

## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	Hilltop Academy
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	29.5% (110 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Mrs M Hodgson
Governor / Trustee lead	Mr K Binks

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170404
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	£170404

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium Strategy for Hilltop Academy sets out to achieve equity for all pupils across school, meaning that those with the barriers of being disadvantaged in any way are supported to meet their potential. It intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities where possible so that their attainment is as close to age related expectations as possible, if not beyond this.

Hilltop Academy's approach to using Pupil Premium funding is centered on addressing the challenges faced by disadvantaged pupils to ensure they have equal opportunities for success. The school believes every child, regardless of their starting point, can develop academically and socially, becoming confident and well-prepared life-long learners. The Pupil Premium funding is targeted to support pupils in overcoming barriers to learning, such as less support at home, weak language skills, low confidence, behavioral issues, and attendance challenges. The school recognizes the complexity of these barriers and emphasizes a tailored, individualized approach.

Key strategies for using this funding include:

1. **Focused Interventions:** The academy targets phonics, early reading, writing, and maths attainment, aiming for all pupils to meet age expectations in these core subjects. The use of evidence-based teaching strategies and memorization techniques is emphasized to ensure long-term retention and application of knowledge.
2. **Staff Training:** Hilltop Academy prioritizes upskilling teaching staff to ensure high-quality, accurate, and effective teaching across all subjects. This also includes making sure that teaching strategies are embedded and delivered consistently, ensuring that all pupils benefit from the best possible learning experiences.
3. **Holistic Approach:** At Hilltop we take a whole-child approach, focusing not only on academic development but also on addressing pastoral and wellbeing needs. This includes offering support to families, as these factors can greatly influence a child's ability to learn and succeed.
4. **Collaboration with Families:** The academy recognizes the importance of working closely with families to support pupils' academic and personal growth. By understanding the specific needs of each child, including those eligible for Pupil Premium funding, the school ensures that interventions are tailored to support individual progress.

By combining targeted teaching, continuous staff development, and a holistic approach to student wellbeing, Hilltop Academy aims to ensure that its disadvantaged pupils become confident, capable learners who are ready for the next stage of their education and life. The success of this plan is rooted in research from the Education Endowment Foundation (EEF), which guides the school's decisions on the most effective use of resources to bridge gaps in attainment and support disadvantaged students in achieving their potential.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Access a wide range of opportunities to develop their knowledge and understanding of the world

## Challenges

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

Challenge number	Detail of challenge
1	Phonics attainment linked to speech and language
2	Retention of basic skills in reading, writing and maths to increase attainment across the academy.
3	Attendance and levels of persistent absence following the Covid pandemic
4	Wellbeing, mental health and safeguarding concerns
5	Access to wider opportunities

