



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 2026
Statement authorised by	Flying High Partnership
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.

At Hillside Primary and Nursery School, many of our children eligible for pupil premium bring a rich variety of experiences and individual strengths. We recognise that some may benefit from additional support in areas such as attendance, early language development, aspirations, and social and emotional wellbeing. We see these as opportunities to further nurture and empower our pupils. 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 driven by an enquiry question 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.

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 (fluency), writing (transcriptional fluency) and maximising the potential of all our children who are in receipt of pupil premium funding, regardless of their starting point.
2	Broaden horizons Many of our children eligible for pupil premium show great potential, and we are committed to broadening their horizons by providing rich opportunities that inspire ambition and open pathways into the wider world, including employment, education, skills and training.

3	<p>Communication opportunities</p> <p>Based on our Baseline assessments, observations and discussions with pupils indicate that many children enter our Foundation Stage Unit with developing communication skills and emerging vocabulary. This provides us with a valuable opportunity to build strong foundations in language through rich interactions, a vocabulary-enhancing curriculum, and targeted early support.</p>
4	<p>Wellbeing, mental health and safeguarding</p> <p>The wellbeing, mental health and safeguarding needs of some pupils eligible for Pupil Premium highlight areas where additional, tailored support can make a meaningful difference. A small number of pupils may benefit from targeted guidance to build confidence, strengthen social interaction skills, manage anxious feelings and establish secure routines. By working closely with families and utilising our strong pastoral systems, we are able to identify these emerging needs early and put effective strategies in place that help pupils feel safe, supported and ready to thrive both personally and academically.</p>
5	<p>Attendance</p> <p>Ensuring good attendance for all children eligible for Pupil Premium remains a key priority, with particular emphasis on reducing persistent absence. We recognise that parental understanding of the value of education plays a crucial role in shaping children’s attitudes to school, and we work closely with families to strengthen this.</p>

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 aim to close the attainment gap so that a greater proportion of pupils eligible for Pupil Premium reach age-related expectations across reading, writing, phonics, grammar and spelling. Through high-quality teaching, targeted support and a well-planned curriculum, we ensure strong progress for all pupils. A key priority is to strengthen early reading and secure firm foundations in literacy and communication—developing transcriptional fluency, improving reading fluency, and ensuring pupils, particularly those eligible for Pupil Premium, are well prepared for the Year 1 phonics screening and confident in accessing the wider curriculum</p>	<p>The quality of teaching across the school is consistently strong, with all staff committed to delivering an ambitious curriculum that engages learners and removes barriers through accurate assessment, tiered questioning and effective scaffolding. This ensures that all pupils—including those eligible for Pupil Premium—are supported to achieve their full potential. As a result, a growing number of pupils eligible for Pupil Premium meet or exceed national expectations across reading and writing. Our curriculum structure helps pupils make secure links in their learning by organising knowledge under ‘big ideas,’ strengthening retrieval and supporting engagement with enquiry-based learning. Aspirational targets and targeted academic interventions, such as 1:1 reading, alongside pastoral support including ELSA and Drawing & Talking, ensure provision is personalised and its impact closely monitored through our Pupil Premium Provision Matrix.</p> <p>Monitoring through reading records, book looks and learning walks demonstrates that pupils, including those eligible for Pupil Premium, successfully access the school’s approach to transcriptional and reading fluency. Most</p>

	disadvantaged pupils achieve the Year 1 phonics screening, supported by phonically matched reading books and continuous progression through RWI levels.
<p>2. Broaden horizons</p> <p>To ensure our children in receipt of pupil premium have opportunities for experiences that will broaden their horizons</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>3. Communication opportunities</p> <p>To increase communication skills and broaden the children's vocabulary.</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>4. Wellbeing, mental health and safeguarding</p> <p>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>	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>5. Attendance</p> <p>To ensure our children in receipt of pupil premium attend school regularly to maximise learning opportunities</p>	Attendance data will show that pupils eligible for Pupil Premium attend in line with their peers, supported by a clear three-tiered attendance approach that outlines the roles of teachers, parents, pupils and external agencies across universal, targeted and individual levels of support. Fortnightly Child Watch meetings enable early identification of any attendance concerns, with staff working closely with parents and carers to unpick barriers through supportive conversations and the use of push-and-pull factor analysis. In addition to these in-school systems, outside agencies such as West Notts College provide parent-and-child classes that strengthen routines, engagement and confidence at home. Our school-led events, including Cafés, create informal, welcoming opportunities for families to see how children learn, build positive relationships with staff, and deepen their understanding of how to support their child's attendance and learning. Together, these combined strategies ensure a proactive, partnership-driven approach that removes barriers and promotes consistent, positive

	attendance for pupils in receipt of Pupil Premium.
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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
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
PSHE curriculum, SCARF, promoting the value of education, raises aspirations, and introduces children to future careers.	EEF Social and emotional learning +3 months	4,5

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
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.	EEF small group Tuition +4 months	1, 5
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
Attendance- push pull factors- ELSA	EEF Behaviour Interventions +4 months	4,5

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	4, 5
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, 5
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
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
Y6 trip to university	EEF Aspiration intervention	2

	EEF Collaborative learning approaches +6months	
Links with west notts college offering clubs and workshops	EEF Aspiration intervention EEF Collaborative learning approaches +6months	1,2
Designated attendance champion to support vulnerable families	EEF Parental Engagement +4 months EEF Behaviour Interventions +4 months	4,5

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.

Our IDSR analysis highlights a positive three-year trend (2023, 2024 and 2025), showing that pupils in receipt of Pupil Premium consistently met national standards in Reading, Writing and Mathematics (RWM), as well as in the individual subjects of Reading, Writing and EGPS. Over this period, disadvantaged pupils not only maintained performance in line with national benchmarks but also exceeded national outcomes in Mathematics. This sustained pattern of achievement demonstrates the impact of our targeted teaching, strong curriculum design and well-focused intervention strategies, and reflects our ongoing commitment to ensuring that pupils eligible for Pupil Premium achieve as well as, and in some areas outperform, their peers nationally.

Last year, children in receipt of Pupil Premium, excluding those with complex SEND, achieved outcomes comparable to all pupils nationally at the combined measure (60% compared with the national figure of 62%). Their performance in maths was particularly strong, with 90% achieving the expected standard, and 80% reached the expected standard in SPAG.

Pupils in receipt of Pupil Premium also performed well in early reading, with 82% meeting the expected standard in phonics (above the national figure of 80%), and 46% of disadvantaged pupils met the expected standard in the Multiplication Tables Check, outperforming the national benchmark of 37%. These outcomes highlight the strong progress made for our pupils eligible for Pupil Premium and demonstrate the positive impact of our targeted support and high-quality teaching.

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 of 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 particular 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.