

Pupil Premium Strategy Statement – 2026

Hillsborough

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	340
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Nicola Wileman, Headteacher
Pupil premium lead	Nicola Wileman, Headteacher
Governor / Trustee lead	Mark Bennett, Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,269
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>	<u>£195,729</u> Pay 15% to Trust PP - £34,540

Part A: Pupil premium strategy plan

Statement of intent

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.

Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme:

We will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.

Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.

Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes.

We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Hillsborough primary school is a happy school with a hardworking and dedicated staff team. We have a well established and experienced senior leadership team, who have the highest expectations of children and staff, and we ensure that the children are at the heart of everything we do and every decision we make. Our school ethos encourages our children to **believe** in themselves and others, **belong** to a school community and **become** the individual they aspire to be. This ethos underpins all elements of our curriculum and wider school experience.

Hillsborough Primary School is a two-form entry school situated in the centre of the Hillsborough community in the north of the city. Hillsborough pupils come from a variety of backgrounds and starting points. We have a strong ethos of inclusion and a compassionate approach towards supporting our children and families in the situations they are in. Over half of our children live in an area of significant disadvantage (Winn Gardens estate and Parson Cross, Sheffield) and the school is in the top 20% nationally for deprivation. Our school serves a wide range of postcodes within the Sheffield area which impacts on our mobility and brings challenges in building a cohesive school community. Over the past few years we have seen an increasing number of children from diverse or ethnic backgrounds joining our school with 33% of the school population now believed to speak English as an additional language. In recent years there has been a marked increase in pupils joining Hillsborough without the necessary 'school readiness' skills we would expect.

Our aim is to use pupil premium funding to help us improve and sustain higher outcomes for disadvantaged pupils at Hillsborough Primary School so that progress is comparable with that of non-disadvantaged pupils nationally. Our strategy aims to reduce the impact of barriers that can inhibit learning and aims to ensure all children received the same educational and cultural experiences. Working to reverse disadvantage is a challenge that we are privileged to address and we believe that it is everyone's business and responsibility to support children who have experienced any form of disadvantage so that they have equitable opportunities that allow them to be successful in their next stage of education and life.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes – End of Key Stage attainment</p> <p>At the end of 2025, the Key Stage 2 outcomes were in line or above national outcomes for all children, with 63% of children achieving the expected standard in Reading, Writing and Maths. There was still a gap in combined measures between DA and non-DA pupils, with DA pupils achieving just slightly below national for all pupils.</p> <p>The school's year 6 disadvantage cohort exceeded the national expected outcomes for all children and the gap between non-disadvantaged and the disadvantaged pupils was minimal, with DA pupils outperforming non-DA pupils in maths and science.</p> <p>There is a gap in MTC check and at the end of FS between DA and non-DA pupils and Y1 phonics for all pupils, including DA pupils, was slightly below national.</p>
2	<p>Equity of access to excellent teaching</p> <p>As a school, we will be identifying and implementing consistent pedagogical strategies within the classroom linked to the school's Teaching and Learning Toolkit. Further to this, the school intend to implement a PedTech strategy to enhance the pedagogical approaches in the classroom.</p>
3	<p>Literacy (reading, writing, oracy)</p> <p>The outcomes at the end of year 1 in phonics were below national for all children and when comparing disadvantaged to other disadvantaged and non-disadvantaged nationally.</p> <p>Outcomes in reading and writing for disadvantaged Reception children at the end of 2025 were low and this impacted on the overall GLD for DA pupils.</p> <p>Many children who start Hillsborough are below age-related expectations in speech, language and communication. This impacts on their school readiness and ability to pick up sounds quickly, impacting on the outcomes in Y1 in phonics.</p>
4	<p>Attendance</p> <p>INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils – strong attendance is key for equity of access to excellent teaching.</p> <p><i>Data below shows attendance data for the academic year 2024-25.</i></p>

