

Hillsborough Pupil Premium Review 2025

Challenges for disadvantaged pupils

Challenge number	Detail of challenge
1	<p>Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers. 16 children scored less than 7 on the phonics assessment at the end of EYFS and 7 of these were DA pupils. Our assessment of pupils in the phonic screening at the end of Y1 shows a gap between the achievement of non-DA pupils(83%) compared to DA pupils(58%). Our analysis shows that most children who are scoring low on exit from EYFS in reading and phonics do not go on to achieve the national phonic requirement at the end of Y1. However, these children do achieve the standard over time but a sharper focus on acquiring phonics in the early years and Y1 for DA pupils needs to be in place to ensure children are not further disadvantaged through KS1 in their reading and access to other curriculum subjects in KS2.</p>
2	<p>Attendance of Disadvantaged pupils All – 92.45% DA – 91.02% Non DA – 93.95%</p> <p>51/77 persistent absence pupils were disadvantaged. PP punctuality – 2.08% compared to 0.63%</p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Last year's attendance figure for disadvantaged pupils was 90.97% compared to 93.98% for non-disadvantaged pupils. This was a persistent pattern throughout the academic year.</p>
3	<p>Research tells us that the size of a child's vocabulary is a predictor of academic attainment and well being in later life. When our children start in nursery at the age of 3, our children show they have limited vocabulary. Within EYFS, we place particular focus on developing pupil's vocabulary for all pupils as we understand the link between deprivation, literacy and speech and language issues. Lacking the language in which to explain the world around them impacts on children's emotional and mental well-being and, along with a lack of cultural capital and knowledge, can hinder children's progress as they move through school, particularly in literacy. Within school, gaps are evident in word choice and selection in writing as well as in children's emotional literacy and this needs to be addressed to ensure that our children are not further disadvantaged through a 'dumbing down' of the curriculum.</p>
4	<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 a intrinsic sense of belonging for all pupils. We want our pupils to feel happy, safe and confident in their identity in our diverse community. Learning from the pandemic, we know that if staff, pupils and parents feel like they belong to a community that cares, then school will have a more positive affect on children's well-being, mental health and life chances.</p>

Strategy Aims

Intended outcome	Success criteria
More disadvantaged children achieve phonic standard in Year 1.	<ul style="list-style-type: none"> • 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils improves compared to previous data • DA attendance is in line with national (94%) • The number of disadvantaged pupils who are persistently absent is less than 18% (school target) • The number of disadvantaged pupils who are late for school reduces
Embed a whole school approach to the teaching and learning of vocabulary through the use of an oracy framework to improve outcomes.	<ul style="list-style-type: none"> • 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. • Key vocabulary is identified and taught in all subjects • Staff follow the framework and address vocabulary at every given opportunity • Planned oracy activities into all sequences of learning • Vocabulary displays in classroom will be used effectively by PP children • Increased S&L opportunities for children to perform in front of others • Through conversation and through application in written work in all subjects, PP children will use a wider range of vocabulary to support their communication. • PP children will make accelerated progress compared with their non-PP peers in reading, writing and maths • The attainment gap between PP children and their peers at the end of KS2 will close compared to previous external data
Embed the formal and informal curriculums to build a sense of belonging and a cohesive school community.	<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.

