

Hill Avenue Academy

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Avenue Academy
Number of pupils in school	312 (R – 6)
Proportion (%) of pupil premium eligible pupils	159 (51%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Matthew Wynne Associate Headteacher
Pupil premium lead	Matthew Wynne Associate Headteacher
Governor / Trustee lead	Jan Rudge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,215
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£220,215

Part A: Pupil premium strategy plan

Statement of intent

At Hill Avenue Academy, our intention is that all pupils, regardless of their background and starting points, will make, at least, good progress and achieve high attainment across all subject areas. The aim is that all of our pupil of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Since converting to an Academy, the school has implemented processes and procedures to improve the outcomes of PP children, which were not in place previously. Hill Avenue is located in an area that has an extremely high proportion of disadvantaged children and families. On average disadvantaged families equates to just over half of the school population (51%). The school is also within the lowest 20% of schools, with regards to deprivation.

Our school nurtures 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. Children also benefit from aspirational extra-curricular learning opportunities accredited by the Children's University, a methodology that prepares children with an early understanding of higher education.

The strengths of our provision for disadvantaged children are:

- ❖ Use of specialised staff/support work to support social and emotional development.
- ❖ Implement a responsive curriculum, which provides all children with opportunities to experience new challenges (academically and pastorally) and ideas as well as having the support and high expectations.
- ❖ Family support and safeguarding.

The overall aims of our pupil premium strategy, are:

- ❖ To continue to use strategies to support the attainment of disadvantaged pupils to be in-line or greater than non-disadvantaged.
- ❖ To continue to develop support for specific cohorts to improve provision further to maintain positive outcomes of disadvantaged children.
- ❖ To further refine the delivery of core subjects to ensure progress of disadvantaged pupils is in-line or greater than non-disadvantaged.
- ❖ To further improve pastoral provision and wellbeing of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Further develop EYFS curriculum to ensure assessment is refined to enable a tailored and progressive curriculum.
2	Further improve SEN provision to ensure all PP children make at least good progress.
3	For some disadvantaged pupils across the school, attainment is below that of their peers in reading, writing and maths. Specific focus on SPAG in key stage 2 and reading in Key stage 1.
4	Low confidence and self-esteem of some PP children is impacting on their positive learning behaviours and attitudes
5	Poverty of expectation: Some PP children's potential is limited through the lack of real life and relevant experiences
6	The attendance of disadvantaged children is lower across school than that of other children by 3.1% (PA is 20.5% higher for disadvantaged) as children from disadvantaged homes are not always accomplishing sustained attendance patterns.

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
Further develop EYFS curriculum to ensure assessment is refined to enable a tailored and progressive curriculum.	Disadvantaged pupils in Nursery and Reception classes make rapid progress by the end of the year so that all disadvantaged pupils at least meet age related expectations.
Further improve SEN provision to ensure all PP children make at least good progress.	Disadvantaged pupils access a wider range of provision that is specific to their targeted needs.
For some disadvantaged pupils across the school, attainment is below that of their peers in reading, writing and maths. Specific focus on SPAG in key stage 2 and reading in Key stage 1.	Disadvantaged pupils achieve inline with national and close the gap between peers. Reading attainment in Key stage 1 and SPAG in Key stage two have increased on previous year.

<p>Low confidence and self-esteem of some PP children is impacting on their positive learning behaviours and attitudes</p>	<p>Pastoral department having a positive effect on wellbeing and mental health of all children, children with SEMH needs.</p> <p>Disadvantaged pupils will receive a wide range of knowledge through the curriculum, allowing them to have at least the same access as other pupils who are not from disadvantaged backgrounds.</p>
<p>Poverty of expectation: Some PP children's potential is limited through the lack of real life and relevant experiences</p>	<p>Raised aspirations of all children to ensure all children have a rich experience and curriculum offer.</p>
<p>The attendance of disadvantaged children is lower across school than that of other children by 3.1% (PA is 20.5% higher for disadvantaged) as children from disadvantaged homes are not always accomplishing sustained attendance patterns.</p>	<p>Improvements in the attendance patterns of disadvantaged pupils are sustained therefore narrowing the gap between them and their peers.</p> <p>Persistent absentees to be identify swiftly and challenged / supported</p>

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: **£45,231**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop an inquiry-led curriculum for EYFS through use of staff, pupil and community voice.	EEF - Oral language interventions toolkit strand +6 months EEF EYFS - parental engagement +5 months EEF EYFS - play-based learning +4 months	1,2,5
Develop overarching themes, book suggestions, consider key events, trips and inquiry questions for each half term to inspire the children in EYFS	EEF – Reading comprehension strategies +6 months EEF – collaborative Learning strategies +5 months	1,2,3,4,5
Assess children’s progress in phonics on a half termly basis to ensure children’s needs are identified swiftly.	EEF – Reading comprehension strategies +6 months EEF - Feedback +6 months Core5 U.S. Annual Report	1,2,3,4,5
Purchase a wide range of curriculum resources to further improve the provision for disadvantaged pupils across the wider curriculum to engage and motivate learning.	EEF – Reading comprehension strategies +6 months EEF – Metacognition and self-regulation +7months	1, 2, 3, 4

Support families to be able to help children at home, though purchasing home learning materials and conducting regular workshops / briefings.	EEF - Parental engagement +4months EEF - Homework +5 months EEF – Arts participation +3 months	3,4,5
All teaching and support staff to have access to high quality CPD to improve subject knowledge and teaching and learning strategies.	EEF – Behavior interventions +4 months EEF – Metacognition and self-regulation +7months EEF- Effective Professional Development guidance report Oct 2021	1,2,3
Improve pupil motivation, through rewards to learn and strive to improve outcomes.	EEF – Behavior interventions +4 months EEF – Metacognition and self-regulation +7months EEF – Aspirational interventions (-) months – not enough evidence nationally but is working at school level	4,5

