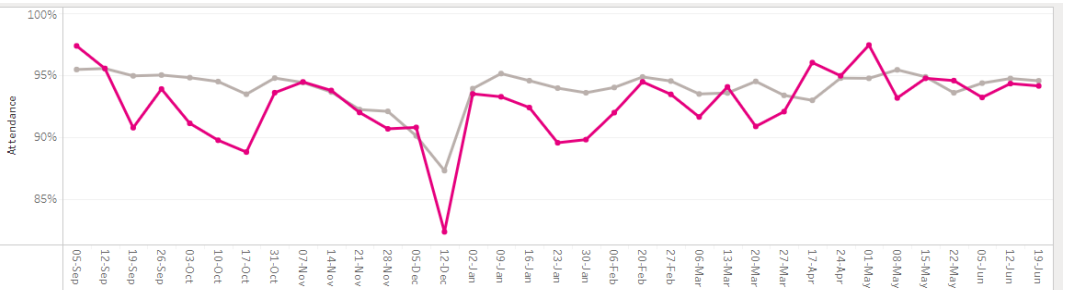
		significantly more independent with 83.7% (41/49) achieving the writing ELG. Of these, Pupil Premium have achieved better than non-Pupil Premium children this year and 85.2% of children have achieved the writing ELG. This is due to the significant focus on Early Writing and Fine motor control.	Use of technology to support with the writing curriculum to overcome barriers to learning.	
CPD for staff on Closing the Vocabulary Gap across the Academy to close gaps across the curriculum.	<ul style="list-style-type: none"> - Children have a wider range of vocabulary - The Curriculum has been adapted to ensure that there are more opportunities for extending vocabulary - Evidence in writing of extended vocabulary - Increased enrichment opportunities ensure that vocabulary can be extended. 	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.	Writing to be an SDP priority next year.	£500

Targeted academic support

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.	<ul style="list-style-type: none"> - Gaps are closing for both PP and Non PP children in Phonics 	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.	Continue with SLT next academic year.	£2800
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Wider strategies

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.	Children are supported with their emotional Literacy and wellbeing and are able to make good progress in their learning as a result of this.	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.	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.	£35,000
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<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>95</td></tr> <tr><td>10-Oct</td><td>90</td><td>95</td></tr> <tr><td>17-Oct</td><td>89</td><td>94</td></tr> <tr><td>31-Oct</td><td>94</td><td>95</td></tr> <tr><td>07-Nov</td><td>94</td><td>95</td></tr> <tr><td>14-Nov</td><td>93</td><td>95</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>94</td><td>95</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>95</td></tr> <tr><td>27-Feb</td><td>94</td><td>95</td></tr> <tr><td>06-Mar</td><td>92</td><td>94</td></tr> <tr><td>13-Mar</td><td>94</td><td>95</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>95</td><td>94</td></tr> <tr><td>01-May</td><td>98</td><td>95</td></tr> <tr><td>08-May</td><td>93</td><td>95</td></tr> <tr><td>15-May</td><td>95</td><td>95</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>93</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	95	10-Oct	90	95	17-Oct	89	94	31-Oct	94	95	07-Nov	94	95	14-Nov	93	95	21-Nov	92	94	28-Nov	91	94	05-Dec	91	94	12-Dec	83	94	02-Jan	94	95	09-Jan	93	95	16-Jan	92	94	23-Jan	90	94	30-Jan	90	94	06-Feb	92	94	20-Feb	94	95	27-Feb	94	95	06-Mar	92	94	13-Mar	94	95	20-Mar	91	94	27-Mar	92	94	17-Apr	96	94	24-Apr	95	94	01-May	98	95	08-May	93	95	15-May	95	95	22-May	94	94	05-Jun	93	94	12-Jun	94	94	19-Jun	93	94	<p>Continue to employ Deputy Attendance Lead next academic year.</p> <p>Work with DfE attendance Hub to further improve attendance and develop consistency to maintain standards.</p>	<p>£19,000</p>
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<p>A whole-school approach to the development of Library areas which provide a broad range of age-appropriate books for children to engage with.</p>	<p>Children show a love of reading. Profile of reading is raised across the academy. Gaps in reading are closing.</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>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>	<p>SDP Priority 1 next year: Transform reading culture</p>	<p>£3000</p>
<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>	<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>	<p>SDP priority 4 – Enrichment</p>	<p>£300 £31,000</p>
<p>Leasing of new Laptops and Ipads to use digital technology to enhance learning.</p>	<p>Children are able to access a high-quality curriculum. 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 The use of technology to support with writing.</p>	<p>£10,320</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>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>		<p>£500</p>

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