

# Hill Avenue Primary Academy

## Pupil Premium Strategy Statement



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## Strategy

This statement details our school's use of pupil 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	Hill Ave Primary Academy
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Dan Steventon Head of School
Pupil premium lead	Daniel Steventon
Governor / Trustee lead	David Coles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£266,840</b>
Recovery premium funding allocation this academic year	£0
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	<b>£266,840</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our mission at Hill Avenue Academy is to educate all children to the highest levels of academic and personal achievement developing confident, happy and compassionate members of society.

Our vision is to nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is paramount. The children of Hill Avenue Academy learn to become resilient and self-assured in an environment where they are safe and encouraged to excel in all they do. We embrace challenge and encourage achievement as individuals, by preparing children for their role as citizens in modern Britain.

We aim to be an outstanding, inspirational school in the heart of a culturally diverse community, striving for excellence, enabling children to achieve their highest potential in all facets of school life.

Our school's reflective approach, adopted by teachers and children, enables the development of growth mind-set where anything is achievable. We value the views of our children by instating annually a Pupil Leadership team that drives standards and key issues.

Our intention at Hill Avenue is that every child, regardless of their background or starting point shall flourish, academically, personally and socially and that all pupils will make excellent progress to reach their full potential irrespective of any barriers that they may encounter. 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.

High-quality first wave teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. We will ensure that staff will have the knowledge of their pupils that is necessary to help them overcome potential barriers.

The use of the Pupil Premium Funding will be used in a variety of ways to improve outcomes for vulnerable pupils. The strategies adopted will be based on the best available research and evidence at the time and will also help to ensure that outcomes for children who are not disadvantaged continue to be sustained or improved.

The funding will help us achieve the following goals:

- Sustained, high quality first teaching for all pupils.
- An enriching and varied, high quality curriculum is in place and accessible to all pupils

- Targeted interventions are delivered by skilled and knowledgeable staff for children identified as needing additional support to access the curriculum successfully
- All children are able to access trip, visits, residential, clubs and wider opportunities that exist throughout the school
- Disadvantaged children are supported to access opportunities beyond their school experience in the wider community.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Under Developed Oracy Skills</u></b> - Assessments, observations, and discussions with pupils indicate under-developed oral language skills, lower word acquisition and vocabulary gaps among many disadvantaged children. This is evident in Nursery and Reception and in general, are more prevalent among our disadvantaged pupils than their peers, thus slowing down reading progress in subsequent years
2	<b><u>More Able learners</u></b> - High ability children, who are eligible for pupil premium, make less progress than non-disadvantaged high ability pupils across the school and this prevents sustained high achievement in Key Stage 2.
3	<b><u>Writing focus</u></b> - Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Writing
4	<b><u>Technology</u></b> - Some disadvantaged families do not have access to technology that would enable high quality remote learning and access to learning beyond the school day.
5	<b><u>Attainment and Progress</u></b> - For some disadvantaged children across the school, attainment is below that of their peers in reading, writing and maths and they need quality first teaching and additional small group intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave.
6	<b><u>Well being</u></b> - Some disadvantaged children across the school lack confidence and self-belief which impacts on their wellbeing and learning as they move through the school.

7	<b>Attendance</b> - Attendance rates for pupils eligible for PP are 92.7% (all children nationally 2023-2024 was 92.8% and our school at 91%) This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.
8	<b>Wider Opportunities</b> - Some disadvantaged children do not access wider opportunities outside school to the same frequency as their non-disadvantaged peers.

## 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
Improved vocabulary acquisition and language comprehension among disadvantaged pupils in Nursery and Reception.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Higher rates of progress across KS2 for high attaining pupils eligible for disadvantaged children.	KS2 outcomes in 2023/24 show that we are not converting our most able PP children to GD
Improved writing attainment for disadvantaged pupils by end of KS2.	KS2 writing outcomes for our disadvantaged learners is in line with non-disadvantaged
To ensure that all pupils have access to the technology needed for online learning.	All children can access online learning and engagement as their non-disadvantaged peers and can actively take part in any live streaming of lessons; access digital classroom to use intervention and homework resources.
Increased rates of progress for disadvantaged children whose attainment is below that of peers nationally.	Rates of progress for disadvantaged children whose attainment is below that of peers nationally, so they at least meet age related expectations in reading, writing and maths by the time they leave in year 6
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative

	data from pupil voice, pupil and parent surveys and teacher observations
Increased attendance rates for pupils eligible for pupil premium.	Overall pupil premium attendance improves from 92.7% to 95% at least in line with all pupils across our school
Increased attendance and access for wider extra-curricular clubs for disadvantaged children.	The percentage of children attending extra-curricular clubs will increase and the gap will be closed between disadvantaged and that of their peers.





## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £85,000

Activity		Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use the language diagnostic/intervention strategy WellCom and give time to the Deputy Head teacher and EYFS phase leader to ensure that all EYFS staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.</p>		<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</p>	1
<p>All teachers/support staff to drive SIP key issues.</p> <p>Deputy to work alongside all staff within the EYFS setting to secure even better teaching for children in EYFS. Regular self-review of oracy across EYFS</p>		<p>Evidence informs us that quality first teaching is the most effective way to improve children's outcomes and can narrow the disadvantage gap. EEF Effective Professional Development</p>	1
<p>All teachers/support staff to have access to high quality CPD provided both internally and externally.</p> <p>Improve staff subject knowledge of how to achieve Depth of learning for all children</p>		<p>Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice.</p> <p>EEF Effective Professional Development</p>	2, 3, 5



<p>Quality of feedback and marking is used to assess knowledge and understanding and addresses misconceptions and enables children to practice, consolidate and secure understanding of key concepts</p>			
<p>Develop the coaching culture within the whole school, where all staff have access to an internal or external coach. They will receive targeted coaching and mentoring interventions to help improve and sustain quality first teaching.</p>		<p>Research supported by pure coaching and EEF regarding closing the gap for teachers CPD and mental health and well-being. As a result staff feel more confident to sustain high quality first wave teaching.</p>	<p>2, 3, 5</p>
<p>All ECT'S to receive bespoke targeted support. HoS and Deputy to drive bespoke support with ECT's to drive standards of quality first wave teaching and learning.</p>		<p>Research taken from Ambition institute and other teaching providers supports schools with a new ECT/RQT programme of study over 2 years. Thus, supporting new teachers using smaller achievable steps into making long term goals of teaching as a career.</p>	<p>2, 3, 5</p>
<p>New staff to be provided with further training in the delivery of a validated Systematic Synthetic Phonics programme (Floppy Phonics) to secure stronger and more consistent phonics teaching for all children.</p>		<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1, 5,</p>
<p>Release time out of class for Maths and English leaders to support across the</p>		<p>Continuous professional development will help further improve quality first teaching by improving pedagogy, subject</p>	<p>2, 3, 5</p>

<p>school the teaching and learning of maths and English.</p>		<p>knowledge and by providing information about current educational best practice. EEF Effective Professional Development</p>	
<p>Release time out of class for all phase leaders to drive school improvement issues and areas within phases and across the school.</p>		<p>Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. EEF Effective Professional Development</p>	<p>2, 3, 5</p>
<p>Improve the quality of social and emotional learning through the PSHCE medium term planning and the schools nurture pathway.</p>		<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Children from disadvantaged backgrounds have weaker social and emotional skills than non-disadvantaged backgrounds.</p> <p>Public Health England research found that effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p>	<p>2, 3, 5, 6, 7</p>
<p>Review the quality of Writing across the school to ensure a greater percentage achieve ARE and GDS by the end of KS2. Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. Specialist practitioner from Trust to embed key elements of guidance in school and to access</p>		<p>The EEF guidance is based on a range of the best available evidence: Improving literacy at KS 2</p>	<p>2, 6</p>

