

## Hill Avenue Academy Pupil Premium Strategy 2019-2022

1. Summary information					
School	Hill Avenue Academy				
Academic Year	2021/22	Total PP budget	£208,475	Date of most recent PP Review	July 2021
Total number of pupils	355	Number of pupils eligible for PP	175	Date for next internal review of this strategy	July 2022

2. Current attainment (2019 – no current data due to covid 19)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 2019 KS 2	75%	90% (65% National 2019)
% achieving in reading 2019 KS 2	79%	90% (73% National 2019)
% achieving in writing 2019 KS 2	75%	90% (78% National 2019)
% achieving maths 2019 KS 2	83%	90% (79% National 2019)

3. Barriers to future attainment		
In-school barriers		
A.	Low prior attainment in Reading, Writing and Maths for PP pupils	
B.	Low starting points in communication and language	
C.	Lack of wider experiences outside of the classroom to develop skills to be successful in life	
D.	Social and emotional wellbeing of PP pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Low attendance rates	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Assistant Headteachers diminish the gap in Reading (comprehension), Writing (application of grammar, punctuation and spelling) and Maths for the higher attaining PP pupils in Key Stage 2	<ul style="list-style-type: none"><li>Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in maths, reading and writing.</li><li>Measured in EYFS, Y1, 2, 3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) so that greater numbers of PP children achieve GD by the end of year 6.</li></ul>

		<ul style="list-style-type: none"> <li>• All pupils achieve RWM combined 80% at end of KS 2 All pupils achieve ARE Reading 85% and Writing 83% at end of KS 2</li> <li>• All pupils achieve ARE Reading 75% and Writing 73% at the end of KS1</li> <li>• Timetabled interventions for all PP pupils</li> <li>• Personalised action plans and 'uplifted' targets through provision mapping system</li> <li>• Weekly impact reports</li> </ul>
<b>B.</b>	SENDCO and Assistant Headteachers lead CPD and monitor support from specialist Speech and Language therapists to develop pupil's vocabulary & basic skills, along with a deeper understanding of the world around them.	<ul style="list-style-type: none"> <li>• Pupils eligible for PP in Nursery &amp; Reception class make rapid progress by the end of the year so that all pupils eligible for PP at least meet age related expectations.</li> <li>• INSET staff training</li> <li>• Support staff and lunchtime supervisors training</li> <li>• SLT meetings to monitor and share the impact</li> <li>• Pupils communication skills are improved across all year groups</li> <li>• Comprehension skills improve due to wider vocabulary</li> <li>• Writing skills are applied across the curriculum</li> <li>• PP pupils can apply knowledge and skills across the curriculum</li> <li>• Timetabled SLT weekly learning walks</li> </ul>
<b>C.</b>	PP pupils life-experiences are widened to enrich their access to the curriculum through educationally inspiring outings, residential visits, and access to specialist teachers	<ul style="list-style-type: none"> <li>• Every child experiences at least one educational visit or visitor per term</li> <li>• A higher percentage of PP pupils are able to participate in fully funded educational visits</li> <li>• Greater range of opportunities for pupils to explore the arts and music within &amp; beyond the daily timetable</li> <li>• KS2 funded residential</li> <li>• Additional art and design interventions for PP pupils to achieve the National Arts Award</li> <li>• Year 6 to pilot New Nordic curriculum (Finland)</li> <li>• Additional singing tuition to increase participation local and national events</li> </ul>
<b>D.</b>	Pupils are better supported in school to deal with challenge and resilience is built over time through meta-cognition and self-regulation	<ul style="list-style-type: none"> <li>• Pupil leadership roles to boost self-esteem and confidence</li> <li>• Integrated behavioural strategies and reward systems to support well-being</li> <li>• Individualised Art Therapy and Educational Psychologist support offered to PP pupils</li> <li>• Termly team building incentive and initiatives planned</li> <li>• Participation in the skills builder initiative</li> <li>• External social and emotional support for targeted groups of pupils</li> <li>• Termly after school clubs</li> <li>• Pupils eligible for PP make accelerated progress across a Key Stage, so</li> </ul>

		end of Key Stage data shows diminishing differences between PP pupils and non-PP pupils.
E.	Increased access to technology, curricula materials and attendance rates for PP pupils	<ul style="list-style-type: none"> <li>• EWO to support disadvantaged families</li> <li>• Assistant Headteacher to provide additional support to disadvantaged families through regular meetings and communication</li> <li>• Overall PP attendance improves from 96.6% to 97% at least in line with all pupils nationally</li> <li>• Reduce the number of persistent absentees among pupils eligible for PP through Early Help and personalised action plans</li> <li>• Purchase incentives to encourage pupils to attend school</li> <li>• Ensure all PP pupils receive breakfast and a daily snack</li> <li>• Improve rates of attendance for children eligible for PP funding attendance so that they are in line with National average and in line with 'other' pupils.</li> </ul>

