

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hillcross Primary School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	(55) 12.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	09/12/24
Date on which it will be reviewed	09/12/25
Statement authorised by	Lisa Francis
Pupil premium lead	Steph Mayar
Governor / Trustee lead	Caroline Harold

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Recovery premium funding allocation this academic year	£3,262
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,262

## Part A: Pupil premium strategy plan

### Statement of intent

- **What are your ultimate objectives for your disadvantaged pupils?**

At Hillcross Primary School we want all of our children to reach their academic and social and emotional potential through the consistent delivery of a high-quality progressive curriculum. As the number of children eligible for pupil premium is so low in our school, we ensure that we are aware of, and plan ways to address, the individual barriers each of these children have so that they can fulfil their potential. Hillcross staff work collaboratively with our families and outside agencies to provide a holistic and personalised approach. We also identify families who are experiencing financial difficulty but do not meet the threshold to receive Pupil Premium funding and also offer support to these children and families in as many ways as we can.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

We have identified the key barriers to success for our children and used these to design our pupil premium strategy. From this we have identified key outcomes and activities (based on published evidence) which we feel will deliver long term impact for our disadvantaged children.

- **What are the key principles of your strategy plan?**

The key principles of our strategy are:

- ✓ All children leave primary school with a broad knowledge of the world enriched through varied experiences.
- ✓ All children will have a love of reading through exposure to high quality texts.
- ✓ All children will be able to articulate and reason about the world using highly developed vocabulary.
- ✓ All children will leave primary school reaching their full potential irrespective of background or ability.
- ✓ Parents feel involved with school so that they could provide effective support to their children at home.
- ✓ Attendance of disadvantaged children is in line with other children in school

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Limited access to life experiences and knowledge of the world.
2	Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning (including confidence, self-regulation and resilience)
3	Underdeveloped oral language skills and vocabulary gaps alongside limited exposure to high quality texts leads to difficulties with early reading, writing and number skills among many disadvantaged pupils
4	Limited opportunities for real life and practical learning and access to resources for home learning
5	Low attendance and lateness for PP children affects engagement and learning.

## 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
All children leave primary school with a broad knowledge of the world enriched through varied experiences, reaching their full potential irrespective of background or ability. (1)	<p>Our bespoke curriculum will provide a broad and balanced body of knowledge which is progressive over time and will provide a range of real life opportunities and experiences so that disadvantaged pupils have a broad knowledge of the world.</p> <p>Ordinarily Available Guidance (OAG), will ensure consistently high quality teaching and learning is provided in all areas of the curriculum so that 100% of disadvantaged pupils, who do not have SEND, reach age related expectations in all areas and those with SEND make at least expected progress from their individual starting points, closing the attainment gap over time.</p> <p>Disadvantaged children are offered and access a wide range of extra curricular experiences and activities, both in school and out of school.</p>
All children leave primary school with high levels of confidence, the ability to self-regulate their emotions and the resilience to overcome challenges they are faced with. (2)	<p>100% of disadvantaged pupils display high levels of confidence and resilience.</p> <p>All disadvantaged children without SEND needs linked to social and emotional difficulties can independently self-regulate their behaviour, and those with SEMH can self-regulate with relevant support and scaffolds. We will ensure this through our Nurturing Positive Attachments (NPA) approach, which is embedded across the school, so that children who need additional support are able to access this. Support outside of the general ethos and teaching and learning approach will also be offered via ELSA support, Zones of Regulation, Art Therapy, Off The Record counselling and Drama Therapy as appropriate.</p>
All children have access to high quality texts and	100% of disadvantaged pupils, who do not have SEND, reach age related expectations in reading and those with SEND make at least expected


develop strong oral language skills and a broad vocabulary. (3)	progress from their individual starting points. Staff target gaps in learning quickly and ensure all Pupil Premium and vulnerable pupils are given opportunities to share books, read to adults and are read too. We will ensure quality texts are sent home to provide more access to books outside of school and parents are encouraged to read to their children.  All disadvantaged children can talk about books and authors that have inspired them and have access to a broad range of texts, both in school and at home.
All families will feel enabled and empowered to support their child's learning at home. (4)	All families have access to the resources they need to support learning at home. All disadvantaged children engage successfully in home learning activities. Reasonable adjustments will be made in terms of how home learning is recorded to help support families and develop parents confident in supporting their child.
Persistent absence for all children will be below National and Merton averages. (5)	The vast majority of disadvantaged children will have good attendance. Where circumstances outside the control of family/school lead to less than good attendance, agreed attendance targets are met and school/family work together to ensure children's learning is not impacted negatively.




