



Hillside Primary School

Pupil Premium Strategy

Statement

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Pupil premium strategy statement – Hillside Primary School

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 disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	496
Proportion (%) of pupil premium eligible pupils	41.2%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Rebekah Millward
Pupil premium lead	Rebekah Millward
Governor / Trustee lead	Brad Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 316,585
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>	£ 316,585

Part A: Pupil premium strategy plan

Statement of intent

At Hillside Primary School, we are committed to ensure that every child achieves the school's vision: To be the BEST we can be. We deliver this commitment to all children regardless of their background or starting point. Many of our children face significant challenges linked to socio-economic disadvantage, and a high proportion are eligible for Pupil Premium funding. We recognise that disadvantage is not always a barrier to success and we have the highest aspirations for all children, particularly those from disadvantaged backgrounds.

We are committed to using our Pupil Premium strategy to provide comprehensive support that diminishes the difference in attainment, progress, and opportunities between our disadvantaged pupils and their non-disadvantaged peers, both within the school and nationally.

Our strategy is built on the belief that high expectations, strong professional development, and high-quality teaching (Quality First Teaching) are the most effective drivers of academic success and personal development.

Our strategy is underpinned by evidence-based approaches and is deeply integrated with the School Improvement Plan (SIP 2025-2026) and our Hillside Habits.

1. **Quality First Teaching (QFT):** We believe that every staff member should also Be the BEST they can be, so we invest in our staff and their classrooms to ensure we consistently meet the needs of all learners, including those who may be disadvantaged to accelerate progress. We ensure that disadvantaged pupils benefit from excellent classroom practice, investing in CPD to consistently embed the Hillside Habits across the school.
2. **Targeted Academic Support:** Funding is used to provide academic interventions that are precise, research-informed, and monitored rigorously for example: the 'Check for Understanding' habit, Developmental Drop ins, Pupil Progress/SEND meetings
3. **Positive Climate and Wellbeing:** We prioritise pupils' social, emotional, and mental health (SEMH) to create a safe, supportive, and restorative learning environment, thereby maximising readiness to learn and ensuring high attendance.

Our Pupil Premium strategy empowers children to aspire and achieve highly, ensures they are equipped with the knowledge, skills and personal qualities needed to succeed both in school and beyond and believe that their future belongs to them.

Challenges

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

Challenge number	Detail of challenge
1 Oracy	In this academic year 2025-2026, 88% of our disadvantaged children entered Reception below the expected standard for oracy. Our assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2 Reading	On entry to Reception in September 2025, 100% of our disadvantaged children arrived below age-related expectations for word reading and 100% are below expectation for comprehension. This gap narrows but remains significant to the end of KS2 where 41% of Robinswood's and 33% of Moat's disadvantaged children did not meet the age-related expectation for reading.
3 Writing	On entry to Reception in September 2025, 100% of our disadvantaged children arrived below age-related expectations for writing. This gap narrows but remains significant to the end of KS2, where 56% of Robinswood's and 33% of Moat's disadvantaged children did not meet the age-related expectation.
4 Maths	On entry to Reception in September 2025, 100% of our disadvantaged children arrived below age-related expectations for number and numerical patterns. This gap narrows but remains significant to the end of KS2, where 50% of Robinswood's and 53% of Moat's disadvantaged children did not meet the age-related expectation.
5 Attendance	Our attendance data indicates that percentages for persistent absence and at risk of persistent absence among disadvantaged children is almost 3.2% higher than non-disadvantaged children. Our assessments and observations indicate that a lack of attendance is negatively impacting disadvantaged children's progress.
6 Behaviour	Pupils and families are experiencing lasting social and emotional consequences from the Covid-19 pandemic and the recent amalgamation, we are seeing higher levels of anxiety. This has made it more challenging for individuals to manage and regulate their behaviours.