Targeted academic support

Budgeted cost: **£109,603**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.	EEF – Phonics +5 months EEF – Teaching Assistant Interventions +4 months EEF – Individualised instruction +4 months EEF – Small group tuition +4 months	1, 2, 3

<p>Release time for the English lead to support staff in the teaching of reading and SPAG across the school.</p>	<p>EEF - Mastery +5 months</p> <p>EEF - Oral language interventions toolkit strand +6 months</p> <p>EEF – Metacognition and self-regulation +7months</p>	<p>1,2,3,4</p>
<p>Re-design behaviour policy, provide training and resourcing to improve strategies and promote a restorative approach / improve engagement.</p>	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>EEF EYFS – social and Emotional Learning strategies +3 months</p> <p>EEF EYFS – Self-regulation Strategies +5 months</p> <p>EEF – Meta Cognition and Self-regulation +7</p> <p>EEF- Improving Behaviour in Schools guidance report June 2019</p>	<p>4,5,6</p>
<p>Further develop SEN support to ensure vulnerable children such as disadvantaged SEN provision by purchasing additional support such as ‘in house’ Educational Phycologists.</p>	<p>EEF – Meta Cognition and Self-regulation +7</p> <p>EEF- Improving Behaviour in Schools guidance report June 2019</p> <p>EEF EYFS – social and Emotional Learning strategies +3 months</p> <p>EEF – Teaching Assistant Interventions +4 months</p> <p>EEF – Individualised instruction +4 months</p>	<p>1,2,3</p>
<p>Further develop staff’s knowledge of the effects that disadvantaged</p>	<p>EEF – Teaching Assistant Interventions +4 months</p>	<p>1,4,5</p>

<p>backgrounds can have on children, their learning and how to target support.</p>	<p>EEF – Individualised instruction +4 months</p> <p>EEF – Small group tuition +4 months</p> <p>EEF EYFS – social and Emotional Learning strategies +3 months</p> <p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p>	
<p>Create a bespoke curriculum offer to target specific pupils through additional provision.</p>	<p>EEF – Meta Cognition and Self-regulation +7</p> <p>EEF- Improving Behaviour in Schools guidance report June 2019</p> <p>EEF – Teaching Assistant Interventions +4 months</p> <p>EEF – Individualised instruction +4 months</p> <p>EEF – Small group tuition +4 months</p> <p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p>	<p>3,4,5,6</p>

Other approaches

Budgeted cost: **£65,397**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Further develop bespoke pastoral support for identified disadvantaged pupils.</p>	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>EEF EYFS – social and Emotional Learning strategies +3 months</p> <p>EEF EYFS – Self-regulation Strategies +5 months</p> <p>EEF – Meta Cognition and Self-regulation +7</p> <p>EEF- Improving Behaviour in Schools guidance report June 2019</p>	<p>4, 5, 6</p>
<p>Ensure all children are 'ready to learn' and barriers linking to poverty are removed.</p>	<p>Rachel Shanks, Stephen J. McKinney, Cost and Affordability of School Uniform and Child Poverty, Scottish Educational Review, 10.1163/27730840-54010003, 54, 1, (26-48), (2022).</p> <p>Pamela Louise Graham, Catherine Fenwick, Food Insecurity in School-Aged Children, Understanding Safeguarding for Children and Their Educational Experiences, 10.1108/978-1-80262-709-120221015, (151-161), (2022).</p>	<p>4,5,6</p>
<p>Provide staff with high quality CPD to support all children, including disadvantaged learners, to self-regulate and develop socially and emotionally.</p>	<p>EEF – Improving social and emotional learning in primary schools guidance report Sept 2019</p> <p>EEF EYFS – social and Emotional Learning strategies +3 months</p> <p>EEF EYFS – Self-regulation Strategies +5 months</p> <p>EEF – Meta Cognition and Self-regulation +7</p>	<p>4, 5, 6</p>

	EEF- Improving Behaviour in Schools guidance report June 2019	
Continue to develop and support positive partnerships with families of disadvantaged children with poor attendance through the use of our attendance lead to support families with achievable strategies to address barriers to attendance.	EEF – Attendance Interventions – Rapid Evidence Assessment March 2022 EEF - Parental engagement +4months	6
Head of School to work with the attendance lead and Education Welfare Officer to oversee attendance, tackle poor attendance and persistent absences.	EEF – Attendance Interventions – Rapid Evidence Assessment March 2022 EEF - Parental engagement +4months	6
Increase the breadth and range of experiences and opportunities, especially for the ‘most’ disadvantaged. Subsidise educational visits, residential and visitors to remove the financial barrier and increase the number of disadvantaged pupils attending and participation in these real life learning opportunities.	The Sutton Trust – Creating Cultural Capital March 2015 EEF – Aspirational interventions (-) months – not enough evidence nationally but is working at school level	4, 5, 6

Total budgeted cost: **£220,231**

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 2021 to 2022 academic year.

Early language / oracy development in EYFS has improved outcomes and progress of disadvantaged children to increase the percentage achieving GLD.

Children's self-esteem and confidence had improved due to implementation of forest school (whole school) and structured assessment strategy, Skills Builder.

Targeted pastoral support further improved relationships, self-esteem and engagement within learning through such things as, structured interventions, TAC meetings and additional transition with secondary schools.

Introduction of whole school focused days improved communication and collaboration between pupils through activities such as, team building and group/class projects.

Increased rate of progress to ensure attainment of disadvantaged pupils is inline with national. Continue to improve Spelling, Punctuation and Grammar in Key stage 2 and reading in Key Stage 1.

Additional phonics interventions for targeted disadvantaged pupils were successful and resulted in them making improved progress.