

## 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	Hilltop Academy
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	28% (108 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Mrs M Hodgson
Governor / Trustee lead	Mrs D Dunn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,432
Recovery premium funding allocation this academic year	£15,225
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	£183,657

## 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 anyway 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.

At Hilltop Academy we believe that every child can become confident socially as well as academically so that they become successful life-long learners, regardless of their starting points. We aim to ensure that every child is given opportunities and support to transition into our early years foundation stage, into KS1, KS2 and onto secondary prepared for their next stage in education. When making decisions about using Pupil Premium funding at Hilltop Academy it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

At Hilltop Academy we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

This plan focuses on phonics attainment so that more pupils leave KS1 able to read, as well as reading, writing and maths. In the core subject the focus is on effective teaching strategies and memorisation techniques so that knowledge is retained and can be applied.

The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately and effective teaching strategies are embedded. It also looks at each pupil holistically to ensure that pastoral and wellbeing needs are met which also extends to the family home.

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

## 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>Pupils can 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>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="817 1317 1407 1666"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Y2</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>63%</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>Y4</td> <td>55%</td> <td>50%</td> <td>67%</td> </tr> <tr> <td>Y5</td> <td>47%</td> <td>40%</td> <td>80%</td> </tr> <tr> <td>Y6</td> <td>71%</td> <td>58%</td> <td>76%</td> </tr> </tbody> </table> Disadvantaged pupil attainment at greater depth increase by 20% at the end of Key Stage 2 from baseline. Y6 Reading - 14% Y6 Writing - 10% Y6 Maths - 14%		Reading	Writing	Maths	Y1	50%	50%	50%	Y2	100%	100%	100%	Y3	63%	50%	75%	Y4	55%	50%	67%	Y5	47%	40%	80%	Y6	71%	58%	76%
	Reading	Writing	Maths																										
Y1	50%	50%	50%																										
Y2	100%	100%	100%																										
Y3	63%	50%	75%																										
Y4	55%	50%	67%																										
Y5	47%	40%	80%																										
Y6	71%	58%	76%																										
Pupils attend school on a regular basis.	Overall disadvantaged pupil attendance is 92.5% which is broadly in line with the national expectation of 93%.																												

<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>
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## 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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff CPD and resources for Phonics (Little Wandle).</i></p>	<p>EEF references cognitive strategies needed such as subject-specific strategies or memorisation techniques. This activity would focus on subject specific strategies for the teaching of phonics.</p> <p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	<p>1</p>
<p><i>Staff CPD to further develop reading approaches, the new writing components and basic skills maths approaches.</i></p>	<p>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.</p> <p>The Nuffield Early Language Intervention (NELI) is a 20-week programme for children in their first year of primary school who show weakness in their oral language skills and</p>	<p>1</p>

<p><i>Member of staff to be trained as Senior Mental Health Lead for the academy.</i></p>	<p>who are therefore at risk of experiencing difficulty with reading.</p> <p>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 improved attendance, attention, behaviour and attainment.</p>	
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## Targeted academic support

Budgeted cost: £143,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching and learning linked directly to social and emotional well-being.</p>	<p>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.</p> <p>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.</p>	<p>1</p>
<p>1:1, small group and personalised curriculum in Phonics.</p>	<p>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.</p> <p>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.</p> <p>EEF – high impact low cost with an average gain of 5 months.</p>	<p>1</p>

<p>Interventions in Reading, Writing and Maths across school with bespoke programmes and resources.</p>	<p>EEF – Small group intervention – moderate impact with low cost with an average gain of approximately 4 months.</p> <p>EEF Reading comprehension – high impact low cost with an average gain of 6 months. Tutormate is a structured reading intervention for Y1 and 2 which was effective last year throughout Covid.</p> <p>EEF Mastery learning - high impact low cost with an average gain of 6 months</p> <p>Coaching and CPD internally and externally from experienced leaders through release time has previously impacted positively on progress of pupils.</p>	<p>2</p>
<p><i>Additional member of staff to support small group and 1:1 teaching.</i></p>	<p>EEF Feedback on learning – high impact low cost with an average gain of 6 months.</p> <p>EEF – Collaborative learning approaches - high impact low cost with an average gain of 5 months</p>	<p>2</p>

## Wider strategies

Budgeted cost: £ 42.369

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Employing Education Welfare Officer and 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>Current work with the EWO has increased our school PP attendance over the last three years which is why this work will continue.</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>	<p>3</p>

