

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	247
Proportion (%) of pupil premium eligible pupils	53.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£ 128,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Recovery premium funding allocation this academic year	£13, 485
Total budget for this academic year	£142,290

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 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.

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.</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. We have a high percentage of children who are open to children's services which negatively impacts on their wellbeing.</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.</p> <p>Assessments and observations indicate significantly improved clarity of speech-sound production amongst disadvantaged pupils.</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.</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>To achieve and sustain, improved attendance and punctuality for all children, particularly those who are disadvantaged. To reduce persistent lateness and absenteeism.</p>	<p>Sustained high 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>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>Children are equipped with the skills to recognise and begin to manage their own wellbeing.</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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and staff training for systematic, synthetic phonics scheme – Little Wandle and the resources to ensure 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.	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: £2800

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: £ 106,013

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 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
Emotional Literacy Support Assistant implementation	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.	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.	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
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.	Nuffield Early Language Intervention.pdf (educationendowmentfoundation.org.uk)	1, 2, 4 and 5
Leasing of new Laptops and I pads to use digital technology to enhance learning.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1, 4 and 6

	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	
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 the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2 and 5

Total budgeted cost: £111,813 (CF - £16,992)

Review of Academic Year 2021-22

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Teaching

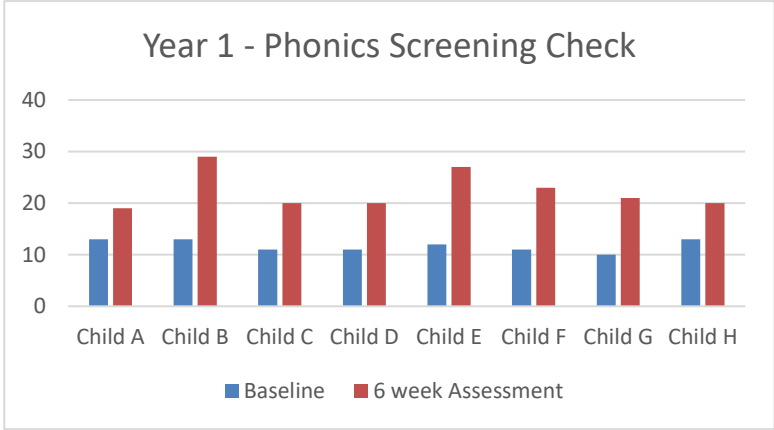
Action	Desired outcome	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Next steps for 2022-23	Cost
Purchase of Little Orchard Children Speech and Language Consultancy membership to ensure a sustainable approach to language interventions. This is to form part of the induction process for new starters so that all staff have the relevant training and can therefore positively impact on the progress of children.	<ul style="list-style-type: none"> - Children make rapid progress with C&L - Gaps are closing against national 	<p>Gaps are closing between Pupil Premium and Non-Pupil Premium with Communication and Language area of learning.</p> <p>All children 87.9%</p> <p>PP children 86.1%</p> <p>Non PP children 90.9%</p> <p>In Phonics, there is a higher proportion of PP children on Phase 4 phonics than Non-PP (1.2%) but a higher % of PP children currently on Phase 2 (13.1%) – these children are working towards the expected standard</p>	Use TA currently employed to deliver S&L interventions	<p>£1000</p> <p>Staff implementation-</p> <p>£26518</p>
Purchase and staff training for new systematic, synthetic phonics scheme – Little Wandle and the resources to ensure fidelity to this scheme.	<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 	<p>Gaps are marginally closing in Phonics.</p> <p>On entry baseline 64.3% of the Year 1 cohort were working towards as opposed to 50% at the end of Year 1. We will continue to work towards closing the gap with Phonics across the Academy in the next academic year.</p> <p>The Year 2 Phonics outcomes are 75% meeting the expected standard at the end of Year 2.</p> <p>Reception Phonics, there is a higher proportion of PP children on Phase 4 phonics than Non-PP (1.2%)</p>	<p>Appointment of KS1 Lead to work alongside Phonics Lead</p> <p>School-Led Tutoring to target phonics and those in need of catch up</p> <p>Little Wandle 'Keep-Up' groups to be implemented in September.</p> <p>Use of Nurture based TA for S&L interventions.</p> <p>Phonics to be a SDP priority for next year.</p>	£1000
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 	<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>Year 2 outcomes – 54.6% meeting the expected standard as opposed to the end of Autumn Term outcomes for expected standard being at 13.6%.</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>	School-Led Tutoring to target writing and those in need of catch up. Writing to be SDP focus for next year.	£2755

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 following disruptions due to COVID-19.

- Gaps are closing for both PP and Non PP children in Phonics

See above. Below is a graph to show the impact of SLT after a period of 6 weeks.



Whilst there are still gaps in Phonics, they are closing between PP and Non-PP

Continue with SLT next academic year.

£0

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.</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>£29205</p>
<p>Introduction 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>£895- Training</p> <p>£2000- Resources</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>Three members of staff are now fully trained in ELSA ahead of September 2022 and have a secure plan in place for children who require this support in the new academic year. Although the impact of this is not yet measurable due to staff recently qualifying, children have been identified and work has started to support these children in the new Academic Year.</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 40 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.	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.	Continue with this next year. SDP priority 3.	£41729
A whole-school approach to the development of Library areas which provide a broad range of age-appropriate books for children to engage with.	Children show a love of reading. Profile of reading is raised across the academy. Gaps in reading are closing.	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. Gaps in reading are closing – Year 2 Autumn Term data showed that 15.9% of children were working at the expected standard and Summer Term data shows 62.5% of children have met the expected standard.	SDP priority 1 – Raise standards in Reading	£3000
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.	Children show a better understanding all elements of social interaction e.g. turn taking and collaborative problem solving	This term has seen the first 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.	SDP priority 3 – Curriculum enrichment Develop the role of Nurture based TAs to support through Lego Therapy and ELSA interventions.	£300 £26518 – Staff Costs

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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
NELI	Nuffield Foundation
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?	