Hillary Primary School
Pupil Premium Strategy Statement
Review December 2025.
(2025 review statements highlighted.)

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail **Review completed**	**Data** as of 19.12.25 19th Dec 2025
School name	Hillary Primary
Number of pupils in school	693 652
Proportion (%) of pupil premium eligible pupils	38% Includes 1 LAC/post LAC 1 LAC 1 Post LAC
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 – 2024 2024 – 2025 2025 – 2026
Date this statement was published	19.12.2025
Date on which it will be reviewed	November 2026
Statement authorised by	Alison Taylor Head Teacher
Pupil premium lead	Louisa Wilkes Deputy Headteacher
Governor / Trustee lead	Jane Maynard Governors

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£374,205 (2025 – 2026)

Recovery premium funding allocation this academic year	£0 (financial year allocation)
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	£373,116 (23-24) £350,760 (24-25) £374,205 (25–26)

Part A: Pupil premium strategy plan: Statement of intent

At Hillary Primary School, we aim to ensure that as many barriers as possible that pupils face to access learning are removed so that all pupils can thrive. The Pupil Premium funding is ring fenced for this purpose to ensure support for pupils who:
• Are, or have been from low-income families
• Live with families who are serving members of the armed forces
• Looked after, or previously looked after

We recognise that children who fall into these three categories face significant barriers to their learning. Our aim at Hillary Primary School is to use Pupil Premium Funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. The strategy represents a 3-year plan where we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:
- attendance, punctuality and high mobility,
- safeguarding and SEMH needs,
- speech and language delay and vocabulary deficit;
- gaps in curriculum and lack of life experiences;
- Lack of parental engagement and involvement.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment and underpinned by educational research to inform planned intervention. At Hillary Primary School we do not make assumptions about the impact of disadvantage but ensure that we get to know individual pupils and families through strong, well-established relationships. Our expectation at Hillary is that all pupils, irrespective of background or the challenges they face, become confident and enthusiastic learners who demonstrate our five key drivers – articulate, knowledgeable, Inquisitive, aspirational and unique.
We recognise the absolute value of reading and promote and enable a lifelong love of reading widely. We also aim to broaden pupils' horizons and aspirations in order to become interested, interesting and proactive citizens. We provide a curriculum enriched with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:
• ensure disadvantaged pupils are challenged in their work and have the opportunity to be immersed in new life experiences outside of school,
• act early to intervene at the point need is identified and work as a team with parents/carers to offer support and engage outside agencies if needed,
• 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, punctuality and mobility

	Attendance data tells us that the attendance of disadvantaged pupils is in line with their non-disadvantaged peers. We know through our assessments and observations that being 'persistently absent' can negatively impact attainment and progress. Attendance procedures remain particularly important for disadvantaged pupils. Continued implementation of the Five Foundations of Effective Attendance Practice Framework will be a priority for leaders. Robust systems to improve attendance and reduce persistent absence across the school with a focus on pupil premium children Pleck remains a very transient area of Walsall, we have many pupils arrive new to school who are also new to country, this brings a range of difficulties as children may need support to become 'school ready.'
2	Safeguarding and SEMH Assessments and observations indicate that the wellbeing of many of our disadvantaged pupils is poor at times. Our families and pupils face a wide range of issues out of school which mean that children are sometimes not ready to learn. There has been a significant increase in the number of children experiencing mental health or wellbeing concerns or exposed to trauma from outside of school.
3	Speech and language/Vocabulary deficit Low levels of language acquisition and phonic knowledge upon entry to school, regardless of year group of entry, mean that pupils struggle to access parts of the curriculum.
4	Gaps in knowledge and Life experience There is historical Socio-cultural & economic deprivation in our community, leading to limited opportunities to widen a pupil's cultural capital without intervention from school. Our assessments, observations and discussions show that Covid, as further supported by a number of national studies, also disproportionately impacted many of our disadvantaged pupils' educations. Hillary Primary is situated in an area of significant deprivation, many parents are relying on benefits or are on low income, meaning that there are other priorities within the household.
5	Lack of parental engagement/involvement We have found through discussion with our Parent Focus Group and through observations, that many of our parents have a fear of professionals. Many have had poor or very limited education and this may have caused a lack of understanding of the value of education. We are aware also that language barriers may also deter some parents from being more involved with their child's learning. These factors both lead to limited parental involvement and engagement from some parents.

