



Hillside Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantage pupils last academic year

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Hillside Primary and Nursery School |
| Number of pupils in school | 463 |
| Proportion (%) of pupil premium eligible pupils | 18.8% (87 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2026 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | Annually July 2025 |
| Statement authorised by | Flying High Trust |
| Pupil premium lead | Miss L Houseman |
| Governor/ Trustee lead | Mrs Adcock |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £128,775 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £128,775 |

Part A: Pupil premium strategy plan

Statement of intent

At Hillside Primary and Nursery School our ambition is to provide an environment for each and every child where they feel safe, secure, happy and motivated to learn. We are 'champions' for Pupil Premium and accept responsibility for ensuring the progress of all of our children and are committed to meeting their pastoral, social and academic needs. We hope that each child will develop a love for learning and we are determined to ensure that all of our children are given every chance to achieve their full potential and become the best versions of themselves.

We have identified that some children who are eligible for pupil premium at Hillside Primary and Nursery School have low attendance, lower early language skills, lower levels of aspiration, poorer emotional and social wellbeing and have not had the same opportunities as their peers outside of school. We work closely with our families and individual children to ensure they feel supported in and out of school. We always aim to go that 'extra mile' to ensure we can improve attendance, support the social and emotional well-being and offer experiences to broaden the children's horizons. Teaching staff use quality first teaching strategies to enhance learning, which is considered, implemented, and monitored by our Senior Leadership team who champion, challenge, and ensure that all staff are maximising the learning opportunities for all children. We endeavour to diminish any gaps between children in receipt of pupil Premium funding and those who are not, through early identification and intervention.

The delivery of an ambitious curriculum which embeds our 6 curriculum concepts (listed below) organises and stores our children's knowledge into the 'big ideas' that will support all their learning across the curriculum and provide them with high-quality teaching and experiences that support and develop them holistically. We are committed to making every day count for all children that will not only ensure they are ready for the next stage in their education, but also prepare them for life in what will be their modern Britain. At Hillside Primary and Nursery school, we develop our pupils' knowledge of the world, ensure they are articulate communicators with a confident sense of the right thing to do.

1. Individuality- The children are taught to embrace their differences and promote self-awareness.
2. Community- At Hillside our children understand their role within society, fostering social skills, develop empathy and promote a sense of responsibility towards one another.
3. Change- Children understand that change involves making something different, this helps them adapt to new situations and comprehend the world around them.
4. Diversity- Children are taught to understand diverse perspectives to help build inclusive communities and it will prepare them for the multicultural world of their future.
5. Influence- Understanding influence helps the children to make informed choices, work out credible information and identify positive and negative influences.
6. Collaboration- Children understand the importance of collaboration, including communication, teamwork and problem-solving.

Our approach aims to support all children irrespective of their background, need or experiences to ensure they leave Hillside emotionally healthy, with an absolute belief in themselves that they can become the 'best versions of themselves'.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Closing the attainment gap Achieving age related expectations in reading, writing and maths and maximising the potential of all our children who are in receipt of pupil premium funding, regardless of their starting point. |
| 2 | Broaden horizons The aspirations of some of our children who are eligible for pupil premium is low and they do not get the opportunity to experience a range of opportunities that will broaden their experiences and inspire them. |
| 3 | Communication opportunities Based on our Baseline assessments, observations and discussions with pupils indicate that many children enter our Foundation Stage Unit with low levels of communication skills and a limited vocabulary. We are beginning to notice an increased number of children with English as an additional language with over 20 different languages spoken as a first language. |
| 4 | Wellbeing, mental health and safeguarding The wellbeing, mental health and safeguarding of some of our children who are eligible for pupil premium is an area of concern. |
| 5 | English Attainment and progress in English, particularly phonics, sustained writing, handwriting and reading for pleasure. |
| 6 | Attendance Ensuring good attendance for all children who are eligible for Pupil Premium with particular emphasis on persistent absence. |

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>1. Closing the gap</p> <p>We want to close the gap between children who receive Pupil Premium and those who do not, so that more of our children who receive Pupil Premium reach age-related expectations. Our aim is to make sure that all children – especially those who receive Pupil Premium – achieve well in reading, writing, maths, phonics, grammar, and spelling. By providing high-quality teaching, targeted support, and a well-planned curriculum, we are helping all children to make strong progress and achieve their full potential.</p> | <p>The quality of teaching across the school is consistently good or better, with all staff committed to delivering an ambitious curriculum that actively engages learners and removes barriers to learning through accurate assessment, tiered questioning, and effective scaffolding. This ensures that all pupils, including those eligible for Pupil Premium (PP), are supported to achieve their full potential, with a shared belief among teachers and pupils that every child can succeed. As a result, an increasing proportion of pupils eligible for PP will meet or exceed national expectations in reading, writing, and maths. The concept-led curriculum supports children in making secure links in their learning by organising and storing knowledge under 'big ideas,' which enhances retrieval and supports the transfer of</p> |

