

## Hillside Junior Pupil Premium Strategy Statement 2024-25



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	Hillside Junior
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-25
Date this statement was published	December 24
Date on which it will be reviewed	July 25
Statement authorised by	Andrew Davies
Pupil premium lead	Andrew Davies
Governor / Trustee lead	Joanna Palmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64005
Recovery premium funding allocation this academic year	£3589
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	£67594

## Part A: Pupil premium strategy plan

### Statement of intent

Hillside Junior is a 2-form entry school in the London Borough of Hillingdon. We work very closely with Hillside Infant School, which is located on the same site. Wrap around care is provided by the infant school.

Our intention is to provide a broad and balanced curriculum that ensures all pupils, 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 pupils to achieve that goal, including progress for those who are already high attainers.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing the support

The strategy will focus on high quality teaching, direct academic intervention and wider strategies. We ensure that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is identified through assessments that provide us with precise gap analysis. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our curriculum offer provides academic support but also there is a focus on the development of the physical and mental well-being of the children. We will provide enrichment opportunities such as music and sport. Through our core values approach we aim to develop key skills that will support our pupils as lifelong learners.

This strategy will work alongside our wider catch up strategy. We are utilising both internal and external tuition through the National Tutoring Programme.

In order to deliver an effective strategy (EEF guidance) we will:

1. Identify the needs and challenges through e.g. assessments, attendance, behaviour records and feedback from pupils and staff.
2. Use evidence from internal data and external sources to support strategies.

3. Implement the strategy and ensure that it is aligned with the current school development plan and existing practices. This will ensure that there is a sustained impact.
4. Monitor and evaluate the strategy through ongoing rigorous evaluation. This will include observations of lessons and interventions, analysis of formative and summative data at different stages of the academic year, feedback from different stakeholders, book monitoring and analysis of other key data indicators such as attendance and behavior records.

## Challenges

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

Challenge number	Detail of challenge
1	A proportion of PP children also have SEND which is an additional barrier to future attainment
2	Parental engagement
3	Attendance of specific PP children
4	Decoding and reading fluency
5	Homework
6	Experience of wider curriculum opportunities including residentials
7	Mental well-being

## 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
Through high quality teaching and effective intervention, all Pupil Premium children make expected or accelerated progress in reading, writing and maths	Pupil Premium progress in line with non-Pupil Premium children across the school
Increase the attendance of Pupil Premium children	Pupil Premium attendance above 96%
Increase Pupil Premium participation in the wider curriculum clubs/music lessons	100% Pupil Premium participation in wider curriculum clubs/music lessons
Provide enrichment activities for every subject over the academic year as part of the broad and balanced curriculum offer	Pupil surveys reflect increasing self-esteem and positivity

## 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.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training for all staff	Feedback from staff on the effectiveness of writing provision and assessment Research conducted by the Education Endowment Foundation clearly indicates that “great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”	1
Reading fluency and phonics training	Research conducted by the Education Endowment Foundation clearly indicates that “great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”	1,4
Use of IXL and PIXL to support the teaching of maths and grammar. Analytical data used to highlight gaps in learning and as result inform planning and teaching.	IXL used as an integral part of the home support and provision Results reflect that IXL effectively supported the teaching of arithmetic during the lockdowns. It remains as an integral part of our homework provision. Benchmarking from PIXL recognises the impact of the arithmetic teaching in the school. PIXL is an effective tool in the assessing of children and the identification of gaps through analysis. This then helps to identify whole class misconceptions and individual children who need additional support as well as recognising the gaps that need to be addressed.	1
Additional grouping in Year 5,6	Data from internal assessments reflect that the gap in attainment between reasoning and arithmetic remains. Therefore, an additional maths group was created, taught by an additional teacher.	1,4

	Following the similar evidence with regards to reading, an additional reading group has been created on a daily basis led by an additional teacher.	
--	---	--