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
1. Attendance, punctuality (and mobility) Improved attendance and punctuality with a target to stay at least in line with National figures.	Whole school attendance to be inline, if not better than national and PA to decrease and to be in line if not below national figures. Improved punctuality, to ensure all children are in school and ready to learn on time.

2. Safeguarding and SEMH All pupils know where to access support when needed. Safeguarding procedures remain rigorous to ensure all pupils are getting the right help at the right time.	Pupils and parents receive appropriate support to ensure that pupils physiological needs are met and best endeavours are made to ensure pupils are being protected from any forms of harm. PSAs continue to identify families in need of support and bespoke work is carried out when needed.
3. Speech and language/Vocabulary deficit Improved spoken language, oracy, reading and writing skills and general attainment.	Teacher assessment and observations of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. External school improvement support will verify these findings in pupils' day to day learning. Oracy professional development training delivered to all.
4. Gaps in knowledge and Life experience Children leave Hillary Primary School having experienced a broad and balanced curriculum, a wide range of events and visits to widen their knowledge of the world. This offers them the opportunity to enjoy higher aspirations and to take their place as a well-rounded member of society more easily.	Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. Implementation of Hillary 10 promises and visits, experiences and celebration days calendar. Pupil, parents and staff voice show that these experiences are supporting improved outcomes across the curriculum. Pupil, parents and staff voice shows that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning.
5. Lack of parental engagement/involvement Parents feel empowered to play an active role in their child's education. Learning is enhanced and attainment therefore improved.	An increased engagement level with school and parent events such as parents evenings, trip meetings, parent workshops, parent questionnaires and an increase in at home learning support.

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: £192,616 (2023-2024)
Budgeted cost: £163,171 (2024-2025)
Budgeted cost: £261,8089 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase/upkeep of a DFE validated phonics programme to ensure strong and consistent teaching for all pupils.	Phonics approaches and namely RWI have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics RWI continues to be delivered with fidelity to the scheme. Termly visits from the RWI expert evidence that these sessions are delivered effectively. 90% of year 1 pupils met the expected standard which is 10% higher that than the national average and 12% higher than the LA average. 93% of our disadvantaged learners met the expected standard which is 26% higher than the national average of 68% for disadvantaged learners.	3
Teaching and learning CPD for all staff, to include WalkThrus subscription. Principles around modelling, instructing, questioning, feedback, AFL, metacognition etc to be secure. Involvement in the DFE funded Teach like a Champion project. Continued staff CPD for English POR, Maths Mastery, RWI phonics	Professional learning continues to be prioritised as we know that consistent high-quality teaching is fundamental for all pupils and particularly disadvantaged leaners to maximise progress. Microsoft Word - Teachers Impact report final.docx An understanding of the science of learning enables all teaching staff to plan, deliver and assess learning effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Successful implementation of the DFE funded project on Self-regulation and metacognition delivered through Teach Like a Champion has resulted in classrooms 'wired for learning' (Quote from visiting TLAC expert.) TLAC techniques and principles have become the guiding thread to deliver all training. Observations from a former HMI inspector, Trust Director of School Improvement and staff voice evidence that the techniques introduced are having a significant impact on teaching and learning.	3 4
Middle leader coaching to ensure a broad, balanced and high-quality curriculum.	Coaching for all curriculum leads to ensure highest quality curriculum. Subject leaders continue to be coached (and in some cases, where staff are less experienced – mentored). Children are receiving a high-quality, broad and balanced curriculum.	4
Speech and language support for significant needs delivered by Chatterboxes and the implementation of the Wellcomm programme.	Specialised SALT from Chatterboxes and Wellcomm speech and language programme delivered by school staff. (+6 months.) Oral language interventions | EEF (educationendowmentfoundation.org.uk) The introduction of the Wellcomm programme has allowed us to target and support children who aren't yet in need of a SALT assessment but have needs in relation to their speech, language and communication. Data shows children moving through the levels and needing less intervention at each assessment point.	3