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| | <p>knowledge across and between subjects. This approach reduces the need for pupils to continually relearn content and builds their capacity to engage with complex, enquiry-based questions. Aspirational targets are set for all pupils, including those in receipt of PP, and targeted academic interventions—such as 1:1 reading—demonstrate measurable impact. In addition, pastoral interventions, including ELSA and Drawing & Talking, play a crucial role in supporting the emotional wellbeing and engagement of PP pupils. Provision is carefully mapped using a Pupil Premium Provision Matrix, which is regularly updated and used to inform both academic and pastoral support. This comprehensive approach ensures that provision for PP pupils is personalised, effective, and consistently monitored for impact</p> |
| <p>2. Broaden horizons To ensure our children in receipt of pupil premium have opportunities for experiences that will broaden their horizons</p> | <p>Pupil interviews will demonstrate that the children have gained experiences that have broadened their horizons. Book looks and learning walks using a wide range of experiences as a starting point for learning (immersion etc.) The learning environment celebrating experiences, including children eligible for Pupil Premium.</p> |
| <p>3. Communication opportunities To increase communication skills and broaden the children’s vocabulary.</p> | <p>Welcomm assessment will give a baseline to where our Early Years children are and any additional support will be identified early. Through a vocabulary rich curriculum, adult and children interactions during child initiated play along with any required speech and language interventions will indicate enhanced communication skills of those children in receipt of Pupil Premium. Progress will be monitored to ensure that the gap is closing between them and their peers.</p> |
| <p>4. Wellbeing, mental health and safeguarding To ensure children feel emotionally well in order to be happy and successful in school. We will also focus on developing executive functioning skills.</p> | <p>Effective strategies will be embedded that strengthen executive functioning—such as structured routines, visual supports, and opportunities for decision-making to equip children with the tools they need to self-regulate, build resilience, and thrive both academically and socially. Pupil interviews will show that children are emotionally happy and feel supported in developing their positive wellbeing. Pupils have strategies to cope with negative emotions and are able to self-regulate due to support put in place at school. This will be evidenced during learning walks. ELSA support will impact on children’s attitude personally and educationally. Families are supported by the Family Support Worker.</p> |
| <p>5. English To prioritise early reading and embed strong foundations in literacy and communication, ensuring all children—especially those eligible for pupil premium—develop fluency in reading and writing that supports confident access to the wider curriculum. This includes improving transcriptional fluency (gross and fine motor skills in Early</p> | <p>Through monitoring of reading record, book looks and learning walks; all children, including those receiving Pupil Premium will access and be successful in the whole school approach to transcriptional and reading fluency. Most children eligible for pupil premium pass their phonics screening in year 1. The children have reading books aligned to their phonics ability and they are progressing through the RWI levels.</p> |

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| Years), reading fluency, and achieving success in the Year 1 phonics screening. | |
| <p>6. Attendance</p> <p>To ensure our children in receipt of pupil premium attend school regularly to maximise learning opportunities</p> | <p>Attendance data will show that attendance among the children eligible for pupil premium is in line with that of a pupil not eligible for pupil premium. A 3-tiered approach to attendance will outline the roles of teachers, parents, children and external agencies at a universal offer, individual offer and targeted offer. Fortnightly Child Watch meetings will highlight any children that we have attendance concerns about and these concerns will be addressed with parents and carers to unpick any barriers. Attendance therefore will improve and be in line with national expectations and the attendance team will engage positively with parents.</p> |

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: £64,387.50

Quality first teaching for all – significant focus and investment in CPL aligned to school improvement priority of teaching and learning.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Reading for pleasure | OU research | 5,2 |
| CPL on Oracy and Language development | EEF Early Years Intervention +5 months | 3, 5 |
| RWI development days and in school coaching Coaching from RWI specialist | EEF Phonics + 4 Months | 1, 5 |
| Strategic use of teachers to support year groups in school. This is either by supporting teaching and learning or through reducing class sizes. | EEF Reducing Class size +3 months | 1, 5 |
| Writing sequence CPL Releasing staff to attend Trust writing moderation discussions. Writing specialist teacher | Literacy hub and specialist teacher work Trust moderation Networks | 5,1 |

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| MNP – link with the Maths hub and Trust Maths lead CPL and coaching support for teaching staff Mastering Number Lead | Underpinned by the mastery approach devised by NCTEM and the Maths Hub. | 1 |
| EYFS CPL - Positive interactions EYFS forest school work – Wellie Wednesday and Forest Friday | Reference - Interacting or interfering by Julie Fisher Open University Press; UK ed. edition (16 Jan. 2016) EEF Outdoor Learning | 1,3,2 |
| Support the understanding of lesson design for all TAs in school. | Quality First teaching Trust Teaching and Learning strategy | 1, 5 |
| Purchase of high quality assessments for years 1-6 | EEF Feedback +6 months | 1 |
| Leadership time for Teaching and Learning Lead to support ECT staff | Individual coaching and support has had positive results previously. | 1, 5 |
| TA CPD- Teaching Assistants attend fortnightly CPD. | Quality First teaching Trust Teaching and Learning strategy | 1, 5 |
| WELCOM Assessments | EEF Oral Language interventions + 6 months | 3 |

