Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Hillside Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 years)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Simon Minter Head Teacher
Pupil premium lead	Simon Minter
Governor / Trustee lead	Harry Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3268
Total budget for this academic year	£39928

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act promptly to intervene at the point that the need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils (roughly 32%). These are evident from Reception

	through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, often relating to their SEND. These challenges affect a high number of disadvantaged pupils (roughly 60%), including in their attainment.
3	Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in RWM. End-of-Year Teacher Assessments (2024/25) indicate that: 50% Disadvantaged pupils were at the Expected level compared to 69% of Non-Disadvantaged pupils in Reading; 50% Disadvantaged pupils were at the Expected level compared to 65% of Non-Disadvantaged pupils in Writing and 50% Disadvantaged pupils were at the Expected level compared to 65% of Non-Disadvantaged pupils in Maths.
4	Internal data indicates that 52% of our Disadvantaged children also have SEND, of which 70% have significant needs (e.g. have an EHCP, 1:1 support and/or have spent time in an SRB).

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 oral language skills and vocabulary among disadvantaged pupils.	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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2028/29 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in ELSA intervention or referral to external agencies. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attainment in RWM for disadvantaged pupils, at the end of KS2.	KS2 outcomes in 2028/29 show that most disadvantaged pupils (non-SEND)

	meet the expected standard and there is no significant gap with their non-disadvantaged peers.
Ensure that we are fully accounting for and meeting the SEND needs of these pupils.	SEND pupils are removed from both Disadvantaged and Non-Disadvantaged attainment data (when compared). Data indicates that there is no significant difference between Disadvantaged and Non-Disadvantaged pupil success in meeting their SSP targets.

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: **£8275**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3	3
Purchase of additional licences for our Maths Whizz targeted intervention and home-work programme.		3+4
Continue undertaking the Mastering Number in Reception, KS1 and KS2 Projects		3
Enhancement of our teaching and curriculum planning of Reading and Writing, in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of	This guidance is for primary schools, focuses on the early stages of teaching reading. Its key objective is to help schools meet their expectations around early reading as set out in the national curriculum and EYFS statutory framework. It also aligns with Ofsted's Education Inspection Framework. The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)	1+3

guidance in school and to access CPD (including as part of our work with the Wensum English Hub).	Guidance reports | EEF (educationen-dowmentfoundation.org.uk)	
Enhance Reading provision and Reading for Pleasure across the school.		1+3
Continue Partner School work with the Wensum English Hub.		1+3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£23596**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one/Small group in-class targeted intervention and support for RWM.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average: One to one or Small group targeted interventions I EEF (educationen-dowmentfoundation.org.uk)	3
Small group targeted intervention sessions to provide an additional boost for disadvantaged pupils in RWM e.g. Lightning Squad, FFT Phonics, Mastering Number, Numberstacks, Maths Whizz, Nessy, Power	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 (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1+3

of 1+1, Handwriting etc.		
Delivery of Speech and Language programme – Wellcomm (including required staff training and release time).	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Delivery of Attention Autism Programme (including required staff training and release time).	Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.	4

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

Budgeted cost: **£7939**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ELSA and Wow (Working on Worries) support Engagement with the Schools and Communities Team.	Improving emotional literacy can improve the mental health of a child. Emotionally literate children are less likely to experience mental health problems and, if they develop them, are less likely to suffer long term.' (Mental Health Foundation 1998, cited by Coppock 2007) Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)	2
Staff well-being training (through Better Balance Education) and purchase of well-being resources. Recruit Well-being Ambassadors and	Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, resilience and emotional regulation.	2

undertake drop-in sessions	Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)	
Support with cost for trips/music lessons/uniform/extended schools etc.	It is vital for children's well-being and self-esteem to be able to wear clothes that are well-fitting and in-keeping with their peers, so that they are comfortable and don't stand out. Disadvantaged children can have an unequal start in life. Such children have shorter learning days, can lack 'broader knowledge' and cultural capital. Therefore, we need to provide these pupils with the knowledge and cultural capital they need to succeed in life. School inspection handbook - GOV.UK (www.gov.uk)	2

Total budgeted cost: £39810

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

Data from tests and statutory assessments was quite mixed for our disadvantaged pupils in 2024/25. KS2 outcomes in Reading, Writing and Maths were 50% for all 3 subjects (2 out of 4 children). However, whilst there was still a gap between disadvantaged and non-disadvantaged, we have to be mindful of the statistical significance due to the small number of children in this group and that 2 out of the 4 children had EHCPs. Disadvantaged children (6) performed better than non-disadvantaged children in the MTC and we only had 1 disadvantaged child in Y1 for the Phonics Check.

Absence among disadvantaged pupils in 2024/25 increased by around 3% from 2023/24, making overall attendance 92%. However, Authorised absences for this group doubled from the previous year meaning that the figure for unauthorised absences was only 1%.

Our data for 2024/25 showed that 56% of our disadvantaged pupils also had SEND, which is well over double the percentage of non-disadvantaged pupils with SEND. This has a significant impact when comparing disadvantaged and non-disadvantaged pupils in academic performance, behaviour and even well-being.

We have reviewed our 3-year strategy plan in light of the above and set new Intended Outcomes. We have also explained how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Programme	Provider
Music Tuition	Individual Tutors for Guitar and Drums.