## 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: £11,774.66

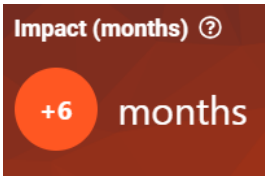
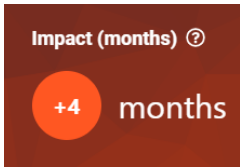
Activity	Evidence that supports this approach (evidence based on the EEF 'Teaching and Learning Toolkit')	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>High Quality Pedagogy CPD with a focus on SEND/personalised approaches</li> <li>Peer Review (at Hillcross and in other schools)</li> <li>Team Teaching opportunities</li> <li>Training for all staff on Ordinarily Available Guidance.</li> <li>In school monitoring and Team teaching</li> </ul>	<p><b><u>Quality First Inclusive Teaching</u></b></p> <p>Pupil outcomes, pupil voice and learning walks show all children learn more and remember more.</p>	
<p>Purchasing and utilising a range of assessments including Progression Tools and TALC in order to target children's individual needs.</p> <p>- Ongoing CPD - staff meeting costs/INSET</p>	<p><b><u>Communication &amp; Language development</u></b></p> <p style="text-align: center;"></p>	1,3

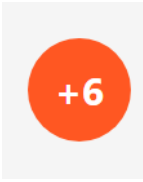
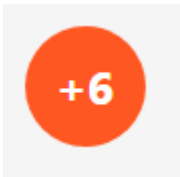

<ul style="list-style-type: none"> <li>- Mentoring and Leader release time for staff to evaluate and measure impact of wider curriculum</li> <li>- Training on and implementation of Speech and Language Tracker (online assessment system) -</li> </ul>	<p>Impact measured in Progression Tools &amp; TALC assessments over time to measure children's Communication &amp; Language development.</p>	
<p>Raising the profile and attainment of writing for children, with a focus on spelling. Implementation of training on Colourful Semantics and the new FFT spelling intervention.</p> <ul style="list-style-type: none"> <li>→ FFT Spelling intervention- Inset Training Cost of running spelling intervention in year 3/4/5/</li> <li>→ TRUGS- spelling and Phonics intervention for Phase1. Training and 1:1 trial sessions. 2 children</li> </ul>	<p><b><u>Teaching Assistant Interventions-</u></b> English and Writing focus</p> <div style="text-align: center;">  </div> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p>	
<p>Teachers and support staff continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.</p> <ul style="list-style-type: none"> <li>- CPD led by Sophie Martin (Primary Mastery Specialist) focussed on strategies to ensure all children can access maths.</li> <li>- Cover for staff to complete lesson studies/ team teaching and running parent drop in sessions.</li> <li>- CPD relating to Number Sense (R-Y2 intervention Y3-Y6), Mastering Number and precision Teach - focused on Multiplication facts.</li> </ul>	<p><b><u>Teaching for Mastery - Maths learning</u></b></p> <div style="text-align: center;">  </div> <p>Termly assessment outcomes to indicate accelerated progress for children who are disadvantaged. Increase in parent confidence to support maths learning at home.</p>	1,3,4,5
<p>Metacognition and self-regulation approaches to teaching pupils to think about their own learning and behaviour more explicitly, by teaching them specific strategies for planning, monitoring, and evaluating their learning and behaviour.</p> <ul style="list-style-type: none"> <li>→ Ongoing training for staff and induction for new staff</li> </ul>	<p><b><u>Meta cognition and Thinking Schools</u></b></p> <div style="text-align: center;">  </div> <p>Awarded Advanced Thinking School Status</p> <p>Staff are confident to teach using Thinking Tools in order to promote critical and creative thinking. Children demonstrate an understanding of</p>	2,3,4


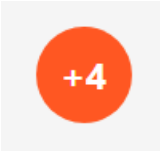
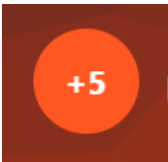
<p>→ Reaccreditation for Thinking Schools status and uplevel to Advanced Thinking school.</p> <p>→ CPD training for staff on Peer Mentoring initiative. Staff delivering training to children and facilitating the operation of the programme.</p>	<p>Metacognition in a range of learning and apply these to self-regulate their behaviour.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,913.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to deliver high quality teaching by class teachers and support staff, focusing on planning, differentiation and quality assessment.</p> <p>→ Subject leadership time</p> <p>→ Coaching and mentoring</p> <p>→ Phase leader time to monitor and provide feedback. Peer observations in school</p>	<p><b>Quality First Inclusive Teaching</b></p>  <p>Evidence strongly supports the high level of impact providing feedback has on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy</p> <p>Planning, assessment and evidence collection shows progress overtime and targeted differentiation,</p>	<p>1,2,3,4,5</p>
<p>Providing targeted small group tuition for targeted disadvantaged children in RWM in order to close the gap between current and desired learning.</p>	<p><b>Small Group Tuition</b></p>  <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>2,3,4,5</p>

