

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	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
Governor / Trustee lead	Tom Padden, Lead for Pupil Premium

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

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. 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>

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
Improved receptive and expressive language and clarity of speech sound production amongst disadvantaged children.	<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>
Improved behaviour for learning and attitudes for all children, particularly those who are disadvantaged.	The Gem Project is firmly embedded across the Academy and children can clearly articulate and demonstrate positive behaviours for learning.
To achieve and sustain improved attendance and punctuality for all children, particularly those who are disadvantaged.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4%, 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>
Children have the essential knowledge and experiences to prepare them for future success.	Children have wider reaching opportunities through our creative curriculum and enrichment opportunities both within and outside of school.
Children are equipped with the skills to recognise and begin to manage their own wellbeing.	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.
Improved outcomes for Phonics, Reading and Writing.	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.

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: £ 11, 106.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>Education Endowment Foundation EEF</p>	<p>1 and 6</p>
<p>Purchase and staff training for new systematic, synthetic phonics scheme – Little Wandle and the resources to ensure fidelity to this scheme.</p>	<p>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.</p> <p>Phonics EEF educationendowmentfoundation.org.uk</p>	<p>1 and 6</p>
<p>CPD for staff on implementing Talk4 Writing across the Academy to</p>	<p>The Talk 4 Writing project had a positive impact on pupils’ writing skills and improved staff’s confidence with teaching writing.</p> <p>Talk for Writing EEF educationendowmentfoundation.org.uk</p>	<p>1 and 6</p>

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

Budgeted cost: £2,767.50

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: £ 48, 965.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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)	
Introduction 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 training	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
A whole-school approach to the development of Library areas which provide a broad range of age-appropriate books for children to engage with.	An EEF guidance report states "It is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading." "Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics." Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	1, 2, 4 and 6
Development of Lego Therapy training to promote social interaction, turn-taking skills, sharing, collaborative problem-solving, the learning	Nuffield Early Language Intervention.pdf (educationendowmentfoundation.org.uk)	1, 2, 4 and 5

of concepts, language and motor skills following a period of lockdown.		
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Total budgeted cost: £ 62, 839.40

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

5. Review of expenditure				
Previous Academic Year		2019-2020 £114,840		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve the expressive and receptive language skills of children. Children have the confidence to move from working/talking one to one, to a small group and then to a whole class. Children with Pronunciation difficulties learn how to overcome these.</p>	<p>Early identification of speech and language needs on entry to the setting. Develop a language rich curriculum and environment. Model good use of language in all lessons and teaching times. First call to be used as an intervention to be used as an intervention in nursery and reception to develop and improve their language and communication skills.</p> <p>Talk for writing strategies to be used regularly from nursery to year 2 as a strategy to explore and express ideas and develop language before writing.</p>	<p>Pupils have been identified as having difficulty with speech and language and have received support via NELI or WELLCOMM. Children have made progress with their speech and language and this has had a direct impact on their ability to make academic progress.</p>	<p>Due to COVID restrictions and a further lockdown this year, the interventions have not run as they should have due to time missed in school.</p> <p>This is something we will need to continue to build upon next year in order to see the full impact.</p> <p>WELLCOMM will continue to be used as it not only screens the children and identifies clear areas for support, but provides fun and engaging activities for the children to complete in order to build upon their skills.</p>	£300
<p>Increased understanding of feelings and management of negative and positive emotions from all children.</p> <p>Increased self-esteem and confidence in all children. Maintain high standards of behaviour due to increased self-esteem and pupil's ability to manage their emotions.</p>	<p>Embed school wide PSHE curriculum to support emotional well-being and management of emotions.</p> <p>The Incredible Five Point Scale and learners characteristics will be introduced and developed in school to promote good behaviours for learning.</p>	<p>The use of the incredible 5 point scale and emotional check ins have enabled children to show how they are feeling, which has ensured staff are monitoring this and offering support as and when required.</p>	<p>We will continue to use these strategies to support pupils as they have had a positive impact on behaviour for learning.</p> <p>We will be sending two members of staff on ELSA training next year in order to increase our capacity to provide ongoing wellbeing and emotional support for our pupils.</p>	£635.10

All pupils to experience focused enrichment experiences and cultural capital to improve knowledge and language, which will have an impact on progress in writing.	Funding towards Educational trips Minibus hired to support weekly educational visits.	In 2018/2019 the school supported all children to attend two free school trips. This is something that has worked for many years and provides our pupils with a wealth of experiences that they would not normally be able to access. Due to COVID19 restrictions trips did not take place. Instead of trips we have supplemented by not charging for the Y2 Sleepover and providing a wealth of activities in school for the children to enjoy. The aim is to implement trips again from next year.	Trips will resume next year.	£1890
Parents receive support in order to effectively work with their children at home to enable effective learning. Parents will be informed of their children's progress and their learning needs.	Open afternoons and workshops and special events to share good practice with parents and families.	This has not been possible this year due to COVID 19 restrictions.	We hope to resume open afternoons and workshops when guidance allows.	£0
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve speech and language skills for pupils accessing SALT support.	SALT TA to deliver 1:1 and 1:2 targeted sessions to children with identified speech and language needs. Early identification of intervention for nursery pupils with poor language and communication skills.	SALT TA is no longer in post. Classroom TA's have been providing support for SALT.	This approach will be changed and adapted in the future to meet the needs of the pupils.	£0
At least 90% of pupils participating in interventions have raised self-esteem and self-confidence which is evident to their behaviour and engagement in learning.	We have chosen to focus on the emotional needs of our vulnerable children to support their emotional and social development and increase their access to learning. We will focus on providing support for pupils with anger management issues, behaviour concerns, low self-esteem and lack of confidence. ELSA and nurture lunch time club	Due to COVID19 and the subsequent further lockdown, work in this area has halted. Focus has been on Y2 pupils transitioning to their next school and for those children who have been identified as requiring a significant amount of support. Lunch time clubs have not been able to happen due to being unable to mix bubbles.	Future approaches to these interventions will be put in place with the SENCo and Wellbeing Officer in order to ensure they are tailored to meet specific children's needs. ELSA training has not been able to be accessed due to restrictions, this will be sourced next year.	£0

