

# Pupil premium strategy statement – Hilderthorpe 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	336 (including nursery and reception) 273 Y1-6
Proportion (%) of pupil premium eligible pupils	142 children (52%)
Academic year/years that our current pupil premium strategy plan covers	2023- 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Hall
Pupil premium lead	Jacqui Grant
Governor / Trustee lead	Helen Freeborn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 254,763
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 254,763

## 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is 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 areas in which disadvantaged pupils require the most support. 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 diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure all disadvantaged children are supported to read at ARE or closer to ARE than their starting point.
- Ensure all disadvantaged children are supported to reach ARE or closer to ARE than their starting point in maths.
- Attend school in line with the national expectation of 96% or closer to the 96% target.
- Intervene early to support children and families with specific needs.
- Ensure staff are well trained and that raising expectations of attainment is a whole school responsibility.

### Challenges

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

Challenge number	Detail of challenge
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1	<i>Despite our KS2 reading data for 2023 being in line with national standards, our non pupil premium children perform better than our pupil premium children.</i>
2	<i>Despite our KS2 maths data for 2023 being in line with national standards, our non pupil premium children perform better than our pupil premium children.</i>
3	<i>Our KS2 GPS data for pupil premium children was lower than national.</i>
4	Our attendance for pupil premium children is lower than attendance for non pupil premium children and this is significantly affecting the life chances of our pupil premium children.

## 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
<i>To improve the reading outcomes for all pupil premium children by the end of KS2.</i>	The gap between school PP and non PP will narrow.
To improve the maths outcomes for all pupil premium children by the end of KS2.	The gap between school PP and non PP will narrow.
To improve the GPS outcomes for all pupil premium children by the end of KS2.	The outcomes of PP children will be in line with or closer to national.
To improve the attendance of all pupil premium children and reduce the PA.	Our attendance for our PP children will be at least in line with national PP attendance and the gap between school PP and non PP will be less than 3%.

## 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: £ 37,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure focussed teaching to support the attainment of KS2</i>	A reduction in class sizes suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.	1, 2, 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	
<i>To ensure that pupils are taught the national curriculum in maths developing a rich network of mathematical knowledge and strategies for problem solving.</i>	<p>The school uses its pupil premium funding to purchase Maths No Problem. This is a recommended scheme and using the EEF guidance meets all of the criteria. The structure and small step progress supports the pupils to achieve. Same day interventions are carried out for pupils to narrow the gap and ensure that they remain on track without delay.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1741085316">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1741085316</a></p>	2
<i>To ensure that accurate summative and formative assessment support academic outcomes</i>	<p>Accurate assessment is key to ensuring effective quality first teaching, targeted support and focussed interventions meet the needs of all pupils. An effective combination of summative and formative assessment supports teachers in their decision making. The school uses NFER termly assessment to ensure that we have a benchmark for the assessment of all of our pupils and uses the results to plug the gaps in learning through pupil progress meetings.</p> <p>Foundation subject assessment will support progress across the curriculum.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699603651">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699603651</a></p>	1, 2, 3

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

Budgeted cost: £ 142,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To support of a targeted programme to improve reading fluency, comprehension and vocabulary for KS2.</i>	<p>Reading is a key skill that gives children access to the full curriculum. The implementation of teaching pupils to read fluency enhances their chances to read for meaning and understanding. The</p>	1

<p><i>Targeted reading support in KS1</i></p> <p><i>Small group tuition to support accelerated rates of catch up for lower achieving pupils.</i></p> <p><i>A reading squad in Year 1 so that all children are given the opportunity to read one to one with an adult every day.</i></p>	<p>targeted programme is designed to close the gap using an intelligent programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p> <p>Reading is the key to the curriculum and pupils reading fluently is essential.</p> <p>Small group tuition from an NTP to support the learning of pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners</a></p>	
<p><i>To provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>Research states that in the research programme of RWI pupil premium children responded well to the programme making 3 months additional progress.</p> <p>Specific phonic interventions are run to support pupils in both EYFS and Year 1 ensuring that they are Year 2 ready and for the children in Year 2 that need additional support to minimise the impact on their KS2 journey.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</a></p>	1, 3
<p><i>To provide maths targeted same day intervention for pupils.</i></p>	<p>EEF research shows that well targeted support that is based on the child's need show that pupils can make up to 2 months additional progress. This needs to be consistent and targeted. It also shows that the confidence of pupils with low mathematics ability improves.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Same_Day_Intervention_Evaluation_Report_April_2021_Final.pdf">https://educationendowmentfoundation.org.uk/public/files/Same_Day_Intervention_Evaluation_Report_April_2021_Final.pdf</a></p>	2
<p><i>To support the delivery of a diagnostic toolkit to</i></p>	<p>The programme is designed to identify all of the children with low speech, language</p>	1, 3

