



# Hilton Spencer Academy

## Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hilton Spencer Academy
Number of pupils in school	688
Proportion (%) of pupil premium eligible pupils	17.88%
Academic year/years that our current pupil premium strategy plan covers	September 2021 to July 2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Gary Staddon, Headteacher
Pupil premium lead	Alexandra Scanlon
Governor / Trustee lead	Anna Selby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,430
Recovery premium funding allocation this academic year	£14,790
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	£158,220

## Part A: Pupil premium strategy plan

### Statement of intent

*At Hilton Spencer Academy, we believe that if we get it right for our disadvantaged pupils, we get it right for all pupils*

We will use our pupil premium funding to make sustainable improvements in the outcomes for disadvantaged pupils at our school so that their attainment will increase to match and then to exceed the national average for disadvantaged pupils. We will achieve this through all staff having a shared understanding of how disadvantage can impact children's learning and how our whole-school approach enables us to work together to close this disadvantage gap. Our strategy, which is an integral part of our wider school improvement strategy, is learning-led rather than being based on assumptions about the impact of disadvantage.

During the period of this strategy plan, we will use our pupil premium funding to support us in identifying the controllable factors arising around the learning of our pupils. We will use high-quality assessment strategies to drive our approach, and will focus on the factors that will give the greatest improvements in teaching and learning. We will use data effectively to ensure our approach meets common challenges whilst also enabling us to respond to needs at the individual pupil level. We will use the best available evidence to raise educational attainment and close the disadvantage gap.

We will adopt a tiered approach to our work. We will ensure all staff have access to professional development opportunities that give them the expertise and capacity to meet the needs of all pupils in our community. We will make use of targeted interventions that are well-balanced and timely, ensuring curriculum equity for all. We will use a holistic approach to ensure all of our pupils are ready to learn by engaging parents, promoting good behaviour and attendance and supporting the social, emotional and mental wellbeing of our pupils. We will use a robust evaluation framework that enables us to adjust and change our strategy, working responsively to provide the highest quality learning experience for all.

Our expectation at Hilton is that all pupils, irrespective of the challenges they may face, will have the language comprehension and reading ability to participate fully in lessons. We know that every interaction matters and aim to make every moment in school language-rich. Our pupils will study a rich curriculum that offers challenge and broadens their horizons. Our staff will know their pupils well and use their professional judgement and expertise to ensure that their pupils can thrive in the classroom and enjoy school.

## Challenges

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

Challenge number	Detail of challenge												
1	<p>The percentage of disadvantaged pupils working at the expected standard or above in reading, writing and maths is lower than the national average for disadvantaged pupils in EYFS, at the end of KS1 and at the end of KS2.</p> <table border="1"> <thead> <tr> <th></th> <th>Hilton 2021</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>% Disadvantaged pupils achieving a good level of development in the EYFS Profile</td> <td>50%</td> <td>57%</td> </tr> <tr> <td>% Disadvantaged pupils at expected standard in Reading, Writing and Maths at KS1</td> <td>40%</td> <td>52%</td> </tr> <tr> <td>% Disadvantaged pupils at expected standard in Reading, Writing and Maths at KS2</td> <td>45%</td> <td>51%</td> </tr> </tbody> </table>		Hilton 2021	National (2019)	% Disadvantaged pupils achieving a good level of development in the EYFS Profile	50%	57%	% Disadvantaged pupils at expected standard in Reading, Writing and Maths at KS1	40%	52%	% Disadvantaged pupils at expected standard in Reading, Writing and Maths at KS2	45%	51%
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2	Disadvantaged pupils' expressive language skills often prevent them from accessing the curriculum effectively, impacting on progress.												
3	Disadvantaged pupils are less likely to engage in regular and consistent reading activities and are less likely to acquire the necessary skills for reading and understanding challenging texts.												
4	<p>Disadvantaged pupils often have weaker social and emotional learning skills which impact their ability to self-regulate and their ability to engage fully with their learning.</p> <p><i>Within our school, 59 pupils are identified as needing additional support with their social and emotional wellbeing with 36 currently receiving regular support from our behaviour mentor and 35 receiving small group intervention work. Since the pandemic, teacher referrals for support have increased.</i></p>												
5	Disadvantaged pupils are less likely to have well-developed metacognitive skills, making them less able to monitor and evaluate their own learning.												
6	Disadvantaged pupils often have less cultural capital and lower aspirations than other pupils.												
7	<p>Attendance for disadvantaged pupils is lower than that for other pupils.</p> <p><i>For the year 2020-21, attendance at Hilton Spencer Academy was 97.9% for all pupils. Attendance for disadvantaged pupils was 96.1% with 18.8% of our pupil premium eligible pupils in danger of falling into the persistent absenteeism category.</i></p>												

