

# Pupil premium strategy statement – Hillbourne 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	232
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Laura Bennett, Headteacher
Pupil premium lead	Laura Bennett, Headteacher
Governor / Trustee lead	Lisa Jepson Lead for disadvantaged children

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,170
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£128,170

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas so they leave Year 6 having achieved at least age-related expectations. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on explicit instruction and enabling learners to retain information in the long-term memory. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance and punctuality	Data shows that the average attendance of disadvantaged children was 1% (1.2% - 2023) lower than the non-disadvantaged group and disadvantaged children's attendance was 0.5% (2.9% - 2023) below national in 2023 - 24. PP Persistent absence was 3.2% above PP national and 4.4% (6.8% - 2023) above national PA average overall.

<b>2 Attainment – EYFS</b>	At the end of 2024 60% (56% - 2023) of the disadvantaged group achieved GLD against 67.4% nationally. Baseline data shows that Personal Social and Emotional Development as well as communication and language are the key areas of weakness for all pupils. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident through reception and to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
<b>3 Attainment at the end of KS1 and KS2</b>	<p>At the end of KS1 in 2024, Reading, Writing and Maths combined attainment for the disadvantaged group was 30% (2023 - 39%) against 50% (2023 - 56%) nationally.</p> <p>At the end of KS2 in 2024, Reading, Writing and Maths combined attainment for the disadvantaged group was 36% (2023 - 47%) against 75% (2023 -59%) nationally.</p> <p>At the end of 2023 -24, 39% of Year 2 disadvantaged pupils achieved age related expectations in reading, 35% in Writing and 30% in Maths (at the start of the academic year, the percentage on track to reach age related expectations were: 29% in Reading, 12% in Writing and 24% in Maths).</p> <p>At the end of 2023 -24, 45.5% of Year 6 disadvantaged pupils achieved age related expectations in Reading, Writing and Maths.</p>
<b>4 Limited access to wider experiences</b>	Our data, observations and discussions with pupils and families have identified that our disadvantaged pupils can be presented with asocial economic disadvantage which has an impact on participation in the wider school life.
<b>5 Mental Health and emotional regulation difficulties.</b>	Teacher and parent referrals for support over the last 2 years for social and emotional needs has increased. 80% of referrals have been to support pupils/families in receipt of Pupil Premium. In 2023 24, 578 behaviour incidents were recorded relating to pupils finding it difficult to regulate their emotions.

## 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 achieve and sustain improved attendance for disadvantaged pupils in comparison with end of 2024 data and national data.	<ul style="list-style-type: none"> <li>Attendance is at least in line with national. (2024 - national 94%).</li> <li>PA attendance is in line with national. End of year 2:</li> <li>Attendance data to show improvement since end of 2023 – 2024 school data.</li> </ul>

	<ul style="list-style-type: none"> <li>• Persistent absence percentage has reduced in comparison with end of 2023 - 2024 school data.</li> </ul>
To achieve improved outcomes for disadvantaged pupils at the end of EYFS.	<ul style="list-style-type: none"> <li>• The percentage of disadvantaged pupils who achieve GLD is in line or above national all.</li> </ul> <p>End of year 12</p> <ul style="list-style-type: none"> <li>• A greater percentage of disadvantaged pupils achieve GLD in comparison with 2023 – 2024 school data.</li> </ul>
To achieve improved outcomes for disadvantaged pupils at the end of KS1 and KS2.	<ul style="list-style-type: none"> <li>• The percentage of disadvantaged pupils who achieve the expected standard or more in Reading, Writing and Maths at the end of KS1 and KS2 is in line or above national all.</li> </ul> <p>End of year 2:</p> <ul style="list-style-type: none"> <li>• A greater percentage of disadvantaged pupils achieve the expected standard or more in Reading, Writing and Maths at the end of KS1 and KS2 in comparison with 2023 – 2024 school data.</li> </ul>
Disadvantaged pupils will have experienced a wide range of enrichment activities.	<ul style="list-style-type: none"> <li>• The percentage of disadvantaged pupils who will have accessed an after school club will be above 70%.</li> <li>• The percentage of disadvantaged pupils who attend school trips and visits will be at least equal to the non-disadvantaged group.</li> <li>• The percentage of disadvantaged pupils taking on roles and responsibilities will be above 70% of the total.</li> <li>• All children will have taken part in forest school sessions during the year.</li> </ul>

