This strategic plan is in place to support an environment for school staff and pupils to thrive together at Hillside Primary School. It is rooted in a culture of collective responsibility for disadvantaged pupils and based upon assessment and knowledge of individual pupils rather than assumptions.

This plan takes a learning-led rather than a label-led approach and is an evidence informed, tiered model of teaching & learning, academic and wider approaches.

It works alongside curriculum equity- Hillside offers a broad and balanced curriculum <u>for all</u>.

This plan mirrors our wider school development plan but is 'through the lens' of our disadvantaged pupils and families. At this time, we consider all of our children to be disadvantaged following the pandemic and its disruption to education.

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium 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 22/23	Data 23/24	Data 24/25	Data 25/26
School name	Hillside Primary School			
Number of pupils in school	212 (exc Nursery)	209 (exc Nursery)	197 (exc Nursery)	199 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	22%	21%	20%	16%
Academic year/years that our current pupil premium strategy plan covers	2022-2026			
Date this statement was published	September 2021			
Date on which it will be reviewed	December 2026			
Statement authorised by:				
Pupil Premium Lead	Karen Schonau			
Chair of Governors	Kerry Howle			

Funding overview

Detail	Amount 22/23	Amount 23/24	Amount 24/25	Amount 25/26
Pupil premium funding allocation this academic year	£67,570	£66,465	£55,088	£50,560
Recovery premium funding allocation this academic year	£ 6,670	£ 6,395	£ 1,196	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0	£ 0	£ 0	0
Total budget for this academic year	£74,240	£72,860	£56,284	£50,560

Part A: Pupil Premium Strategy Plan

Statement of intent

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'.

All our staff and governors accept responsibility for 'socially Pupil Premium' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision.

We will ensure that teaching and learning opportunities meet the needs of **all** pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially Pupil premium pupils are adequately assessed and addressed.

In making provision for socially Pupil Premium pupils, we recognise that not all pupils who receive free school meals will be socially Pupil premium. We also recognise that not all pupils who are socially Pupil premium are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially Pupil Premium.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially Pupil premium pupils are adequately assessed and addressed through termly pupil progress meetings.

It will be the responsibility of the Headteacher and Link Governor to report to Governors outlining:

The **allocation of Funding**
The **provision** that has been made
The **impact** of this Provision

Our ultimate objective is to 'level the playing field' for Pupil Premium pupils so they have the same opportunities, experiences and aspirations as their non-Pupil Premium counterparts and this is achieved by bespoke support catering for each individual's needs. In turn, success will be evidenced with little or no gap between PP and their non-pp counterparts.

Challenges

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

Challenge number	Detail of challenge
1	Many of our PP children fit into other vulnerable groups such as SEND
2	PP children may have less rich, varied experiences and as such KUW and vocabulary acquisition is more limited.

3	PP children may have limitations to the support they receive at home.
4	PP children may read less widely
5	PP children may need to improve their phonics and reading skills
6	PP children may need access to wellbeing opportunities to support SEMH needs

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
1	All children and all vulnerable groups to make good progress from their individual starting points. For PP children to attain at least as well as their non-PP counterparts.	High quality first teaching, supported by high quality support staff meeting the needs of all children through carefully planned, targeted interventions. PP children progressing and attaining in line with or better than their peers.
2	PP children to have access to a plethora of opportunities and enrichments and experiences through our curriculum and extra- curricular provision.	PP to be accessing a wide range of enrichments and opportunities to be planned both curricular and extra-curricular. PP children to have opportunities to take leadership roles in school to develop skills and interests.
3	Parents to have the skills, ability and motivation to support their child's learning.	Parental workshops, open door policy & fluid communication enable a culture of trust and support between home and school. Provision of a homework club to give the extra support if needed. Incentives for completing home tasks on a regular basis.
4	PP children to have a love of reading, to read often and to be able to discuss their favourite authors, genres, books and characters.	Each child to receive a gifted book per term to build a library of high quality texts within the home. A classroom and school lending library, reading for pleasure scheme, and break time reading enrichment all support reading experiences. PP children to be heard read regularly.
5	PP children to have the support to make good progress from their individual starting points. For PP children to attain at least as well as their non-PP counterparts in phonics and reading.	High quality, government approved Phonics scheme in places with relevant training for all staff. High quality first teaching, supported by high quality support staff meeting the needs of all children. Phonics and Reading interventions tailored to children's specific needs.
6	Children to feel happy, safe, valued and supported at Hillside Primary School. Bespoke interventions catering to the academic and mental health needs of each individual child.	High quality, bespoke interventions and support in place. CPD for school staff, supported by high quality training and resources.