## 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																												
<i>A culture that all pupils can achieve and read with fluency by the end of Key Stage One.</i>	At least 80% of disadvantaged pupils pass the Y1 Screening Check. At least 90% of disadvantaged pupils have passed the screening check by the end of Y2.																												
<i>Embed high expectations so that pupils can meet Age Related Expectations in their year groups and beyond.</i>	Disadvantaged pupil attainment rises by 10% in each year group from baseline. <table border="1" data-bbox="815 1619 1406 1957"> <thead> <tr> <th>summer 2024</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>77%</td> <td>54%</td> <td>69%</td> </tr> <tr> <td>Y2</td> <td>88%</td> <td>82%</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>62%</td> <td>47%</td> <td>65%</td> </tr> <tr> <td>Y4</td> <td>50%</td> <td>50%</td> <td>66%</td> </tr> <tr> <td>Y5</td> <td>59%</td> <td>42%</td> <td>70%</td> </tr> <tr> <td>Y6</td> <td>72%</td> <td>71%</td> <td>67%</td> </tr> </tbody> </table>	summer 2024	Reading	Writing	Maths	Y1	77%	54%	69%	Y2	88%	82%	100%	Y3	62%	47%	65%	Y4	50%	50%	66%	Y5	59%	42%	70%	Y6	72%	71%	67%
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	<p>Disadvantaged pupil attainment at greater depth increase by 20% at the end of Key Stage 2 from baseline.</p> <p><b>Summer 2024</b></p> <p>Y6 Reading - 10%</p> <p>Y6 Writing - 20%</p> <p>Y6 Maths - 5%</p>
<p>Pupils attend school on a regular basis.</p>	<p>Overall disadvantaged pupil attendance is 92.25% which is broadly in line with the national expectation of 93%.</p>
<p>Pupils are physically and mentally safe with their needs looked after appropriately.</p>	<p>All pupils with social care involvement or classed as vulnerable on the school safeguarding register have regular access to in school pastoral support and programmes.</p> <p>Pupils are aware of mental health and wellbeing and can describe and discuss as well as know what help and where help is available.</p> <p>The mental health and well-being champions and first aiders in school promote and encourage pupils to talk and discuss their feelings and thoughts through a range of strategies to meet the needs of all our pupils.</p>
<p>Pupils across school can access wider opportunities and programmes to enhance learning through visits, visitors and technology on a regular basis as part of the curriculum.</p>	<p>Each phase of school will have access to a suite of ipads, Chromebooks or laptops. Each class in KS2 will use the IT equipment at least three times a week (5x for Reading Plus). Increase access to wider opportunities for PP pupils by at least 10% e.g. visits/visitors, after school clubs, tournaments, arts, music and residential visits in KS2</p>

## 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

Budgeted cost: £8000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Staff CPD and resources for Phonics (Little Wandle) including the SEND LW across the academy</i>	<i>EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact. PSC Check - 2023 - 79% passed in Y1- 50% (4/8) passed Y2 recheck - 87% end of year 2 Phonics EEF</i>	1,2
<i>Staff CPD to further develop reading approaches, the new writing ELP components and analysis tools, CPD Sounds and Syllables Spelling and Maths Number Sense training on KS1 and KS2 intervention programmes to support basic skills/automaticity in KS1 and KS2</i>	<i>EEF guidance references cognitive strategies needed such as subject-specific strategies or memorisation techniques. This activity would focus on subject specific strategies for reading and writing and then memorisation for maths as the focus will be about mastering number and regular recap and review of key concepts. The Sutton Trust's 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils</i>	2
<i>Staff CPD action research projects to further develop effective pedagogy and practice to support quality first teaching and learning</i>	<i>EEF toolkit references developing action research that supports pupil's cognition/metacognition shows high impact 6+ months EEF toolkit.</i>	2
<i>Staff CPD within EYFS to further develop speech and language using Welcomm programme</i>	<i>Evidence from Education Endowment Foundation-Teaching and learning Toolkit -individualised instruction=+ 4 months One-to-one tuition=+5 months EEF Early Years toolkit Speech and language approaches +6 months.</i>	1
<i>Member of staff to be trained as Senior Mental Health Lead for the academy.</i>	<i>DFE research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report</i>	4

	<i>improved attendance, attention, behaviour and attainment.</i>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £189180

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Quality first teaching and learning linked directly to social and emotional well-being.</i>	<i>EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support.</i>  <i>EEF guidance also evidenced research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge.</i>	1
<i>1:1, small group and personalised curriculum in Phonics.</i>	<i>EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support. EEF guidance also evidences research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge. EEF – high impact low cost with an average gain of 5 months Phonics   EEF (<a href="https://www.educationendowmentfoundation.org.uk">https://www.educationendowmentfoundation.org.uk</a>)</i>	1
<i>Interventions in Reading, Writing and Maths across school with bespoke programmes and resources.</i>	<i>Reading/Spelling Nesso online platform used as a daily intervention for those with spelling reading difficulties who have been identified to be at high risk of dyslexia. Research Evidence - Nesso - British English Reading Plus KS2 Reading Plus is an adaptive online literacy tool that enables KS2 pupils to improve fluency, comprehension, vocabulary, Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction. • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours • 1.0 Level Gains for College &amp;</i>	2