5	<p>Powerful Moments – cultural capital and enrichment opportunities</p> <p>Engagement in cultural capital opportunities is key to disadvantaged pupils having equity of access to the national curriculum. Many of our children do not have the same opportunities as their peers when it comes to life experiences (Cultural capital) and the school want to further enhance the curriculum opportunities by providing experiences and raising aspirations for the future.</p> <p>Engagement in enrichment opportunities is key to developing pupils’ metacognitive and self-regulation strategies, and sense of belonging. A feeling of belonging is key to driving attendance.</p>
6	<p>Belonging</p> <p>Hillsborough serves a very diverse community with pupils residing in a wide geographical area across Sheffield. There is a higher than average mobility rate with children joining and leaving Hillsborough throughout the primary phase. This impacts on their sense of belonging and community as they often live outside of Hillsborough and therefore can be socially isolated from their peer group or unable to attend school events, for example, due to the distance they travel. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting school attendance as well as reducing social isolation and creating an intrinsic sense of belonging for all pupils. We want our pupils to feel happy, safe and confident in their identity in our diverse community.</p>

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
<p>Challenge 1: Outcomes</p> <p>Narrow the gap between <i>Pupil Premium and non-Pupil Premium</i> in the combined outcomes for Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> ● 2026 Year 6 performance data indicates narrowing gaps between PP and non-PP ● 2026 IDSR shows strong performance of PP in comparison to national PP ● Y6 books show progress over time. ● Improved standardised mock assessments across Y6 for at least 90% of disadvantaged people – Reading, Maths and SPAG ● Progress data for disadvantaged is in line or above national. ● Boys reading ages and fluency scores improve over the year ● Boys reading and writing show progress over time.
<p>Challenge 2: Equity of access to excellent teaching</p> <p>There is a consistent approach to key pedagogical strategies across the school with a particular focus on:</p> <ul style="list-style-type: none"> ● Checking for understanding ● Dual coding ● Feedback ● 100% participation ● Relentless routines. <p><i>There is a successful transition to PEDTech, with iPads enhancing these aspects of pedagogy for Pupil Premium pupils.</i></p>	<ul style="list-style-type: none"> ● Steplab evidence shows that 100% of teachers are using the strategies from the T&L toolkit. ● 100% of teachers have elements of dual coding within their practice. ● Monitoring evidence highlights that teachers are checking for understanding in all lessons ● PEDTech strategy has been implemented across the school with all teachers using iPads confidently as a teaching tool.
<p>Challenge 3: Literacy (reading, writing, oracy)</p> <p>Improved English outcomes across EYFS and KS1</p>	<ul style="list-style-type: none"> ● Attainment at the end of FS2 in reading and writing will build upon the *% from 2025 outcomes. ● PP pupils will make accelerated progress in CL by the end of EYFS ● Children will be speaking at a four-word level by the end of EYFS and will be able to hear sound in words in conversation and show proficiency in sounds in written work. ● 90% of all children will achieve the end of Y1 phonic standard. ● 70% of DA children in EYFS will score above 10 in the phonics assessment in Summer 2 ● Achievement of DA and non-DA pupils is in line at the end of Y1 ● Clear oracy curriculum ensures all DA pupils engage with literacy
<p>Challenge 4: Attendance</p>	<p>2025/26 attendance data</p> <ul style="list-style-type: none"> ● Attendance of DA children improve compared to previous year ● DA attendance is in line with national for all pupils. ● The number of DA pupils who are persistently absent is less than 18% ● The number of DA pupils who are late to school and receive a L or U code reduces.