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
Develop a clear strategy for communication and language	Disadvantaged pupils, including those with EAL, will have enhanced verbal reasoning and communication skills, enabling them to access and articulate challenging curriculum content more effectively.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2025/26 show that following the amalgamation a higher percentage of disadvantaged children will meet the expected standard.
Improved maths attainment for disadvantaged children at the end of KS2.	KS2 maths outcomes in 2025/26 show that following the amalgamation a higher percentage of disadvantaged children will meet the expected standard.
Improved writing attainment for disadvantaged children at the end of KS2.	KS2 writing outcomes in 2025/26 show that following the amalgamation a higher percentage of disadvantaged children will meet the expected standard.
Improved GLD attainment for disadvantaged children at the end of Reception.	GLD attainment in 2025/26 shows that following the amalgamation a higher percentage of disadvantaged children will meet the expected standard.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance by 2025/26 demonstrated by: Persistent absent rates will be less for all children and the rate for disadvantaged children will be no more than 2% higher than their peers.
High-Quality Teaching & Curriculum with a focus on establishing Hillside Habits	Disadvantaged pupils will benefit from consistently high-quality lesson design, leading to improved attainment in core subjects, particularly in Writing .
A consistent, trauma-informed approach will enable pupils to better manage their emotions and behaviour, leading to a	Significant reduction in low-level disruption and internal/external exclusions. Pupils will benefit from a consistent, trauma-informed approach,

sustained decrease in low-level disruption and exclusions.	promoting emotional regulation and self-worth.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for leaders to introduce instructional coaching to develop and empower teaching staff offering personalised support and monitoring.	High quality feedback is essential for improving outcomes and progress measures. Our feedback focuses on improving teaching, which in turn will improve outcomes. Feedback - EEF Toolkit	1, 2, 3, 4,
Implement and resource oral language strategies throughout the school to develop foundational knowledge of communication, language and vocabulary.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral Language Interventions - EEF Communication and Language EYFS approaches - EEF Toolkit	1, 2, 3, 4,
The senior leadership team will publish shared expectations of quality first teaching for all teaching staff through our Hillside Habits, forming a basis of monitoring and staff development.	Teaching Standards - Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.	1, 2, 3, 4,

<p>Embed a range of modelling techniques in the teaching of writing, following the research school CPD program.</p>	<p>Writing is often a limiting factor at the end of Key Stage 2 assessments. The KS2 Literacy Guidance EEF suggests that effective modelling works to improve outcomes, particularly amongst disadvantaged children. The simple view of writing encompasses the three main writing processes that need to be explicitly modelled to all children.</p>	<p>3</p>
<p>MITA Teaching Partner training program delivered by SENDCo in CPD sessions to strengthen and widen knowledge and skills</p>	<p>Strengthening the skills of our Teaching Partners will ensure that children are appropriately supported at all levels of education and are given the opportunity to be challenged where appropriate.</p> <p>Teaching Partner Intervention - EEF Toolkit</p>	<p>1, 2, 3, 4,</p>
<p>CPD for staff around 'Five to Thrive and Relational Practice' and further training on 'Inputs Transitions Changes and Developing Resilient Community'</p>	<p>Strengthening the skills of our staff to understand the emotional needs of our children will ensure that children are appropriately supported so that they are ready to learn.</p> <p>Social and emotional learning EEF</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £119,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in providing a high-quality Early Years education from 2s - Reception grounded in the EYFS principles to ensure timely, targeted early intervention for disadvantaged children.	<p>High-quality, early years settings which begin provision early and maintain consistent quality can contribute to improved early learning outcomes — an important foundation for closing gaps before formal schooling begins.</p> <p>Early Years Toolkit EEF</p>	1, 2, 3, 4
Employ dedicated Teaching Partners to deliver targeted, evidence-based interventions aimed at closing the attainment gap for disadvantaged pupils.	<p>Timely intervention, consistent feedback, and personalised learning opportunities enable disadvantaged pupils to make accelerated progress in core subjects.</p> <p>Individualised instruction EEF</p>	1, 2, 3, 4
Working with an Educational Psychologist to deliver evidence-based interventions aimed at closing the attainment gap for disadvantaged SEND pupils.	<p>Interventions must be chosen based on evidence and closely matched to pupil need, which is exactly the kind of work that an Educational Psychologist helps with (assessing barriers and tailoring intervention).</p> <p>Selecting interventions EEF</p>	1, 2, 3, 4,