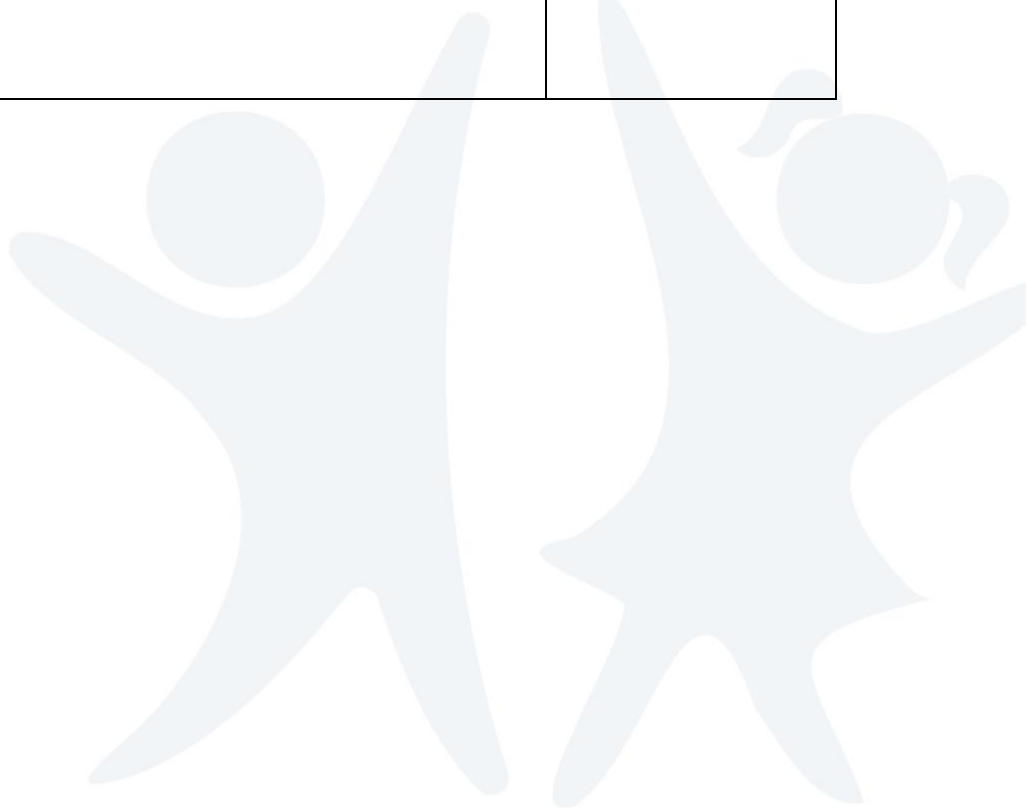
<p>Ensure the percentage gap of high achievers at the end of KS1 is comparable with when they leave KS2.</p> <p>Ensure all children, including disadvantaged write with confidence and resilience in English and across the curriculum</p>			
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £96,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support and target disadvantaged children at effective times during the school day to close the gaps of attainment and progress.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>2, 3, 5</p>
<p>An additional phonics/reading intervention targeted at disadvantaged pupils who require further phonics/reading support. This will be delivered by additional members of staff and our English leader who will also be released to monitor quality and impact.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1, 5, 6</p>

<p>Whole school training and additional CPD on strategies to support more able learners to make accelerated rates of progress, particularly disadvantaged pupils. This will focus on effective feedback to improve rates of progress.</p>	<p>Research shows that effective feedback is one of the key factors to help improve attainment done well, it supports pupil progress, building earning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. EEF Feedback approaches and educational attainment in children and young people</p>	<p>2, 5</p>
<p>DHT and AHT to develop planning of intervention for disadvantaged children so individual needs are met and targeted specifically. Intervention is sequential and allows for progression supports provision mapping.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>3, 5</p>



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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>First day response provision. Deputy to overview attendance of pupil groups and work in partnership with Family support worker to tackle attendance issues and persistent absence.</p> <p>Provide attendance reward system for whole school to raise aspirations.</p> <p>Develop and promote attendance across the school through assemblies and whole class love of learning.</p> <p>Full time family support worker to provide effective intervention to target families</p>	<p>Attendance of disadvantaged children improves overtime and is at least in line with national figures</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 3, 5, 6, 7,</p>
<p>Whole staff training on a consistent approach to behaviour management with the aim of developing our school ethos and improving behaviour across school through a behaviour curriculum.</p> <p>Identified teaching assistants to develop nurture to support all children including disadvantaged learners to</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later in life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf</p>	<p>6, 7</p>

self-regulate and develop socially and emotionally.	(educationendowmentfoundation.org.uk)	
Contribute to extra-curricular opportunities (including ensuring all pupils are accessing additional sporting opportunities) at and school visits for disadvantaged/vulnerable children who would otherwise be unable to participate or access these opportunities.	Extensive research evidence shows that education and health are closely linked. In promoting the wellbeing of children within schools, it has the potential to improve educational and health /wellbeing outcomes.	8, 6
Ensure that all disadvantaged/vulnerable pupils children have access to technology to enable them to take part in home learning, extra-curricular learning and homework.	A report commissioned by the National Literacy Trust demonstrated the positive impact of access to technology has on accessing education as it can provide additional motivation, particularly for reluctant readers, mathematicians and writers.	2, 3, 4, 6, 8,

**Total budgeted cost: £266,840**

## 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.

Disadvantaged learners across the school, in all year groups, achieved broadly in line with children nationally. A continually updated high-quality curriculum at Hill Ave and the consistent drive for strong, first wave teaching and learning aims to ensure all disadvantaged learners excel.