## 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
<p>Disadvantaged pupils will make the same or better progress as non-pupil premium eligible pupils across the curriculum.</p> <p>Misconceptions and gaps in knowledge and understanding for all pupils will be successfully identified and addressed through high-quality teaching.</p>	<ul style="list-style-type: none"> <li>• The disadvantage gap index for our pupils, as measured by EYFS, KS1 and KS2 statutory assessments, will reduce each year.</li> <li>• The number of disadvantaged pupils reaching age related expectations or reaching the higher standard will increase to match and then exceed the national average for disadvantaged pupils.</li> <li>• Monitoring and observation show that pupils receive quality first teaching that is good or better, influenced by current research and educational theory.</li> <li>• Pupils follow a curriculum which is planned effectively, ensuring cohesion and progression through the development of clearly identified key concepts. Attainment is measured against agreed milestones.</li> </ul>
<p>All pupils' expressive vocabulary skills improve and this positively impacts on their learning, enabling them to apply their richer language skills across the curriculum.</p> <p>The expressive language skills of disadvantaged pupils increase more rapidly helping to close the attainment gap.</p> <p>Attainment in writing increases as pupils hear, understand and use sophisticated language.</p>	<ul style="list-style-type: none"> <li>• A whole-school approach to the teaching of vocabulary across the curriculum is fully implemented.</li> <li>• All staff have a clear understanding of the progression of expressive vocabulary that should be taught across school.</li> <li>• All staff will have knowledge of the key principles and practice that underpin successful vocabulary teaching.</li> <li>• Planning and feedback to pupils will show evidence of increased expectation of pupils' correct use of technical and ambitious vocabulary.</li> <li>• Communication, Language and Literacy measures for disadvantaged pupils at EYFS will increase to match and then exceed the national average for disadvantaged pupils.</li> <li>• Scores on standardised tests of expressive vocabulary of disadvantaged pupils show a year on year increase in standard score using 90% confidence limits. They approach and then match the scores on the standardised tests of expressive vocabulary taken by samples of non-pupil premium eligible pupils.</li> <li>• Pupils attainment increases across the curriculum with increasing numbers of pupils reaching age related expectations or reaching the higher standard in EYFS and at the end of KS1 and KS2.</li> <li>• Disadvantaged pupils make better than expected progress and the disadvantage gap index for our pupils as measured by EYFS, KS1 and KS2 statutory assessments will reduce each year.</li> </ul>

Intended outcome	Success criteria
<p>Disadvantaged pupils make better than expected progress in phonics acquisition.</p> <p>Disadvantaged pupils are motivated to read and understand increasingly challenging texts and non-fiction books.</p> <p>Attainment in reading and writing of disadvantaged pupils increases as pupils read and discuss quality texts which can be used as a model for their own writing.</p>	<ul style="list-style-type: none"> <li>• Year 1 Phonics Screening results for disadvantaged pupils will increase to match and then exceed the national average for disadvantaged pupils.</li> <li>• Disadvantaged pupils will demonstrate improved comprehension by averaging &gt; 85% for Accelerated Reader book quizzes and will achieve the school expectation of one quiz per fortnight.</li> <li>• The complexity level of texts read by disadvantaged pupils, as measured by ATOS level using the Accelerated Reader Complexity Report, will increase to match the complexity profiles of texts read by non-pupil premium eligible pupils.</li> <li>• The number of disadvantaged pupils reaching age related expectations or reaching the higher standard in statutory assessments of reading and writing will increase to match and then exceed the national average for disadvantaged pupils.</li> <li>• The disadvantage gap index for our pupils in reading and writing, as measured by EYFS, KS1 and KS2 statutory assessments, will reduce each year.</li> </ul>
<p>Disadvantaged pupils show improved learning behaviours within the classroom.</p> <p>Pupils have healthy relationships with self, relationships with peers and relationships with adults enabling them to access the full range of learning opportunities within school.</p> <p>Parents work in partnership with school to support the emotional wellbeing and attainment of their children.</p>	<ul style="list-style-type: none"> <li>• Behaviour incidents recorded on CPOMs for disadvantaged pupils are in line with levels for non-pupil premium eligible pupils.</li> <li>• Monitoring and learning walks show behaviour for learning is positive throughout school.</li> <li>• Disadvantaged pupils' scores on SNAP-B and SNAP-SpLD assessments show improvement and reach levels similar to those of a randomly sampled group of non-pupil premium eligible pupils.</li> <li>• Parent questionnaires and feedback forms show that communication between home and school is a strength.</li> <li>• Families requiring support are offered early help and support, evidenced by CPOMs records.</li> </ul>
<p>Pupils use metacognitive strategies in lessons including opportunities to activate prior knowledge, complete independent practice and undertake structured reflection across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Monitoring and learning walks show that teachers model metacognitive thinking through the use of effective modelling, guided and independent practice and scaffolded tasks. They provide opportunities for purposeful pupil to pupil and pupil-teacher talk across the curriculum.</li> <li>• Pupil interviews show that disadvantaged pupils are able to discuss the different strategies they use to help them learn at a similar level to non-pupil premium eligible pupils.</li> </ul>