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

Budgeted cost:£ 184,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for teachers to meet with families to instil the importance of attendance and effects on attainment.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental Engagement - EEF Toolkit</p>	<p>5, 6</p>
<p>Additional Learning Mentor (Thrive trained) to deliver a trauma informed approach that helps improve the mental health and wellbeing of disadvantaged children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Social and Emotional Learning - EEF Toolkit</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Additional Family Support Worker to deliver systematic support to all children including disadvantaged..</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Social and Emotional Learning - EEF Toolkit</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Forest school sessions will enable all disadvantaged children to develop resilience, confidence, collaboration skills and</p>	<p>In a recent update (May 2023), EEF described this "Adventure Learning" trial as aiming to improve self-regulation, school engagement and behaviour in "hard-to-reach" students — explicitly recognising that such interventions might support</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>emotional wellbeing in a natural environment.</p>	<p>pupils who are more likely to be disadvantaged or less engaged.</p> <p>Outdoor adventure learning EEF</p>	
<p>Subsidised funding of Year 6 residential trip. By enabling equitable access to residential we aim to increase inclusion and support the holistic development of all disadvantaged pupils.</p>	<p>In a recent update (May 2023), EEF described this “Adventure Learning” trial as aiming to improve self-regulation, school engagement and behaviour in “hard-to-reach” students — explicitly recognising that such interventions might support pupils who are more likely to be disadvantaged or less engaged.</p> <p>Outdoor adventure learning EEF</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Targeted play therapy for disadvantaged pupils who require additional emotional, social or behavioural support.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Social and Emotional Learning - EEF Toolkit</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Raising Attainment with Wellbeing - a year long project including CPD for all staff & support from Wellbeing Coaches to create an inclusive learning environment (£3000)</p>	<p>Evidence that teaching professionals understand what they can do to create an inclusive learning environment that supports and nurtures children at the highest possible levels of emotional wellbeing. It builds social and emotional resilience, by meeting the needs of neurodiverse learners, thereby accelerating progress and securing better personal outcomes.</p> <p>RAW Impact Report August 2025</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Intensive behaviour intervention by providing an internal co-existing provision for children who experience significant barriers due to the</p>	<p>Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provided tailored support where required.</p> <p>Behaviour interventions EEF</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>impact of SEMH needs.</p>	<p>Improving Behaviour in Schools EEF</p>	
<p>Targeted mentoring for children who are in danger of persistent absence and CCE.</p>	<p>Mentoring is used to build confidence, resilience and positive relationships. Mentoring EEF</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £ 323,888

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Robinswood and Moat Primary Schools amalgamated in September 2025. Here are the outcomes for the two schools.

Robinswood Primary School:

KS2 Attainment SATs 2025		
	Robinswood All (58 children)	Robinswood disadvantaged (32 children)
Reading	64%	59%
Writing	48%	44%
Maths	55%	50%

Multiplication Check Year 4		
	Robinswood All (59 children)	Robinswood disadvantaged (30 children)
MTC	25%	30%

Phonics Screening Check		
	Robinswood All (44 children)	Robinswood disadvantaged (30 children)
Year 1	68%	30%

Moat Primary School:

KS2 Attainment SATs 2025		
	Moat All (20 children)	Moat disadvantaged (15 children)
Reading	60%	67%
Writing	65%	67%
Maths	45%	47%

Multiplication Check Year 4		
	Moat All (15 children)	Moat disadvantaged (8 children)
MTC	53%	38%

Phonics Screening Check		
	Moat All (15 children)	Moat disadvantaged (7 children incl. 3 disappled pupils -Now attending Specialist settings)
Phonics	53%	29%