

Pupil premium strategy statement

1. Summary information					
School	Hillcrest Early Years Academy				
Academic Year	2019 - 2020	Total PP budget	£114,840	Date of most recent PP Review	Jan 2019
Total number of pupils – Reception to Yr2	176	Number of pupils eligible for PP	78	Date for next internal review of this strategy	Feb 2020

Current attainment (End of previous academic year)			
	Pupils eligible for PP	Pupils eligible for PP who are not SEND (your school)	Pupils not eligible for PP (national average)
KS1 % achieving expected standard or above in reading	88%	95%	74.9%
KS1 % achieving expected standard or above in writing	80%	86%	69.2%
KS1 % achieving expected standard or above in maths	88%	96%	75.6%
Year 1 % achieving expected standard in phonics	78%	100%	81.9%
EYFS % achieving GLD	77%	78%	71%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and language. Many children come to school, or attending 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. Poor pronunciation skills impact significantly on their reading and writing ability also, and their ability to apply the phonic skills they have been taught. In the EYFS in particular, poor speech and language is also a social barrier to learning.
B.	Social Skills and Confidence. Some of our PP children have limited pre-school experiences and find it difficult to mix socially in group or whole class work. Some children also find it difficult to focus when working one to one with an adult. Learning confidence can be low and we have to develop this to enable them to access their learning appropriately.
C.	Attendance and punctuality. Some of our PP children have less than satisfactory attendance or a number of late arrivals. This impacts on their learning.
D.	Limited cultural capital and enrichment experiences. Many pupils lack of cultural capital limits their educational experience, vocabulary and understanding.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Safeguarding concerns. Some of our PP children have a level of safeguarding concern related to their family situations. This can cause anxiety, worry and emotional difficulties as the children cannot engage in their learning when their emotional well-being is affected.
F.	Parents with mental health issues needing additional support. Some parents of PP children may feel isolated or may benefit from support in order to support their child/children

	with their learning at home. Some parents may have experienced eviction which can impact on the ability for families to support children with learning at home and focus on school learning during challenging times.
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3. Desired outcomes	
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	<i>Desired outcomes and how they will be measured</i>	<i>Specific Success criteria / benchmarks</i>
A.	Children make progress with speech and language development during EYFS and key stage one to bring them in line with expected standards by the end of Key Stage 1. Early language development is assessed on entry to school and interventions put in place to address the needs of individuals are monitored and evaluated for impact. Children will be in receipt of high-quality speech and language support through trained teaching assistants who work closely with speech and language therapists.	Additional support in classroom allows for staff to provide effective provision for speech and language development. Screening carried out. Children identified for support. Trained TA's deliver effective programmes. Progress measured. Interventions show positive impact by end of R or early Yr1 for the vast majority of pupils.
B.	Children will develop the skills to learn and work well independently, with an adult and in groups or as whole class. Children will develop confidence and become effective communicators.	Social skills and behaviours for learning are effective and allow children to progress in their learning.
C.	Attendance and punctuality continue to improve. (Weekly monitoring)	The difference continues to be diminished between attendance rates for disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils have attendance rates closer to the school target of 96%. Attendance is reported in writing to stakeholders regularly. Stakeholders can measure the impact of 'leave of absence' and 'irregular attendance' on our attendance figures and know what action is being taken by school staff to address this. Actions taken have a positive impact over time.
D.	Pupil Premium pupils to experience focused enrichment experiences, to improve cultural capital, knowledge and language which will have an impact on progress in writing.	The enrichment of language will mean that for most Pupil Premium pupils, the progress will be better than expected in writing by the end of the year so that the differential between Pupil Premium and "other" pupils continues to be diminished.
E.	Children feel confident and well supported by the adults to open up about issues ongoing at home.	Parents and children use regular counselling sessions to open up about any anxieties they have surrounding home life. School staff and families work together effectively to support children and help them make the best progress possible.
F.	Parents engage with school life and events and workshops, meetings and support provided contribute to their ability to support their children to progress in their learning. Parents have access to support and information when they face personal challenges.	