<i>identify low speech, language and communication and deliver bespoke intervention for pupils.</i>	<p>and communication skills and provide a bespoke programme of catch up intervention for those pupils. The school had made the decision to assess pupils on entry to school in Foundation 2. This ensures that all pupils are identified early in their school career and research shows that the earlier children can have their speech, language and communication gaps identified and supported the better the outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attainment-during-the-reception-year">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attainment-during-the-reception-year</a></p>	
<i>To use Spelling Shed to support the teaching of GPS.</i>	<p>Spelling shed gives a systematic and progressive method of delivering phonics, spelling and etymology . The EEF report supports our approach.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>	1, 3

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

Budgeted cost: £ 99,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide family dining for children accessing PP funding.</i>	<p>The EEF states that schools need to consider the social and emotional learning of pupils. The report “stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. The report supports. The strategy suggests changes to the school</p>	1, 2, 3, 4

	<p>environment and family dining provides a resource to support children with social and emotional needs in a safe and bespoke environment.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1732709421">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1732709421</a></p>	
<p><i>To provide lunch time and after school clubs for all children with a target of PP invitations.</i></p>	<p>The EEF states that schools need to consider the social and emotional learning of pupils. The report “stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. The report supports. The strategy suggests changes to the school environment and family dining provides a resource to support children with social and emotional needs in a safe and bespoke environment.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1732709421">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1732709421</a></p>	1, 2, 3, 4
<p><i>To ensure that all pupils have support with their SEMH needs</i></p>	<p>The school believes that all children have to have the capacity to learn before they can fully access learning. As part of the school hub remit the children who need additional support are directed to a soft start to the day and/or a soft exit as well as targeted ELSA and friendship group support using bespoke planning based on the needs of the pupils.</p> <p><a href="https://popdataswi.ac.uk/new-study-identifies-factors-associated-with-low-school-readiness/">https://popdataswi.ac.uk/new-study-identifies-factors-associated-with-low-school-readiness/</a></p>	1, 2, 3, 4
<p><i>To support attendance monitoring and support to families finding attendance challenging.</i></p>	<p>The DfE have recently released a toolkit for schools to improve attendance based in research of strategies that work.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</a></p> <p>The research for this project was targeted at a group which consisted of parents/carers of SEND and PP children. They have also released working together to improve school attendance. This clearly shows that pupils attendance has a significant impact on the outcomes for pupils.</p> <p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working</a></p>	1, 2, 3, 4

	<a href="#">g_together_to_improve_school_attendance_-_August_2024.pdf</a> We employ a full time member of staff who is the liaison between home and school. Her primary role is to build relationships with families and support the holistic child. Her role includes monitoring attendance, safeguarding and signposting families to additional support.	
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**Total budgeted cost: £ 279,536**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<i>KS2 school data compared to national data for pupil premium children:</i>		
<i>KS2</i>	<i>Hilderthorpe</i>	<i>National</i>
<i>Reading</i>	66.7	62.5
<i>Writing</i>	66.7	58.6
<i>Maths</i>	63	59.2
<i>GPS</i>	48.1	59.1
<i>Combined</i>	55.6	45.5
<p><i>At the end of KS2 our pupil premium children generally performed better than the pupil premium children nationally. Our target for the coming years is to narrow the gap between pupil premium and non pupil premium children within our school whilst maintaining high standards and expectations for our non-pupil premium children.</i></p> <p><i>Our school attendance for pupil premium for 2023-24 was 91.48% whilst non PP was 95%.</i></p> <p><i>Nationally across all schools attendance for pupil premium children was 88.9% and non pupil premium was 94.2.</i></p>		

## Externally provided programmes

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



Programme	Provider
None	

## Further information (optional)

*As a school we are dedicated to ensuring that all of our pupils achieve. We work closely with local providers to develop the Cultural Capital of our pupils ensuring that they are given as many real life experiences and opportunities to experience what life could look like for them after Primary School. Trips are often subsidised to support the life experiences of pupils. Staff CPD is an integral part of the school ethos and regular training is delivered to staff to ensure that all of our pupils receive the best quality first teaching that we can support. We provide incentives to encourage attendance and understand that our first step is to ensure that pupils attend. If this is not happening we are unable to give them access to the high quality curriculum or support with additional needs.*