Intended outcome	Success criteria
<p>Pupils increase their cultural capital and increase their aspirations through participation in a rich curriculum.</p>	<ul style="list-style-type: none"> <li>• Curriculum overviews and planning show that the achievements and culture of our pupils' heritage is represented throughout our curriculum and enrichment activities.</li> <li>• Curriculum overviews and planning show that pupils are given opportunities to be curious about and to experience art and knowledge from a variety of cultures, and popular culture beyond our school community, preparing pupils to live and thrive in culturally and ethnically diverse modern Britain.</li> <li>• Pupils follow a curriculum which provides opportunities for enrichment through outdoor learning and educational visits.</li> <li>• Attendance by disadvantaged pupils at lunchtime and after-school enrichment activities is closely monitored and actively promoted and supported.</li> <li>• Planning shows that pupils have the opportunity to read challenging and diverse texts that support the curriculum which they may not otherwise have had exposure to.</li> </ul>
<p>Rates of attendance for all pupils are good. Parents and pupils understand the link between attendance and attainment.</p>	<ul style="list-style-type: none"> <li>• Rates of attendance for disadvantaged pupils increase to match rates of attendance for non-pupil premium eligible pupils.</li> <li>• Attendance for all pupils increases and exceeds national average rates.</li> <li>• Pupil interviews show high levels of motivation to succeed and show pupils are happy at school.</li> <li>• Levels of motivation and happiness are equivalent for disadvantaged pupils and non-pupil premium eligible pupils.</li> </ul>

## 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: **£32,220**

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• New curriculum leadership teams established.</li> <li>• Threshold concepts identified in all curriculum subjects to enable pupils to develop age appropriate schema, making appropriate connections between words, concepts, and information.</li> <li>• Threshold concepts shared with all staff and communicated to pupils in lessons through the use of clear concept names and icons, used consistently throughout school.</li> <li>• Key milestones identified as progression indicators within each curriculum subject. Key milestones shared with staff and pupils.</li> <li>• Monitoring to ensure assessment tasks are focused on threshold concepts and appropriate milestones, and feedback to pupils is timely and constructive, ensuring pupils understand what they need to do to improve.</li> </ul>	<p>Perry, T., Lea, R., Jørgensen, C. R., Cordingley, P., Shapiro, K., Youdell, D. (2021). <i>Cognitive Science in the Classroom</i>. Education Endowment Foundation. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/cognitive-science-approaches-in-the-classroom/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/cognitive-science-approaches-in-the-classroom/</a></p> <p>Muijs, D., Bokhove, C. (2020). <i>Metacognition and Self-Regulation: Evidence Review</i>. Education Endowment Foundation. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/</a></p> <p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation +7 months</p> <p>EEF Teaching and Learning Toolkit: Feedback +6 months</p>	<p>1 2 5</p>
<ul style="list-style-type: none"> <li>• NCETM Mastering Number Project - CPD for EYFS and KS1 staff to improve the quality of teaching in mathematics, with a focus on the use of manipulatives, and support the development of fluency in calculation and confidence and flexibility with number in EYFS and KS1.</li> <li>• Monitoring to ensure high quality mathematics teaching is delivered to all pupils.</li> </ul>	<p>Hodgen, J., Barclay, N., Foster, C., Gilmore, C., Marks, R., Simms, V. (2020). <i>Early Years and Key Stage 1 Mathematics Teaching: Evidence Review</i>. Education Endowment Foundation. <a href="https://educationendowmentfoundation.org.uk/public/files/Early_Years_and_Key_Stage_1_Mathematics_Teaching_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Early_Years_and_Key_Stage_1_Mathematics_Teaching_Evidence_Review.pdf</a></p> <p>EEF Teaching and Learning Toolkit: Mastery Learning +5 months</p>	<p>1 5</p>

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• CPD for all staff – <i>Infusing Rich Vocabulary Throughout the Primary Curriculum</i>.</li> <li>• CPD for all staff - <i>Explicit Vocabulary Instruction for Tier 2 and Tier 3 Vocabulary</i>.</li> <li>• Baseline assessments for all pupil premium eligible and sampled non-pupil premium eligible pupils using standardised test EVT-3.</li> <li>• Development of word lists of tier 2 and tier 3 vocabulary to be taught in each year group showing clear progression and high expectations.</li> <li>• Review of planning to ensure tier 2 and tier 3 explicit vocabulary teaching is included across the curriculum.</li> <li>• Regular informal assessment of vocabulary knowledge introduced across the curriculum through quizzing and retrieval practice.</li> <li>• End of year assessments for all pupil premium eligible and sampled non-pupil premium eligible pupils using standardised test EVT-3 to measure impact.</li> <li>• Oracy leader to be appointed.</li> <li>• Oracy CPD to support staff in the development of purposeful opportunities for pupil-pupil and pupil-teacher talk across the curriculum.</li> </ul>	<p>Law, J., Charlton, J., Dockrell, J., Gasgoigne, M., McKean, C., Theakston, A. (2017) <i>Early Language Development: Evidence Review</i>. Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p> <p>Bilton, C. and Tillotson, S. (2020) <i>Improving Literacy in Key Stage 1: Guidance Report</i>. Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Higgins, S., Martell, T., Waugh, D. Henderson, P., Sharples, J. (2017) <i>Improving Literacy in Key Stage 2: Guidance Report</i>. Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-downloads</a></p> <p>Law, J., Charlton, J., Assmussen, K. (2017) <i>Language as a Child Wellbeing Indicator</i>. Early Intervention Foundation/Newcastle University.  <a href="https://www.eif.org.uk/report/language-as-a-child-wellbeing-indicator">https://www.eif.org.uk/report/language-as-a-child-wellbeing-indicator</a></p> <p>Hart, B., Risley T. (2003) <i>The Early Catastrophe - The 30-million-word gap by age 3</i>. American Educator. Spring: 4-9  <a href="https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf">https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf</a></p> <p>Nagy, W.E., Herman, P.A., &amp; Anderson, R. (1985) <i>Learning Words from Context</i> Reading Education Reports, University of Illinois.  <a href="https://core.ac.uk/download/pdf/4826458.pdf">https://core.ac.uk/download/pdf/4826458.pdf</a></p> <p>Quigley, A. <i>Closing the Vocabulary Gap</i>. Routledge (2018)</p> <p>Beck, I.L. McKeown, M.G., Kucan, L. <i>Bringing Words to Life</i>. Guilford Press. (2013)</p> <p>EEF Teaching and Learning Toolkit: Oral Language Interventions +6 months</p>	<p>1 2 6</p>

