

## 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:** 20<sup>th</sup> June 2020

Hillcrest Early Years Academy Pupil Premium Profile	
<b>Total number of pupils in the school</b>	254
<b>Number of PP – eligible pupils</b>	128
<b>Total pupil premium budget</b>	£115,140

School performance evidence	
<b>Key statements from Ofsted</b>	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.
<b>Summary of schools performance data:</b>	<b>2018 / 2019 end of year assessment data for disadvantaged pupils</b> <b>Foundation Stage</b> % of pupils who meet GLD: 70.4%

	<p><b>Year 1 Phonics Check</b> % of disadvantaged pupils who passed the phonics check: 86%</p> <p><b>Year 2 end of year assessments</b></p> <table border="1" data-bbox="831 392 2029 595"> <thead> <tr> <th data-bbox="831 392 1133 472">Subject</th> <th data-bbox="1133 392 1431 472">Below the expected standard</th> <th data-bbox="1431 392 1733 472">Working at the expected standard</th> <th data-bbox="1733 392 2029 472">Greater depth</th> </tr> </thead> <tbody> <tr> <td data-bbox="831 472 1133 512">Writing</td> <td data-bbox="1133 472 1431 512">23%</td> <td data-bbox="1431 472 1733 512">77%</td> <td data-bbox="1733 472 2029 512">19%</td> </tr> <tr> <td data-bbox="831 512 1133 552">Reading</td> <td data-bbox="1133 512 1431 552">23%</td> <td data-bbox="1431 512 1733 552">77%</td> <td data-bbox="1733 512 2029 552">35%</td> </tr> <tr> <td data-bbox="831 552 1133 595">Maths</td> <td data-bbox="1133 552 1431 595">19%</td> <td data-bbox="1431 552 1733 595">81%</td> <td data-bbox="1733 552 2029 595">29%</td> </tr> </tbody> </table>	Subject	Below the expected standard	Working at the expected standard	Greater depth	Writing	23%	77%	19%	Reading	23%	77%	35%	Maths	19%	81%	29%
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<p><b>Summary of school's existing areas of focus and approaches</b></p>	<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><b>Name of key people</b></p>	<p>Laura McDonald – Pupil Premium Lead Zara Thorpe – Pupil Premium Link Governor Laura McDonald – Additional Needs Classroom Teacher Mel Pridgeon – Additional Needs Classroom Assistant Natalie Van Camp – Student Welfare</p>																

Topic	Suggested questions and areas to explore	Strengths	Area for development
<p><b>Pupil characteristics &amp; Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Interview with pupil premium co-ordinator or member of staff with PP responsibility</li> <li>• Lesson observation/ learning walks, to include work scrutiny and discussion with teachers</li> <li>• Observation of out of class interventions</li> </ul>	<p><b>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.</b></p> <p>The additional needs classroom where most of the pupil premium funding is spent was observed by the reviewers. After speaking to the class teacher and teaching assistant, it was noted that most of the disadvantaged pupils in this classroom 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 placed into the additional needs unit for extra support in year 1. However, this year some children have been moved from reception due to a lack of progress in a larger class setting.</p> <p>Those disadvantaged pupils who achieve well across the school are placed in a mainstream classroom. They are targeted through regular pupil progress meetings to ensure they achieve to the same rate as their peers.</p>	<p>Evidence from the lesson observations 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><b>Currently no observations will be taking place due to CO-Vid 19.</b></p> <p><b>Virtual drop in's with classrooms to be held for children to update on learning.</b></p>
<p><b>Achievement</b></p>	<p><b>How much has the school considered evidence, such as the EEF toolkit?</b></p>	<p>The inspection dashboard shows that</p>	<p>The % of disadvantaged pupils who are</p>