4. Planned expenditure					
Academic year		2019 - 2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<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 in nursery and reception to develop and improve their language and communication skills. 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>This remains an ongoing concern for the academy with each new cohort starting nursery or reception with undeveloped language skills. We want to invest some of the PP funding in longer term change which will help all our children to improve. Many different evident sources, including John Hattie and the EEF toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school. Talk for writing enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.</p> <p>Most children start our nursery or reception with language and communication skills below expected for their age. EEF advises that there is good evidence that children's early speech, language and communication skills are powerful predictors of later life chances. There is a significant language gap between children from disadvantaged backgrounds and their peers by the time they start school.</p>	<p>Use of training day to deliver speech and language training. Ongoing, regular CPD in talk for writing strategies. Feedback to staff following drop ins and observations of talk for writing strategies. Sentence stems provided and scaffolded for children. Monitor planning and provision for EYFS children to ensure the environment is language rich and children's speech, language and communication needs are being met. Firstcall training for EYFS staff. Ongoing monitoring, evaluation and assessment of Firstcall.</p>	<p>SENDco/ EYFS lead</p>	<p>October 2019</p>

Increased understanding of feelings and management of negative and positive emotions from all children. 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.	Embed school wide PSHE curriculum to support emotional well-being and management of emotions. The Incredible Five Point Scale and learners characteristics will be introduced and developed in school to promote good behaviours for learning.	Sutton document: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. The EEF Toolkit shows that social and emotional learning programmes benefit disadvantaged and low attaining pupils more than other pupils.	CPD on the Incredible Five Point Scale and PSHE programme regularly throughout the year in staff meetings. Drop in and learning conversations with pupils to gain feedback and evaluate impact. Reduced number of pupils requiring nurture support.	PSHE lead and SENDco	January 2019
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.	Sutton document: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.'	To work alongside the additional needs class teacher to plan enriched local educational visits. To monitor PP children's attendance in enrichment opportunities in school.	SLT	Termly
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.	Parental involvement, +3 months, moderate impact for moderate costs.	Events in school are planned to support families based on the identified need/s. Information available to parents to enable support at home.	SLT	September 2019
Total budgeted cost					£65,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<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. SALT TA to be trained ELKLAN,</p>	<p>Speech, language and communication is a huge barrier for a significant proportion of pupils who start in nursery or reception. Targeted support for speech and language are effective as they are delivered by a well trained and experienced practitioner (NFER research)</p>	<p>Regular monitoring of intervention by SENDco Regular feedback from SALT TA to SENDco Interrogation of data and progress towards targets Ongoing training and support for staff delivering interventions</p>	<p>SENDco</p>	<p>Reviewed termly by SENDco</p>
<p>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.</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 self-esteem and lack of confidence. ELSA and nurture lunch time club will all be established and provided to target vulnerable pupils.</p>	<p>The Hampshire Education Psychology Service researched and evaluated the impact of ELSA on children. They found that ELSA role had greatly enhanced school-s ability to respond to behavioural, emotional and social difficulties.</p>	<p>Regular CPD for wellbeing officer to deliver nurture to ensure sessions are high quality. Educational Psychologist employed to improve assessment needs of pupils. Regular evaluation and feedback from wellbeing officer about interventions. Termly Boxall profiles on children in nurture groups to show progress.</p>	<p>SENDco and wellbeing officer</p>	<p>Review assessments and impact before/after assessments.</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.	Personalised support for pupils and their families has been shown to improve levels of attendance, self-motivation and resilience by pupils and to develop positive relationships with parents.	Progress in workbooks, reading diaries and motivation in class.	Additional Needs teacher	Ongoing throughout the academic year.
Total budgeted cost					£35,000

i. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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.	We can't improve attainment for children if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step. We have already made a positive step towards improving pupil's attendance for all children and PP children.	Thorough briefing from Ex Principal and Principal about absence issues. Ex Principal, Principal and additional needs teacher will collaborate to ensure provision and standard school processes work smoothly together.	Ex Principal and Principal	This will be reviewed on a weekly basis for individual pupils and family groups.
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.	Authentic learning access to experts and resources/learning experiences empowers children to find things out and think independently rather than being spoon fed information. The Innovation Unit and EEF research shows the positive impact real learning experiences have on pupil's attitudes to learning, their progress and attainment. It is important that financial circumstances of children and their families	The approach will be to enhance the curriculum through access of high-quality visits and visitors to support learning. Trips and visitors will be evaluated to determine impact on children's learning.	SLT	This will be reviewed regularly every term.

		don't get in the way of access to these experiences.			
Early Intervention for pupil's and their families provides timely support and prevents escalation to children's social services.	A wellbeing officer has been employed part time to work with targeted families including focusing on attendance, emotional well-being, family safety and security, young carers and 1:1 pupil monitoring. Our wellbeing office 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.	Research tells us that children achieve well when they are emotionally settled, healthy and living in a safe environment. By ensuring that our children are safe and well we can better prepare them for school and learning.	Engaged with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Regular reviews between families and wellbeing officer. Monitoring of pupil progress and engagement in learning.	Wellbeing officer and additional needs teacher	Reviewed termly by Wellbeing Officer
Total budgeted cost					£14,840