<p>Challenge 5: Powerful Moments</p> <p>100% of PP pupils to participate in cultural capital / extra-curricular / enrichment activities</p>	<ul style="list-style-type: none"> ● Tracking data indicates a rise in PP pupils participating in cultural capital / extra-curricular / enrichment activities ● Student voice from PP pupils indicating positive response to opportunities ● DA attendance in residential improves by 50%. ● 11 before 11 opportunities ensure all DA pupils experience these 11 powerful moments.
<p>Challenge 6: Belonging</p> <p>Embed the formal and informal curriculums to build a sense of belonging and a cohesive school community</p>	<ul style="list-style-type: none"> ● School is visible on social media ● Parent voice is positive about the school ● Outdoor learning principles are owned by all staff ● Hillsborough vision is shared and owned by all stakeholders ● Parent workshops show an increase in attendance ● All children experience the 11 by 11 opportunities. ● Wider learning opportunities are planned to increase cultural capital ● Parental engagement in planning and executing school events is high ● Palpable culture of belonging ensures all children receive equity in opportunity. ● DA pupils are represented fairly in the school ambassador teams and contribute to changes in their school community.

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: £110,585.98

Activity TRUST – Purple School level - Black	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment: <ul style="list-style-type: none"> ● Alignment of assessment and standardised testing – Create and Implement Trust Primary Guidance for assessment ● Insight support with Data Analysis and platform ● RSL conferences undertaken termly with Raising standards leads. ● SMARTGRADE -ark maths diagnostic tool Standardised termly assessments across Y1-Y6 for Reading, SPaG and maths 	Diagnostic Assessment Tool.pdf Education Endowment Foundation EEF	1, 2,3
Leadership capacity allocated to driving equity of access to excellent teaching: <ul style="list-style-type: none"> ● School visits from Chief of Learning to support monitoring of T&L ● School support visits from Directors wth school specific focus: <ul style="list-style-type: none"> ○ Director of SEN ○ Director of Maths and PP lead ○ Director of Reading ● Executive Headteacher strategic support ● Chief of QA visits – Health check / safeguarding / progress board 	Effective Professional Development EEF	1, 2
Implement teaching and learning platform/resources to support teacher development: <ul style="list-style-type: none"> ● Access to WalkThru for personalised CPD to school priority and personalised next steps. ● Pulse checker implemented as ‘typicality monitoring tool’ ● Implementation of Pocket Ped sessions. ● Implementation of Steplab – CPD support, network meetings, Trust support 	Effective Professional Development EEF Steplab Professional development that really works	1,2,3
Access to Professional Learning opportunities: <ul style="list-style-type: none"> ● Agile appraisal and coaching across the school. ● Opportunities for staff to attend IoT training sessions to support leadership aspirations and capacity. ● Access to NPQ and apprentices – cover support ● Half termly network meeting opportunities for: <ul style="list-style-type: none"> ○ Reading 	How one school developed a coaching offer using instructional coaching Ambition Institute	1,2,3,4,5,

<ul style="list-style-type: none"> ○ Maths 		
<p>Transition to PedTech to support pedagogical approaches:</p> <ul style="list-style-type: none"> ● Purchase of iPads for all teachers and pupils. ● CPD for Digital Leader representative ● Trust CPD events and support from Showbie team ● Showbie accounts purchased and disseminated to support dual coding/modelling etc 	<p>EdTech interventions for disadvantaged pupils EEF</p> <p>EEF Digital Technology Summary of Recommendations.pdf</p>	<p>1, 2, 3</p>
<p>Ensure high quality teaching of early reading and phonics</p> <ul style="list-style-type: none"> ● AHT to lead on early literacy ● Little Wandle training for CPD ● Link to the Little Wandle Yorkshire hub ● Introduce SEND support in phonics ● Ensure high quality reading sessions through following the programme and purchasing the texts. 	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>1,3</p>
<p>Embedding oracy opportunities in EYFS, KS1 and KS2.</p> <ul style="list-style-type: none"> ● Create an oracy curriculum ● Plan opportunities for all pupils to talk in lessons ● Introduce quality talk approaches in EYFS – Rainbow talk, Language for thinking ● Ensure all staff are trained on pre-phonological and phonological approaches ● Vocabulary emphasised in all lessons 	<p>Improving Literacy in Key Stage 2 EEF</p> <p>Oral language interventions EEF</p> <p>Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -... EEF</p> <p>Benchmarks-report-FINAL-1.pdf</p>	<p>1,2,3,6</p>
<p>Develop a leadership team to support inclusion and promote pupil and parent engagement in school</p> <ul style="list-style-type: none"> ● TLR opportunities for SEND ● TLR opportunities for wider curriculum ● Ensure AHT responsibilities are reassigned to support inclusion and belonging ● Ensure roles are introduced to oversee attendance – AHT, EWO, champions 	<p>Build a culture of community and belonging for pupils EEF</p> <p>Place and belonging in school: Why it matters today National Education Union</p>	<p>4,5,6</p>