SEND Teacher	Bespoke teaching for our pupils with the most complex needs, to include tailored CPD for staff working within the Rainbow Room and extension groups. SEND training, delivered primarily through the EQUALS curriculum team has been effective and is evident within the daily practices in our Rainbow Room. The introduction of our Planet Groups in year groups where there are children working significantly below their peers is also having a positive impact on teaching and learning. Planet Groups are receiving a curriculum which fits their needs, but the hybrid approach means that they are still integrated with their class peers.	3
Rigorous assessment procedures and Pupil Provision mapping.	Assessment principles are clear and enable teachers to plan next steps for learning for all pupils. Embedding Formative Assessment | EEF (educationendowmentfoundation.org.uk) Using NTS assessments and the Boost Insights platform allows us to carefully track all pupils' attainment. New systems for assessing pupils working below their age-related expectations allow teachers a full understanding of their strengths and areas for development. Termly support for all staff from our inclusion lead and moderation exercises ensures this process is accurate.	4
Thrive training, license and fulltime practitioners.	SEMH support for all pupils when needed. EEF_Social_and_Emotional_Learning.pdf (d2tic4wvo1iusb.cloudfront.net) We maintain a team of three full time practitioners in the Nest to support the social and emotional health of all pupils. The team work proactively to fill identified gaps and to support any pupils who become dysregulated. This team provide essential support to allow pupils to get back to learning as soon as possible.	2

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

Budgeted cost: £160,000 (2023-2024)
Budgeted cost: £104,396 (2024-2025)
Budgeted cost: £116,816 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast Track Phonic tuition 1:1 for target pupils delivered by a trained LSA.	1:1 tuition using the repetitive RWI programme. Phonics | EEF (educationendowmentfoundation.org.uk) One to one tuition | EEF (educationendowmentfoundation.org.uk) The combination of High Quality RWI teaching and learning alongside Fast Track 1:1 tuition has led to our continued success within phonics. (90% of year 1 pupils met the expected standard which is 10% higher that than the national average.)	3

Targeted intervention for all pupils where gaps are identified.	It is crucial that the deployment of the LSA is to be working on teaching and learning at all times for most benefit. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) LSA deployment continues to be rigorously data driven. Leaders assess the SEND, SEMH and attainment needs in each class and year group. Assessments are analysed to obtain potential gaps in understanding or pupils falling behind and then LSA provision is planned.	3 4
Targeted speech and language support where needed.	Bespoke support for Speech and Language from Chatterboxes and purchase and implementation of Wellcomm programme. Communication and language approaches | EEF Chatterboxes offer 1 day per week support for speech, language and communication needs. They support us with recommendations for any NHS referrals, providing individual targets for pupils to work on with class teachers/LSAs and 1:1 support for children with the most significant speech, language and communication needs.	3
Education Welfare Officer.	Attendance support to work alongside Five Foundations of Effective Attendance Practice Framework. Attendance-REA-report.pdf Our EWO supports us with families who are having the most difficulty with attendance and/or punctuality. She has been able to offer support when fining parents and has also carried out numerous home visits to reiterate the message of how important it is for children to attend.	1

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

Budgeted cost: £164,500 (2023-2024)
Budgeted cost: £130,758 (2024-2025)
Budgeted cost: £135,330 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve communication between school and home with: • Increased sharing of information	Evidence for parental involvement tells us that this needs to be a priority area. We want our parents to be empowered to support their child's learning and to be role models for reading for pleasure and learning for life. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 2 5