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>Identify and purchase validated systematic synthetic phonics programme.</li> <li>CPD for EYFS, KS1 staff and SEND support staff to support the introduction of the selected systematic synthetic phonics programme.</li> <li>Introduce new systematic synthetic phonics programme across EYFS and KS1.</li> <li>Monitoring to ensure high quality phonics teaching in Key Stage 1.</li> </ul>	<p>Bilton, C. and Tillotson, S. (2020) <i>Improving Literacy in Key Stage 1: Guidance Report</i>. Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>EEF Teaching and Learning Toolkit: Phonics +5 months</p>	<p>1 3</p>
<ul style="list-style-type: none"> <li>Reading Spines to be developed for each year group to ensure all pupils learn using high quality, vocabulary rich texts that develop cultural capital.</li> <li>Monitoring to ensure reading comprehension strategies are explicitly taught to all pupils across school through staff using metacognitive talk to model strategies.</li> <li>Whole school reading events to celebrate and promote reading for pleasure – Take One Book Week, National Poetry Day. Texts will be selected to enrich cultural capital.</li> </ul>	<p>Bilton, C. and Tillotson, S. (2020) <i>Improving Literacy in Key Stage 1: Guidance Report</i>. Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Higgins, S., Martell, T., Waugh, D. Henderson, P., Sharples, J. (2017) <i>Improving Literacy in Key Stage 2: Guidance Report</i>. Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-downloads</a></p> <p>Muijs, D., Bokhove, C. (2020). <i>Metacognition and Self-Regulation: Evidence Review</i>. Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/</a></p> <p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation +7 months</p> <p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies +6 months</p>	<p>1 2 3 5 6</p>
<ul style="list-style-type: none"> <li>CPD for all staff on the use of retrieval practice and the explicit teaching of metacognitive strategies to raise attainment for all pupils.</li> </ul>	<p>Muijs, D., Bokhove, C. (2020). <i>Metacognition and Self-Regulation: Evidence Review</i>. Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/</a></p> <p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation +7 months</p>	<p>1 5</p>

## Targeted academic support

Budgeted cost: £ 31,570

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>Assess pupils in Y2 to identify gaps in phonics acquisition.</li> <li>Employ additional member of staff to release class teachers to deliver high quality phonics interventions to address identified gaps in phonic knowledge and word recognition for Y2 pupils.</li> </ul>	<p>Bilton, C. and Tillotson, S. (2020) <i>Improving Literacy in Key Stage 1: Guidance Report</i>. Education Endowment Foundation.</p> <p>EEF Teaching and Learning Toolkit: Small Group Tuition +4 months</p> <p>EEF Teaching and Learning Toolkit: Phonics +5 months</p>	<p>1 3</p>
<ul style="list-style-type: none"> <li>Establish book clubs for each year group for pupils identified as needing reading support. Pupils read high quality, vocabulary rich texts that develop cultural capital in small groups with a member of staff using metacognitive talk to model comprehension strategies.</li> </ul>	<p>Bilton, C. and Tillotson, S. (2020) <i>Improving Literacy in Key Stage 1: Guidance Report</i>. Education Endowment Foundation. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Higgins, S., Martell, T., Waugh, D. Henderson, P., Sharples, J. (2017) <i>Improving Literacy in Key Stage 2: Guidance Report</i>. Education Endowment Foundation. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-downloads</a></p> <p>Muijs, D., Bokhove, C. (2020). <i>Metacognition and Self-Regulation: Evidence Review</i>. Education Endowment Foundation. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/</a></p> <p>EEF Teaching and Learning Toolkit: Small Group Tuition +4 months</p> <p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation +7 months</p> <p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies +6 months</p>	<p>1 2 3 5 6</p>
<ul style="list-style-type: none"> <li>Teaching Assistants available in each year group to offer close to the point of teaching intervention to enable all pupils to keep up rather than catch up in mastery mathematics lessons.</li> </ul>	<p>EEF Teaching and Learning Toolkit: Small Group Tuition +4 months</p> <p>EEF Teaching and Learning Toolkit: Mastery Learning +5 months</p>	<p>1 5</p>

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• Participation in 2021-22 Nuffield Early Language Intervention programme to improve oral language skills and early word reading skills for YR pupils identified through LanguageScreen assessments.</li> <li>• NELI training for all YR teachers and 3 TAs to ensure delivered interventions are of high quality.</li> <li>• End of year assessments for all participating pupils using LanguageScreen assessment tool to measure impact of interventions.</li> </ul>	<p>Law, J., Charlton, J., Dockrell, J., Gasgoigne, M., McKean, C., Theakston, A. (2017) <i>Early Language Development: Evidence Review</i>. Education Endowment Foundation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p>	<p>1 2</p>