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

Budgeted cost: £63,216.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Intervention support from Trust Directors, commissioned at Progress Boards, e.g:</p> <ul style="list-style-type: none"> ● Boys writing research group – SR ● Maths Y6 booster – TH ● Attendance support – CD ● Developing a strategic approach to wider opportunities - JV 		1,3,4,5
<p>Targeted interventions to improve literacy across school</p> <ul style="list-style-type: none"> ● S&L TA – interventions and 1-1 articulation ● Rainbow Talk ● Additional phonics support for targeted pupils ● Clicker 	<p>Oral language interventions EEF</p> <p>Rainbow Talk - Tools for Talk</p> <p>Phonics EEF</p> <p>Clicker Research - National Literacy Trust Report Crick Software</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p>	3, 6
<p>Online platforms to ensure quality home learning and targeted intervention</p> <ul style="list-style-type: none"> ● Seesaw for all - parents and pupils ● TT rockstars ● Century tech ● Big cat books 	<p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,6

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

Budgeted cost: £22,063.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership capacity allocated to support with graduated response to behaviour and attendance:</p> <ul style="list-style-type: none"> ● Chief of inclusion school support ● Director of SEN support ● Trust primary sharing panel introduced ● Appoint EWO 	<p><u>Working together to improve school attendance</u> (applies from 19 August 2024).</p>	<p>4,6</p>
<p>Access to Attendance platforms to support identification of children and analysis of attendance data:</p> <ul style="list-style-type: none"> ● A-Star attendance purchased and implemented ● SOL attendance purchased and implemented ● CPD opportunities and Networking as part of Trust centralised offer 	<p><u>Working together to improve school attendance</u> (applies from 19 August 2024).</p>	<p>4,6</p>
<p>Purchasing and use of transportation to support off-site visits/experiences</p>		
<p>Additional opportunities/support commissioned by the Trust for wider opportunities</p> <ul style="list-style-type: none"> ● School support from Director of belonging ● Experiences commissioned by Trust to schools to enhance the school level wider opportunities offer. <ul style="list-style-type: none"> ○ Beyond the 4 walls ○ Residential visits ○ Outward Bound 		<p>5,6</p>
<p>SEN resources / support:</p> <ul style="list-style-type: none"> ● Evaluate my school analysis and review of school and Trust level provision ● Provision Map purchased and implemented ● Clicker access for children ● Step Forward psychology sessions ● Fusion support 		<p>1,2,3,</p>

<ul style="list-style-type: none"> ● Let's verbalise 		
Attendance interventions and incentives	<u>Working together to improve school attendance (applies from 19 August 2024)</u>	4,
Wider support for pupils <ul style="list-style-type: none"> ● Shine programme for DA pupils ● Free breakfast club and after school club places for DA pupils ● School ambassador leadership programme ● Nurture group 	<u>Supporting young people to belong at school to increase wellbeing</u> <u>Building belonging in your school: 12 ideas education behaviour inclusion welcome students teachers</u> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/	5,6,

Total budgeted cost: £195,866.23

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see the separate review sheet

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

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>