• Parent information meetings, • Improved social media presence • Implementation of Parent School Improvement Group • Monthly coffee mornings	Parent School Improvement group continues to meet once per half term. Leaders have shared actions and developments from our SDP and parents have had a regular opportunity to ask questions and bring suggestions. Monthly coffee mornings are well attended and parents are very complimentary about the way they have supported them. Each month experts or colleagues from a range of organisations are invited to attend to support parents. Parent workshops on a range of areas are better attended. We have employed a Social Media Manager who has the responsibility of updating our Social Media platform – Facebook. Staff share information and learning with him to keep parents updated. Our content interaction has increased 202% compared to the same time period in the last academic year.	
Attendance lead and attendance officer to carefully track attendance and to embed the Five Foundations of Effective Attendance Programme.	OFSTED stated that attendance needs to improve as children can't learn if they aren't in school. DfE External Word template - 2012 April (publishing.service.gov.uk) Initial findings from EEFs Rapid Evidence Assessment. Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net) The Five Foundations of Effective Attendance Practice Framework has been successfully implemented and our attendance figures are significantly improved. Our Year to Date figure for attendance is 94.2% against a national average of 93.5%. Our attendance officer continues to work daily to monitor and support families or pupils in need. Attendance data is scrutinized weekly against national figures to look for trends and actions.	1 2
Sustain employment and training of specialist Thrive Practitioners	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) We maintain a team of three full time practitioners in the Nest to support the social and emotional health of all pupils. The team work proactively to fill identified gaps and to support any pupils who become dysregulated. This team provide essential support to allow pupils to get back to learning as soon as possible.	1 2 5
Sustain employment and training of Parent Support Advisors	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1 2 5

	Parent support Advisors continue to support parents in a wide range of ways, these include but are not limited to; food bank vouchers, housing support, help with applications for benefits or free school meals, parenting courses. We firmly believe that if we can support our parents then we indirectly support pupils.	
Train key members of staff in the Thrive Approach	Thrive practitioners play a pivotal role in school life by supporting children with any SEMH needs, with the ultimate aim to support the child to be back in class learning alongside their peers. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Based on our experiences and those of similar schools to ours, we are able to evidence the impact of The Thrive Approach through our weekly and termly behaviour monitoring. All staff have been trained on the 6 key areas of Thrive principles.	1 2 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Eg. This has recently been used to buy a pair of football boots to enable to a pupil to take part in a LA football tournament.	All
Introduction of the Hillary 10 Promises, extra-curricular opportunities to enhance our core curriculum offer.	Here we offer a range of life skills and opportunities which we know not all pupils, particularly disadvantaged pupils, would usually get to take part in. Increasing our cultural capital. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation LOtC - What and Why? - Council for Learning Outside the Classroom This year children have been exposed to many opportunities and visits, these include: Year 1 Trip to Cannock Chase Year 2 Panto trip Year 3 Art gallery trip Year 4 Safe town trip Year 5 orchestra trip Year 6 First Aid course We have also taken children to many sporting competitions and our choirs have had the opportunity to perform several times.	4
Maintain the school mini-bus to allow us to transport pupils to a range of events and opportunities.	The use of our school mini-bus will allow visits and opportunities to enhance the curriculum and extend opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation The school mini-bus has been crucial to our success particularly in providing transport to sporting opportunities.	4

Extend our extra-curricular offer to encourage more disadvantaged pupils to try new things.	Teachers have volunteered to deliver a club for a term each year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation We have been really pleased to offer a wide range of afterschool clubs, children in all phases have had the opportunity to take part in many different areas – we will continue to build on this and try out new opportunities.	4

Total budgeted cost: £373,116 (2023-2024)
Total budgeted cost: £350,760 (2024-2025)
Total budgeted cost: £513,954 (2025-2026)

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 2024 to 2025 academic year.

All of our actions are intended to increase attainment for pupils at the end of KS2 and to close the attainment gap between our disadvantaged pupils and their non-disadvantaged peers. Our five intended outcomes for 2024-2025 were as follows:

- Attendance, punctuality (and mobility). Improved attendance and punctuality with a target to stay at least in line with National figures.

The Five Foundations of Effective Attendance Practice Framework has been successfully implemented, and our attendance figures are significantly improved.
Our Year-to-Date figure for attendance is 95.32% against a national average of 94%. Our attendance officer continues to work daily to monitor and support families or pupils in need. Attendance data is scrutinized weekly against national figures to look for trends and actions. Attendance for our disadvantaged pupils is broadly in line at 94.62%. National attendance for disadvantaged pupils is 94.2% placing us in the top 30-40% of schools nationally. In school there are 0 disadvantaged pupils who are considered severely absent and only 43 disadvantaged pupils who are considered Persistently Absent.

1. Safeguarding and SEMH. All pupils know where to access support when needed. Safeguarding procedures remain rigorous to ensure all pupils are getting the right help at the right time.