## 5. Planned expenditure

Academic year 2021/22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	How will you ensure it is implemented well?	Staff Lead and Cost	When will you review the implementation?
A. Increase rates of attainment for all children with attainment below that of their peers nationally	<ul style="list-style-type: none"> <li>All senior leaders, teachers and teaching assistants receive high quality professional development led by experienced an SLE</li> <li>AHT to target and support all PP pupils across school</li> <li>Individualized/group targeted support given to PP pupils who are not completing home learning</li> <li>Support staff available across year groups to allow for split teaching to happen.</li> <li>Additional targeted reading and phonics</li> <li>Additional Higher Level teaching Assistant deployed across Key Stage 1</li> <li>Y6 after school booster sessions to target specific children</li> <li>Deployment of two outstanding wider curriculum teachers to release teachers to embed planning and assessment</li> <li>Whole school Art and Design specialist teacher</li> <li>Highly experienced early years teacher to work across the phase</li> </ul>	Increased rates of progress for PP pupils with attainment below that of peers nationally so they meet at least ARE in RWM by the time they leave year 6	<ul style="list-style-type: none"> <li>Half termly lesson observations</li> <li>book trawls by Headteacher, Head of School, Assistant Headteachers in each subject reflect high standards in the quality of education.</li> <li>Rates for improvement are supported swiftly by AHTs in each phase.</li> <li>PP provision maps are reviewed termly to ensure that PP pupils are making rapid rates of progress in line with non-PP pupils.</li> <li>Weekly Phase meetings</li> <li>Weekly Phase moderation meetings</li> <li>Termly assessments meetings</li> <li>Appraisals</li> <li>Half termly leadership development sessions</li> </ul>	PP Assistant Headteacher salary subsidised <b>£15,972.6</b>  1 KS1 PP HLTA <b>£23,541</b>  2 Outstanding, experienced wider curriculum teachers <b>£15,628.80</b> <b>£22,176.60</b>	<ul style="list-style-type: none"> <li>Establish timetables and provision maps September 2021.</li> <li>Weekly impact measures evaluated by SLT.</li> <li>HLTA KS1 deployment Autumn 1 2021</li> <li>Review impact of Y6 Booster sessions at the end of Autumn Term 2 2021,</li> <li>Deployment of wider curriculum teachers February 2022</li> <li>Unqualified teacher deployment February 2022</li> <li>EYFS teacher deployment February 2022</li> </ul>

