



Hill Mead Primary School

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Hill Mead Primary School
Pupils in school	444
Proportion of disadvantaged pupils	46% (206 pupils)
Pupil premium allocation this academic year	£271,920
Academic year or years covered by statement	2019-2020
Publish date	18 th February 2020
Review date	September 2020
Statement authorised by	Richard West
Pupil premium lead	Becky Lawrence
Governor lead	Sam McCarthy

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.9
Writing	-1.5
Maths	-0.3

Strategy aims for disadvantaged pupils

Measure	Score
To narrow the gap towards meeting expected standards for all pupils at the end of KS2 in reading, writing and maths.	Currently 57% against 65% national
Achieving higher standard at end of KS2	Currently 3% against 11% national
Priorities	Activity
Priority 1	To ensure attainment and progress of eligible pupils is at least in line with expected levels nationally, and that any gap between the two is narrowing.
Priority 2	To continue with an additional full-time teacher in Years R to Year 6.

<p>Barriers to learning these priorities address</p>	<p>Internal barriers</p> <p>Many children fall within more than one group which may require additional support:</p> <ul style="list-style-type: none"> ● EAL ● Social/emotional needs ● SEN ● Language skills on entry ● Below age related expectations on entry <p>External barriers</p> <ul style="list-style-type: none"> ● Inadequate & often temporary accommodation ● Exposure to gang culture & knife crime ● Structural racism
<p>Projected spending including additional teachers in each group.</p>	<p>£271,920</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To narrow the gap towards average reading progress scores in KS1 and KS2 for similar schools.	September 2021
Progress in Writing	To narrow the gap towards average writing progress scores in KS1 and KS2 for similar schools.	September 2021
Progress in Mathematics	To narrow the gap towards average mathematics score at KS1 and KS2 for similar schools.	September 2021
Phonics	To address the drop in Year 1 phonics achievement seen in 2018-2019.	September 2021
Other	Improve current attendance of disadvantaged pupils (94%) to LEA average (96%).	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Year 6 target readers receive support from Beanstalk volunteers 30 minutes twice weekly. Across all year groups, target pupils individually reading with an adult 3 times a week.
Priority 2	All pupils from Year 2 onwards who are still underachieving in phonics, receive targeted reading interventions.
Priority 3	Targeted readers receive intervention focusing on phonics, sight vocabulary and word patterns to build word knowledge and encourage fluency.
Barriers to learning these priorities address	Encourages wider engagement of pupils with reading and writing, currently children do not confidently read for pleasure and rarely to gain knowledge.

Wider strategies for current academic year

Measure	Activity
Priority 1	Whole school securing knowledge in times tables and their uses.
Priority 2	All year groups identify gaps in mathematics knowledge. Intervention addressed by peer coaching from maths lead teachers.
Priority 3	All teachers trained in specific intervention techniques.
Barriers to learning these priorities address	Improving the readiness to learn of disadvantaged pupils by improving basic skills and improved attendance.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days, twilight sessions and additional cover being provided by senior teachers.

Targeted support	Ensuring enough time for school subject leads to support small groups, and less experienced teachers.	Year group teachers paired with lead teachers to lead small groups.
Wider strategies	Engaging the families facing high levels of challenge.	Targeted families join pupils for theatre visits and workshop activities. Termly reading awards for children who read most at home, make good progress and are most engaged in reading discussion.

Review of Last Year's Aims and Outcomes

Aim	Outcome
Progress in reading and writing and maths to improve across the school	<p>Internal and external moderation agree that progress and standards are strong, and that any gaps between pupil groups are small and narrowing.</p> <p>Numerical data (See Appendix) shows that:</p> <ol style="list-style-type: none"> 1. The PP cohort is significantly larger than the cohort of other pupils, when you include pupils with no recourse to public funds. 2. Overall, their progress & attainment in reading & writing is broadly similar, with some variation between year groups. 3. There is a significant negative attainment gap in maths. However, in a majority of year groups, a greater proportion of the PP cohort are making accelerated progress compared to their peers. 4. There is a significant negative attainment gap in all subjects at the higher level.