We know that pupils and parents receive appropriate support to ensure that pupils physiological needs are met and best endeavours are made to ensure pupils are being protected from any forms of harm. PSAs continue to identify families in need of support and bespoke work is carried out when needed. Children are reminded regularly and in many different forms of who to report concerns or worries to. All staff receive LA high-quality safeguarding training to keep abreast of current developments in safeguarding practice.
We have frequent disclosures from pupils which are acted upon immediately, sensitively and effectively to ensure the best result for pupils.

2. Speech and language/Vocabulary deficit. Improved spoken language, oracy, reading and writing skills and general attainment.

Oracy training has been delivered to all staff with a real emphasis on WHY it is so important for our pupils at Hillary Primary and in particular for our disadvantaged pupils. The implementation of the Wellcomm Programme alongside our specialist support from Chatterboxes has enabled our pupils to make progress within speech, language and communication.
Chatterboxes 2024-2025: there were 65 children on caseload across school including 24 new referrals and 7 children were discharged throughout the year. 24 children received at least one block of 1:1 therapy last academic year and 29 children received support through individual programmes devised and overseen by Chatterboxes SALT but delivered by LSAs. Over the academic year 95% of targets were achieved.

Wellcomm 2024-2025: over the academic year 254 children were Wellcomm screened from Reception - Y6. 133 children received at least one term of support in a Wellcomm group from LSAs. 69 children are now at ARE that previously required support. On average pupils made 16.6 months progress in 10 months.
80 children in Nursery were screened. In September there were 0 children at ARE. In July there were 24 at ARE. On average pupils made 15.5 months progress in 10 months.

3. Gaps in knowledge and Life experience. Children leave Hillary Primary School having experienced a broad and balanced curriculum, a wide range of events and visits to widen their knowledge of the world. This offers them the opportunity to enjoy higher aspirations and to take their place as a well-rounded member of society more easily.

We are very proud of the work carried out to improve cultural capital experiences. Pupils are exposed to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. The implementation of Hillary 10 promises, visits, experiences and celebration days has allowed pupils to enjoy a number of high-quality experiences. Pupil, parent and staff voice show that these experiences are really valued and pupils have high expectations of themselves, with higher aspirations and an improved attitude towards learning.

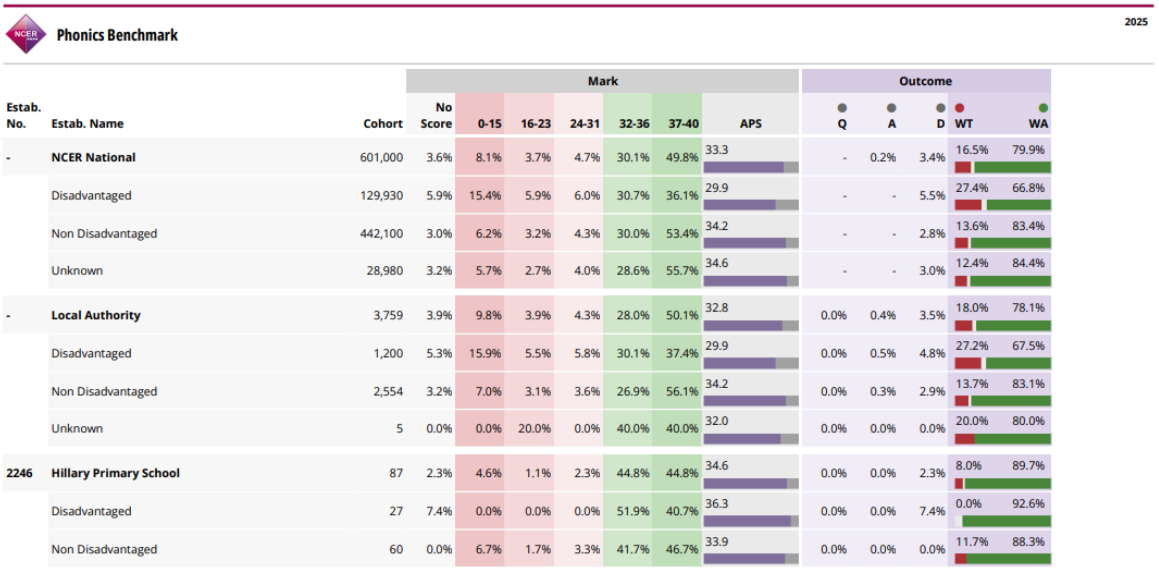
4. Lack of parental engagement/involvement. Parents feel empowered to play an active role in their child's education. Learning is enhanced and attainment therefore improved.
   Parent voice shows that parents feel more informed about school events and that communication is very good. Parents particularly enjoy seeing lots of learning opportunities shared on our social media platforms.