	Children's books show progress over time. Attainment and progress measures improve.	
<p>Progression Tools and Talc used to close gaps in children's learning and develop basic skills and confidence.</p> <ul style="list-style-type: none"> <li>- Staff training on developing Oracy skills in children across the school.</li> <li>- INSET and Twilights</li> <li>- Interventions in small groups and individual sessions to target identified language speech and communication needs.</li> <li>- Speech and Language Tracker Tool - new online SALT tracker for targeted work and support for children.</li> </ul>	<p><b><u>Oral language interventions -</u></b></p>  <p>Intervention evaluations show progress over time and focus on targeting children's individual gaps in learning</p> <p>Progress in areas of Reading, Writing and Maths increases for disadvantaged children, raising attainment.</p> <p>Rise in % of PP children engaging in Home learning</p>	2,3,4,5
<p>Reading; reciprocal reading, Phonics International targeted groups to close gaps in children's learning and develop basic skills and confidence.</p> <ul style="list-style-type: none"> <li>- Phonics Int</li> <li>-Reciprocal reading</li> <li>-Colourful Semantics</li> <li>-Priority Readers</li> <li>-Precision Teach- Phonics -</li> <li>-FFT write Away together-</li> <li>-FFT Spelling Intervention</li> </ul>	<p><b><u>Reading; Reciprocal reading groups, Beanstalk, Priority readers,</u></b></p>  <p>Intervention evaluations show progress over time and focus on targeting children's individual gaps in learning</p> <p>Progress in areas of Reading, Writing and Maths increases for disadvantaged children, raising attainment.</p> <p>Rise in % of PP children engaging in Home learning</p>	3,4,5
<p>Number Sense to close gaps in children's learning and develop basic skills and confidence.</p> <p>Number sense, Targeted Maths interventions (including White Rose Maths app, Precision teach, 5 minute literacy box)</p>	<p><b><u>Maths Intervention groups; Number Sense, Mastery Number</u></b></p>  <p>Intervention evaluations show progress over time and focus on targeting children's individual gaps in learning. Progress in areas of Maths increases for disadvantaged children, raising attainment.</p>	3,4,5


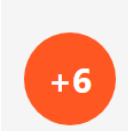


	Rise in % of PP children engaging in Home learning	
Writing strategies and approaches including Phonics International, FANTASTICS and colourful semantics targeted groups used to close gaps in children's learning, develop basic skills and build confidence. -Phonics -Colourful Semantics -Precision teach	<b><u>Writing: Phonics International, precision teach and colourful semantics</u></b>    Intervention evaluations show progress over time and focus on targeting children's individual gaps in learning  Progress in areas of Writing increases for disadvantaged children, raising attainment. Rise in % of PP children engaging in Home learning	3,4,5
Interventions and support that promote good mental health for children who are disadvantaged, such as ELSA, Off the Record, Drama Therapy and Zones of Regulation. Zones of Regulation ELSA Sensory regulation/ sensory circuit Social groups	<b><u>Social and Emotional Learning</u></b>    Evidence seen in engagement & wellbeing levels in disadvantaged children  Decrease in the % of disadvantaged children being logged for behaviour incidents each term	3,4,5
Laptops and Chrome books purchased to be available for loan by parents.	<b><u>Home learning</u></b>    Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective.	

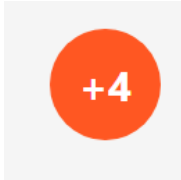
### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13, 573.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged child/ren are able to fully engage with and access extra-curricular activities such as after	<b><u>Collaborative Learning approaches</u></b>	1,2,4



