# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Hill View Primary School |
| Number of pupils in school | 180 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2026 |
| Date this statement was published | 1st December 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Richard Jackson |
| Pupil premium lead | Clare Oakes |
| Governor / Trustee lead | Geoff Logan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £53,520 |
| Recovery premium funding allocation this academic year | £2,054 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £55,574 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Our pupil premium strategy details how we intend to provide important support to contribute to the attainment of pupils from disadvantaged backgrounds. It covers a three-year period, but also allows for annual reviews and necessary adjustments.**  **School leaders have focused on a small number of priorities in areas that are likely to make the biggest difference, with a focus on effective implementation. The approaches adopted are selected on the basis of strong educational evidence available within school, such as internal and external data, lesson observations, visits and learning walks, parent’s surveys and pupil interviews.**  **Our strategy relies not on a single intervention, but it is about a suite of activities that, individually and together, aim to make a positive impact. Interventions across four areas are needed: academic challenge and extension (particularly where prior attainment has been low); cultural enrichment and personal development; attendance and removal of financial barriers to achievement.**  **The Education Endowment Foundation clearly identify that efforts to promote social and emotional learning (SEL) skills may be especially important for children from disadvantaged backgrounds, who on average have weaker social and emotional learning skills at all ages than their better off peers (Improving Social and Emotional Learning in Primary Schools Guidance Report Oct 2021). This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. This will therefore be reflected in our strategy.** |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Average of years data (three years) shows the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths is below the percentage for non-disadvantaged pupils at Hill View by the end of KS2. |
| 2 | Three-year average data for writing shows the percentage of disadvantaged pupils achieving the expected standard by the end of KS2 is below that of non-disadvantaged pupils and below the outcomes in both reading and maths for disadvantaged pupils. |
| 3 | Persistent Absence (attendance below 90%) is higher for disadvantaged pupils than their non-disadvantaged counterparts. |
| 4 | Evidence from lesson observations, visits, learning walks and pupil interviews suggests that children from disadvantaged backgrounds have weaker social and emotional learning skills than their more affluent peers. |
| 5 | There is evidence from observation and pupil interviews to suggest that pupils from lower socioeconomic backgrounds are behind their more advantaged counterparts in developing early language and speech skills |
| 6 | Pupil interviews revealed that disadvantaged pupils lacked background knowledge and cultural learning. |

## 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.

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| Intended outcome | Success criteria |
| Disadvantaged pupils make appropriate progress, particularly in writing | Outcomes for disadvantaged pupils will remain positive by the end of Key Stage 2, but the gap between writing and the other subjects will close. |
| Persistent absence of disadvantaged pupils to decrease | Persistent absence for disadvantaged pupils to be in line with persistent absence of non-disadvantaged pupils at Hill View |

## 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: £ 22,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Arts participation (through specialist staff) in creative activities and lessons such as singing, music, dance and drama, as well as extra-curricular activities and access to trips and visits | According to the EEF (Education Endowment Foundation) *‘Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.’*  *‘Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary’* | 1, 2, 3 and 6 |
| Mastery learning approaches, particularly in writing, and using feedback to focus learners’ actions. | Evidence from EEF shows there are positive impacts from a wide range of feedback approaches and that… *‘Impacts are highest when feedback is delivered by teachers.’* | 1, 2, 3 and 6 |

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

Budgeted cost: £ 18,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Early Language Intervention Programme (WellComm) | Evidence from EEF shows the average impact of oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. | 1, 2 and 5 |
| One to one tuition giving individual support (Academic Mentor) | Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. | 1, 2 and 5 |

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

Budgeted cost: £ 13,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Undertake specific approaches to improve attendance, such as parental engagement, meal provision interventions (Breakfast Club and After School Club), extra-curricular activities and responsive and targeted approaches. | Research has found that poor attendance at school is linked to poor academic attainment across all stages (London et al, 2016). The EEF suggests many pupils with poor attendance are likely to be those from disadvantaged backgrounds.  The EEF identify that, at present, there is little high-quality evidence on approaches to support attendance. It is hoped that a raft of approaches will attempt to address different barriers to attendance at Hill View. | 1, 2 and 4 |
| Social and emotional learning (SEL) interventions that 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. | The EEF identify that the average impact of successful SEL interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | 3 |

**Total budgeted cost: £ 53,500**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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

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| The strategies employed can be seen to have had a positive impact on the progress made by disadvantaged pupils at Hill View. Although there is no progress data available for 2024, average progress is higher in reading, writing and maths than national figures for disadvantaged pupils.  However on average over three years less pupils at Hill View achieve the expected standard in writing. In addition disadvantaged pupils at Hill View are less likely to achieve the higher standard or greater depth than their counterparts nationally in reading, writing and maths. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Doodle Maths | Doodle |
| Bounce Together Mental Health and Wellbeing Surveys | Bounce Together |
| Role Model-Led Personal Development | Amazing People Schools |
| Speech and Language Screening and Intervention | WellComm (GL Assessment) |