<ul style="list-style-type: none"> <li>• Published data</li> <li>• Current progress data</li> <li>• Lesson observation and work scrutiny</li> <li>• Interview with PP Coordinator</li> </ul>	<p>Do senior leaders liaise with colleagues from feeder schools to find out what has proved successful for pupils in the past? 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? What assessment system/s does the school use to evaluate the impact of interventions? 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 regular reviews the progress of pupil premium children every six weeks. These meetings involve the Principal producing a report for the teachers. The Principal then discusses the performance of these groups of pupils. 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>all disadvantaged pupils are performing above or line with ‘other’ pupils nationally in all subjects at the end of KS1 and in the phonics screening check. The EYFSP data summary shows disadvantaged children in the EYFS who achieved GLD outperformed local statistics.</p>	<p>persistent absentees continues to be above national statistics. – This was improving before Co- Vid 19. Strategies used before to be back in place for September.</p>
<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• Interview with Head Teacher (HT) and Chair of Governors (CoG)</li> <li>• Interview with PP Coordinator</li> </ul>	<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? 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 Do senior leaders monitor target tracking sheets to ensure that pupils are being appropriately challenged? How much do senior leaders consider evidence, such as the Do governors understand pupil premium funding? Are</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</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</p>

<ul style="list-style-type: none"> <li>• Scrutiny of pupil premium policy documents</li> <li>• Scrutiny of SEF</li> <li>• Most recent Ofsted report</li> <li>• Published and current data</li> </ul>	<p><b>governors presented with a summary of pupil premium spending and its impact at full governor and curriculum meetings?</b></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>The governors are now effective as there is a named link pupil premium governor. The governors continue to meet with the Principal every half term to monitor the impact of the pupil premium spending. All governors are informed of the reviews and any changes to the pupil premium spending through the headteacher’s report.</p>	<p>an effective plan using the funding to ensure that child makes accelerated progress and reaches age related expectations.</p>	<p>the extra educational value they need to succeed.</p> <p>Due to Co vid 19 there is no official clubs running for Autumn 1. However classroom Breakfast will be available for PP pupils.</p>
<p><b>Behaviour &amp; safety</b></p> <ul style="list-style-type: none"> <li>• Learning walk and discussion with PPCo</li> <li>• Scrutiny of behaviour records</li> </ul>	<p>A learning walk across the whole academy showed that the behaviour of all pupils is excellent.</p> <p>The lesson observed in the additional needs classroom showed that all children are given clear expectations by all adults. This results in children being able to follow the school rules correctly.</p>	<p>An external safeguarding audit has shown that the safeguarding policies and procedures the school follows are effective.</p>	

## ACTION PLAN TEMPLATE

### Executive Summary

Reviewers may wish to include the following:

- A brief overview of the school's pupil premium strategy so far, what has worked well and **what hasn't**  
The additional needs classroom continues to be a success for the academy. Disadvantaged pupils are given the building blocks they need to increase their motivation and self-esteem. The additional needs team are constantly breaking down barriers with hard to reach parents to ensure that they are fully involved in their child's education. Due to the class size being relatively small, the staff can work on a one to one basis with the children on occasions, offering advice and theory to support any mental health issues identified.

The attendance across the academy has improved. This is due to the Principal and Attendance Officer promoting the importance of attendance to the parents.

**The number of lates 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. As a result, a mini bus service will now be used to pick up children who have been identified as a concern. These children will get the opportunity to attend breakfast club for 45 minutes where they will receive a full breakfast. The impact of this strategy will be reviewed in the summer term. This strategy was successful until Co Vid 19 restrictions were in place. 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. Tablets will be available in playground**

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

January 2021 – Re Visit in line with Covid – 19 review

June 2021 – 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.	LM BC/ASC coordinator	June 2021	£8682.63 per year
To sustain a pick-up service for disadvantaged pupils who are identified as having poor attendance.	The attendance of disadvantaged pupils will improve, and they will attend school on a regular basis. This will impact on progress and attainment.	MP SO	January 2021	£2000 per year
To support parents with the pupil premium application process.	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.	LM GG LC	June 2021	£250 for catering costs