## Wider strategies

Budgeted cost: **£76,270**

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• CPD for all staff to enhance behaviour management strategies to reduce incidences of low-level disruption and develop a positive school ethos, supporting greater engagement in learning.</li> </ul>	<p>EEF Teaching and Learning Toolkit: Behaviour Interventions +4 months</p>	<p>4</p>
<ul style="list-style-type: none"> <li>• Baseline assessments of social and emotional health for all pupil premium eligible and sampled non-pupil premium eligible pupils using SNAP-B assessment tool.</li> <li>• Behaviour mentor to offer targeted support, tailored to individual pupils' needs where identified by SNAP-B or CPOMs data.</li> <li>• End of year assessments for all pupil premium eligible and sampled non-pupil premium eligible pupils using SNAP-B assessment tool to measure impact of interventions and whole school programmes.</li> </ul>	<p>EEF Teaching and Learning Toolkit: Behaviour Interventions +4 months</p> <p>EEF Teaching and Learning Toolkit: Mentoring +2 months</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	<p>4</p>

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>Family Support Worker to identify vulnerable learners and provide early help programmes.</li> </ul>	<p>Edwards, A., Gharbi, R., Berry, A., Duschinsky, R. (2021)  <i>Supporting and strengthening families through provision of early help: A Rapid Review of Evidence</i>  National Children’s Bureau,  <a href="https://www.ncb.org.uk/sites/default/files/uploads/attachments/20210513_Rapid%20Review_Full%20Report%20-%20FINAL.pdf">https://www.ncb.org.uk/sites/default/files/uploads/attachments/20210513_Rapid%20Review_Full%20Report%20-%20FINAL.pdf</a></p> <p>EEF Teaching and Learning Toolkit:  Parental Involvement +4 months</p>	<p>4 7</p>
<ul style="list-style-type: none"> <li>Ocean Retreat Nurture Group to offer direct teaching of social skills and emotional regulation techniques for pupils identified by class teachers, SNAP-B or CPOMs data.</li> </ul>	<p>Wigelsworth, M., Verity, L., Mason, C., Humphrey, N., Qualter, P., Troncoso, P. (2019).  <i>Primary Social and Emotional Learning: Evidence review.</i>  Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/public/files/Social_and_Emotional_Learning_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Social_and_Emotional_Learning_Evidence_Review.pdf</a></p> <p>EEF Teaching and Learning Toolkit:  Behaviour Interventions +4 months</p> <p>EEF Teaching and Learning Toolkit:  Social and Emotional Learning +4 months</p>	<p>4</p>
<ul style="list-style-type: none"> <li>Garden Gang Intervention Group to offer direct teaching of life skills and social skills for pupils identified by class teachers, SENCO or CPOMs data.</li> </ul>	<p>EEF Teaching and Learning Toolkit:  Social and Emotional Learning +4 months</p> <p>EEF Teaching and Learning Toolkit:  Behaviour Interventions +4 months</p>	<p>4</p>
<ul style="list-style-type: none"> <li>Appletree Room to offer pastoral support and direct teaching of behaviour for learning, social skills and to offer curriculum support for pupils identified by class teachers, SENCO or CPOMs data.</li> </ul>	<p>EEF Teaching and Learning Toolkit:  Social and Emotional Learning +4 months</p> <p>EEF Teaching and Learning Toolkit:  Behaviour Interventions +4 months</p> <p>EEF Teaching and Learning Toolkit:  Mentoring +2 months</p>	<p>4</p>
<ul style="list-style-type: none"> <li>Forest Schools Sessions for all Y3 pupils to promote wellbeing and teach cooperation and collaborative learning skills.</li> </ul>	<p>EEF Teaching and Learning Toolkit:  Collaborative Learning Approaches +5 months</p> <p>EEF Teaching and Learning Toolkit:  Social and Emotional Learning +4 months</p>	<p>4 6</p>

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>Physical Literacy group work to promote wellbeing, increase confidence and self-esteem and develop social skills.</li> </ul>	EEF Teaching and Learning Toolkit: Physical Activity +1 months  EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months	4
<ul style="list-style-type: none"> <li>Family Support Worker to undertake regular monitoring of attendance data to activate supports and identify trends.</li> <li>Behaviour mentor to offer personal mentoring to increase attendance rates for vulnerable pupils.</li> </ul>	EEF Teaching and Learning Toolkit: Mentoring +2 months  EEF Teaching and Learning Toolkit: Parental Involvement +4 months	7
<ul style="list-style-type: none"> <li>CPD for teaching staff to support in the organisation of educational visits ensuring pupils experience well-planned experiences and fieldwork opportunities that enrich the curriculum.</li> </ul>	Greene, J., Kisida, B., Bowen, D.H. (2013) <i>The Educational Value of Field Trips</i> . Education Next Vol.14 <a href="https://www.educationnext.org/the-educational-value-of-field-trips/">https://www.educationnext.org/the-educational-value-of-field-trips/</a>  Learning Away Project (2015) <a href="https://learningaway.org.uk/">https://learningaway.org.uk/</a>	6