Attendance at our Parent School Improvement Group meetings is effective and this working partnership is valued by all. Other parents feel able to share ideas and comments via this group or our suggestion box.

We continue within this Pupil Premium Strategy 2023 – 2026 to prioritise attainment in all areas for all pupils and build on the successes of 2024 – 2025. We will continue to target disadvantaged pupils with a view to decrease the gap between PP and non-PP.
2024 – 2025 attainment is broadly in line with national expectations.

Year 1 Phonic Screening Check

% pupils achieving phonics standard in Year 1						
	2018	2019	2022	2023	2024	2025
School	86%	91%	72%	81%	88%	91%
National	82%	82%	75%	79%	80%	81%

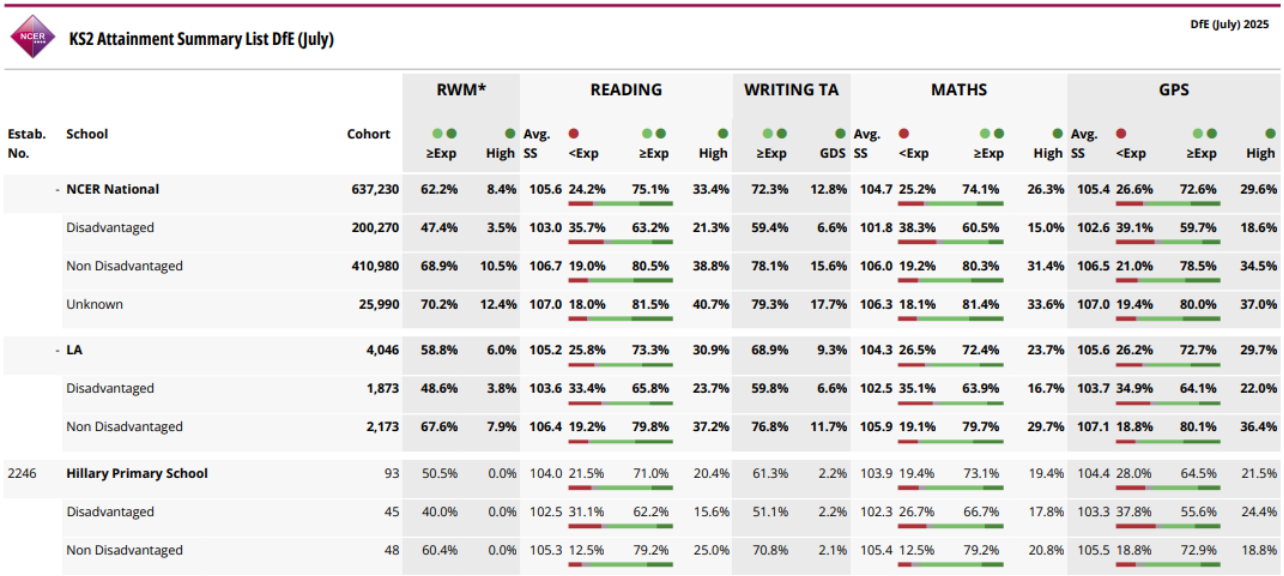


Phonics Benchmark 2025

Estab. No.	Estab. Name	Cohort	Mark: No Score	0-15	16-23	24-31	32-36	37-40	APS	Outcome: Q	A	D	WT	WA
-	NCER National	601,000	3.6%	8.1%	3.7%	4.7%	30.1%	49.8%	33.3	-	0.2%	3.4%	16.5%	79.9%
	Disadvantaged	129,930	5.9%	15.4%	5.9%	6.0%	30.7%	36.1%	29.9	-	-	5.5%	27.4%	66.8%
	Non Disadvantaged	442,100	3.0%	6.2%	3.2%	4.3%	30.0%	53.4%	34.2	-	-	2.8%	13.6%	83.4%
	Unknown	28,980	3.2%	5.7%	2.7%	4.0%	28.6%	55.7%	34.6	-	-	3.0%	12.4%	84.4%
-	Local Authority	3,759	3.9%	9.8%	3.9%	4.3%	28.0%	50.1%	32.8	0.0%	0.4%	3.5%	18.0%	78.1%
	Disadvantaged	1,200	5.3%	15.9%	5.5%	5.8%	30.1%	37.4%	29.9	0.0%	0.5%	4.8%	27.2%	67.5%
	Non Disadvantaged	2,554	3.2%	7.0%	3.1%	3.6%	26.9%	56.1%	34.2	0.0%	0.3%	2.9%	13.7%	83.1%
	Unknown	5	0.0%	0.0%	20.0%	0.0%	40.0%	40.0%	32.0	0.0%	0.0%	0.0%	20.0%	80.0%
2246	Hillary Primary School	87	2.3%	4.6%	1.1%	2.3%	44.8%	44.8%	34.6	0.0%	0.0%	2.3%	8.0%	89.7%
	Disadvantaged	27	7.4%	0.0%	0.0%	0.0%	51.9%	40.7%	36.3	0.0%	0.0%	7.4%	0.0%	92.6%
