

HILLCREST EARLY YEARS ACADEMY



PUPIL PREMIUM REVIEW

Review completed by: -

Miss L McDonald – Pupil Premium Lead

Miss Z Thorpe – Pupil Premium Link Governor

Review Date: 20th July 2021

Hillcrest Early Years Academy Pupil Premium Profile	
Total number of pupils in the school	254
Number of PP – eligible pupils	91
Total pupil premium budget	£133,465

School performance evidence	
Key statements from Ofsted	The progress and attainment of disadvantaged pupils matches that of other pupils in the academy and is above that nationally. This is because the pupil premium funding is used exceptionally well to provide very effective support for pupils with their English and mathematics.
Summary of schools performance data:	2019 / 2020 end of year assessment data for disadvantaged pupils Foundation Stage % of pupils who meet GLD: 45%

	Year 1 Phonics Check			
	Not conducted due to COVID 19			
	Year 2 end of year assessments			
	Subject	Below the expected standard	Working at the expected standard	Greater depth
	Writing	31%	69%	3%
Reading	33%	67%	31%	
Maths	11%	89%	8%	
Summary of school's existing areas of focus and approaches	<p>Low levels of speech and language skills on entry into Reception. This slows reading and writing progress in subsequent years.</p> <p>Levels of self-esteem and confidence for some pupil premium children is low. This leads to an over reliance on other adults and has a detrimental effect on academic progress.</p> <p>Lack of experiences for pupil premium children. This leads to limited language enrichment.</p> <p>The % of persistent absentees for disadvantaged pupils is higher than local and national statistics.</p> <p>The profound emotional, social and environment needs for pupil premium families affects pupils ability to be successful in life.</p> <p>COVID 19 has had a significant impact on our PP children. The time spent out of school has impacted on them making academic progress at the same rate as they would usually.</p>			
Name of key people	<p>Laura McDonald – Pupil Premium Lead</p> <p>Zara Thorpe – Pupil Premium Link Governor/ SENCo</p> <p>Natalie Van Camp – Wellbeing Officer</p>			

Topic	Suggested questions and areas to explore	Strengths	Area for development
<p>Pupil characteristics & Teaching and Learning</p> <ul style="list-style-type: none"> • Interview with pupil premium co-ordinator or member of staff with PP responsibility • Lesson observation/ learning walks, to include work scrutiny and discussion with teachers • Observation of out of class interventions 	<p>How are pupil premium pupils spread throughout the school? Does the number / proportion vary significantly from year to year? Is this likely to have an effect on pupil progress data? Are there any patterns within pupil premium cohort data? E.g. Are girls eligible for pupil premium making better progress than boys? Why? Do any of your pupil premium pupils have additional barriers to learning which may make it even harder for them to attain expected levels? E.g. SEN, EAL, Safeguarding factors.</p> <p>Many of the disadvantaged pupils were on the SEND register and they were involved in safeguarding or welfare incidents. Most of these pupils enter the school with low starting points. Senior leaders observe the development of these pupils in reception. If the child is identified as having a particular need then they are identified as requiring more support than quality first teaching. Reasonable adjustments are made in the classroom and pupils receive intervention. Disadvantaged pupils who achieve well across the school are placed in a mainstream classroom are targeted through regular pupil progress meetings to ensure they achieve to the same rate as their peers.</p>	<p>Evidence from the learning walks show that children are focused, productive and have a resilience which has been built up through small group theory sessions. Effective and skilled classroom teaching from the class teacher and other adults in the class room ensures that all the children's needs are met. All adults in the classroom work hard to ensure that disadvantaged families are engaged in their child's learning journey. This is done in a creative way e.g. sports workshops.</p>	<p>Currently no observations will be taking place due to CO-Vid 19 (learning walks from a distance and with masks).</p> <p>Virtual drop in's with classrooms to be held for children to update on learning.</p>
<p>Achievement</p> <ul style="list-style-type: none"> • Published data 	<p>How much has the school considered evidence, such as the EEF toolkit? Do senior leaders liaise with colleagues from feeder schools to find out what has proved successful for pupils in the past?</p>	<p>There is no data to compare due to COVID 129 impacting on data collection. However the</p>	<p>Continue to monitor the achievement of disadvantaged pupils, especially when</p>

