

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	206
Proportion (%) of pupil premium eligible pupils (FSM targeted)	42%
Academic year/years that our current pupil premium strategy plan covers	2026 – 2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
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	£144,770
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
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>	£144,770

Part A: Pupil premium strategy plan

Statement of intent

At Hillbourne Primary School, we are aspirational for every child. We believe that all pupils, irrespective of their background, circumstances or the challenges they may face, should make strong academic progress, thrive socially and emotionally, and achieve well across all areas of the curriculum. We are committed to ensuring that every child leaves our school with the knowledge, skills, confidence and ambition needed to succeed in the next stage of their education and beyond.

The focus of our Pupil Premium Strategy is to remove barriers to achievement and ensure that disadvantaged pupils are able to fulfil their potential. We are determined that disadvantage should never limit a child's opportunities, aspirations or future success. Through high expectations, strong relationships and effective support, we seek to ensure that all pupils are equipped to achieve age-related expectations and are well prepared for their future lives.

We recognise that vulnerability can take many forms. In addition to supporting pupils eligible for Pupil Premium funding, we carefully consider the challenges faced by pupils who have a social worker, are young carers, are service children, require support from the Mental Health Support Team, or face other barriers that may impact upon their learning, attendance, wellbeing or engagement. The approaches outlined within this strategy are intended to support these pupils where appropriate, regardless of whether they are disadvantaged.

High-quality teaching is at the heart of our approach because evidence shows that it has the greatest impact on improving outcomes for disadvantaged pupils whilst benefiting all learners. We prioritise high-quality professional development and evidence-informed practice, recognising that every practitioner is an intervention. By investing in staff expertise and maintaining a clear and focused improvement strategy, we ensure that teaching consistently meets the needs of our most vulnerable learners.

Our approach is responsive to both individual and common barriers to learning and is rooted in robust assessment, early identification and timely intervention. We will:

- ensure disadvantaged pupils are challenged and supported to achieve their full potential;
- identify needs early and intervene swiftly;
- provide targeted academic, social and emotional support where required;
- maintain high expectations for attendance, behaviour and achievement;

- remove barriers that prevent pupils from accessing learning and enrichment opportunities.

We believe that being present, in every sense of the word, is fundamental to success. By fostering strong relationships and promoting excellent attendance, we help children to be safe, ready and respectful, enabling them to engage fully in school life and learning. Alongside academic achievement, we are committed to developing pupils' character, resilience, wellbeing and sense of belonging.

We recognise the importance of social, cultural and financial capital in shaping future opportunities. Therefore, we work creatively to ensure that all pupils have equitable access to enrichment experiences, leadership opportunities, wider curriculum activities and memorable experiences that broaden horizons, raise aspirations and enhance life chances.

We adopt a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils. Through our collective commitment to excellence, inclusion and ambition, we strive to ensure that every child flourishes academically, socially and emotionally and is empowered to make a positive contribution to their community and the wider world.

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	Overall attendance has improved (2024-2025 93.5%;2025-2026 93.6%) for this vulnerable group and remains above national. Challenge remains for families where children do not attend for 90% of the time. Challenges present as school-based avoidance from parents transferred to children. ((2024-2025 20.2%;2025-2026 20.7%%))
2 Attainment – EYFS	At the end of 2025–2026, 60% of pupils achieved a Good Level of Development (GLD), with 50% of disadvantaged pupils achieving GLD. The attainment gap between disadvantaged pupils and their peers remains a key priority. Assessment information identifies Communication and Language, Personal, Social and Emotional Development (PSED), Literacy and Mathematics as the main barriers to achievement. Outcomes in Communication and Language (60–64%) and PSED (60–64%) were significantly below national figures, impacting pupils' readiness to access the wider curriculum and achieve GLD.

3 Closing the Gap Between Disadvantaged and Non-Disadvantaged Pupils	2026–2027 Reading, writing and mathematics outcomes for disadvantaged pupils across Years 1–6 will continue to improve so that attainment gaps with non-disadvantaged pupils are reduced to no more than 20% in reading, 25% in writing and 15% in mathematics in identified cohorts. Combined outcomes for disadvantaged pupils will improve from the current school position of 50% to 60%, with disadvantaged pupils represented proportionately in all expected-standard cohorts. Disadvantaged pupils will demonstrate increased confidence, resilience and independence as learners, enabling them to access age-related expectations across the curriculum. 2027–2028 Reading, writing and mathematics outcomes for disadvantaged pupils across Years 1–6 will be broadly in line with their peers, with attainment gaps reduced to no more than 10% in reading, writing and mathematics. Combined outcomes for disadvantaged pupils will rise to 65%, bringing attainment within 10% of non-disadvantaged pupils across the school. Disadvantaged pupils will independently apply reading, writing and mathematical skills across the wider curriculum, demonstrating secure knowledge and understanding. 2028–2029 Reading, writing and mathematics outcomes for disadvantaged pupils across Years 1–6 will be broadly in line with non-disadvantaged pupils. Combined outcomes for disadvantaged pupils will be broadly equivalent to those of non-disadvantaged pupils, with no significant attainment gap evident across the school. Disadvantaged pupils will consistently achieve and apply age-related expectations across subjects.
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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 reduce persistent absence rates of disadvantaged pupils 2026-2027 Below 20% 2027-2028 Below 15% 2028-2029 Below 10%	• 2026-2027 Establishing foundations Increase in family engagement in school - Specific training in family support for family support worker and ensuring pupil voice is captured and actioned