	will all be established and provided to target vulnerable pupils.			
Parents engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance	Individual feedback and encouragement for pupils in school. Rewards where appropriate. Parents meeting with additional needs teacher throughout the year to discuss pupil progress and strategies that can be implemented at home and at school. Counselling / positive reinforcement sessions 1:1 with pupils - positive messages about how to achieve and striving for success – overcoming barriers.	Due to COVID 19 restrictions homework and reading has looked different. The academy has purchased an online reading scheme in order to ensure children can access high quality texts at home and so teachers are able to monitor what texts are being read.	The use of online books will continue. Monitoring of reading, homework and attendance will resume in September 2021.	£3660
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates for all pupils (at least 96%). At least 85% of PP pupils will have at least 96% attendance across the year.	Ex Principal and Principal given allocated attendance review time to monitor pupil's attendance and follow up quickly on absences. Children identified as vulnerable will be placed on the minibus pick up run and given a free breakfast.	Due to COVID19, attendance has been monitored but children have not had to attend through the lockdown period.	Attendance monitoring will begin again in September 2021.	£0
100% of children have access to high quality, educational visits, visitors and experiences that aren't prohibited by a family's financial circumstances.	We have chosen to subscribe to services that enhance the curriculum and educational experiences for all. We also provide financial support for trips and visitors to the school to enhance the cultural capital experiences of all children.	Due to COVID19 trips have not been able to take place.	Trips will be attempted again next year.	£3,500

<p>Early Intervention for pupil's and their families provides timely support and prevents escalation to children's social services.</p>	<p>A wellbeing officer has been employed part time to work with targeted families including focusing on attendance, emotional wellbeing, family safety and security, young carers and 1:1 pupil monitoring. Our wellbeing officer will provide early intervention and preventative support to children, parents and families, working partnership with other agencies to promote positive outcomes for children within a school context.</p>	<p>The work that the Wellbeing Officer has done so far has positively impacted on the children, their ability to manage their emotions and different situations and their ability to manage in class. Behaviour for learning has improved.</p>	<p>The work of the Wellbeing Officer will continue and the academy will look to enrol more staff on ELSA training to enable more capacity for supporting children with emotional difficulties.</p>	<p>£0</p>
<p>Improve speech and language skills for pupils accessing SALT support.</p>	<p>SALT TA to deliver 1:1 and 1:2 targeted sessions to children with identified speech and language needs. Early identification of intervention for nursery pupils with poor language and communication skills.</p>	<p>SALT TA is no longer in post. Classroom TA's have been providing support for SALT.</p>	<p>This approach will be changed and adapted in the further to meet the needs of the pupils.</p>	<p>£0</p>
<p>At least 90% of pupils participating in interventions have raised self-esteem and selfconfidence which is evident to their behaviour and engagement in learning.</p>	<p>We have chosen to focus on the emotional needs of our vulnerable children to support their emotional and social development and increase their access to learning. We will focus on providing support for pupils with anger management issues, behaviour concerns, low selfesteem and lack of confidence. ELSA and nurture lunch time club will all be established and provided to target vulnerable pupils.</p>	<p>Due to COVID19 and the subsequent further lockdown, work in this area has halted. Focus has been on Y2 pupils transitioning to their next school and for those children who have been identified as requiring a significant amount of support.</p> <p>Lunch time clubs have not been able to happen due to being unable to mix bubbles.</p>	<p>Future approaches to these interventions will be put in place with the SENCo and Wellbeing Officer in order to ensure they are tailored to meet specific children's needs.</p> <p>ELSA training has not been able to be accessed due to restrictions, this will be sourced next year.</p>	<p>£0</p>

Parents engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance	Individual feedback and encouragement for pupils in school. Rewards where appropriate. Parents meeting with additional needs teacher throughout the year to discuss pupil progress and strategies that can be implemented at home and at school. Counselling / positive reinforcement sessions 1:1 with pupils - positive messages about how to achieve and striving for success – overcoming barriers.	Due to COVID 19 restrictions homework and reading has looked different. The academy has purchased an online reading scheme in order to ensure children can access high quality texts at home and so teachers are able to monitor what texts are being read.	The use of online books will continue. Monitoring of reading, homework and attendance will resume in September 2021.	£3660
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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?	