



Pupil Premium Strategy Statement

Anston Hillcrest Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Anston Hillcrest Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs K Rayner
Pupil premium lead	Mrs K Rayner
Governor / Trustee lead	Mrs G Foster

Funding overview

Detail	Amount
Pupil premium funding allocations	2023-24 = £36890 2024-25 2025-26
Recovery premium funding allocation this academic year	£5662
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42552

Part A: Pupil premium strategy plan

Statement of intent

What do we want for our disadvantaged children?

Our intention is that for all of our children at Anston Hillcrest Primary School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

Underpinned by our school motto 'Make a Difference' we want all of our children, including those from disadvantaged backgrounds to make a difference to their own lives and society. We want them to have ambition and drive for the future.

To ensure the attendance of children in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of children and families.

The key principles of our strategy plan

To continue to ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

High-quality teaching, excellent pastoral support and enriching experiences is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school improvement and curriculum plans.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help children thrive.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge Number	Detail of Challenge
1	Assessments, observations and outcomes show that our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children.
2	Assessments, observations and outcomes show our pupil premium children as a group are not making as rapid progress in their writing as non-pupil premium children. External moderation validates this judgement.
3	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have meaning knowledge of the world and vocabulary acquisition and application is limited.
4	The attendance of our pupil premium children as a group is lower than that of their non disadvantaged peers. Whilst, the gap has narrowed from the end of 2021-22 to the end of 2022-23, a gap remains. Absenteeism for some of our pupil premium children is negatively impacting upon their progress, attainment and wider school experiences.
5	Children's emotional well-being, social and behavioural needs affecting them being in a position to able to make progress and their readiness to learn. Many of our pupil premium currently require additional support with social and emotional needs.

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
<p>Improved attainment among the pupil premium children.</p> <p>Pupil premium children will make good or better progress in phonics and reading – this will help vocabulary acquisition and application.</p>	<p>Y1 pupil premium children will pass the phonics screening in line with non-pupil premium children.</p> <p>Y2 pupil premium children who did not pass the screen in 2022-23 will increase their score by the end of Y2.</p> <p>Pupil premium children will continue to develop a love of reading and will read for pleasure. They will have equal access to a broad range of reading materials. Through pupil voice, pupil premium children will share their love of reading and will talk about favourite books and authors.</p> <p>Pupil premium children will be regularly heard read by an adult at home and an adult in school.</p> <p>Through implementation of the Dimensions curriculum, reading materials will be carefully matched to the content. Pupil premium children will have wider exposure to a broader range of reading materials.</p> <p>End of phase assessments will show gaps closing between pupil premium children and non-pupil premium children, both in attainment and progress.</p>
<p>Improved attainment among the pupil premium children.</p> <p>Pupil premium children will make good or better progress in writing. They will be more skilled and confident in applying taught GPS to their work.</p>	<p>A new approach to writing will have been launched, implemented and evaluated for impact through work scrutiny, internal and external moderation.</p> <p>Pupil premium children will be developing a love of writing and writing for pleasure as they have an increased skillset and confidence. Through pupil voice, pupil premium children will share their love of writing.</p>

