

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Hilltop Primary School.
Number of Primary aged pupils in school	423
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers	2025/26-2028/29
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Simi Sodhi
Pupil premium lead	Katie Osmond
Governor / Trustee lead	Chidi O'Hanekwu

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,625
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Pupil Premium Strategy Plan

Statement Of Intent

At Hilltop Primary School all members of staff are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning along with our family liaison officer engaging with families to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Over 30% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We ensure that all children that are not making expected progress receive extra support to ensure that the gap does not widen between them and their peers.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to enable them to make progress with their learning

At Hilltop Primary School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and ensure the curriculum focuses on personal social and emotional wellbeing in the first term. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a pastoral team consisting of the SENCO, Family Liaison Officer and Counsellor/ELSA.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for Pupil premium students should be in line with their peers.
2	Pupils are finding it increasingly difficult to manage their mental health.
3	Pupils start school with low communication skills.

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 oracy skills 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.
All pupils will make expected progress in Reading, Maths and Phonics at the end of each academic year.	Reading, phonics and maths outcomes will show that outcomes for disadvantaged pupils are at least in line with those who are not disadvantaged.
All pupils including disadvantaged children have the opportunities provided by the Beyond ethos in the school, including trips, enrichment activities and taking on positions of responsibility.	Disadvantaged pupils will thrive in the school environment and become more confident and successful in the setting. All pupils in this group will attend visits/ experience visitors coming in to support the curriculum. All pupils in this group will participate in trips and enrichment activities.
To ensure all pupils, including disadvantaged pupils have ongoing support and access to high quality SEN support.	Early identification of need so that appropriate referrals are made to ensure that all children have needs met.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Persistent absence will be reduced to national or below national levels.	Sustained good attendance to be demonstrated by all pupils, including disadvantaged pupils' attendance being in line with national average. Persistent absence will be reduced to below national in 2 years.

Activity In This Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and embed the Twinkl Phonics scheme to secure strong phonics teaching for all pupils.	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>EEF- The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3
Mentoring is in place for Teachers with a specific emphasis on Early Career Teachers.	<p>EEF - A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</p>	1,2,3
Recruitment and retention of Teaching Staff- Access to the National College for CPD, Private Health Care.	<p>High quality ongoing training for staff.</p> <p>EEF</p>	1.2.3
Speech and language therapist to support with SLCN pupils.	<p>Pupils diagnosed with SLCN can access support more readily and interventions put in place</p>	2,3
All staff have access to High	<p>EEF - Supporting high quality teaching is pivotal in Improving children's outcomes. Indeed, research tells us</p>	1,2,3

<p>Quality CPD. That is purposeful and builds on existing Knowledge. We will use experienced staff to provide CPD along with the use of the National College and PIXL</p>	<p>that high quality teaching can narrow the disadvantage gap.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	
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Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader	Pupils enjoy and engage with these programmes, participation is measured and successes celebrated. Progress is monitored and data analysed to accurately track progress.	1,2,3,
Purchase of Time Table Rock Stars	Pupils enjoy and engage with these programmes, participation is measured and successes celebrated. Progress is monitored and data analysed to accurately track progress.	1,2
HAF programme	Pupils are provided with a free meal every day and fun physical activities to take part in during the breaks from school.	1,2,3,
Tutoring/tuition programmes	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,3
Further development of sensory room and sensory pathways around the school to support SEN/behaviour/ wellbeing interventions	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club subsidised	Promotes good attendance, healthy attitudes DFE: Breakfast clubs in high-deprivation schools	1,2
Allocation for trips and enrichment activities	EEF Toolkit	2
School uniform fund and food bank/vouchers to subsidise local offer	EEF Toolkit NSPCC Neglect briefing	1,2,3
Study bugs attendance support	<p>Children's attendance is linked to attainment https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	1
School Counsellor/ELS A to support identified pupils	EEF Teaching & Learning Toolkit NSPCC guidance KCSIE 2024	1,2,
FLO to support vulnerable pupils and families	NSPCC guidance KCSIE 2024	1,2,3
Educational Psychologist	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3
Rewards for Behaviour	<p>EEF Teaching and Learning Toolkit Children's attendance is linked to attainment https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	1,2,3

Further Information

EEF strategies can be found at:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Historically, the progress and attainment of disadvantaged pupils has been varied across year groups. Attendance of disadvantaged pupils is something that we continuously strive to improve. The SENCO is the PP lead at school and the progress and attainment of PP pupils are discussed regularly in different meetings.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data shows:

	PP	Non-PP
EYFS GLD 24/25	69.2%	68.1%
Y1 Phonics 24/25	30%	77.1%
KS2 RWN 24/25	37.5%	70.5%
Attendance 24/25	93.85%	96%

Attendance

Absence among disadvantaged pupils was 2% higher than their peers in 2024/25. This was a 1% drop from last year. We have worked closely with the families involved and have established individual reasons for absences. Our FLO and attendance officer are regularly in contact with families whose attendance is lower than expected and will make house calls if no contact can be established.

Mental Health

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We have a trained counsellor and ELSA on site 4 days a week completing direct work with the children. Our FLO regularly liaises with the Emotional Wellbeing Team who can provide support for parents who are concerned about their child's emotional wellbeing. The Emotional Wellbeing Team have run workshops for parents and have been available at parents evenings as well as coming into school to complete direct work with parents.

Communication

We have two HLTA's who run speech and language interventions to the children that need it. We also have a teacher with additional responsibility for Speech and Language who monitors this and liaises with outside speech and language teams.

All EYFS children are screened for Speech and Language needs using Speech and Language Link. Any concerns raised from these assessments are worked on in 1:1 sessions with the TA and if concerns were raised across both areas of Speech & Language then we referred these children to be assessed by Speech4Schools.

Pupil premium children are identified on the class Profile of Needs and this is visible on Arbor so staff are aware of who their PP children are. They are prioritised for interventions and their data is closely monitored.

15 Pupil Premium children currently use a funded space for Breakfast Club.

6 Pupil Premium children regularly attend indoor lunchtime provision.

Sports Academy Coaching will be offer discounted spaces for Pupil Premium children from January when they re-launch.

Externally provided programmes

Programme	Provider
National Tutoring Program	
HAF	Sports Academy Coaching
Extra-curricular clubs	Sports Academy Coaching