

# Pupil premium strategy statement – 2021/24



## Statement of intent

Hillborough Infant and Nursery School's vision to 'create a school community which is safe, understanding, aspirational and which values reading, and where curriculum design challenges pupils to succeed in life emotionally, socially and intellectually'.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers. Hillborough Infant and Nursery School strives to diminish the difference in attainment and progress between disadvantaged and non-disadvantaged learners within a caring, secure and safe environment.

## School overview

Metric	Data
School name	Hillborough Infant and Nursery School
Pupils in school	267
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£124,650
Academic year or years covered by statement	2021 – 2024
Publish date	Sept 2021
Review date	Sept 2023
Statement authorised by	Josie Walter
Pupil premium lead	Sally Barber
Governor lead	Ian Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,650
Recovery premium funding allocation this academic year	£13,158.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding - post LAC	£7,230
Pupil premium funding- LAC	£1800
<b>Total budget for this academic year</b>	<b>£146, 838.25</b>

## Disadvantaged pupil progress scores for last academic year 2022

KS1 Measure	Score
Reading	65% expected +
Writing	66% expected +
Maths	66% expected +

Phonics Screening Check	Score
Year 1	35%
Year 2	76%

EYFS profile	GLD score
	36%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff are providing good or better provision for pupils by working with maths, reading and writing leaders to identify and deliver training and support, where required, to improve outcomes.
Priority 2	Ensure individualised Read, Write Inc intervention is offered to PP pupils, where required, to improve attainment and progress in reading and phonics.
Priority 3	Ensure individualised and research-led intervention is offered to PP pupils, where required, to improve attainment and progress in writing and maths.
Priority 4	Develop and embed the provision and support offered to disadvantaged families in the school community through the Family Support Worker and Pupil Premium Lead.
Priority 5	Ensuring all disadvantaged pupils receive high quality, bespoke and effective provision to close the progress gap between PP and non-PP pupils.
<b>Projected spending</b>	<b>£145,965</b>

## Teaching priorities for current academic year 2022 / 2023

Aim	Target	Target date
Progress and attainment in reading	EYFS – to meet or exceeding national average in ELG	<b>July 2023</b>
	KS1 - to meet or exceeding national SATs average	
Progress and attainment in writing	EYFS – to meet or exceeding national average in ELG	<b>July 2023</b>
	KS1 - to meet or exceeding national SATs average	
Progress and attainment in maths	EYFS – to meet or exceeding national average in ELG	<b>July 2023</b>
	KS1 - to meet or exceeding national SATs average	
Progress and attainment in phonics	Year 1 - to meet or exceeding national phonics screening check results	<b>July 2023</b>
	Year 2 - to meet or exceeding national phonics screening check results for resits	
Attendance	To meet or exceed school's target of 96%	<b>July 2023</b>

## Targeted academic support for current academic year

Measure	Activity
Priority 1 & 3 & 5	Read, Write Inc targeted and individualised interventions delivered by trained HLTAs. This is reviewed half termly by the reading lead. Reading lead to regularly coach teaching and learning in small groups and 1:1.
	Reducing the gap in progress and attainment for the disadvantaged pupils in writing and maths across the school by ensuring effective whole class teaching and learning through planning scrutinies, class observations, effective feedback and book looks. Targeted same – day interventions delivered by HLTAs
Priority 2 & 3 & 5	Read, Write Inc targeted and individualised interventions delivered by trained HLTAs. This is reviewed half termly by the reading lead. Reading lead to regularly coach teaching and learning in small groups and 1:1.