<p>.</p>	<p>Through implementation of the Dimensions curriculum, links to writing will be carefully matched to the content. Pupil premium children will have greater opportunities to write across the broad curriculum.</p> <p>End of phase assessments will show gaps closing between pupil premium children and non-pupil premium children, both in attainment and progress.</p>
<p>Improved capital cultural among the pupil premium children.</p> <p>For pupil premium children to enjoy the wide range of enrichment activities we have on offer and for some, to be actively gaining Children's University credits.</p>	<p>A wide range of extra-curricular activities will be offered and accessed by our pupil premium children.</p> <p>Children's University experiences will be promoted and supported from within school.</p> <p>Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc</p>
<p>To achieve and sustain improved self-confidence and motivation to learn among the pupil premium children.</p> <p>For pupil premium children to have the strategies / skillset and knowledge required to develop their self-esteem and be confident learners.</p>	<p>Children become confident learners and can access the curriculum independently and increase their self-esteem.</p> <p>Pupil premium children are represented in pupil leadership roles across school.</p>
<p>To achieve and sustain improved emotional well-being among the pupil premium children.</p> <p>For pupil premium children to have the strategies to self-regulate their emotions and behaviours.</p>	<p>Underpinned by the school vision, ethos and values and through consistent and effective implementation of the Jigsaw curriculum, alongside the No Outsiders - teachers will deliver high quality lessons, direct priority on health well-being and mental health as part of the school's personal development strategic plan.</p> <p>Staff will be able to signpost and support children and families to strategies and agencies that can help.</p> <p>Pupil premium children will be able to manage and self-regulate their emotions and behaviours both independently and with support.</p> <p>Pupil premium children will engage with their learning and feel happy and safe.</p>
<p>To achieve and sustain improved attendance among the pupil premium children.</p> <p>For attendance of our pupil premium children to be no lower than the attendance for non-pupil premium children. For attendance to be 'good' compared to national attendance (96%)</p>	<p>There will be quick identification of those families who require support to improve attendance and punctuality where it falls below 96%</p> <p>The Attendance Lead will proactively support families where attendance is falling below 96%.</p> <p>Through pupil voice, pupil premium children will want to come to school, they will feel safe and happy.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12282.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all children, that stretches and challenges through a 'keep up' approach.</p> <ul style="list-style-type: none"> • Delivery of Jigsaw (PSHE) • Implementation of the Dimensions Curriculum to provide a well-matched, broad, balanced and ambitious curriculum. • Implementation of Workforce Wednesdays to raise aspiration. • Staff CPD is ongoing all aspects of the school curriculum including external support from Dimensions. • A broad, balanced and ambitious curriculum is a high priority in the school improvement plan. 	<p>EEF-guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sheffield Hallam University Research 2016 (Jigsaw)</p> <p>Impact of Dimensions Primary Curriculum</p> <p>Developing children's reading skills with phonics.- Ofsted Blog</p> <p>EEF-Improving Literacy in KS1/ KS2</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	<p>1, 2 and 5</p>
<p>Purchase of standardised diagnostic assessments. (NTS)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Diagnostic assessment EEF</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p>	<p>1 and 2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To analyse summative and formative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT.</p> <p>Pupil progress meetings termly.</p> <p>Regular monitoring of targeted interventions.</p>	<p>EEF Toolkit guidance:</p> <p>These interventions should be targeted at specific children using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p>	<p>1 and 2</p>
<p>Additional phonics sessions for our pupil premium children who require further phonics support. This will be delivered in collaboration with our local English hub / consultant.</p>	<p>Phonics Teaching and Learning Toolkit EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1 and 2</p>
<p>Individual and small group focused work targeted at specific needs and knowledge gaps for children.</p>	<p>EEF-Guide to Making the Best Use of Teaching Assistants</p> <p>EEF - Small group tuition Teaching and Learning Toolkit</p> <p>EEF-oral language interventions consistently show positive impact on learning.</p> <p>High quality targeted interventions. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <p>EEF- social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	<p>1, 2 and 5</p>

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

Budgeted cost: £10228.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital experiences promoted in the curriculum and beyond enhanced through the school's commitment to Children's University.</p>	<p>Children's University State of the Nation 2022 report The benefits of Music Activity for disadvantaged children.</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>3, 4 and 5</p>
<p>To ensure there is equality of opportunity so pupil premium children can access clubs, school-based opportunities and wider curriculum experiences.</p> <ul style="list-style-type: none"> • Half price residential, visits and free clubs for FSM • PCLA / CLA to have access to music tuition. • Sports events promoted and accessible to pupil premium children who are encouraged and supported to attend. 	<p>EEF – sports participation increases educational engagement and attainment</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p>The benefits of Music Activity for disadvantaged children.</p>	<p>3, 4 and 5</p>
<p>To raise attendance of pupil premium children to be in line with national.</p> <ul style="list-style-type: none"> • Early identification of families where attendance is falling below 96%. • Attendance lead to monitor attendance an build effective relationships with families. • Attendance lead to proactively support families where attendance is falling below 96% (Attendance panels, incentives, referrals to early help, following LA pathways). 	<p>EEF toolkit– Parental engagement</p> <p>Working together to improve school attendance</p> <p>Data shows pupils with highest attendance make the most progress at AHP, due to increased opportunities for overlearning and access to a personalised curriculum.</p>	<p>4</p>
<p>To ensure that all children, including those in receipt of pupil premium funding, have a targeted approach to</p>	<p>EEF-Improving Social and Emotional Learning in Primary schools</p>	<p>5</p>

