

Pupil premium strategy statement

School overview

Metric	Data
School name	The Hills Academy
Pupils in school	350
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£80,646
Academic year or years covered by statement	2022 - 2023
Publish date	30 th September 2022
Review date	30 th September 2023
Statement authorised by	Moya Whitehead
Pupil premium lead	Debbie Bennett
Governor lead	Stacie Bourne

Disadvantaged pupil progress scores for last academic year

Measure	Score (target of 6 steps progress per year)
Reading	5.8
Writing	5.1
Maths	6
Measure	Score
Meeting expected standard at KS2	R – 44%Ex+ W – 56%Ex+ M – 44%EX+
Achieving high standard at KS2	R – 11.1%GD W - 11.1%GD M – 11.1%GD

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	R – 70%Ex+ W – 60%Ex+ M – 60%EX+
Achieving high standard at KS2	R – 10%GD W - 20%GD

	M – 40%GD
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve + progress scores in KS2 – through mock SAT’s and teacher assessment	July 2023
Progress in Writing	Achieve + balance of pupils moving between one grad and another	July 2023
Progress in Mathematics	Achieve + progress scores in KS2 – through mock SAT’s and teacher assessment	July 2023
Phonics	For Teacher assessment to indicate that % of Disadvantaged pupils achieve the expected level in phonics	July 2023
Other	For attendance of Disadvantaged pupils to be in line with all pupils	July 2023

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year (please see Pupil Premium Action Plan 22-23)

Measure	Activity
Priority 1 Assessment, planning, progress	Class teachers will have up to date info on key target gaps in Maths and English. Attainment, step progress scores are monitored at the key six weekly pupil progress points and those not making satisfactory progress are flagged swiftly. This pins on the tracking of all work covered.
Priority 2 High quality gap focussed learning support and intervention	Quality First Teaching is understood as the most effective tool to ensure best possible outcomes. Specialist teachers and assistants assigned as a result of this analysis to provide short burst focussed intervention work – success of which is measured. Use of provision maps to ensure cover and provision is well understood. A range of interventions are provided to address accelerated progress in Reading, Writing and Maths
Barriers to learning these priorities address	Teaching and Interventions need to be specifically focussed on gaps and respond to leadership communication of pupil voice, book looks and other scrutiny focused on Pupil Premium. To ensure that

	teachers are fully aware of the non-academic barriers to learning with a focus also on the emotional needs of Pupil Premium children
Projected spending	£60,000

Wider strategies for current academic year

Measure	Activity
Improved wellbeing, mental health and readiness to learn in disadvantaged pupils	Training of lead professional for Mental Health and Wellbeing. Increased provision of mentoring (including additional trained member of staff)
Enrichment experiences – review of continuity, breadth and progression of enrichment experiences including clubs, trips and residential visits	Pupil Premium children to have equal access to school trips, instrumental lessons and all other extra-curricular activities – this will be monitored.
Projected spending	£30,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching		
Targeted support	That small group and one to one teaching is sufficiently focussed on individual pupil gaps to ensure accelerated progress	Pupil progress meetings Key stage leader monitoring Step by step guide to interventions including phased foci and individual recovery plans to specify needs
Wider strategies	Click or tap here to enter text.	Click or tap here to enter text.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading Achieve + progress scores in KS2 – through mock SAT's and teacher assessment	All but one pupil made positive progress. Average progress in Reading was +4.6 Which is a very strong outcome
Progress in Writing Achieve + progress scores in KS2 – through mock SAT's and teacher assessment	Teacher assessment shows that progress is in line with KS1 results in terms of those meeting Exp
Progress in Mathematics	Average progress in Maths was +0.3 This masks the fact that one child made

<p>Achieve + progress scores in KS2 – through mock SAT’s and teacher assessment</p>	<p>exceptional progress whilst most others were slightly - progress</p>
<p>Phonics For Teacher assessment to indicate that % of Disadvantaged pupils achieve the expected level in phonics</p>	<p>Year 1 (4 pupils) 75% working at Year 2 (7 pupils) 100% working at</p>
<p>Other For attendance of Disadvantaged pupils to be in line with all pupils (within pandemic skewed figures)</p>	<p>Percentage of attendance of PP students was below that of all others at 92.4% compared to 95.8% of all others. This was due to the long absence of two families.</p>