

Pupil premium strategy statement - Hillmead Primary School

This statement details our school’s use of pupil premium (and recovery 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 disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2024 Reviewed December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Michelle Shenston
Pupil premium lead	Michelle Shenston
Governor / Trustee lead	Bex Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,025
Recovery premium funding allocation this academic year	Ended
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,025

Part A: Pupil premium strategy plan

Statement of intent

We are included; we are inspired; we are empowered.

What are our aims/principals for making spending decisions for this money?

In line with our school aims and values, we want:

- To ensure that all children in receipt of Pupil Premium make accelerated progress so that any gap between their attainment and that of those not in receipt of Pupil Premium is diminishing rapidly.
- To ensure that all pupils have access to an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To diminish the difference between the attendance of pupils in receipt of premium and non-pupil premium groups.
- To support the wellbeing of pupil premium children so they are better prepared for learning in school and ready to make progress (emotional and physical).

We prioritise the use of the Pupil Premium as follows:

- Pupil Premium pupils who are underachieving.
- Pupil Premium pupils who are achieving well and deserve to be extended and challenged.
- Pupil Premium pupils who are unable to participate in broader curriculum entitlements due to financial or social disadvantage

Challenges

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

Challenge number	Detail of challenge
1	Narrowing attainment gaps across core subject areas (Reading, Writing, Maths).
2	Under-developed oral language skills and vocabulary gaps among many disadvantaged pupils, impacting attainment and curriculum engagement.
3	Social Disadvantage, including parental engagement and support, impacting engagement of disadvantaged pupils with wider curriculum enrichment, clubs and lower aspirations.
4	Low self-esteem/anxieties & emotional wellbeing impacting engagement with school activities, attendance and behaviour for some pupils.

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.

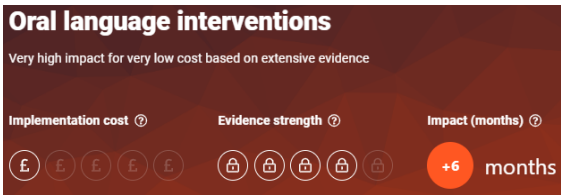
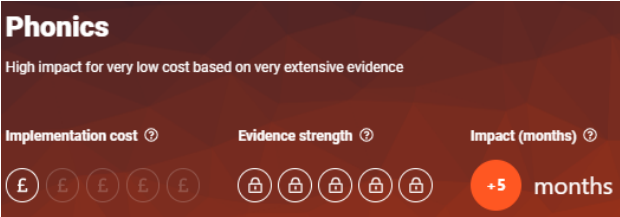
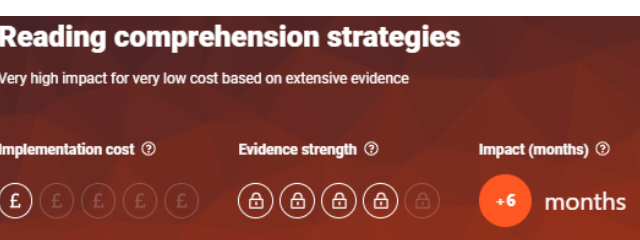
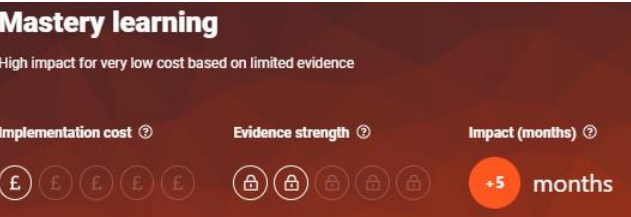
Intended outcome	Success criteria
To target the individual needs of pupils so they can access the whole curriculum and make accelerated progress.	Pastoral and academic intervention support addresses barriers to learning, enabling all pupils to make sustained progress from their starting points. Routine and targeted training for staff to assess and support pupil needs within the curriculum is in place.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in lessons, book scrutiny and ongoing formative assessment. Clear vocabulary progression built into teaching of English across the whole school, building on foundations in EYFS.
All pupils will be able to access what school offers including curriculum enrichment experiences and wider clubs.	High engagement with families. Pupils access the wider curriculum/enrichment opportunities. Attainment of disadvantaged pupils demonstrates individual pupil progress over time. Above average attendance for all pupils.
Pupils will have a positive attitude to school and learning, demonstrating high levels of emotional resilience leading to positive behaviour choices and strong attendance.	Above average attendance for all pupils. Good use of home learning programmes to build on learning completed in school (rehearse and consolidate). Nurture programmes and interventions used consistently, flexibly and regularly – alongside core teaching of emotional resilience through Zones of Regulation, Protective Behaviours and PSHE curriculum. Improved behaviour, increased participation in enrichment activities, and Pupil Voice demonstrate sustained high levels of wellbeing and pupils feeling safe, ready to learn.

