



HILLCREST EARLY YEARS ACADEMY

PUPIL PREMIUM IMPACT REPORT



2021-22

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	230
Proportion (%) of pupil premium eligible pupils	59.1%
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 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Samantha Stokes, Headteacher
Pupil premium lead	Samantha Stokes, Headteacher
Trustee lead	Tom Padden, Lead for Pupil Premium

Outcomes

Reception

Reception - Areas of Learning							
	C&L	PSED	PD	Literacy	Maths	UTW	BIE
Total	87.9%	94.8%	87.9%	70.7%	79.3%	98.3%	100%
PP children	86.1%	94.4%	83.3%	63.9%	75%	100%	100%
Non PP children	90.9%	95.5%	95.5%	81.8%	86.4%	95.5%	100%
Total number of children achieving GLD: 69% Total number of PP children achieving GLD: 63.9% Total number of Non-PP children achieving GLD: 77.3%							
Phonics							
	Phase 2		Phase 3			Phase 4	
Total	17.2% (10)		63.8% (37)			19% (11)	
PP Children	22.2% (8)		58.3% (21)			19.4% (7)	
Non PP children	9.1% (2)		72.7% (16)			18.2% (4)	

Summary: There is a 13.4% difference between the Pupil Premium and Non-Pupil Premium children with the Non-Pupil Premium children achieving better outcomes in terms of the GLD.

For PSED, PP and Non-PP are broadly in line, however for UTW, PP children achieve better than Non-PP children. There is a distinct difference between PP children and Non-PP children in Literacy. When unpicked, PP children achieve 8.3% less than Non-PP in Comprehension, 13.7% less in word reading and a significant 17.9% less in writing. 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.

Actions for next year:

- Reading, Writing and Phonics as priority 1 on SDP
- Further develop emotional literacy and children's disposition for learning through ELSA and Lego Therapy sessions.

Year 1 Cohort	Below			At			Above		
	All (58)	PP (30)	Non PP (28)	All	PP	Non PP	All	PP	Non PP
Reading	22/58 37.9%	13/30 43.3%	9/28 32.1%	36/58 62.1%	17/30 56.67%	19/28 67.9%	2/58 3.5%	2/30 6.7%	0/28 0%
Writing	23/58 39.7%	13/30 43.3%	10/28 35.7%	35/58 60.3%	17/30 56.6%	18/28 64.3%	1/58 1.7%	1/30 3.3%	0/28 0%
Maths	12/58 20.7%	8/30 26.7%	4/28 14.3%	46/58 79.3%	22/30 73.3%	24/28 85.7%	1/58 1.7%	1/30 3.3%	0/28 0%

Summary: In Reading, there is a 11.2% difference between PP and Non-PP children with Non-PP children performing better at the expected standard. However, at Greater Depth, PP children perform better than non-PP by 6.7%.

In Writing, there is a 7.7% difference between PP and Non-PP children with Non-PP children performing better at the expected standard. However, as with reading, PP perform marginally better at Greater Depth than non-PP children although this is one child.

In Maths, there is a slightly larger difference between PP and Non-PP children (12.4%) with Non-PP achieving better outcomes than PP children at the expected standard. However, as with reading and writing, PP perform marginally better at Greater Depth than non-PP children although this is one child.

Year 2 Cohort	Below			At			Above		
	All (44)	PP (32)	Non PP (12)	All	PP	Non PP	All	PP	Non PP
Reading	14/44 31.8%	12/32 37.5%	2/12 16.7%	30/44 68.2%	20/32 62.5%	10/12 83.3%	13/44 29.5%	7/32 21.8%	6/12 50%
Writing	20/44 45.5%	17/32 53.1%	3/12 25%	24/44 54.6%	15/32 46.9%	9/12 75%	4/44 9.1%	2/32 6.3%	2/12 16.7%
Maths	9/44 20.5%	7/32 21.9%	2/12 16.7%	36/44 79.6%	25/32 78.1%	10/12 83.3%	10/44 22.7%	4/32 12.5%	6/12 50%

Summary: It is to be noted that there is a significant number of the cohort that are Pupil Premium (72.7%) so this has a significant impact on outcomes.

In Reading, there is a significant 20.8% difference with Non-PP outperforming PP children at the expected standard. The same thing is also reflected in the Greater Depth reading as Non-PP children perform 28.2% better than Non-PP children.

In Writing, Pupil Premium children do not perform as well as Non-PP children at the expected standard (28.1% difference) and this is also reflected in the Greater Depth performance which is 10.4% lower for PP than for Non PP children.

In Maths, there is a lesser gap with PP children performing 5.2% less than Non-PP at the expected standard. There is a significant gap of 37.5% between Non-PP and PP at Greater Depth with Non-PP outperforming PP children.

