



Pupil Premium grant expenditure: 2018/2019

At Hill Avenue Academy we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way

The school is located in an area of high social deprivation and have a high percentage of children are eligible for FSM, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe in personalised approaches so it is essential that we identify individual barriers in order to provide specific targeted support for our children can flourish.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM 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 personalised accordingly.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a excellent track record of ensuring that pupils make good progress, but historically levels of attainment on entry to school have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to at least reach age related expectations + as they move through the school.

We analyse our data thoroughly, examine the impact of current interventions and have make use of a range of research to inform our decision making:

- Parental engagement (LPPA)

- Importance of quality first teaching (Sutton Trust)
- Within school variance (David Reynolds)
- Feedback and Peer Tutoring (Education Endowment Foundation Toolkit).
- The importance of developing a Growth Mindset (Carol Dweck)

This year our continued aim to:

- Transform the curriculum creating challenging, exciting and engaging learning for all groups of children
- Create a stimulating place for children to learn and play
- Developing leadership capacity of our new leadership structure (SMT in each phase/ new middle leadership team)
- Continue to raise standards of attainment taking the school into the top 10% of schools nationally by the end of Key Stage 2 and sustaining these results

Training for staff this year will include a focus characteristics of effective learning and how to grow these in all learners. In addition to this we will be providing additional support for staff in developing a values based education for our pupils so they can achieve the highest possible standards in all areas of their learning

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Overview of PP spending for 2018-2019 across the school

Number of pupils and pupil premium grant (PPG) received

Total Number of pupils on roll	306
Total number of pupils eligible for PPG	103
Total Number of pupils eligible for PPG Looked after	2 Post looked after & 1 current looked after
Amount of PPG received per pupil	£1320
PPG for Post Looked after children	£1900

PPG for current looked after	£1800
Total amount of PPG received	£137, 600

Planned Expenditure for 2018-2019

Employment of three HLTAs and one unqualified teacher for 10 hours each week of their time to target pupil premium children in class in small groups or provide 1-1 support (one in each phase of the school EYFS, KS 1, Lower KS 2 and upper KS 2)	10 hours £8000 for one HLTA, 10 hours for unqualified teacher 9,500 Total £33,500
Additional resources; particularly ICT resources, reading books and English and Maths text books have been purchased to supplement existing supplies – this will continue with a rolling programme of replacement. These resources will help to accelerate progress in reading, writing and Maths.	£29,540
DHT time to monitor and evaluate support PP children receive from HLTA four hours a week ensuring feedback improves practice and pp children make accelerated rates of progress	£12,000
1-1 support for pupil premium children in year 5 and 6 by deputy for mathematics 6 hours a week	£12,000
Grade 3 teaching assistant in Nursery a.m. & Reception p.m. to work with PP	£23,000

across the curriculum to close attainment gap to ensure children achieve a good level of development by end of EYFS	
Pupil premium funding for looked after children to be targeted to provide specific resources and support identified by social care to ensure pupils make accelerated rates of progress	£10,300
Creating non-contact time for senior leaders and our best teachers in order to teach identified groups – the best teachers working with the most disadvantaged children	£27,560

Total planned expenditure: **£137, 600**