### Hill Avenue Standards & Achievement 2024

#### Year 6 - End of Key Stage 2

Summer 2024					
	WHOLE COHORT	Pupil Premium	SEND - EHCP	SEND - SEN Support	National %
Reading Test	82%	76%	N/A	0%	74%
Writing Teacher Assessment	77%	69%	N/A	0%	72%
Maths Test	77%	69%	N/A	0%	73%
Science Teacher Assessment	73%	62%	N/A	0%	81%
Spelling Punctuation & Grammar	73%	66%	N/A	0%	72%
Combined Reading/Writing/Maths	77%	69%	N/A	0%	61%

This table shows the percentage of the Year 6 Cohort in Academic Year 2023-2024, that achieved the expected standard or working at greater depth in Reading, Writing, Maths, SPAG, Science and Combined R/W/M. The National percentage shown is based on All Pupils

#### Year 6 - End of Key Stage 2

Summer 2024					
	WHOLE COHORT	Pupil Premium	SEND - EHCP	SEND - SEN Support	National %
Reading Test	39%	31%	N/A	0%	28%
Writing Teacher Assessment	9%	7%	N/A	0%	13%
Maths Test	25%	14%	N/A	0%	24%
Spelling Punctuation & Grammar	25%	21%	N/A	0%	32%
Combined Reading/Writing/Maths	9%	7%	N/A	0%	8%

This table shows the percentage of the Year 6 Cohort in Academic Year 2023-2024, that achieved the expected standard or working at greater depth in Reading, Writing, Maths, SPAG and Combined R/W/M. The National percentage shown is based on All Pupils

At the end of KS 2 in 2024 In reading 76% of disadvantaged learners met the expected standard compared to 74% of **all children** nationally. In maths 69% of disadvantaged learners met the expected standard compared to 73% of **all children** nationally. In writing 69% of disadvantaged learners met the expected standard compared to 72% of **all children** nationally. This attainment is broadly just below **all children nationally**.

Attendance rates for pupils eligible for pupil premium is 92.7 %, this is close the national figure for all pupils of 92.8%. Well-designed school communications are effective for improving attendance and as a result wider engagement is promoted. Regular workshops in a welcoming environment this year with parents across the school are important factors that have encouraged a consistent approach to communication and parent voice throughout the year has shown an increase in establishing the link between home and school.

Early language assessments (WELLCOMM) have been paramount in identifying vocabulary gaps within speech and language and as a result skilled staff have quickly provided high quality teaching and learning to accelerate rates of progress, supporting the youngest children at Hill Avenue to close the vocabulary gap.

Phonics and reading interventions, which were targeted at disadvantaged learners who require further phonics/reading support, was highly successful during 2023-2024. An accessible library was established which ensured all children could access age-appropriate texts across the school. All children, including disadvantaged learners were able to choose reading books for enjoyment and to share at home, additional to their school reading books. As a result, parental engagement and children's love of reading increased.

New technology, including software such as Lumio and lens, across the school has enabled all children including disadvantaged learners to access learning from first wave teaching. Teachers have been skilled into delivering lessons with technology that enables all children including disadvantaged learners to access modelled examples, videos, key vocabulary etc



within the lesson and prior/after lessons which has enabled progress to be accelerated. As a result, disadvantaged learners can develop their learning significantly before/after school and can take advantage of flip learning opportunities which enhanced and accelerated rate of progress further.

Targeted intervention, 1:1 support and deployment of all Teaching Assistants and additional adults have been successful and significant for disadvantaged learners to make accelerated progress overtime. The use of additional Teaching Assistants has ensured disadvantaged learners within the classroom benefit from high quality personalised 1:1/small group interventions within a lesson, which is supported by strong first-wave teaching, enabling all disadvantaged learners to make accelerated progress.

During the year 2023-24, a proportion of disadvantaged learners across the school were able to take part in extra-curricular learning opportunities was maintained. These opportunities were run by teachers, teaching assistants, external sports coaches and an external gymnastics coach and enabled high quality experiences which built on cultural capital.

Pupil voice across the school shows an increased attendance of extra-curriculum opportunities and a higher awareness of ways to develop within the wider curriculum. A variety of clubs, such as Spanish and debate club, enables pupil voice to be heard further and as a result all children, including disadvantaged learners can voice their opinions and interests and their views can be taken into account.

Continual funding support for disadvantaged learners ensured that no disadvantaged learner missed out on vital educational visits which build and developed their cultural capital considerably, providing them with first-hand memorable learning experiences.

## Externally provided programmes

Programme	Provider
Boom Reader	Boom Hub
Wild and Well (nature based therapy programme aimed to develop children's SEMH and mental health)	Luke Blackham – Wild and Well Outdoors
Quick fire multiplication facts	TT Rockstars – online resource
Accelerated reader	Renaissance
MyMaths	Oxford University Press
Targeted Reading Intervention	Lexia

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