<p>To maintain end of Key Stage results at or close to the national expectation</p>	<p>End of Key Stage results were lower than 2017-2018 but not significantly so. As a result, targeted work in areas such as multiplication and reading skills are being embedded across the school to improve competency.</p>
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Appendix: Pupil Premium and Non-Pupil Premium Attainment and Progress 18-19

Pupil Premium profile of each year group 2018-2019

	All Pupils	PP	Others
Year 6	50	37	13
Year 5	56	35	21
Year 4	59	34	25
Year 3	55	31	24
Year 2	58	31	27
Year 1	36	12	24
	314	180	134

Reading

Attainment

	Above ARE		At ARE		Below	
	PP	Others	PP	Others	PP	Others
Year 6	24% (9)	38% (5)	43% (16)	38% (5)	32% (12)	8% (3)
Year 5	29% (10)	14% (5)	51% (18)	57% (12)	14% (5)	19% (4)
Year 4	20% (7)	24% (6)	56% (19)	52% (13)	21% (7)	28% (7)
Year 3	16% (5)	21% (5)	62% (21)	54% (13)	19% (6)	21% (5)
Year 2	19% (6)	37% (10)	42% (13)	59% (16)	29% (9)	15% (4)
Year 1	8% (1)	8% (2)	58% (7)	54% (13)	33% (4)	38% (9)
	21% (38)	25% (33)	52% (94)	54% (72)	24% (43)	24% (32)

Progress (from starting points)

Accelerated progress

	All pupils	PP	Non-PP
Year 6	34% (17)	35% (13)	30% (4)
Year 5	38% (21)	41% (15)	46% (6)
Year 4	31% (18)	32% (11)	36% (9)
Year 3	29% (16)	32% (10)	30% (8)
Year 2	38% (22)	23% (7)	44% (12)
	30% (95)	31% (56)	29% (39)

Writing

Attainment

	Above ARE		At ARE		Below	
	PP	Others	PP	Others	PP	Others
Year 6	3% (1)	31% (4)	57% (21)	14% (5)	41% (15)	31% (4)
Year 5	20% (7)	10% (2)	63% (22)	62% (13)	17% (6)	19% (4)
Year 4	18% (6)	12% (3)	38% (13)	56% (14)	41% (14)	36% (9)
Year 3	13% (4)	21% (5)	58% (18)	50% (12)	29% (9)	29% (7)
Year 2	23% (7)	26% (7)	45% (14)	56% (15)	23% (7)	26% (7)
Year 1	8% (1)	4% (1)	58% (7)	63% (15)	33% (4)	33% (8)
	14% (26)	16% (22)	53% (95)	55% (74)	31% (55)	29% (39)

Progress (from starting points)

Accelerated progress

	All pupils	PP	Non-PP
Year 6	16% (8)	11% (4)	31% (4)
Year 5	18% (10)	23% (8)	10% (2)
Year 4	31% (18)	29% (10)	32% (8)
Year 3	46% (16)	26% (8)	33% (8)
Year 2	36% (21)	32% (10)	41% (11)
	23% (73)	22% (40)	25% (33)

Maths

Attainment

	Above ARE		At ARE		Below	
	PP	Others	PP	Others	PP	Others
Year 6	30% (11)	31% (4)	27% (10)	38% (5)	41% (15)	23% (3)
Year 5	20% (7)	14% (3)	60% (21)	62% (13)	20% (7)	24% (5)
Year 4	26% (9)	32% (8)	32% (11)	40% (10)	41% (14)	28% (7)
Year 3	19% (6)	21% (5)	58% (18)	46% (11)	23% (7)	29% (7)
Year 2	19% (6)	37% (10)	55% (17)	52% (14)	26% (8)	11% (3)
Year 1	8% (1)	0% (0)	67% (8)	79% (19)	25% (3)	21% (5)
	22% (40)	22% (30)	47% (85)	54% (72)	30% (54)	22% (30)

Progress (from starting points)

Accelerated progress

	All pupils	PP	Non-PP
Year 6	38% (19)	41% (15)	31% (4)
Year 5	21% (12)	29% (10)	10% (2)
Year 4	31% (18)	26% (9)	36% (9)
Year 3	31% (17)	32% (10)	29% (7)
Year 2	33% (19)	26% (8)	41% (11)
	27% (85)	29% (52)	25% (33)