<p>support their emotional health and wellbeing</p> <ul style="list-style-type: none"> • SEND and Inclusion lead to work across the whole school to support need with pupil premium children, families and school staff. • Engagement and access to Fusion, Aspire and EP services will support SEMH needs for children. • Dedicated Team, who together build a relationship where the pupils/parents trust them and feels they will listen to them and provides them with the support they require. • Implementation of No Outsiders to remove barriers and to educate children that all are welcome, all are important and all can make a difference. 	<p>EEF-Improving Behaviour in Primary Schools</p> <p>EEF toolkit- Parental engagement</p> <p>Pupils/staff surveys from within school</p>	
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Total budgeted cost: £42860.86

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 2022 to 2023 academic year.

Academic performance of our pupil premium children 2022-23

Data from the previous academic year's national assessments:

Numbers of disadvantaged children in F2, Y1 and Y2 are very low and therefore outcomes need to be considered accordingly.

At the end of F2, 100% of pupil premium children achieved the ELG. (1 child)

At the end of Y1 phonics screen, 0% of pupil premium passed the screen. (1 child)

At the end of Y2 statutory assessments, 100% of pupil premium children achieved the expected standard in reading, writing and maths. None of the pupil premium children were assessed as working within the greater depth standard. (2 children)

At the end of Y6: (7 children)

EXS	Reading	Writing	Maths	GPS	RWM Combined
Pupil premium	71.4%	71.4%	71.4%	71.4%	71.4%
Non pupil premium	86.4%	72.7%	81.8%	81.8%	63.6%

GDS	Reading	Writing	Maths	GPS	RWM Combined
Pupil premium	14.3%	0%	28.6%	28.6%	0%
Non pupil premium	40.9%	4.5%	27.3%	22.7%	4.5%

Our Y6 **pupil premium** children **exceeded LA and NA in the following areas:**

- At the EXS in reading, maths, writing and GPS
- At the GDS in maths and GPS
- The Average Scaled score in reading, GPS and maths
- RWM combined at the EXS
- Progress measures in maths

Y4 MTC 29% of the pupil premium children achieved full marks in the test.

Formative Assessments:

Numbers of pupil premium children in each class are low – these impact on the outcomes when exploring %

In Y3 – 25% of the pupil premium children (1 out of 4) achieved the EXS in reading, writing, maths and combined. This

was lower than attainment of the non-pupil premium children.

In Y4 – 100% of the pupil premium children (2 out of 2) achieved the EXS in reading, writing, maths and combined. This was higher than the attainment of the non-pupil premium children.

In Y5 – 40% of the pupil premium children (2 out of 5) achieved the EXS in reading, writing, and 60% (3 out of 5) achieved the EXS in maths. 40% of children achieved the EXS in RWM combined.

Ongoing challenges for 2023-24 for pupil premium children are to provide support and challenge in moving more children to be securely working within the GDS.

Attendance:

At the end of 2022-23 attendance for pupil premium children was 91.8% compared to 95.2% for the non-pupil premium, showing a gap remains. This will continue to be a focus in the 2023-24 plan. School has a detailed tracker that identifies early, drops or patterns in attendance and follows a clear pathway to support and challenge families.

The gap has narrowed from the end 2021-22, but needs to narrow further. This challenge remains for 2023-24.

Term time holidays continue to impact on children's attendance – including those in receipt of pupil premium funding. 52% of our pupil premium children have attendance impacted upon by term time holidays. This is comparable with term time holidays taken by non-pupil premium which is also 52%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Jigsaw	Jigsaw Educational Group

Service pupil premium funding (optional)

There are currently no service pupil premium children at Anston Hillcrest Primary School

For schools that receive this funding, you may wish to provide the following information:

Measure	Details