Priority 4 & 5	Family support worker and pupil premium lead to focus and track the attendance of disadvantaged pupils falling significantly behind 96%
<b>Projected Spend</b>	<b>£80,000</b>

### Wider strategies for current academic year

Measure	Activity
Priority 5	Develop and embed the provision and support offered to disadvantaged families in the school community through the family support worker, SENDCo and pupil premium lead.
	Develop and embed the access to experiences and opportunities available to disadvantaged families in the school community e.g. sports clubs, trips, cultural capital, etc.
	National Breakfast club to be funded - 25% of the total
<b>Projected Spend</b>	<b>£30,000</b>

### Monitoring and Implementation

Area	Challenge	Action
Teaching	Ensuring there is sufficient time available for core subject leaders to support colleagues, monitor standards and develop implementation of their subject.	Regular release time for core subject leaders is part of the monitoring schedule. Release time for colleagues to be supported and developed by SLT in SLT meetings. CPD time allocated to core subjects in staff meetings SLT to evaluate impact of CPD
Targeted Support	Ensuring that SLT, SENDCo, core subject leaders, teachers and HLTAs have sufficient time to plan interventions that are high-quality, targeted and effective, and to ensure that those delivering the interventions have adequate training and sufficient resources to deliver.	Release time given to the core subject leads and pupil premium lead to analyse data and identify whole school gaps and patterns. This is to be reported to SLT.  SLT and pupil premium lead to analyse effective intervention strategies (EEF)  Core subject leaders and teachers to plan short term, targeted interventions that are measurable.  Train and resource HLTAs to deliver interventions, or teachers, if appropriate  Monitor and evidence outcomes through termly data analysis and pupil progress meetings.
Wider strategies	Building capacity within the SEND team / wellbeing team / Family support worker to create opportunities to engage with families and build relationships.  School's curriculum to have a focus on enhancing the cultural capital of the disadvantaged pupils.	Pupil premium lead to lead meetings focusing on developing capacity to engage and support families.  Curriculum leads to lead and monitor the long / medium term plans.

	Audit of the pupil premium offer from challengingeducation.co.uk - Trevor Sutcliffe	Pupil premium lead to track the extra-curricular clubs Assistant heads to ensure key stages plan for school trips and experiences.
<b>Projected spend</b>	<b>£35,965</b>	

### Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
Quality of education: Intent – Implementation – Impact	KS1 SATs data for the disadvantaged pupils (66%) exceeded the figures for reading, writing and maths combined for both LA (46%) and National (65%). The gap between disadvantaged and non-disadvantaged was closed for reading and writing and there was a 7% gap in maths. In EYFS there was a gap of 14% between disadvantaged and non-disadvantaged in achieving GLD. For phonics there was a 9% gap between disadvantaged and non-disadvantaged in passing the phonics screening check. School PSC results were 35.3%, LA was 63.4% and National was 62.6%
Personal Development	Wow days and Celebration Days linked to World Religions have happened every term. Cultural Capital is a focus of our curriculum and is led by AHT. Mental health lead and deputy have been trained and are set to roll out implementation across the school. RE lead has implemented the SRE curriculum through CPD to all staff. Jigsaw is used across the school
Early Years	Heavy focus on PSED interventions lead to 82% of PPG children achieving all three PSED ELGS. Focus on the Prime areas of learning has led to many disadvantaged children achieving well in these areas of learning.
Behaviour & Attitudes	Mental health lead and deputy have been trained and are set to roll out implementation across the school. AHT updated the behaviour policy and has been implemented across the school. Exercise Behaviour programme has been implemented across the school to focus pupils. Growth mindset CPD given to staff and has been implemented across the school. Attendance has been a focus, led by the HT and FSW
Leadership & Management	Curriculum planning has been a focus of the SLT and updated by the core subject leader. Assessment lead has rolled out the use of NFER standardised tests and using EasyTracker assessment tool. Pastoral support for all using the mental health lead training.
Wider strategies	Breakfast club / after school club / extra-curricular activities have supported disadvantaged pupils and their families effectively. Targeted educational interventions have supported disadvantaged pupils and targeted interventions through the family support worker / SENDCo / HT have supported the families effectively. Financial difficulties - funding for SKY project - HCC, uniform, shoes, Targeted pastoral care for focus families. National Breakfast club subsidy reduced in January 2023 to 75%, therefore school will contribute 25%.