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: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure Oracy Champions have received training for introducing and implementing Voice21 programme.</p> <p>Ensure all staff attend the in-house training sessions for the Voice 21 programme and implement the programme effectively.</p> <p>£3500</p>	 <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +6 months</p>	1, 2
<p>Phonics - Ongoing development of consistent phonics teaching</p> <p>Purchase new Phonics scheme and embed</p> <p>£1000</p>	 <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +5 months</p>	1,2
<p>Reading – Continue to work on developing reading fluency and comprehension</p> <p>£2500</p>	 <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +6 months</p>	1, 2, 3
<p>Maths – Embed Maths Mastery at KS1 through The Maths Matrix Hub Staff CPD</p> <p>£1500</p>	 <p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +5 months</p>	1, 2, 3

<p>Wellbeing – Investment in ELSA training and Supervision for one LSA</p> <p>£2500</p>		3, 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

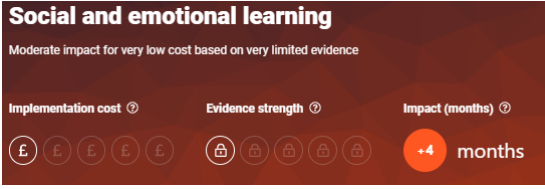
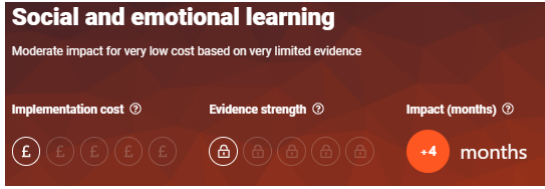
Budgeted cost: £18,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music and Movement Sessions for children in EYFS</p> <p>£1800</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 2, 3, 4

<p>Reading Plus (targeted reading intervention)</p> <p>£3000</p>	<p>Individualised instruction</p> <p>Moderate impact for very low cost based on limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +4 months</p>	<p>1, 2, 4</p>
<p>Targeted intervention groups linked to identified needs and next steps learning</p> <p>£14,000</p>	<p>Individualised instruction</p> <p>Moderate impact for very low cost based on limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +4 months</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +4 months</p> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +4 months</p>	

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

Budgeted cost: £8200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapy</p> <p>£1200</p>	 <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +4 months</p>	1, 2, 3, 4
<p>Yoga Mindfulness, Zones of Regulation, Therapeutic counselling sessions to continue.</p> <p>£2500</p>	 <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +4 months</p>	1, 2, 3, 4
<p>Educational Visits subsidised participation (50% of parental contribution)</p> <p>£2500</p>	<p>OfSTED – Learning Outside The Classroom Report, October 2008: “When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development.”</p>	1, 2, 3, 4
<p>Wider Opportunities for learning within the curriculum (Music Lessons, Sports Clubs, After School Clubs).</p> <p>£1000</p>	<p>Participation in these wider opportunities serves to enhance aspiration and broader life experiences that disadvantaged children may not have access to.</p>	2, 3, 4
<p>Other wellbeing such as milk and uniform</p> <p>£1000</p>		3, 4

Total budgeted cost: £38,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2024 – 2025 academic year

The tables below shows the attainment data for pupils at the start of the 2023-2024 academic year and the end of the academic year.

	All Pupils		PPG	
	EXS+	GDS	EXS+	GDS
Reading	87%	50%	50%	50%
Writing	87%	30%	50%	25%
Maths	90%	36.6%	50%	25%

Phonics Data:

Year 1 Summer 2025

All pupils: 51.7%

PPG Pupils: %

Attendance Data:

PPG: 92.8%

Non PPG: 95.39%

Therapeutic and Nurture Support

Therapeutic sessions this year included Music and Movement, Yoga and Mindfulness, Change4Life, ELSA, Counselling and Sand Therapy. All planned sessions were delivered.

Wider Opportunities

The school provided payment towards music lessons, schools trips and clubs for disadvantaged pupils this year. All educational visits took place with subsidies in place to support disadvantaged families. All PPG pupils took part in these.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus	Reading Solutions UK
Mathletics	3P Learning
Spelling Shed	Education Shed