<p>B. To use the key principles of Oracy and dialogic teaching to improve language acquisition and presentational skills for children</p>	<p>All staff in EYFS and KS1 to have an awareness of the key principles of Language First and to have clarity as to the intent, implementation and expected impact</p> <p>All staff use the Language First principles (radiator, magnet and communicator) to draw out quality conversations and develop a strong base for language in their classes.</p> <p>On entry to EYFS all teachers and teaching assistants undertake on entry Communication and Language observations, WELCOMM, TROLL and HANEN assessment tools to identify the relative starting points of children and identify reluctant/passive communicators.</p> <p>Planning through a language lens so that vocabulary is taught explicitly each week</p> <p>Specialist teachers to lead on CPD to develop oracy for the high attaining pupils in EYFS and Y1</p>	<p>All staff in EYFS and KS1 understand intent, implementation and impact of the Language First Principles and expected outcomes from the children by the end of the school year.</p> <p>Rates of progress for PP with C&amp;L skills below national expectations are increased and planned targeted interventions carried out for groups of learners to enable them to make rapid and sustained rates of progress in C&amp;L.</p> <p>Pupils in KS1 and KS2 have secure and confident use of language to express and debate their opinions and views which enables the quality of spoken language transferring into Writing.</p>	<ul style="list-style-type: none"> <li>Learning walks, lesson studies carried out by Headteacher, Head of School, AHT which demonstrates that teaching is enabling children to effectively transfer key knowledge to long-term memory.</li> <li>Weekly book trawls/discussions carried out by children/ class teachers/Phase Leaders/Head/AHT reflect pupils making at least good progress over time.</li> <li>Regular monitoring of learning journeys will reflect that PP pupils are developing their vocabulary and language skills</li> <li>Planning for vocabulary will be reflected in both indoor and outdoor provision and learning opportunities for all pupils</li> <li>Provision maps for EYFS will indicate PP pupils are receiving specific interventions for C and L areas</li> <li>Termly data analysis of C and L areas to ensure accelerated progress of PP pupils to be inline with non PP pupils</li> <li>Regular phonics assessing and monitoring will show that PP pupils will meet national expectations</li> </ul>	<p>EYFS/KS1 Assistant Headteacher salary subsidised <b>£12,661.75</b></p> <p>Specialist EYFS teacher subsidised <b>£12,967.59</b></p>	<ul style="list-style-type: none"> <li>Weekly introduction of key skills</li> <li>Language First initiatives reviewed October 2021</li> <li>Language First principles evaluated October 2021</li> <li>WELCOMM, TROLL and HANEN assessment tools used to inform assessment of Communication and Language Autumn 1 2021</li> <li>Planning through a language lens evaluated throughout Autumn term 2021 to inform final end of Autumn assessments</li> <li>Specialist teacher training CPD on oracy for all pupils Autumn 2021, Spring 2022, Summer 2022</li> </ul>
<p>C. enhance the curriculum offered to ensure relevance and continued outstanding progress</p>	<p>Staff training based on the Finnish education system (New Nordic School) to empower children and develop multi-disciplinary learning opportunities</p>	<ul style="list-style-type: none"> <li>Year 6, Year 1 and EYFS curriculum enhancement using New Nordic strategies to empower children and develop multi-disciplinary teaching and learning.</li> <li>Increase opportunities for collaboration using oracy skills to refine oral language and build upon cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>High quality training for staff</li> <li>Full gap analysis audit completed to evaluate school's needs</li> <li>Fortnightly meetings with key staff to track pilot year groups</li> <li>September and October visits from Finnish educational experts to work with staff, children and the community</li> </ul>	<p>Head of School</p> <p>New Nordic School (Finland) <b>£20,000</b></p>	<ul style="list-style-type: none"> <li>Audit July 2021</li> <li>Year 6 pilot implementation September 2021</li> <li>Fortnightly meetings Autumn 2021</li> <li>EYFS pilot implementation November 2021</li> </ul>
<p>D. Raising Attainment for Disadvantaged Youngsters (RADY)</p>	<p>Relative starting points for DA children in Nursery and Reception are below national statistics particularly in Communication and Language. This slows progress in RWM in subsequent years.</p>	<ul style="list-style-type: none"> <li>Staff pastoral meetings to identify DA pupils.</li> <li>AH share document with mapped out on entry levels with aspirational targets with staff specifically identified to their class</li> <li>Liaise with SLT to organise strategies and interventions, first wave teaching to support DA pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Developing consistent approach and understanding of DA pupils within and across phases to support how they learn best for the most effective outcomes.</li> <li>Higher Attainment levels for DA pupils, and Greater rates of progress made.</li> <li>At least 4 points progress / or more across a year</li> </ul>	<p>Assistant Headteacher for PP</p> <p>RADY 'Challenge Education' <b>£1963.50</b></p>	<p>Half termly SLT meeting</p> <p>Termly staff meeting</p>