**Total budgeted cost: £ 140,060 (with £18,160 contingency)**

## 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.

Activity	Details
<ul style="list-style-type: none"> <li>• New curriculum leadership teams established.</li> <li>• Threshold concepts identified in all curriculum subjects to enable pupils to develop age-appropriate schema, making appropriate connections between words, concepts, and information.</li> <li>• Threshold concepts shared with all staff and communicated to pupils in lessons through the use of clear concept names and icons, used consistently throughout school.</li> <li>• Key milestones identified as progression indicators within each curriculum subject. Key milestones shared with staff and pupils.</li> <li>• Monitoring to ensure assessment tasks are focused on threshold concepts and appropriate milestones, and feedback to pupils is timely and constructive, ensuring pupils understand what they need to do to improve.</li> </ul>	<p>New Subject leader structure in place from October 2021.</p> <p>All curriculum areas now have new long-term plans in place with threshold concepts that tie the topics taught into a meaningful scheme of work. These new schemes are now fully implemented as from September 2022.</p> <p>All curriculum planning now follows the Intent, Implementation and Impact model. Staff understand the milestone indicators for these threshold concepts and there is a strong model of progression across school.</p> <p>Monitoring of teaching and learning is focusing on the implementation of the intent now that the new schemes of work are being followed.</p>
<ul style="list-style-type: none"> <li>• NCETM Mastering Number Project - CPD for EYFS and KS1 staff to improve the quality of teaching in mathematics, with a focus on the use of manipulatives, and support the development of fluency in calculation and confidence and flexibility with number in EYFS and KS1.</li> <li>• Monitoring to ensure high quality mathematics teaching is delivered to all pupils.</li> </ul>	<p>Year Group Leaders have received training in the delivery of the NCETN Mastering Number Project and this has been disseminated to KS1 teaching staff during year group PPA time.</p> <p>All KS1 classes have individual rekenreks available for all pupils.</p> <p>Maths outcomes -end of KS1 data in line with national averages with 70% achieving the national KS1 standard. Scaled score for PP children was 98.7</p> <p>82% of all pupils achieved the mathematics ELG in the EYFS – 53% of PP children.</p>

<ul style="list-style-type: none"> <li>• CPD for all staff – <i>Infusing Rich Vocabulary Throughout the Primary Curriculum</i>.</li> <li>• CPD for all staff - <i>Explicit Vocabulary Instruction for Tier 2 and Tier 3 Vocabulary</i>.</li> </ul> <ul style="list-style-type: none"> <li>• Development of word lists of tier 2 and tier 3 vocabulary to be taught in each year group showing clear progression and high expectations.</li> <li>• Review of planning to ensure tier 2 and tier 3 explicit vocabulary teaching is included across the curriculum.</li> <li>• Regular informal assessment of vocabulary knowledge introduced across the curriculum through quizzing and retrieval practice.</li> <li>• Baseline assessments for all pupil premium eligible and sampled non-pupil premium eligible pupils using standardised test EVT-3.</li> <li>• End of year assessments for all pupil premium eligible and sampled non-pupil premium eligible pupils using standardised test EVT-3 to measure impact.</li> </ul> <ul style="list-style-type: none"> <li>• Oracy leader to be appointed.</li> <li>• Oracy CPD to support staff in the development of purposeful opportunities for pupil-pupil and pupil-teacher talk across the curriculum.</li> </ul>	<p>September 2021 INSET used for whole staff training in <i>Infusing Rich Vocabulary</i> and <i>Explicit Vocabulary Instruction</i>.</p> <p>Tier 2 and Tier 3 word lists compiled in Autumn 2022 to link with new curriculum plans.</p> <p>Baseline assessments of sample of pupils carried out Autumn term 2021 and Summer Term 2022 using EVT-3 standardised tests.</p> <p>Autumn Term results showed that for the sample group, pupil premium eligible pupils had an average standard score of 89.8 compared with non-pupil premium pupils who had an average standard score of 101.5.</p> <p>All pupils in the sample group showed an improvement in their EVT standard score in the Summer Term 2022 and the attainment gap between our non-pupil premium and pupil premium eligible pupils has narrowed. 44% of the pupil premium pupils in the sample group were identified as readers in the bottom 20% and also received explicit vocabulary instruction through the Book Club intervention.</p> <p>Summer Term results showed that for the sample group, pupil premium eligible pupils had an average standard score of 103.3 compared with non-pupil premium pupils who had an average standard score of 107.</p> <p>Oracy Leader appointed Autumn term 2021.</p> <p>Oracy staff meeting Spring 2022. All curriculum intents have explicit reference to oracy.</p> <p>Oracy stem sentences in use in all classrooms.</p>
<ul style="list-style-type: none"> <li>• Identify and purchase validated systematic synthetic phonics programme.</li> <li>• CPD for EYFS, KS1 staff and SEND support staff to support the introduction of the selected systematic synthetic phonics programme.</li> </ul>	<p>Little Wandle resources purchased December 2021.</p> <p>All staff trained in Little Wandle delivery, January INSET 2022.</p> <p>Little Wandle taught across KS1 from February 2022.</p>