Year 1 Phonics Screening Check	Below			At		
	All (58)	PP (29)	Non PP (29)	All	PP	Non PP
GC	36.7%	57.9%	0%	63.3%	42.1%	100%
SS	64.3%	70%	61.1%	35.7%	30%	38.9%
Overall	50%	62.1%	37.9%	50%	37.9%	62.1%
Year 2 Phonics Screening Check	Below			At		
	All (44)	PP (32)	Non PP (12)	All	PP	Non PP
CI	38.1%	37.5%	40%	61.9%	62.5%	60%
LC	13%	18.8%	0%	87%	81.3%	100%
Overall	25%	28.1%	16.7%	75%	71.9%	83.3%

Summary: In both Year 1 and Year 2 Phonics, Non-PP children outperform PP children by a significant amount however in Year 2, there are significantly less Non-PP children to take into consideration as this will impact outcomes.

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

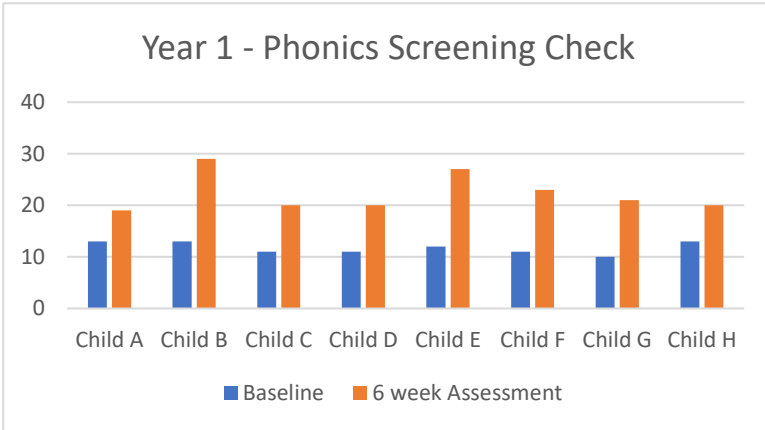
Review of Academic Year 2021-22

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% PP children 86.1% 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	£1000 Staff implementation- £26518
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

<p>CPD for staff on implementing Talk4 Writing across the Academy to</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>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>	<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>£2755</p>
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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 following disruptions due to COVID-19.</p>	<ul style="list-style-type: none"> - Gaps are closing for both PP and Non PP children in Phonics 	<p>See above. Below is a graph to show the impact of SLT after a period of 6 weeks.</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto;"> <caption>Year 1 - Phonics Screening Check Data</caption> <thead> <tr> <th>Child</th> <th>Baseline</th> <th>6 week Assessment</th> </tr> </thead> <tbody> <tr><td>Child A</td><td>13</td><td>19</td></tr> <tr><td>Child B</td><td>13</td><td>29</td></tr> <tr><td>Child C</td><td>11</td><td>20</td></tr> <tr><td>Child D</td><td>11</td><td>20</td></tr> <tr><td>Child E</td><td>12</td><td>27</td></tr> <tr><td>Child F</td><td>11</td><td>23</td></tr> <tr><td>Child G</td><td>10</td><td>21</td></tr> <tr><td>Child H</td><td>13</td><td>20</td></tr> </tbody> </table> </div> <p>Whilst there are still gaps in Phonics, they are closing between PP and Non-PP</p>	Child	Baseline	6 week Assessment	Child A	13	19	Child B	13	29	Child C	11	20	Child D	11	20	Child E	12	27	Child F	11	23	Child G	10	21	Child H	13	20	<p>Continue with SLT next academic year.</p>	<p>£0</p>
Child	Baseline	6 week Assessment																													
Child A	13	19																													
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Child C	11	20																													
Child D	11	20																													
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Child F	11	23																													
Child G	10	21																													
Child H	13	20																													

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>
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Introduction of the Gem Project to support children in promoting positive learning behaviours through social, emotional and cognitive awareness.	Visible increase in positive learning behaviours across the Academy Restorative approach allows children to become more independent	There have been fewer behavioural incidents since the implementation of the Gem Project. Children are confidently articulating their learning 'powers' and are demonstrating these in their learning. High-quality modelling of restorative conversations by all staff are becoming embedded and therefore impacting positively on the children's mindset and subsequent choices they make. The implementation of the 'Playground Gems' has had a significant impact on the playground with children modelling how to 'bounce back' and 'support others'	Further develop the role of ELSA/Lego Therapy to work alongside this Further develop play times/lunchtimes to ensure children are displaying these behaviours and characteristics more consistently on the playground.	£895- Training £2000- Resources
Emotional Literacy Support Assistant training	Children are empowered to develop their emotional Literacy and therefore have a better disposition for learning	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.	Develop ELSA/Nurture provision Develop Sensory Suite	£500
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

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