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. Any greyed- out boxes are historic and now no longer take place.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
All LSPs and TSAs delivering specific interventions to meet the individual needs of our children	EEF guide- making best use of teaching assistants	1
Management time for school SENDCo	High quality leadership. EEF- A School's Guide to Implementation	1
Management time for English and Maths lead	High quality leadership EEF- A School's Guide to Implementation	5
Continuing CPD in relation to government approved phonics scheme and replenishment of accompanying books	DfE validation of SSPs	5
Additional teacher deployed in Y6 to allow smaller class teaching in Maths and English	EEF - As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils	2, 5, 6
Additional teacher deployed in Y5 and Y4 to allow smaller class teaching in Maths and to enable class teachers to complete catch-up lessons with their class	EEF - As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils	2, 5, 6

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

Budgeted cost: £ 11,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils *PP meetings track progress and attainment of PP children and appropriate and timely interventions are put in place.*	EEF guide to Pupil Premium- tiered approach- teaching is the top priority. Sutton Trust- quality first teaching has direct impact on student outcomes Training and supporting highly qualified teachers deliver targeted support.	1,5
Purchasing of web-based programs to be used in school and home • *Purple mash* • *Spelling shed* • *TT Rockstars* • *Read theory*	EEF toolkit- parental engagement EEF guide to Pupil Premium- targeted academic support EEF- digital technology- clear evidence technology approaches are beneficial for writing and maths practice.	3,5
KS2 - Teachers teach 2 hours covid catch up a week to their own classes	High Quality first teaching	3, 5
KS1 – Senior TA teachers 4 hours of covid Catch up interventions	EEF- small group tuition	2,3,4,5
TAs deliver targeted support within class and deliver targeted interventions.	EEF guide- making best use of teaching assistants	1,3,5,6
Volunteers support school staff with hearing children read each week	Sutton Trust National Literacy Trust Evidence within school	1,3,5

Homework club is offered for those unable / no support in completing homework at home	EEF- Homework	3,5
All pupils receive a gifted book per term *Class libraries and school library are regularly replenished*	DfE research on reading for pleasure	4,5
Book club is offered as an extra-curricular activity	DfE research on reading for pleasure	2,4,5
Children are encouraged to take on leadership roles and are given training as required	SEMH - Leadership skills allow children to have control of their lives and the ability to make things happen. Leadership instils confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. Leadership gives children many opportunities to develop responsibility. E.g. Librarian, reading buddies, maths ambassadors etc	2,6

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

Budgeted cost: £2,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted within the curriculum	EEF- Arts participation	2
Extra-curricular opportunities	Extra-curricular activities are important to young people and results in a range of positive outcomes. (An equal playing field) Social mobility commission.	2
PSHE - 3D Dimensions curriculum delivered across the school. Any updates and supplementary units purchased and weaved into the curriculum	DfE Personal, Social, Health and Economic education is an important and necessary part of all pupils' education.	6
Early Help offer to those in need	Early help can offer children the support needed to reach their full potential (EIF, 2021). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021).	3,6
PP children receive specified financial support for Residential trips		2
Outdoor learning weaved within our curriculum and extra-curricular opportunities offered.	When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. Ofsted (2008)	2
Theatre groups booked to perform and deliver performances and workshops in school	EEF- Arts participation	2
Whole school trip to panto at local theatre	EEF- Arts participation	
Training and dissemination time for our Mental Health Champion.	DfE Promoting children & young person's mental health & wellbeing 2021	6
Celebrating success- opportunities to share and reward successes throughout the year		6

Total budgeted cost: £ 60,723

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2022-2023 data

Phonics:

Phonics: % Of children achieving the expected standard	
Hillside Pupil premium	80 (4/5)
Hillside non-Pupil premium	96 (22/23)
Hillside Pupil premium (- SEN)	100
Hillside ALL	96

Key Stage 1 attainment

Reading: % of children achieving the expected standard	
Hillside Pupil premium	83 (5/6)
Hillside non-Pupil premium	83 (19/23)
Hillside Pupil premium (- SEN)	100
Hillside ALL	83

Writing: % of children achieving the expected standard	
Hillside Pupil premium	83 (5/6)
Hillside non-Pupil premium	83 (19/23)
Hillside Pupil premium (- SEN)	100
Hillside ALL	83