<ul style="list-style-type: none"> <li>• Introduce new systematic synthetic phonics programme across EYFS and KS1.</li> <li>• Monitoring to ensure high quality phonics teaching in Key Stage 1.</li> </ul>	<p>Rapid catch up programmes also in place and in use where appropriate from September 22.</p> <p>82% achieved the phonics threshold at end of Y1 (6 of 13 PP children achieved) 91% achieved by end of Y2. (13 of 18 PP children achieved)</p>
<ul style="list-style-type: none"> <li>• Reading Spines to be developed for each year group to ensure all pupils learn using high quality, vocabulary rich texts that develop cultural capital.</li> <li>• Monitoring to ensure reading comprehension strategies are explicitly taught to all pupils across school through staff using metacognitive talk to model strategies.</li> <li>• Whole school reading events to celebrate and promote reading for pleasure – Take One Book Week, National Poetry Day. Texts will be selected to enrich cultural capital.</li> </ul>	<p>Reading spines linked to new curriculum developed and ready to be introduced September 2022.</p> <p>High quality text ‘book boxes’ and reading corners introduced for every class from October 2021. Book boxes with additional titles added from September 2022.</p> <p>Reading events held – Take one Book Week 2022 <i>The Bear and The Piano</i> Reading CPD delivered in Staff Meeting Summer 2022.</p> <p>Feedback from pupil surveys very positive about opportunities for and enjoyment of reading. Environments enhanced to promote reading for pleasure and widen opportunities.</p>
<ul style="list-style-type: none"> <li>• CPD for all staff on the use of retrieval practice and the explicit teaching of metacognitive strategies to raise attainment for all pupils.</li> </ul>	<p>Strategies embedded during the Spring and summer terms, including the use of cold calling strategies to ensure all participate and retrieve from long term memory.</p>
<ul style="list-style-type: none"> <li>• Assess pupils in Y2 to identify gaps in phonics acquisition.</li> <li>• Employ additional member of staff to release class teachers to deliver high quality phonics interventions to address identified gaps in phonic knowledge and word recognition for Y2 pupils.</li> </ul>	<p>Additional staff employed across Y2 – class teachers built regular times within the timetable to ensure all pupils requiring additional support received high quality phonics intervention.</p>
<ul style="list-style-type: none"> <li>• Establish book clubs for each year group for pupils identified as needing reading support. Pupils read high quality, vocabulary rich texts that develop cultural capital in small groups with a member of staff using metacognitive talk to model comprehension strategies</li> </ul>	<p>Book Clubs established in Y1-Y6 from January 2022 for pupils who were eligible for pupil premium and also in the bottom 20% of readers. Book club used high quality book talk and modelled reading to impact pupils’ cultural capital, vocabulary and reading fluency.</p> <p>Teacher voice: <i>The book club raised the self-esteem massively for Jamie and his scores went up considerably. Jamie is a complex child and isn't con-</i></p>

	<p><i>sistent, sometimes getting very muddled. He has always had speech problems and is a reluctant talker, but book club seems to have increased his confidence to talk to the whole class. For him it was definitely worth child. Rory - the impact has been good. Not as dramatic as Jamie but he's loved it and his interest in books has increased - which it needed to. He reached SS of 117 for his reading paper.</i></p> <p>Much evidence in school to show positive outcomes for PP pupils in relation to reading for pleasure, vocabulary development, fluency and confidence. This evidence has informed planning and groups for 2022-23.</p>
<ul style="list-style-type: none"> <li>Teaching Assistants available in each year group to offer close to the point of teaching intervention to enable all pupils to keep up rather than catch up in mastery mathematics lessons.</li> </ul>	<p>Maths outcomes very positive across the school – KS2 results significantly above national average at expected and greater depth. Pre teaching sessions were a key component of provision to ensure children 'kept up'.</p>
<ul style="list-style-type: none"> <li>Participation in 2021-22 Nuffield Early Language Intervention programme to improve oral language skills and early word reading skills for YR pupils identified through LanguageScreen assessments.</li> <li>NELI training for all YR teachers and 3 TAs to ensure delivered interventions are of high quality.</li> <li>End of year assessments for all participating pupils using LanguageScreen assessment tool to measure impact of interventions.</li> </ul>	<p>NELI delivered to 4 pupils identified as having significant concerns using LanguageScreen assessments from January 2022 to July 2022. 1 TA fully trained and used to deliver the programme.</p> <p>All pupils made progress with their language skills during the year in their reception classes where the planning for all pupils prioritised a language rich environment.</p> <p>Autumn Term LanguageScreen results showed that pupil premium eligible pupils had an average standard score of 93.1 compared with non-pupil premium pupils who had an average standard score of 99.8. The pupil premium pupils selected for the NELI intervention had an average standard score of 77.8.</p> <p>All pupils showed an improvement in their LanguageScreen standard scores in the Summer Term 2022 and the attainment gap between our non-pupil premium and pupil premium eligible pupils has narrowed.</p> <p>Summer Term results showed that pupil premium eligible pupils had an average standard score of 100.7 compared with non-pupil premium pupils who had an average standard score of 105.5. The pupil premium pupils who had received the NELI intervention had an average standard score of 88.25.</p>