	<p><i>Assessment tools to place pupils on the correct stage of the programme.</i></p> <ul style="list-style-type: none"> <li>● <i>Every Child Counts programme</i></li> <li>● <i>Maths Number Sense.</i></li> <li>● <i>Times table Rockstars</i></li> <li>● <i>Toe by Toe intervention</i></li> <li>● <i>Tutormate</i></li> <li>● <i>Reading Plus</i></li> <li>● <i>Nessy reading and spelling</i></li> <li>● <i>Y5 and Y6 booster 1-1 tuition for writing targeted from diagnostic assessments.</i></li> </ul>	
<p><i>Additional member of staff to support small group and 1:1 teaching.</i></p>	<p><i>EEF Feedback on learning – high impact low cost with an average gain of 6 months.</i></p> <p><i>EEF – Collaborative learning approaches - high impact low cost with an average gain of 5 months</i></p>	2

### Wider strategies

Budgeted cost: £ 69822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employing a dedicated member of office staff to support families to improve attendance.</i></p>	<p>DFE research into school absenteeism has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school and underachieve than their peers who come from more favourable social and economic home backgrounds.</p> <p>Pre-Covid this has improved overall attendance of disadvantaged pupils and decreased persistent absence effectively. Now that attendance is compulsory and expected, this work will be able to have significant impact again.</p>	3
<p><i>Employing Thrive Practitioner to develop and embed pastoral support for pupils (Including the creation of a Thrive base).</i></p>	<p>EEF Toolkit cites that behaviour interventions have moderate impact. We have consulted with other schools successfully using the Thrive Approach and other pastoral programmes.</p> <p>The report cites teaching learning behaviours alongside managing misbehaviour has a positive impact on supporting pupils with challenging needs.</p> <p>The impact of the Pastoral and Intervention Manager has been huge in previous years, which is why we are continuing with this. Regular Thrive sessions with pupils</p>	4

	experiencing attachment difficulties has previously supported them to self-regulate more easily so that they can remain in class and access whole class, group and 1:1 teaching where appropriate.	
<i>Employing a Pastoral and Intervention Manager to lead on safeguarding and support pupils and families.</i>	The Pastoral and Intervention Manager has positively reacted to all safeguarding concerns and has captured the voice of key pupils to ensure no pupil is at immediate risk of harm. The impact of her work has been that pupils have been more ready to access learning as their pastoral needs are being coordinated and met by this role.	4

**Total budgeted cost: £267002**



## 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 2023 to 2024 academic year.

#### 1. Achievement of national attainment and average progress scores in reading, writing and maths for all pupils.

Whole School Data													
		Year 1 (13)		Year 2 (16)		Year 3 (23)		Year 4 (18)		Year 5 (17)		Year 6 (21)	
		% AT	%GD	% AT	%GD	% AT	%GD	% AT	%GD	% AT	%GD	% AT	%GD
Reading Summer	PP	77	15	88	19	61	22	61	22	59	24	71	10
	Non-PP	73	19	73	40	92	54	78	52	94	61	90	23
	Difference	-4	4	-15	21	31	32	17	30	35	37	19	13
Writing Summer	PP	54	0	81	13	48	4	56	11	41	18	71	19
	Non-PP	70	8	67	20	88	35	81	41	90	42	94	35
	Difference	16	8	-14	7	40	31	25	30	49	24	23	16
Maths Summer	PP	69	0	100	25	65	17	67	22	71	29	67	5
	Non-PP	76	14	80	33	100	54	85	52	94	55	87	13
	Difference	7	14	-20	8	35	37	18	30	23	26	20	8
Combined Summer	PP	54	0	75	6	48	4	56	11	41	12	52	0
	Non-PP	70	5	67	17	88	31	74	41	90	39	77	6
	Difference	16	5	-8	11	40	27	18	30	49	27	25	6

#### **KS1 Reading**

PP above national (58%) by 30%

N-PP above national by 15%

-15% gap compared to a national gap of 18%

#### **KS1 Writing**

PP above national (48%) by 33%

N-PP below national by 1%

14% gap compared to a national gap of 20%

#### **KS1 Maths**

PP above national (59%) by 41%

N-PP above national by 1%

-20% gap compared to a national gap of 18%

Pupils in upper KS1 were above predictions for PP attainment and were above national in all three areas.