	<p>Higher prior attainers who are eligible for PP make less progress than other higher ability pupils by the end of Key Stage 2. DA to be in line or above children not DA nationally across Reading, Writing, Maths and combined RWM.</p> <p>Extra-curriculum and wider opportunity experiences and work with families to further support DA children; enhancing and enthusing learning.</p> <p>DA children's prior attainment is below non-disadvantaged children therefore targeted interventions are required for DA children to make rapid and sustained rates of progress. Monitoring attainment and progress of children who are DA and SEND. DA and EAL.</p> <p>Innovate the wider curriculum across the school using the New Nordic curriculum and understand the cultural capital DA pupils already bring to school.</p> <p>Innovate teaching practice in all Phases so that outstanding practice is sustained</p> <p>Develop higher level reading skills for DA pupils</p> <p>Develop formative and summative assessments in all Phases so that targeted support/interventions are identified for DA pupils.</p>	<p>-Growth Mindset – all can achieve</p> <p>-Learning at home support pack for DA pupils</p> <p>- Develop range of extra-curricular clubs that are incited by pupil voice and feedback</p> <p>-Staff, pupil and Parent Forms feedback about extra-curricular clubs and learning experiences/ visits</p> <p>-Online clubs on Learning Platform (SIP link)</p> <p>- Create weekly incentives for attendance of clubs (special meal, raffles, certificates)</p> <p>-AHs share document with mapped out DA –SEND EAL pupils – highlighting entry to year levels of attainment and progress levels</p> <p>-Monitor and Track these pupils half termly</p> <p>-Act upon what the picture is showing – interventions, first wave teaching – where successful share good and effective practice areas for development intervene – track more closely</p> <p>-AHs to monitor and oversee attainment and progress levels of identified groups</p> <p>-DA pupils exposed to range and breadth of Outstanding/ at least Good T&amp;L first wave teaching/ interventions/ Booster groups</p>	<p>-Mapping document will show rates of attainment and progress across a year (inclining)</p> <p>- Planning and Teaching and Learning will be at least Good/ Outstanding – Link to SIP</p> <p>- Increased attendance of clubs both in school and online to support DA experiences which will enhance and enthuse, promoting a love of learning.</p> <p>-Staff, pupil and Parent Forms - positive feedback</p> <p>- Accelerated rates of progress for DA pupils (Narrowing the attainment gap compared to Non PP pupils) in RWM</p> <p>- Establishing whole school (Particular KS2) strategies to highlight DA pupils so that all staff have awareness of who they are, their specific needs for challenge, depth and targets, next steps for further progression how to further develop progress.</p> <p>-Improved planning and opportunities for challenge and depth of skill and knowledge with opportunities for RWM skills across the curriculum</p> <p>-DA pupils will make at least 4 points progress across a year</p> <p>-Shared successful teaching strategies and interventions</p> <p>- Growth Mindset from both staff, children and parents</p> <p>-DA children to make rapid and sustained rates of progress.</p>		
Total budgeted cost					£124,911.04

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>E. PP pupils life-experiences are widened to enrich their access to the curriculum through educationally inspiring outings, residential visits</p> <p>F. Pupil receive high quality provision in Music, Art and Design to provide regional and national recognition for pupil achievement</p>	<p>Subsidised visits to enhance the curriculum provision offered</p> <p>Specialist teachers to provide tuition in music (drums, ukulele, singing)</p> <p>Expert Art and Design teacher plans and delivers the Art and Design curriculum as well developing staff practice</p>	<p>PP Pupils will develop as individuals and gain valuable life experiences that will prepare them for the future and the wider world.</p> <p>PP Pupils will widen their range of transferable skills across all subjects.</p> <p>Children achieve beyond what it expected nationally to ensure they have a sense of direction which stretches beyond academic practice</p>	<p>Impact will be seen through:</p> <ul style="list-style-type: none"> <li>▪ Termly visits</li> <li>▪ Annual residential visits</li> <li>▪ Author visits</li> <li>▪ Pantomime visits</li> <li>▪ Theatre productions</li> <li>▪ New extra-curricular clubs</li> <li>▪ End of Key Stage outcomes</li> <li>▪ Pupil progress meetings</li> <li>▪ Analysis of in school data</li> <li>▪ Pupil voice questionnaires</li> <li>▪ Pupil Leadership team meetings</li> <li>▪ Quality Arts Mark Awards</li> <li>▪ Increased attendance rates</li> <li>▪ Greater opportunities accessed through extra-curricular clubs</li> <li>▪ Newsletter coverage</li> <li>▪ Achievement assemblies</li> </ul> <p>Additional life-experiences communicated to</p>	<p>Assistant Headteacher responsible for PP <b>£4000 (trips)</b></p> <p>1 Art and Design Teacher (KS2) <b>£24,749</b></p> <p>Wolverhampton Music School <b>£8000</b></p>	<p>Termly</p>