<ul style="list-style-type: none"> <li>• CPD for all staff to enhance behaviour management strategies to reduce incidences of low-level disruption and develop a positive school ethos, supporting greater engagement in learning.</li> </ul>	<p>Whole School CPD on Emotion Coaching – February 2022  New behaviour policy prepared ready for implementation September 2022.  Observations show excellent behaviour in classrooms and very positive outside.  Staff are using restorative approaches to deal with any incidents – impacting positively on school culture and afternoon sessions.</p>
<ul style="list-style-type: none"> <li>• Baseline assessments of social and emotional health for all pupil premium eligible and sampled non-pupil premium eligible pupils using SNAP-B assessment tool.</li> <li>• Behaviour mentor to offer targeted support, tailored to individual pupils’ needs where identified by SNAP-B or CPOMS data.</li> <li>• End of year assessments for all pupil premium eligible and sampled non-pupil premium eligible pupils using SNAP-B assessment tool to measure impact of interventions and whole school programmes.</li> <li>• Family Support Worker to identify vulnerable learners and provide early help programmes.</li> </ul>	<p>SNAP-B was not purchased. BASC (Behaviour Assessment System for Children) was purchased and is now being used with pupils.  Family Support Worker now triages behaviour and wellbeing CPOMS to target Behaviour Mentor pupils more effectively.  Behaviour and wellbeing interventions - E.g. Anger Gremlin, Anxiety Gremlin, You’re A Star now being strategically utilised to support social and emotional health.  Case studies from CPOMS records demonstrate success and effectiveness of school systems and strategies.</p>
<ul style="list-style-type: none"> <li>• Ocean Retreat Nurture Group to offer direct teaching of social skills and emotional regulation techniques for pupils identified by class teachers, SNAP-B or CPOMS data.</li> </ul>	<p>5 afternoons a week offer in place for pupils requiring additional support with social skills and emotional regulation. Additional resources purchased with 2 specialised TAs offering consistent support across the week.</p>
<ul style="list-style-type: none"> <li>• Garden Gang Intervention Group to offer direct teaching of life skills and social skills for pupils identified by class teachers, SENCO or CPOMS data.</li> </ul>	<p>3 afternoons a week – recent Open afternoons and parent feedback very positive about impact on children attending. 2 members of staff employed to offer this provision. Close liaison with school SENCO to ensure appropriately targeted support.</p>
<ul style="list-style-type: none"> <li>• Appletree Room to offer pastoral support and direct teaching of behaviour for learning, social skills and to offer curriculum support for pupils identified by class teachers, SENCO or CPOMS data.</li> </ul>	<p>Appletree room support has now ended following the successful placement of several students into specialist settings. Appletree staff have been redeployed to offer specialist support to ensure vulnerable learners are integrated into mainstream classes.</p>
<ul style="list-style-type: none"> <li>• Forest Schools Sessions for all Y3 pupils to promote wellbeing and teach cooperation and collaborative learning skills.</li> </ul>	<p>Evidence from pupil voice, parent feedback, development of collaborative learning very positive and impacting on children’s learning behaviours and well being.</p>
<ul style="list-style-type: none"> <li>• Physical Literacy group work to promote wellbeing, increase confidence and self-esteem and develop social skills.</li> </ul>	<p>Timetable in place – SENCO evidence indicates positive impact, feedback from pupils and parents also positive.</p>
<ul style="list-style-type: none"> <li>• Family Support Worker to undertake regular monitoring of attendance data to activate supports and identify trends.</li> </ul>	<p>Attendance above the national average last year and Persistent absenteeism lower than national data.</p>

<ul style="list-style-type: none"> <li>Behaviour mentor to offer personal mentoring to increase attendance rates for vulnerable pupils.</li> </ul>	<p>Safeguarding team, including FSW, SENCO and Attendance lead, work together to prioritise support based on current needs – liaison with behaviour mentor to support pupils who may be struggling to attend at any time.</p>
<ul style="list-style-type: none"> <li>CPD for teaching staff to support in the organisation of educational visits ensuring pupils experience well-planned experiences and fieldwork opportunities that enrich the curriculum.</li> </ul>	<p>All staff trained in risk assessment and planning of effective educational visits – Spring 2022.</p> <p>All year groups went on a high quality day visit or residential visit once COVID restrictions were relaxed.</p>

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Spelling Shed	Education Shed Ltd.
Power Maths	Pearson
Times Tables Rockstars	Maths Circle Ltd.

## Service pupil premium funding

Hilton Spencer Academy had 4 pupils eligible for service pupil premium funding during 2021-2022.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support for emotional wellbeing was provided through one to one support sessions with our family support worker.
What was the impact of that spending on service pupil premium eligible pupils?	Service premium eligible pupils were able to maintain stable friendships and had a safe space in which to discuss their worries around parental deployment.

	<p>Our EYFS service premium eligible pupil achieved a good level of development in the EYFS profile.</p> <p>Our KS1 service premium eligible pupil achieved the school targets and met the expected standard at the end of KS1.</p> <p>Our KS2 service premium eligible pupils achieved or exceeded their school targets. One pupil is working at greater depth and one is working at the expected standard as evidenced by teacher assessment and standardised tests.</p>
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