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

Budgeted cost: £15500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Targeted reading support for individual Pupil Premium children and small group support	Internal data from summer 24 reflect the impact of “school closures” and other external factors on reading fluency and range of vocabulary. Internal staff used to support individuals.	1,4
Targeted maths support for Pupil Premium children, during and after school. Use of IXL and PIXL to support learning.	Internal data from summer 24 and autumn 24 assessments reflect gaps in understanding Use of internal staff and also external tutors as identified through the NTP.	1
Phonics teaching	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.  It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1,4
RWI screening for all pupils including in year arrivals.	Baseline assessment data indicates gaps in phonic knowledge which negatively impacts on reading and spelling. Phonics groups used to support lower attainers from Key Stage 1. The EEF recognises that: “The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year”.	1,4

	40% of PP children also have SEND/learning difficulties	
--	---	--

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

Budgeted cost: £ 33100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spaces allocated in all clubs for Pupil Premium children.	Pupil Premium children were offered one club a term that was supported financially. Less children than hoped took up this offer. The benefits of the wider school offer are clear.	2,3,6
Dedicated music tuition time allocated to Pupil Premium children.	Whilst music lessons were offered to Pupil Premium children, less than expected number of children took up the option.  The EEF states:” Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported”.	6,7
Financial support for day trips and residential trips.	Evidence has shown in the past that specific children are reluctant to go on the residential trips due to the financial implications. These trips need to be accessible to all.	6
Enrichment days	The pandemic has affected the physical and well-being of some of the pupils. This is evidenced in the increasing number of children who are benefitting from the in-school counselling. Enrichment days will help to support the delivery of a broad and balanced curriculum amongst the need to “catch up”.	6,7
Provide weekly music lessons for all children	The EEF research recognises that, “Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.”	6,7
Daily homework club	EEF research recognises that, “Some pupils do not have a quiet space for home learning- it is important for schools to consider how home learning can be supported (e.g. through providing	1,2,4,5

	homework clubs for pupils). Research also shows the greater impact of digital technology.	
Weekly attendance intervention group	In addition to parental engagement, a weekly intervention group has been created that allows the children to talk about school in an informal setting.	3
After school homework club	EEF research recognises that, "Some pupils do not have a quiet space for home learning- it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Research also shows the greater impact of digital technology.	1,2,4,5
Free breakfast club	Funding available to support specific children to attend breakfast club in the infant school. This will help to boost attendance.	3
Attendance training	Attendance training for all staff. Improving attendance is everyone's responsibility. This will improve knowledge of the barriers surrounding good attendance.	3
Devices	Purchase additional resources to support the completion of work at home	3
Mental Health First Aid	Train more staff in mental health first aid	7
Play therapy	Funding for a play therapist to support specific children	7

**Total budgeted cost: £71,100**

## 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.

2023-24 KS2 SATS	PP attainment (national average)
Reading	75% (62%)
Writing	75% (58%)
Maths	58% (59%)
Combined	58% (45%)

### 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
Junior Language Link	Speechlink
PIXL	PIXL
IXL Maths and English	IXL
Bedrock	Bedrock Learning
Education Psychology Service	External provider
Twinkl	Twinkl
Complete Primary Package	Testbase
Read Write Inc.Spelling	Oxford University Press
Talk for Writing	Talk4Writing
Flash Academy	Flash Academy



### Further information (optional)

In the academic year 2023/24, Pupil Premium funds were used to finance different strategies.

The majority of the funding went towards in school support.

Support staff provided additional support through 1:1 and small group interventions in reading, writing and maths.

Programmes such as IXL and Bedrock were used to support the delivery of homework. PIXL was used both as a tool for gap analysis of assessments as well as a resource for delivering interventions.

Flash Academy was used to support specific EAL children.

Additional training was undertaken in the delivery of ReadWriteInc phonics and Talk for Writing.

External play therapy was used to support specific pupils.

The school also financially supported pupils to attend clubs and residential trips.