<p>Pupils with mental health needs will be quickly identified and have their needs met and pupils will be able to self-regulate with greater independence.</p>	<ul style="list-style-type: none"> <li>Behaviour incidents will be in line with national markers and there will not be a PP – Non PP gap.</li> </ul> <p>End of year 2:</p> <ul style="list-style-type: none"> <li>Mental health intervention assessments will indicate improved outcomes in at least 80%+ of cases.</li> <li>Pupil voice surveys will show that pupils a greater percentage of pupils understand the Zones of Regulation and be able to select strategies to regulate their emotions in</li> </ul>
	<p>comparison with 2023 – 24 data (87%).</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: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing staff confidence and skills to ensure QUALITY FIRST TEACHING is embedded through: Weekly CPD sessions focusing on teaching across the curriculum. INSET – curriculum development, applying and deepening tasks; revisiting Quality First teaching components. Educational Psychologist - CPD throughout the year –</p>	<p>“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”- <b>EEF guide to the Pupil premium.</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 and 3</p>

Mediated Learning.		
Monitoring of the impact of CPD and, where there is weakness, senior leaders and subject leaders will coach to improve teaching.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <b>EEF guide for Effective Professional Development</b>  <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	2 and 3
Subject leaders embedding and refining a clear learning sequence for their subject with teachers mapping out curriculum enrichment activities.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”- <b>EEF guide to the Pupil premium.</b>  <a href="https://www.educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a>	2, 3 and 4
To ensure that those children in receipt of PP are given the tools they need to develop independence and to be able to self scaffold.	Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. ( <b>EEF effective use of TAS 2018</b> )  <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	2 and 3

Staff CPD, metacognition and mediated learning techniques to ensure pupils retain 'sticky' knowledge.	Research has shown that metacognition and self-regulation techniques have the highest impact on progress with the least cost.  <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	2 and 3
Careful deployment of TAs using MITA recommendations to increase pupil progress and independence.	The EEF report states that MITA aims to improve pupil engagement, which may subsequently impact attainment over time.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teachingassistants">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teachingassistants</a>	2 and 3

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

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Catch Up and Keep Interventions for all pupils identified across the school.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a set period of time.  <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2 and 3
1:1 and group interventions for identified pupils.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/one-to-one-tuition</a>  Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2 and 3

<p>Purchase additional time for an Educational Psychologist/Specialist Learning teacher to assess the learning needs of some disadvantaged pupils to ensure that additional provisions they receive are appropriate and the staff running them have the necessary training and expertise required.</p>	<p>A graduated response helps to recognise if this group of children and young people require selected or targeted support to meet their educational, emotional health and wellbeing needs in addition to the universal support already delivered by the school. Build an ongoing, holistic understanding of pupils and their needs. Schools should aim to understand individual pupil's learning needs using the graduated approach of the assess, plan, do, review approach. Assessment should be regular and purposeful rather than a one-off event, and involve parents, carers, pupils and specialist professionals.</p> <p>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching a pupil.</p> <p><a href="http://educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3 and 5</p>
<p>NELI, Wellcomm and Speech and Language interventions.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 and 3.</p>
<p>Online interventions – Nesy, Numberbots and TT Rocks Stars.</p>	<p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p><a href="http://educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance: Monitor the PA children from 2023/24 on a weekly basis and ensure early contact when attendance drops below 97%. Collaborate with BCP staff in termly team-around-the school attendance reviews. Attendance policy clear for all stakeholders. Teachers support and challenge poor attendance early. HT lead for attendance to raise the profile</p>	<p><b>Improving school attendance September 2022.</b> It recommends an effective strategy includes:</p> <ul style="list-style-type: none"> <li>• Leadership and Management</li> <li>• Relationships and communication •</li> <li>Use of systems and data • Intervention.</li> </ul> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	1
<p>Termly attendance certificates for pupils with attendance of 97% and above and most improved attendance.</p>	<p>The government guidance 'Working Together to Improve Attendance' states that: For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	1
<p>Whole staff training on Trauma Informed Practice, Zones of Regulation. Zones of Regulation</p>	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional learning might focus on the ways in which students work with (and alongside)</p>	2, 3 and 5
	<p>their peers, teachers, family or community.</p> <p><a href="https://www.eef.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	

<p>Workshops for all classes run by the Mental Health Support Team.</p>	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and Emotional learning might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3 and 5</p>
<p>Pastoral and ELSA interventions.</p>	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and Emotional learning might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3 and 5</p>

**Total budgeted cost: £ 129,000**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. To achieve and sustain improved attendance for disadvantaged pupils in comparison with end of 2023 data and national data.

