

In 2015/16 Hillside Primary School received £190 080 Pupil Premium funding.

This money was used to:

1. remove barriers to learning; support and build pupil confidence and behaviour; support pupil's and social and emotional well-being;
2. widen pupil experiences and aspirations; improve access to enrichment and out of school activities.
3. improve the quality of teaching & learning,
4. provide specific 1:1 or small group intervention

1.Removing barriers to learning: We provided..

- 2 family support officers
- 2 behaviour support officers to work across school supporting pupils with behaviour and social and emotional needs
- Breakfast club provided from 7.45-8.50 5 mornings a week
- In school homework club provided 2 lunchtimes a week

Impact:

Vulnerable pupils and families have been supported through targeted support work and single assessments. This has enabled families to access a range of support in areas including attendance, bereavement, finance, health, family relationships and mental health. Daily 'drop in' sessions have also provided access to lower level support networks. Pupils' behaviour has been tracked and monitored closely. Targeted sessions alongside classroom and playtime support has enabled pupils to modify and improve their behaviour, develop self-esteem and confidence, build relationships as well as working on specific issues such as selective mutism, attachment issues and anxiety or anger management. Thrive interventions have been delivered to pupils at risk of exclusion. Breakfast club attendance has increased to average 78 pupils on a daily basis. Pupils attending breakfast club have a healthy breakfast alongside social and physical play activities. Attendance and punctuality for these pupils has improved as well as supporting parents back to work. KS2 pupils have had weekly homework club support allowing them access to adult support and a calm environment in which to complete homework activities. Survey outcomes for pupil attitudes towards themselves and school (PASS) showed high or very high levels of satisfaction and identified pupils at risk.

2.Widening Pupil's Experience and Aspiration: We provided..

- Specialist music tuition and first access to playing a musical instrument (ukulele) for all KS2 pupils
- Project sport specialist PE support at breakfast club and lunchtimes to encourage active and social play as well as developing skills and self esteem
- Subsidies and financial support for trips and residential experiences to ensure pupil access

- After school clubs free to all pupils. These include a wide range of cognitive as well as pupil chosen activities to build confidence and application of skills and abilities
- Outdoor learning, gardening and forest schools staff to engage pupils working outside, boost self-esteem and support pupils in developing a positive self-image as well as applying skills in a practical context

Impact:

All KS2 pupils have had access to weekly specialist music tuition including learning to play the ukulele. Specialist PE support has encouraged more pupils to take part in active sporting activities at breakfast club, lunchtime and after school clubs. Pupils have excellent attitudes to sport and fitness with 86% of all pupils and 88% of pupils receiving pupil premium attending 1 or more after school clubs. 49% of all pupils have represented the school at an after school sporting event and 48% of these pupils have been pupils in receipt of pupil premium funding. More trips have taken place throughout school due to being able to make the trips more affordable to parents. Forest school is rated highly by pupils who are eager to be eco councillors. The school has received its 3rd ECO schools green flag. Children show high levels of self-esteem and are able to apply learning in social and collaborative contexts.

3.Improving Quality Teaching and Learning: We provided..

- Whole school INSET on Kagan and co-operative learning strategies
- INSET on meta learning for 2 members of staff
- INSET for teaching staff on effective marking & feedback strategies, release time for staff to work together to develop and embed the most effective marking and feedback strategies
- Big Maths CLIC training and resources to ensure key maths skills are developed and embedded across school
- Read, Write Inc training and resources for EY and KS1 staff to develop phonic abilities and reading speed and fluency early
- INSET for higher order reading skills for the whole school to develop middle and high ability reading skills
- ICT resources including my maths and interactive resources that develop and practise core maths skills as well as providing homework opportunities

Impact:

All classes are using Kagan styles of learning. Increased pupil engagement, co-operation and participation is evident in lesson observations. Pupils have positive attitudes to collaborative work and peer to peer support. Classes are focused with minimum disruptions to learning as pupils support each other to keep focused and on task. Work scrutiny shows pupils of all abilities are making progress. Pupils understand marking codes and feedback and are editing and improving their own work. Staff are using consistent marking codes. There has been a focus on basic skills, learning times tables and maths facts. KS2 classes are using Big Maths weekly to track progress and target issues. Phonics is now taught in EY & KS1 using read, write, inc approaches. All staff who work in EY & KS1 have had

appropriate training and are delivering phonics in consistent ways. Pupils are now applying their phonic skills in their reading and writing. Pupils use ICT resources that can also be accessed from home and set for homework.

4. Specific 1:1 or small group intervention: We provided..

- Training and resources for project code X reading intervention for 1 teacher and 1 ETA
- Project code X reading intervention 5 afternoons a week for pupils in Y2, 4 & 5
- First class at writing training and resources for 1 teacher and 1 ETA
- First class at writing intervention 4 afternoons in Y3
- All EY classes to have full time Nursery Nurse support as well as additional ETA support time
- Improved teacher to pupil ratios in Y1 & 2 for half the week to provide targeted small group tuition and 1:1 support for pupil progress
- Improved teacher to pupil ratios in Y3 & 4 in the afternoons to provide targeted small group tuition and 1:1 support for pupil progress
- Improved teacher to pupil ratios in Y5 & 6 all week to provide targeted small group tuition and 1:1 support for pupil progress
- Dyslexia support teacher to provide 1:1 tuition 2 mornings a week
- A partial subsidy towards the cost of building works to improve spaces to small group teaching

Impact:

Staff are trained to deliver Code X and Pirate Writing interventions. Pupils attending support groups are tracked and their progress measured. Successful interventions such as Code X at Key Stage 1 and pirate writing in Year 3 are being continued into 2016/17 whereas less successful interventions are being modified or not used. High quality Nursery Nurse support has enabled 62% of EY pupils to make a good level of development from low base lines eg 19% were well below typical & 69% below typical on entry to reception class. Improved teacher ratios and direct target teaching in Year 2 and Year 6 have supported pupils to make progress to meet end of year expectations. Pupils in Year 2 have a combined reading, writing and maths score of 61.4% above the National of 60.3%. Pupils in Year 6 have exceeded or been in line with Kirklees and National expectations for maths, writing and grammar, punctuation and spelling. Reading however has been below Kirklees and National for both Key Stages and will be a target area for 2016/17. Pupils with dyslexia have made accelerated progress averaging 9.2 months in reading and 11.4 months in comprehension.