<p><i>Employing Thrive Practitioner to develop and embed pastoral support for pupils (Including the creation of a Thrive base).</i> £7000</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 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.</p>	<p>4</p>
<p><i>Employing a Pastoral and Intervention Manager to lead on safeguarding and support pupils and families.</i></p>	<p>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.</p>	<p>4</p>

**Total budgeted cost: £199,685**

## 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 2020 to 2021 academic year.

#### 1. Achievement of national attainment and average progress scores in reading, writing and maths for all pupils in Year 6

##### Reading

Reading							
	% of cohort	Test				LA	England
		Score	Exp+	High	Progress	Exp+	Exp+
<b>All pupils (48)</b>	<b>100%</b>	<b>105</b>	<b>79%</b>	<b>21%</b>	<b>-1.1</b>	<b>68%</b>	<b>73%</b>
Female (20)	42%	105	80%	25%	-1.1	72%	76%
Male (28)	58%	105	79%	18%	-1.2	64%	70%
PP (19)	40%	105	84%	26%	-0.6	56%	60%
Not PP (29)	60%	105	76%	17%	-1.5	75%	78%

##### Writing

Writing										
	% of cohort	Teacher assessment							LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	Progress	EXS+	EXS+
<b>All pupils (48)</b>	<b>100%</b>	<b>85%</b>	<b>27%</b>	<b>58%</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>	<b>+2.1</b>	<b>67%</b>	<b>72%</b>
Female (20)	42%	85%	30%	55%	15%	0%	0%	+2.2	75%	78%
Male (28)	58%	86%	25%	61%	11%	0%	0%	+2.0	60%	65%
PP (19)	40%	84%	32%	53%	16%	0%	0%	+2.3	53%	58%
Not PP (29)	60%	86%	24%	62%	10%	0%	0%	+2.0	75%	77%

##### Maths

##### Reading, writing and maths

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
<b>All pupils (48)</b>	<b>100%</b>	<b>73%</b>	<b>15%</b>	<b>54%</b>	<b>59%</b>
Female (20)	42%	70%	15%	58%	63%
Male (28)	58%	75%	14%	50%	56%
PP (19)	40%	74%	16%	40%	44%
Not PP (29)	60%	72%	14%	61%	66%

2022 Attainment

Reading – 83%    Writing – 70%    Maths – 81%

2022 National results

Reading – 63%    Writing – 56%    Maths – 71%



Pupil premium pupils are above National in all areas

2. Achievement of national attainment and average progress scores in reading, writing and maths for all pupils at end of KS1.

## Reading

### Reading

	% of cohort	Test				LA	England
		Score	Exp+	High	Progress	Exp+	Exp+
<b>All pupils (48)</b>	<b>100%</b>	<b>105</b>	<b>79%</b>	<b>21%</b>	<b>-1.1</b>	<b>68%</b>	<b>73%</b>
Female (20)	42%	105	80%	25%	-1.1	72%	76%
Male (28)	58%	105	79%	18%	-1.2	64%	70%
PP (19)	40%	105	84%	26%	-0.6	56%	60%
Not PP (29)	60%	105	76%	17%	-1.5	75%	78%

## Writing

### Writing

	% of cohort	Teacher assessment							LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	Progress	EXS+	EXS+
<b>All pupils (48)</b>	<b>100%</b>	<b>85%</b>	<b>27%</b>	<b>58%</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>	<b>+2.1</b>	<b>67%</b>	<b>72%</b>
Female (20)	42%	85%	30%	55%	15%	0%	0%	+2.2	75%	78%
Male (28)	58%	86%	25%	61%	11%	0%	0%	+2.0	60%	65%
PP (19)	40%	84%	32%	53%	16%	0%	0%	+2.3	53%	58%
Not PP (29)	60%	86%	24%	62%	10%	0%	0%	+2.0	75%	77%

## Maths

### Maths

	% of cohort	Test				LA	England
		Score	Exp+	High	Progress	Exp+	Exp+
<b>All pupils (48)</b>	<b>100%</b>	<b>104</b>	<b>75%</b>	<b>25%</b>	<b>-0.7</b>	<b>71%</b>	<b>73%</b>
Female (20)	42%	103	70%	15%	-2.0	70%	72%
Male (28)	58%	105	79%	32%	+0.2	72%	73%
PP (19)	40%	103	74%	21%	-1.8	58%	59%
Not PP (29)	60%	105	76%	28%	-0.0	78%	79%