	- Increased participation of parents at school events and meetings - Targeted interventions to reach 75% of disadvantaged pupils - Training sessions for teachers in promoting good attendance including making learning irresistible - Decrease in Persistent Absence (Below 20%) 2027-2028 Scaling and adjusting interventions - Increase in positive contact with families through engagement with Child and Family Support Worker, attendance at school to discuss progress of children - Targeted interventions to reach 85% of disadvantaged pupils 4 - Training sessions for Teaching Assistants and Support Staff on supporting good attendance and engagement - Community partnerships developed to provide opportunities for disadvantaged pupils to engage in community events - Decrease in Persistent Absence (Below 15%) 2028-2029 Sustaining improvements and long term impacts - Clear sustainability plan including succession to ensure good attendance is maintained - Targeted interventions to reach 100% of disadvantaged pupils - Decrease in Persistent Absence (Below 10%)
To achieve improved outcomes for disadvantaged pupils at the end of EYFS.	2026–2027 - GLD outcomes for all pupils will improve to 65%, with disadvantaged pupils achieving at least 55%. The gap between disadvantaged and non-disadvantaged pupils will reduce to no more than 12%. - Disadvantaged pupils will develop stronger communication and language skills, improved self-regulation and increased confidence in learning, enabling them to access Literacy and Mathematics more successfully and make accelerated progress from their starting points. 2027–2028 - GLD outcomes for all pupils will be sustained at 65%, with disadvantaged pupils achieving at least 60%. The gap between disadvantaged and

	non-disadvantaged pupils will reduce to no more than 9%. - Disadvantaged pupils will demonstrate secure communication and language development, positive learning behaviours and increasing independence, enabling them to achieve consistently across all areas of learning. 2028–2029 - GLD outcomes for all pupils will be broadly in line with national averages, with disadvantaged pupils achieving at least 65%. The gap between disadvantaged and non-disadvantaged pupils will reduce to no more than 7%. - Disadvantaged pupils will leave Reception with secure foundations in Communication and Language, PSED, Literacy and Mathematics and be well prepared to access the Year 1 curriculum and achieve age-related expectations throughout Key Stage 1.
3 Closing the Gap Between Disadvantaged and Non-Disadvantaged Pupils	2026–2027 – Accelerating Progress - Combined disadvantaged attainment improves from 50% to 60%. - Reading remains a strength and attainment gaps reduce across all key stages. - Mathematics gaps continue to narrow building on current strong outcomes in Years 1, 3, 5 and 6. - At least 75% of disadvantaged pupils make expected or better progress from their starting points. 2027–2028 – Sustaining Improvement - Combined disadvantaged attainment improves to 65% and is within 10% of non-disadvantaged pupils. - Reading, writing and mathematics attainment for disadvantaged pupils is within 10% of their peers in all year groups. - At least 80% of disadvantaged pupils make expected or better progress from their starting points. 2028–2029 – Achieving Equity - Combined disadvantaged attainment is at least in line with non-disadvantaged pupils.

	• No significant attainment gap exists between disadvantaged and non-disadvantaged pupils across reading, writing and mathematics. • Disadvantaged pupils are proportionately represented among pupils achieving expected and higher standards across the curriculum.
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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: £ 94,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 – Mediated Learning.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”- EEF guide to the Pupil premium. The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	2 and 3
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. EEF guide for Effective Professional Development	2 and 3

	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	
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”- EEF guide to the Pupil premium. The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	2, 3
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. (EEF effective use of TAS 2018) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	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. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	2 and 3

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

Budgeted cost: £ 37,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Catch Up and Keep Interventions for all pupils	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	2 and 3

identified across the school.	when delivered as regular sessions over a set period of time. Phonics EEF (educationendowmentfoundation.org.uk)	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Small group tuition EEF (educationendowmentfoundation.org.uk)	2 and 3
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.	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. 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. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2 and 3
NELI, Wellcomm and Speech and Language interventions.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 and 3
Online interventions – Nessy, Numberbots and TT Rocks Stars.	Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.	3

	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated leadership time with attendance team to carry out audits, liaise with LA, promote good attendance, work with teachers to make learning irresistible, working with parents of children who are at risk	Working together to improve school attendance - GOV.UK Leadership and planning EEF	1

Total budgeted cost: £ 129,000