<p>school clubs, attendance at sports competitions, residential trips and school events such as film nights, discos and Headteacher lottery.</p>	<div style="text-align: center;">  </div> <p>% of PP children accessing out of school activities, such as residential and experience days increases</p> <p>% of PP children attending sports competitions, FOH events and</p>	
<p>High quality texts provided on a termly basis e.g. book swap and by giving out book bundles.</p> <p>Termly Book bags sent home</p>	<p><u>Reading &amp; Oral Interventions</u></p> <div style="text-align: center;">  </div> <p>Increase in progress and attainment in reading over time</p>	3,5
<p>Parenting Contracts in place so that all children attend school regularly.</p> <p>TAMHs and Early Support Worker to offer support and advice to families, including financial.</p>	<p><u>Parental Engagement</u></p> <div style="text-align: center;">  </div> <p>Increase in attendance and punctuality of disadvantaged children and families.</p>	5
<p>Wellbeing and mental health supported through whole school procedures such as school values, Habits of Mind, Nurturing Positive Attachments (including bounceback zones) and Emotional Intelligence programme (including daily emotional check-in).</p> <p><b>Peer mentoring</b> Training for Well being committee to launch the Peer mentoring initiative.</p> <p><b>Youth Mental Health First Aider Course (MHFA)- 2 days.</b> (3 x Support staff members ) Our Youth Mental Health First Aid (MHFA) colleagues will work across the school supporting children.</p> <p>Ongoing implementation of new initiative.</p>	<p><u>Social and emotional learning</u></p> <div style="text-align: center;">  </div> <p>Staff observe improved interaction with others and self-management of emotions.</p> <p>Termly behaviour report shows positive overview of wellbeing and behaviour.</p>	1,2,3,4

<p>Positive relationships further developed via regular drop-ins, forums, surveys.</p> <p>Parent Liaison Officer and/or allocated DSL/SL for key families.</p> <p>Website developed to provide one-stop-shop for parents.</p> <p>SEND drop in sessions and TAMHs in school support for parents.</p>	<p><b><u>Parental engagement</u></b></p> <div data-bbox="703 208 884 387" style="text-align: center;">  </div> <p>Impact will be measured by children’s aspirations (evidenced in pupil questionnaire) and improving academic outcomes at the end of each term.</p> <p>Also improvement in attendance at school, extra curricular clubs and members within Pupil Committees.</p>	<p>1,2,4,5</p>
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**Total budgeted cost: £ 77,262.00**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

**\* Progress and Attainment outcomes for pupil premium**



Hillcross Primary School

### Progress of Pupil Premium child Summer data overview 2023/24 (end of year)

Each subject is analysed with the first table focusing on all PP children compared to all Non PP children, further analysis, in the second table, then focuses on NON SEN PP children.

#### Overview Of findings- Reading

Progress in reading is positive with interventions, which include priority daily reading, Reciprocal reading groups and precision teach, have been successful in closing gaps.

Reading							
	Attainment				Progress		
	No. PP Ch in Cohort	PP Ch. % ARE & Above	Non PP Ch % ARE & Above	Gap	No. in Cohort where progress data can be measured	PP Ch. % Expected & Better progress	PP Ch. % Accelerated Progress
Year 6	7	72%	91%	-13%	7	83%	33%
	PP & SEN- 2 ch (1EHCP)						
Year 5	6	50%	80%	30%	6	67%	67%
	SEN-1ch						
Year 4	9	30%	79%	-49%	9	60%	30%
	7 ch also SEN						
Year 3	9	63%	82%	-19%	8 <small>(1 PP child not included as joined midyear)</small>	71%	0%
	SEN & PP -4ch (1 EHCP)						
Year 2	10	80%	82%	-2%	10	90%	0%
	(SEN & PP- 2 ch)						
Year 1	5	60%	85%	-25%	4 <small>(1 PP child not included as joined midyear)</small>	50%	20%
	(SEN & PP- 2 ch)						

Writing							
	No. in Cohort	Attainment			Progress		
		PP Ch. % ARE & Above	Non PP Ch % ARE & Above	Gap	No. in Cohort where progress data can be measured	PP Ch. % Expected & Better progress	PP Ch. % Accelerated Progress
Year 6	7	58%	65%	-72%	7	67%	0%
Year 5	6	50%	70%	-20%	6	67%	35%
Year 4	9	0%	62%	-62%	9	67%	56%
Year 3	9	33%	52%	-19%	8 <small>(1 PP child not included as joined midyear)</small>	71%	11%
Year 2	10	70%	55%	+13%	10	70%	20%
Year 1	5	60%	71%	11%	4 <small>(1 PP child not included as joined midyear)</small>	50%	20%

Hillcross Primary School							
Maths							
	No. in Cohort	Attainment			Progress		
		PP Ch. % ARE & Above	Non PP Ch % ARE & Above	Gap	No. in Cohort where progress data can be measured	PP Ch. % Expected & Better progress	PP Ch. % Accelerated Progress
Year 6	7	58%	73%	-15%	7	50%	0%
Year 5	6	33%	75%	-42%	6	67%	50%
Year 4	9	22%	78%	-54%	9	67%	11%
Year 3	9	56%	86%	-30%	9	57%	0%
Year 2	10	80%	80%	0%	10	80%	10%
Year 1	5	80%	87%	7%	4 <small>(1 PP child not included as joined midyear)</small>	100%	20%