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

Budgeted cost: £32,193.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Speech and Language Links | EEF Oral Language interventions + 5 months | 3 |
| RWI interventions Decodable book bag books are sent home for the children to read. These are at their phonic level. | EEF 1-1 tuition +5 months EEF Phonics + 4 Months | 1 |
| Additional weekly 1-1 reading support | EEF Teaching Assistants + 1 months | 1 |
| TA small group interventions | EEF Teaching Assistants + 1 months EEF small group Tuition +4 months | 1 |

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| 1:1 speech and language interventions are carried out across EYFS. | EEF Oral Language interventions + 6 months | 3, 1 |
| WELCOMM interventions in the Early Years | EEF Oral Language interventions + 6 months | 1, 3 |
| Year 6 boosters after school | EEF small group Tuition +4 months | 1, 5 |
| Additional teacher for targeted interventions and tutoring. | Tutoring program and funding. Focus on Year groups 2 and 3. | 1 |
| Maths Interventions and catch up including TTRS and 10 in 10. | EEF Teaching Assistant interventions +4 months | 1 |
| Handwriting intervention | EEF Teaching Assistant interventions +4 months | 1, 5 |
| Transcriptional and reading fluency interventions | EEF Reading Comprehension strategies +7 months | 1, 5 |

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

Budgeted cost: £32,193.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Attendance – Graduated response to support families. | EEF Parental Engagement +4 months EEF Behaviour Interventions +4 months | 6, 4 |
| Full time Family Support Worker | EEF Social and Emotional Learning + 4 months EEF School Uniform EEF Parental Engagement + 3 months EEF Self Regulation +7 months EEF Early Years Intervention +5 months | 4 |
| ELSA trained staff Drawing and talking trained staff. | EEF Social and Emotional Learning + 4 months EEF Self Regulation +7 months | 4 |
| Trips and residentials | EEF Arts Participation +2 months EEF Outdoor adventure learning | 2 |

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| Health and wellness clubs after school | EEF Outdoor adventure learning EEF Social and Emotional Learning + 4 months | 1, 2, 4 |
| Friendship group intervention | EEF social and emotion learning +3 months | 1, 3,4 |

Total budgeted cost: £128, 775

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.

Challenges in Academic year 2024 -2025 Review

Throughout the year, the attainment gap between pupils eligible for Pupil Premium and those who are not was reduced. In fact, pupils receiving Pupil Premium funding outperformed their peers in several areas: Reading at ARE in Years 2, 3, and 5; Writing at ARE in Year 2 and at GDS in Years 3 and 5; and Maths at ARE in Years 2 and 3, as well as at GDS in Year 5. Moving forward, a key priority is to strengthen writing outcomes for pupils eligible for Pupil Premium or and to further increase the proportion of pupils achieving Greater Depth scores.

During the 2024–2025 academic year, every class participated in at least two enriching experiences designed to broaden their horizons. Pupil voice feedback highlighted the excitement and joy these opportunities brought, particularly the trips beyond the school grounds. For many of our youngest learners in Early Years, even the simple experience of traveling by bus was a thrilling first, sparking curiosity and wonder. Staff observed the sense of adventure and enthusiasm as children explored new environments and discovered places they had never visited before. These trips and residential visits played a vital role in fostering independence and confidence, while deepening their understanding of the local area and the wider world. Year 6 pupils spoke passionately about their residential week, sharing how much they valued learning new skills and taking part in activities such as abseiling, canoeing, and raft building—experiences that challenged them, built resilience, and created lasting memories.

All children on Social Care plans were supported weekly by our Family Support Worker. Families were supported in a range ways including housing support, daily routines, sleep support and emotional support. Our Family Support Worker works closely with our families to ensure they feel supported in and out of school. We are consistently aiming to improve attendance, support social and emotional well-being, increase attainment, and provide a cultural capital that produces citizens who are responsible for providing a positive contribution to society. Children identified by class teachers received ELSA support and support was given to groups of children around friendships and individual programs were written and delivered with specific vulnerable children. A child receiving Elsa said that:

“I loved doing ELSA with Mrs Shelton, I wish it didn't have to end. I liked having the chance to talk about my problems and getting help to deal with friend fallouts better.”

The Hillside lesson design and the assessment tool 'plickr' are in place across school enabling children to know more, remember more and understand more over time. By using learning walks, pupil voice and book looks, evidence is beginning to show that the gap between children receiving Pupil premium and their peers is reducing. To compliment this, our concept curriculum, inspirational learning environments, in particularly our learning journey displays and reflection books support children eligible for Pupil Premium to continue to build upon and consolidate their learning within the classroom and be inspired by the shared learning environment. CPL model, Teaching and Learning Walk Thrus.

Attendance for pupils eligible for Pupil Premium improved slightly compared to their peers, indicating that maintaining attendance as a continual focus is having a positive impact. The data shows encouraging progress, with the difference between Pupil Premium and non-Pupil Premium attendance beginning to narrow.