#### **KS2 Reading**

PP above national (63%) by 8%

N-PP above national by 11%

19% gap compared to a national gap of 16%

**KS2 Writing**

PP above national (59%) by 12%  
 N-PP above national by 17%  
 23% gap compared to a national gap of 18%

**KS2 Maths**

PP above national (59%) by 8%  
 N-PP below national by 12%  
 20% gap compared to a national gap of 20%

Pupils in upper KS2 were above predictions for PP attainment and were above national in all three areas.

**2024 Pupil Premium Attainment KS1**

Reading – 88% Writing – 81% Maths – 100%

**2024 National results**

Reading – 58% Writing – 48% Maths – 59%

**2024 Pupil Premium Attainment KS2**

Reading – 71% Writing – 71% Maths – 67%

**2024 National results**

Reading – 63% Writing – 59% Maths – 59%

Pupil premium pupils are above National in all three areas

*2. Achievement of national attainment for GLD in EYFS*

	% of cohort	GLD 2024	All ELGs	Goals Exp.	LA (GLD)	England	GLD 2023	GLD 2022
<b>All pupils (47)</b>	<b>100%</b>	<b>72%</b>	<b>72%</b>	<b>14.8</b>	<b>69%</b>	<b>68%</b>	<b>68%</b>	<b>60%</b>
Female (29)	62%	72%	72%	15.1	76%	75%	71%	75%
Male (18)	38%	72%	72%	14.3	62%	61%	66%	53%
PP (12)	26%	50%	50%	12.5	55%	52%	33%	78%
Not PP (35)	74%	80%	80%	15.6	72%	70%	72%	56%

2024 All - 72%

2024 GLD - 50%

2024 National – 52%

Pupil premium pupils attained broadly in line with National

3. Achievement of national average for the expected standard in the Year 1 Phonics screening check.

2024 results

	% of cohort	Wa	Mark	LA	England	Wa 2023	Wa 2022	GLD 2023
<b>All pupils (49)</b>	<b>100%</b>	<b>80%</b>	<b>29.2</b>	<b>81%</b>	<b>80%</b>	<b>80%</b>	<b>82%</b>	<b>68%</b>
Female (23)	47%	83%	29.6	85%	84%	89%	83%	71%
Male (26)	53%	77%	28.8	77%	77%	75%	80%	66%
PP (10)	20%	90%	31.3	70%	69%	93%	73%	33%
Not PP (39)	80%	77%	28.6	85%	84%	75%	85%	72%

Year 1 – 80%

PP – 90%

National – 84%

Summary

	Reading				Writing				Maths			
	Baseline	End of Autumn	End of Spring	End of Summer	Baseline	End of Autumn	End of Spring	End of Summer	Baseline	End of Autumn	End of Spring	End of Summer
Y1	60%	70%	73%	77%	60%	70%	64%	54%	60%	80%	82%	69%
Y2	100%	100%	93%	88%	100%	80%	80%	81%	100%	100%	100%	100%
Y3	65%	59%	58%	61%	47%	47%	47%	48%	76%	65%	68%	65%
Y4	47%	53%	59%	61%	47%	42%	53%	56%	63%	58%	65%	67%
Y5	47%	53%	53%	59%	40%	53%	40%	41%	73%	67%	73%	71%
Y6	71%	81%	71%	71%	57%	57%	57%	71%	71%	79%	71%	67%

From the end of July 2024 data pupil premium pupils achieving well across the whole academy

## 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
Times Table Rockstars	Times Table Rockstars
Five minute boxes	Fiveminutebox.co.uk
Tutormate	Tutor Mate
Toe by Toe	Toe by toe
Stairway to spelling	Stairway to spelling
Reading Eggs	Reading Eggs

## Further information

*All pupils receive breakfast in school each morning to fuel the day ahead which is funded by Hilltop Academy. All pupils have access to a range of lunchtime and after school clubs to provide new experiences and opportunities to flourish in a range of areas*