	Non Disadvantaged	60	0.0%	6.7%	1.7%	3.3%	41.7%	46.7%	33.9	0.0%	0.0%	0.0%	11.7%	88.3%

Key Stage 2

Key Stage 2	EXS+ 2019	EXS+ 2022	EXS+ 2023	EXS+ 2024	EXS+ 2025
Reading	78%	64%	66%	73%	71%
Writing	67%	48%	65%	72%	61%
(GPS)	89%	66%	68%	72%	65%
Maths	75%	53%	68%	74%	73%
Comb	55%	40%	55%	58%	51%



KS2 Attainment Summary List DfE (July) DfE (July) 2025

Estab. No.	School	Cohort	RWM*: ≥Exp	High	READING: Avg. SS	<Exp	≥Exp	High	WRITING TA: ≥Exp	GDS	MATHS: Avg. SS	<Exp	≥Exp	High	GPS: Avg. SS	<Exp	≥Exp	High
-	NCER National	637,230	62.2%	8.4%	105.6	24.2%	75.1%	33.4%	72.3%	12.8%	104.7	25.2%	74.1%	26.3%	105.4	26.6%	72.6%	29.6%
	Disadvantaged	200,270	47.4%	3.5%	103.0	35.7%	63.2%	21.3%	59.4%	6.6%	101.8	38.3%	60.5%	15.0%	102.6	39.1%	59.7%	18.6%
	Non Disadvantaged	410,980	68.9%	10.5%	106.7	19.0%	80.5%	38.8%	78.1%	15.6%	106.0	19.2%	80.3%	31.4%	106.5	21.0%	78.5%	34.5%
	Unknown	25,990	70.2%	12.4%	107.0	18.0%	81.5%	40.7%	79.3%	17.7%	106.3	18.1%	81.4%	33.6%	107.0	19.4%	80.0%	37.0%
-	LA	4,046	58.8%	6.0%	105.2	25.8%	73.3%	30.9%	68.9%	9.3%	104.3	26.5%	72.4%	23.7%	105.6	26.2%	72.7%	29.7%
	Disadvantaged	1,873	48.6%	3.8%	103.6	33.4%	65.8%	23.7%	59.8%	6.6%	102.5	35.1%	63.9%	16.7%	103.7	34.9%	64.1%	22.0%
	Non Disadvantaged	2,173	67.6%	7.9%	106.4	19.2%	79.8%	37.2%	76.8%	11.7%	105.9	19.1%	79.7%	29.7%	107.1	18.8%	80.1%	36.4%
2246	Hillary Primary School	93	50.5%	0.0%	104.0	21.5%	71.0%	20.4%	61.3%	2.2%	103.9	19.4%	73.1%	19.4%	104.4	28.0%	64.5%	21.5%
	Disadvantaged	45	40.0%	0.0%	102.5	31.1%	62.2%	15.6%	51.1%	2.2%	102.3	26.7%	66.7%	17.8%	103.3	37.8%	55.6%	24.4%
	Non Disadvantaged	48	60.4%	0.0%	105.3	12.5%	79.2%	25.0%	70.8%	2.1%	105.4	12.5%	79.2%	20.8%	105.5	18.8%	72.9%	18.8%