5. Review of expenditure

Previous Academic Year

2018 - 2019 £108,204

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
Levels of self-esteem and confidence are improved in pupils eligible for PPG.	To provide targeted intervention programmes in the additional needs classroom. All TA's to undertake level 2 training in mental health for young children.	Pupils have received the relevant support if needed for grief and attachment disorders. Class teachers and TA's are trained to skilfully use strategies to support the emotional wellbeing of pupils. All pupils meet the targets	Observations and drop ins demonstrate an increase in emotional wellbeing and a reduction in anxiety of targeted pupils. This has resulted n a significant reduction in the number negative behaviour incidents throughout the school. Due to the success of this approach, this is will continue. However, further emotional wellbeing work is needed to support children in none structured times e.g. playtime.	£30,000

<p>Pupils and parents feel supported to discuss concerns and engage in support. Parental and pupil aspirations increase and there is a developed awareness of how to create an appropriate safe environment where emotions are dealt with and managed appropriately.</p>	<p>To continue the successful work with the additional needs classroom and the high adult to child ratio.</p>	<p>There has been continued high standards of attainment and progress in all key stages. There has been a measurable increase in both parental engagement within school and the impact this has had on children's outcomes There has been an increase in the number of parents attending parent consultation and information sharing events. There has been an increase in the positive response in parent questionnaires.</p>	<p>This has proved to be a very successful strategy which will continue. The school further plans to develop the role of the Wellbeing Officer to further enhance engagement with vulnerable parents.</p>	<p>£40,000</p>
<p>All pupils to experience focused enrichment experiences to improve knowledge and language, which will have an impact on progress in writing.</p>	<p>Parents are unable to pay for trips to further pupils' experiences and educational understanding. Lack of experience detrimentally affects the quality of work.</p>	<p>In 2018/2019 the school supported all children to attend two free school trips. The additional needs classroom planned and delivered a further 6 local trips free of charge using the school minibus. Drop ins and observations show that targeted children have benefited from the experience in a number of ways including increased confidence, resilience and enhanced problem-solving skills. This was supplemented by improved learning behaviours.</p>	<p>As a result of the evidence in the observations and drop ins, school will continue to implement this strategy and ensure that no child is impacted by reduced economic circumstances within the school curriculum.</p>	<p>£15,000</p>

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
<p>To improve the % of persistent absentees for disadvantage pupils</p>	<p>Ex Principal and Principal to take responsibility of improving attendance.</p>	<p>Since the Executive Principal and Principal have taken over responsibility for attendance (end of Spring term) there has been a 5% drop in the level of persistent absentees across the academy.</p>	<p>A larger emphasis on attendance across the academy has engaged parents in understanding the importance of their child attending school regularly. The emphasis on the importance of attendance and lateness needs to be reaffirmed at the start of the academic year to continue to engage parents in the process. Effective use of the minibus has resulted in children being picked and taken to school on time on a regular basis. This strategy will continue across the academy.</p>	<p>£10,000</p>

To ensure pupils the best have possible start to their learning and are prepared for the school day.	To provide breakfast provision every morning for disadvantaged pupils.	To ensure all children are fit for learning and ready to start the school day.	This has been successful – concentration, attendance and links to families have improved. Children enjoy having the opportunity to eat their breakfast at school. Disadvantaged parent engagement and understanding around the benefits of a healthy lifestyle needs targeted support.	£5,204
i. 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
B. Levels of self-esteem and confidence are improved in pupils eligible for PPG.	Aspirations/Career focussed assemblies Graduation Introduce enterprise week into the topic overview.	To continue to support children’s achievement and help families to be supported socially to improve the lives of their children.	This is a highly effective and fundamental part of our role. To ensure that maximum impact continues, the Principal will work with the teaching staff to develop further ideas on how aspirations can be further embedded into the curriculum.	£1,500
B - To ensure concentration levels remain high throughout the whole school day.	To continue to provide pupils with milk at the start of the day and snacks at break time	To maintain children’s good start to the day through providing additional healthy snacks and milk.	This strategy has continued to be successful and has built on the good start pupils make coming into school. Giving children free access to milk and snack ensures they remain on task and not distracted for the whole morning.	£3,500