G. Improved well-being, confidence and self-esteem of children	<ul style="list-style-type: none"> <li>Teacher training delivered by Educational Psychologist to help children with self-regulation</li> <li>Teacher CPD to support development of quality of education ensuring meeting relative starting points of all PP pupils</li> <li>Teacher to provide 1-1 time across the week to target strengths and areas for development for PP</li> <li>Vulnerable PP children are supported by Family Support Workers. Pupils are able to discuss difficulties they are having and talk about strategies they may use to help them</li> <li>Educational Psychologist and Art Therapist provide 1:1 support with targeted individuals</li> </ul>	PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress	<ul style="list-style-type: none"> <li>Educational Psychologist and Art Therapist provide 1:1 support for identified children to equip them with strategies to develop their confidence and self-esteem.</li> <li>Skills Builder Project rolled out across school and trips arranged with working sectors to broaden the children's perspectives on future careers.</li> <li>Continued links with Secondary Schools for PP children to prepare them for transition.</li> <li>Fruit offered for break time each day to ensure pupils are nourished and 'ready to learn'.</li> <li>Bespoke individualised program for vulnerable children that need to develop their resilience, confidence and self-esteem outdoors.</li> <li>Monitoring and data analysis of behaviour incidents</li> <li>Additional 1 hour Senior Management release time per week to evaluate and develop practice</li> </ul>	Art Therapist <b>£4,680</b>  Skills Builder CPD <b>£1250</b>  Educational Psychologist <b>£9000</b>	<ul style="list-style-type: none"> <li>Half termly reviews</li> <li>Weekly SLT meetings</li> <li>Weekly Phase meetings</li> </ul>
H. Increase access to technology and curricula materials.	2 in 1 laptop and tablet functionality with digital pen function so children can use the device in a range of ways to combine hybrid learning using modern Sharepoint.	<ul style="list-style-type: none"> <li>300 Surface Go 2 (10.1 – 64gb) devices and cases £151,653.60</li> <li>300 Surface Go 2 (10.1 – 128) devices and cases £195,217.20</li> <li>1 staff licence = 30 pupil licences</li> <li>Development of modern Sharepoint Learning Platform and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Microsoft training for staff, children and the community for educational settings.</li> <li>Children from Y1 – Y6 all have access to their own Surface Go 2 device.</li> <li>Teachers use hybrid methods of teaching and learning to increase curriculum opportunities beyond the classroom.</li> <li>All classes have their own platforms</li> </ul>	P. Harvey <b>£151,653.60</b>  <b>£195,217.20</b>   <b>£3725.30</b>	<ul style="list-style-type: none"> <li>Half termly SLT reviews</li> <li>Weekly Ed-Tech reviews and phase meetings</li> <li>Termly governor reviews</li> </ul>
Total budgeted cost					<b>£203.332.20</b>

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Increased attendance rates	<p>Educational Welfare Officer employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Head of School and AHTs to oversee attendance of pupil groups and work in partnership with EWO to tackle attendance issues and persistent absence</p> <p>Provide attendance reward system</p>	Attendance of PP and overall attendance has improved overtime and is at least in line with national figures in previous years however COVID 19 period (2020-21) resulted in increases to persistent absenteeism	<p>Thorough briefing of support worker about existing absence issues.</p> <p>PP leader (AHT), support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Weekly tracking and EWO visits where required. EWO to provide a spreadsheet of data and outcomes for families.</p> <p>Attendance rewards - Weekly</p> <p>Attendance information shared via the newsletters.</p> <p>Communication with parents regarding holidays and lessons/minutes lost).</p> <p>Families assisted where required through Pastoral Support in school.</p>	Educational Welfare Officer <b>£1417.50</b>	Weekly SLT and EWO meetings
F. To Increase early morning learning and creative opportunities for children	New breakfast club offered to families for children to access additional support and a daily nutritional breakfast	<p>Parents have requested a breakfast club for additional support with home lives and working families.</p> <p>Questionnaires and feedback.</p>	<p>Fully staffed breakfast club attended well by pupils delivering high quality early morning learning and creative opportunities</p> <p>More children accessing nutritional breakfast on a daily basis</p> <p>Implementation Autumn 2021</p>	Assistant Headteacher for PP	<ul style="list-style-type: none"> <li>Termly</li> <li>Weekly SLT meetings</li> </ul>
Total budgeted cost				£1417.50	

Total Grant: **£208,475**  
Total Expenditure **£208, 475**