2023 Attainment

Reading – 84%    Writing – 84%    Maths – 74%

2023 National results

Reading – 60%    Writing – 58%    Maths – 59%

Pupil premium pupils are above National in all areas

### 3. Achievement of national attainment for GLD in EYFS

	School				Doncaster				National			
	% of cohort	GLD	All ELGs	Av Exp	% of cohort	GLD	All ELGs	Av Exp	% of cohort	GLD	All ELGs	Av Exp
<b>All pupils (53)</b>	<b>100%</b>	<b>68%</b>	<b>68%</b>	<b>13.5</b>	<b>100%</b>	<b>68%</b>	<b>65%</b>	<b>13.9</b>	<b>100%</b>	<b>67%</b>	<b>66%</b>	<b>14.1</b>
Female (24)	45%	71%	71%	14.4	49%	74%	72%	14.8	49%	74%	73%	14.9
Male (29)	55%	66%	66%	12.8	52%	61%	57%	12.8	51%	61%	59%	13.4
PP (6)	11%	33%	33%	9.7	19%	54%	51%	12.4	15%	52%	50%	12.5
Not PP (47)	89%	72%	72%	14.0	82%	70%	68%	14.1	85%	70%	68%	14.4

2023 GLD - 33%

2023 National – 52%

Pupil premium pupils attained lower than National

### 4. Achievement of national average for the expected standard in the Year1 Phonics screening check.

	% of cohort	Wa	Mark	LA	England	Wa 2022	Wa 2021	GLD 2022
<b>All pupils (50)</b>	<b>100%</b>	<b>80%</b>	<b>32.4</b>	<b>80%</b>	<b>79%</b>	<b>82%</b>	<b>79%</b>	<b>60%</b>
Female (18)	36%	89%	34.9	83%	83%	83%	95%	75%
Male (32)	64%	75%	31.1	77%	76%	80%	65%	53%
PP (14)	28%	93%	36.4	69%	67%	73%	54%	78%
Not PP (36)	72%	75%	30.9	84%	82%	85%	90%	56%

2023 results

Year 1 all – 80%

PP – 93%

National – 69%

#### By the end of Year 2

	% of cohort	Total	Y1	Y2	LA	England	Total 2022
<b>All pupils (49)</b>	<b>100%</b>	<b>96%</b>	<b>82%</b>	<b>14%</b>	<b>86%</b>	<b>88%</b>	<b>87%</b>
Female (24)	49%	96%	83%	13%	91%	91%	95%
Male (25)	51%	96%	80%	16%	87%	86%	78%
PP (16)	33%	100%	75%	25%	84%	81%	87%
Not PP (33)	67%	94%	85%	9%	91%	91%	87%

Year 2 all - 96%

PP – 100%

National – 84%

Higher than National

5. *Achievement of national attainment for PP across school.*

	Reading		Writing		Maths	
	baseline	attainment	baseline	attainment	baseline	attainment
Y1	%	100%	%	100%	%	100%
Y2	69%	63%	56%	50%	67%	75%
Y3	63%	55%	55%	51%	76%	67%
Y4	60%	47%	40%	40%	63%	80%
Y5	65%	71%	73%	58%	57%	76%
Y6	85%	85%	80%	85%	85%	72%

Predictions in KS1 were not met due to the impact of COVID on our younger pupils. With a particular, focus needed on writing.

**Reading**

PP above national by 9%  
 N-PP above national by 13%  
 22% gap compared to a national gap of 20%

**Writing**

PP above national by 5%  
 N-PP above national by 11%  
 26% gap compared to a national gap of 20%

**Maths**

PP above national by 19%  
 N-PP above national by 10%  
 10% gap compared to a national gap of 19%

Pupils in upper KS2 were either in line or above predictions for PP attainment with the exception of maths.

**Reading**

PP above national by 24%  
 N-PP below national by 2%  
 2% gap compared to a national gap of 18%

**Writing**

PP above national by 27%  
 N-PP above national by 9%  
 2% gap compared to a national gap of 19%

**Maths**

PP above national by 15%  
 N-PP below national by 3%  
 2% gap compared to a national gap of 20%

## 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*

<b>Programme</b>	<b>Provider</b>
Mathletics	3P Learning
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
Times Table Rockstar	Times Table rock star

## 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*