Maths: % of children achieving the expected standard	
Hillside Pupil premium	83 (5/6)
Hillside non-Pupil premium	87
Hillside Pupil premium (- SEN)	100
Hillside ALL	86

Key Stage 2 attainment

Reading: % of children achieving the expected standard	
Hillside Pupil premium	71 (5/7) National 60%
Hillside non-Pupil premium	80 National 78%
Hillside Pupil premium (- SEN)	100
Hillside ALL	78

Writing: % of children achieving the expected standard	
Hillside Pupil premium	71 (5/7) National 58%
Hillside non-Pupil premium	92 National 77%
Hillside Pupil premium (- SEN)	100
Hillside ALL	88
Maths: % of children achieving the expected standard	
Hillside Pupil premium	71 (5/7) National 59%
Hillside non-Pupil premium	96 National 79%
Hillside Pupil premium (- SEN)	100
Hillside ALL	91

PP: 2023-2024 data

Phonics:

Phonics: % Of children achieving the expected standard		National
Hillside Pupil premium	50 (4/8)	
Hillside non-Pupil premium	92 (23/25)	
Hillside Pupil premium (- SEN)	100	
Hillside ALL	90	

Key Stage 2 attainment

Reading: % of children achieving the expected standard		National
Hillside Pupil premium	78 (7/9)	60
Hillside non-Pupil premium	92 (21/23)	78
Hillside Pupil premium (- SEN)	86 (6/7)	
Hillside ALL	88	74
Writing: % of children achieving the expected standard		
Hillside Pupil premium	89 (8/9)	58
Hillside non-Pupil premium	87 (20/23)	77
Hillside Pupil premium (- SEN)	100	
Hillside ALL	88	72
Maths: % of children achieving the expected standard		
Hillside Pupil premium	100 (9/9)	59
Hillside non-Pupil premium	96 (22/23)	79
Hillside Pupil premium (- SEN)	100	
Hillside ALL	97	73

PP: 2024-2025 data

EYFS % Of children achieving GLD	HILLSIDE	LA
Hillside Pupil premium – 5 PUPILS	80	58
Hillside non-Pupil premium – 19 PUPILS	63	

Pupil Premium Cohort size: 5	**Hillside 2025**	**LA 2025**
% Achieving GLD	80 (63% non PP)	58 (67% non PP)
% achieving exp in COM & LANG	80 (79% non PP)	70 (77% non PP)
% achieving exp in PSED	80 (90% non PP)	78 (82% non PP)
% achieving exp in PHY DEV	80 (84% non PP)	76 (81% non PP)
% achieving exp in Reading	80 (68% non PP)	64 (73% non PP)
% achieving exp in Writ-ing	80 (63% non PP)	61 (69% non PP)
% achieving exp in Maths	80 (63% non PP)	59 (68% non PP)

PHONICS % Of children achieving WA Y1	HILLSIDE	LA	National
Hillside Pupil premium – 2 PUPILS	50	73	67
Hillside non-Pupil premium – 28 PUPILS	89	79	83

PHONICS % Of children achieving WA Y2	HILLSIDE	LA	National
Hillside Pupil premium – 5 PUPILS	100	86	
Hillside non-Pupil premium – 25 PUPILS	100	89	

KS 2 % achieving…	Cohort size	2025	2025 LA	2025 National
EXS in R,W,M	3	33 (81 non pp) (100 PP, no SEN)	50 (67 non pp)	47 (69 non pp)
GDS in R,W,M		0 (15 non pp) (0 PP, no SEN)	4 (9 non pp)	4 (11 non pp)
EXS in Read		33 (85 non pp) (100 PP, no SEN)	63 (77 non pp)	63 (80 non pp)
GDS in Read		0 (46 non pp) (0 PP, no SEN)	19 (30 non pp)	21 (39 non pp)
EXS in Writ		67 (85 non pp) (100 PP, no SEN)	63 (78 non pp)	59 (78 non pp)
GDS in Writ		0 (31 non pp) (0 PP, no SEN)	8 (17 non pp)	7 (16 non pp)
EXS in Maths		67 (81 non pp) (100 PP, no SEN)	62 (78 non pp)	61 (80 non pp)
GDS in Maths		0 (35 non pp) (0 PP, no SEN)	14 (26 non pp)	15 (31 non pp)
EXS in GPS		33 (85 non pp) (100 PP, no SEN)	62 (78 non pp)	60 (78 non pp)
GDS in GPS		0 (27 non pp) (0 PP, no SEN)	21 (34 non pp)	19 (34 non pp)