Attendance	National 2023	2022 - 23	National 2024	2023 - 24
Pupil Premium Overall	88.6%	92.4%	91.5%	93.5%
Overall attendance	94%	93.7%	94%	94.5%
Persistent Absence - PP	18.5%	24.3%	18.5%	21.6%
Persistent Absence - Overall	19.4%	19.4%	17.2%	13.9%

End of 2024 success criteria achieved.

Attendance data to show improvement since end of 2022 – 2023 school data.

2021 – 2022 PP 91.6%, All – 92.2.% - Difference 1.3%

2022 – 2023 PP 92.4% All – 93.7% - Difference of 1.3% 2023 – 2024 PP 93.1% All – 94.1% - Difference of 1% PP attendance has improved by 1% and overall by 0.8%.

Persistent absence percentage has reduced in comparison with end of 2022 - 2023 school data. PP PA has reduced by 2.7% and overall by 5.5%.

In relation to national data, PP overall attendance is 2% above, Overall attendance is 0.5% above and overall persistent absence is 3.3% below national. PP persistent absence is 3.1% above national so the area of focus for next academic year.

2. To achieve improved outcomes for disadvantaged pupils at the end of EYFS.

GLD	School 2022 - 23	National 2023 – 24	School 2023 - 24
PP	56%	68%	60%

End of 2024 success criteria achieved:

A greater percentage of disadvantaged pupils achieve GLD in comparison with 2022 – 2023 school data. Improved by 4%.

- To achieve improved outcomes for disadvantaged pupils at the end of KS1 and KS2.

	Reading	Writing	- Maths
PP KS1 2023	50%	50%	57%
PP KS1 2024	Attainment 39% Progress 83%	Attainment 35% Progress 67%	Attainment 30% Progress 83%
PP KS1 National 2024	TBC	TBC	TBC
PP KS2 2023	62%	54%	62%
PP KS2 2024	45.5% Progress 92%	45.5% Progress 92%	45.5% Progress 83%
PP KS2 National 2024	TBC	TBC	TBC

End of 2024 success criteria **not achieved**:

A greater percentage of disadvantaged pupils achieve the expected standard or more in Reading, Writing and Maths at the end of KS1 and KS2 in comparison with 2022 – 2023 school data. KS1 results – Reading has reduced by 11%, Writing by 15% and Maths by 27%. KS2 results – Reading has reduced by 16.5%, writing by 8.5% and Maths by 16.5%.

- Disadvantaged pupils will have experienced a wide range of enrichment activities.

Success criteria **partially achieved**.

The percentage of disadvantaged pupils who will have accessed an after school club will be above 70%. **Not achieved**. Only 30% of PP children attended an after school club.

The percentage of disadvantaged pupils who attend school trips and visits will be at least equal to the non-disadvantaged group. **Achieved**.

The percentage of disadvantaged pupils taking on roles and responsibilities will be above 70% of the total. **Achieved.** Disadvantaged pupils represented 71.4% of the children taking on roles and responsibilities.

All children will have taken part in forest school sessions during the year. Achieved. All Year groups accessed forest school during the academic year.

5. Pupils with mental health needs will be quickly identified and have their needs met and pupils will be able to self-regulate with greater independence.

Behaviour incidents will be in line with national markers and there will not be a PP – Non PP gap. **Achieved**. PP/Non-PP behaviour incidents are equal in ratio when incidents relating to children waiting for specialist settings are removed as all these pupils are also PP.

End of year 1:

Mental health intervention assessments will indicate improved outcomes in at least 80% of cases. **Achieved**. 74 children took part in 11 different mental health interventions during the year with very positive outcomes. All year 6 pupils, for example felt well-prepared for the transition to secondary school.

Pupil voice surveys will show that pupils understand the Zones of Regulation and access this resource when needed. **Partially achieved**.

<b>Question – Pupil Wellbeing Survey July 2024 (200 Pupil’s Response).</b>	<b>Strongly – Somewhat Agree</b>	<b>Disagree – Strongly Disagree</b>
When I feel sad or worried, there are things I can do to make myself feel better	87%	13%
When I feel angry, there are things I can do to calm myself down	86.5%	13.5%

## 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.*

<b>Programme</b>	<b>Provider</b>
Think Bricks	Think Bricks Education
Reading Revival	Reading Revival
Lego Therapy	Lego Therapy

Talk About	Alex Kelly
Little Wandle – Letters and Sounds	Little Wandle
Wellcomm	GL Assessments
Pegs to paper	Nexus