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

Programme	Provider

Service pupil premium funding (optional)

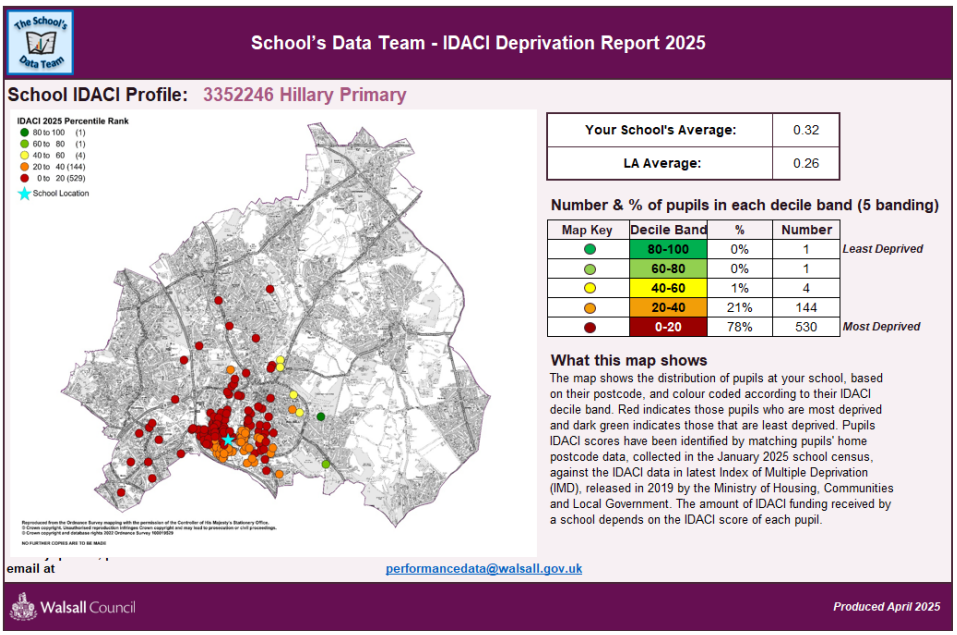
For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No pupils are allocated Service Pupil Premium.
What was the impact of that spending on service pupil premium eligible pupils?	NA.

Further information (optional)

Additional activity

At Hillary Primary School we recognise that our pupil premium figure of 38% does not accurately represent the levels of deprivation within our school community. The IDACI index report shows that 99% of our school population live in areas classified within Bands A and B, the two highest deprivation bands. We continue to support our families to apply for any relevant benefit funding and ensure high-quality teaching for all is our priority.



School's Data Team - IDACI Deprivation Report 2025

School IDACI Profile: 3352246 Hillary Primary

IDACI 2025 Percentile Rank
80 to 100 (1)
60 to 80 (1)
40 to 60 (4)
20 to 40 (144)
0 to 20 (529)
School Location

Your School's Average:	0.32
LA Average:	0.26

Number & % of pupils in each decile band (5 banding)

Map Key	Decile Band	%	Number	
	80-100	0%	1	Least Deprived
	60-80	0%	1	
	40-60	1%	4	
	20-40	21%	144	
	0-20	78%	530	Most Deprived

What this map shows

The map shows the distribution of pupils at your school, based on their postcode, and colour coded according to their IDACI decile band. Red indicates those pupils who are most deprived and dark green indicates those that are least deprived. Pupils IDACI scores have been identified by matching pupils' home postcode data, collected in the January 2025 school census, against the IDACI data in latest Index of Multiple Deprivation (IMD), released in 2019 by the Ministry of Housing, Communities and Local Government. The amount of IDACI funding received by a school depends on the IDACI score of each pupil.

email at performancedata@walsall.gov.uk

Walsall Council — Produced April 2025