<ul style="list-style-type: none"> • Current progress data • Lesson observation and work scrutiny • Interview with PP Coordinator 	<p>Do senior leaders liaise with colleagues from within their own development group and / or Teaching School to discuss what has proved un/ successful for them?</p> <p>What assessment system/s does the school use to evaluate the impact of interventions?</p> <p>Does the school evaluate the impact of interventions regularly? E.g. half-termly, termly. Are the gaps closing in all subjects / aspects? How quickly?</p> <p>The academy regularly reviews the progress of pupil premium children every half term. These meetings involve information from O Track, book scrutinise, learning walks and observations, the performance of these groups of pupils is then discussed. Senior leaders have ensured that teachers are aware of how their class are performing in comparison to national statistics – this has made teachers more accountable for their performance. The senior leadership team meet once every half term to discuss the outcomes for pupil premium children and evaluate the impact of the spending.</p>	<p>academy will continue to monitor.</p>	<p>considering the impact of COVID19 and the amount of school time missed.</p> <p>Raise PP with SLT meetings more regularly.</p>
<p>Leadership & Management</p> <ul style="list-style-type: none"> • Interview with Head Teacher (HT) and Chair of Trustees (CoT) • Interview with PP Coordinator • Scrutiny of pupil premium policy documents 	<p>Do senior leaders observe out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions?</p> <p>Do senior leaders focus on the quality of teaching and learning of particular groups of pupils when conducting lesson observations? E.g. pupil premium pupils</p> <p>Do senior leaders monitor target tracking sheets to ensure that pupils are being appropriately challenged?</p> <p>How much do senior leaders consider evidence, such as the Do governors understand pupil premium funding? Are governors presented with a summary of pupil premium</p>	<p>An interview with the Executive Principal clearly highlighted how effective the senior leadership team are at identifying when a child is underperforming. They then use their knowledge of the children to put in place an effective plan using the funding to ensure</p>	<p>The senior leadership team are now looking closely at the breakfast club and after school club provision. They are considering restructuring the provision to ensure that disadvantage pupils who attend gain the extra educational</p>

<ul style="list-style-type: none"> • Scrutiny of SEF • Most recent Ofsted report • Published and current data 	<p>spending and its impact at full governor and curriculum meetings?</p> <p>Senior leaders regularly observe the teaching practice – focusing on the performance of disadvantaged pupils. Intervention groups are monitored carefully by senior leaders. There is an expectation that teaching assistants constantly communicate with the class teacher and the SENDco about the progress of the pupils who are completing the interventions. The senior leadership team are skilled at identifying where children are at risk at underperforming. They will then use their knowledge of the child to create a strategy to support the whole development.</p>	<p>that child makes accelerated progress and reaches age related expectations.</p>	<p>value they need to succeed.</p> <p>Look at how to upskills the trustees with regards to PP and spending. In order for them to more effectively challenge the use of funds.</p>
<p>Behaviour & safety</p> <ul style="list-style-type: none"> • Learning walk and discussion with PPCo • Scrutiny of behaviour records 	<p>A learning walk across the whole academy showed that the behaviour of all pupils is excellent. Behaviour incidents are recorded on CPOMS in order to create a chronology for each child. This helps to build a picture of what is happening and when to ensure specific interventions and adjustments can be made to best suit the need of the children.</p>	<p>An external safeguarding audit has shown that the safeguarding policies and procedures the school follows are effective.</p>	<p>Feed back in weekly SLT meetings.</p>

ACTION PLAN TEMPLATE

Executive Summary
<p>Reviewers may wish to include the following:</p> <ul style="list-style-type: none"> • A brief overview of the school's pupil premium strategy so far, what has worked well and what hasn't

pupils are given the building blocks they need to increase their motivation, self-esteem and academic skills. Staff are made aware of groups of children that are PP so they can ensure that reasonable adjustments are made and the correct interventions are put in place when required. Due to COVID19, trips have not been possible this year, but the academy has looked at other ways to add enrichment to the pupils. Tablets have been purchased in KS1 to ensure there is 1 tablet between 2 children. This has enabled more children to access online interventions. Other activities (inflatable day etc) have been organised to add some enrichment for the pupils. Moving forwards, trips will begin again.

The number of lates, persistent absences and welfare issues surrounding disadvantaged pupils continues to be a concern for the senior leadership team. Some children are still coming into school not prepared to face a full day of learning. This is impacting on their progression. Breakfast club has been offered to families to help support them getting to school and being ready to learn. Communication with known family's will continue and the 20 minute drop off window seems to have helped families get to school on time.

The LEA has changed the system for identifying pupil premium children. They have placed the emphasis on the parents to apply through an online system. This has caused issues as some of our parents do not have access to the internet. This could cause concern for the future as some funding could be lost if parents wish not to sign up. Office staff will be on hand to support parents to complete the online forms.

- Date of review and agreed date for the follow up visit /next review

January 2022 – Mid year review
July 2022 – Full review

Approach	Outcomes and success criteria	Lead	Review Date	Total cost
To revamp BC/ASC to offer disadvantaged pupils educational extracurricular learning opportunities.	Most disadvantaged pupils will start the day ready to learn.	SS ZT BC/ASC coordinator	July 2022	£8682.63 per year approx

<p>To support parents with the pupil premium application process.</p>	<p>All parents will have access to the internet to complete the online form. All new starter parents will complete the online forms by the time their child starts school. The academy will receive the full funding for pupil premium.</p>	<p>GG SS ZT</p>	<p>July 2022</p>	<p>£250 for catering costs</p>
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