Review of impact

Aim/ intended outcomes	Success criteria	Outcome/Impact Red – July 25																					
<p>More disadvantaged children achieve phonic standard in Year 1.</p>	<p>90% of all children will achieve the end of Y1 phonic standard.</p>	<table border="1" data-bbox="936 344 2072 592"> <thead> <tr> <th>Year 1 Phonics 2025</th> <th>All</th> <th>Girls</th> <th>Boys</th> <th>Disad.</th> <th>Non Dis.</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>34</td> <td>17</td> <td>17</td> <td>17</td> <td>17</td> <td>11</td> </tr> <tr> <td>%</td> <td>74% 76% (79%)</td> <td>83% 88%</td> <td>55% 65% (69%)</td> <td>71% 76% (81%)</td> <td>67% 76%</td> <td>60% 64%</td> </tr> </tbody> </table> <p>While our results reflect an improvement against our targets, they still fall short of national expectations. Notably, if one pupil were to be excluded from the dataset, our figures would align more closely with national averages. Encouragingly, DA pupils are performing in line with their non-DA counterparts. Moreover, those pupils who did not meet the phonics standard displayed marked improvement compared to last year, with only four pupils scoring in single digits, a significant reduction from the ten pupils recorded in the previous year. This trend underscores our commitment to enhancing literacy outcomes for all students.</p>	Year 1 Phonics 2025	All	Girls	Boys	Disad.	Non Dis.	EAL	Number	34	17	17	17	17	11	%	74% 76% (79%)	83% 88%	55% 65% (69%)	71% 76% (81%)	67% 76%	60% 64%
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<p>70% of DA children in EYFS will score above 10 in the phonics assessment in Summer 2</p>	<p>79% of children achieved above 10 in phonics assessments at the end of Summer 2. 50% of these achieved 20+ and 1 child would have passed his Y1 screening, scoring 34.</p>																						
<p>Achievement of DA and non-DA pupils is in line at the end of Y1.</p>	<p>DA and non-DA children achieved in line with each other at the end of Y1. With one child taken out of the data set, DA children will have outperformed non-DA children.</p> <table border="1" data-bbox="936 959 2072 1139"> <thead> <tr> <th>Disad. 2025</th> <th>Non Dis. 2025</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> </tr> <tr> <td>71% 76% (81%)</td> <td>67% 76%</td> </tr> </tbody> </table>	Disad. 2025	Non Dis. 2025	17	17	71% 76% (81%)	67% 76%																
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance of disadvantaged pupils improves compared to previous data</p>	<p>2023 – 2024 – 90.97 2024 – 2025 – 90.6 The attendance of disadvantaged pupils remains consistent.</p>																					
	<p>DA attendance is in line with national (94%)</p>	<p>The overall school attendance for Y1-Y6 is below national. The disadvantaged attendance is 3.4% below national. The attendance for all pupils at Hillsborough is 93.2%.</p>																					

	The number of disadvantaged pupils who are persistently absent is less than 18% (school target)	27.7% of PA pupils are disadvantaged. In 2023 – 2024, 31.3% of disadvantaged pupils were persistently absent, therefore, there has been a 3.6% reduction in disadvantaged pupils who are PA. We also have challenges in SEND attendance and a high proportion of the disadvantaged group are also SEND. 9 pupils are severely absent (including leavers) and all 9 pupils are disadvantaged. 3 pupils are on a reduced timetable and are disadvantaged.
	The number of disadvantaged pupils who are late for school reduces	<p>2023 – 2024 – 404 U codes, 1336 lates; 350 U code for non-disadvantaged, 1193 lates</p> <p>2024 – 2025 – 430 U codes for disadvantaged, 2007 lates; 1896 lates, 386 U codes for non-disadvantaged pupils</p> <p>There has been an increase in lateness for disadvantaged pupils. However, it should be noted that this includes a number of complex families who were not on school roll for most of the previous academic year. Punctuality is generally a challenge at Hillsborough due to the wide area the school serves. Many pupils travel to Hillsborough on public transport and travel a considerable distance. It should also be noted that lateness of all pupils is also high overall.</p>
Embed a whole school approach to the teaching and learning of vocabulary through the use of an oracy framework to improve outcomes.	PP pupils will make accelerated progress in CL by the end of EYFS	By the end of 2025, 79% of our PP pupils had achieved ELG in CL, which is an increase of 3% from baseline. This is good progress but not accelerated progress for many of our pupils. VIP and LEAP have been used to target pupils around language acquisition as well as targeted speech and articulation interventions to support children’s confidence. These intervention records show accelerated progress through the interventions for children.
	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.	In our setting, all children have been assessed against the Early Learning Goals (ELG), with an impressive 74% achieving a Good Level of Development (GLD), surpassing our target of 73%. A particular focus has been placed on Communication and Language, and we’ve introduced Rainbow Talk as an innovative tool for structuring prompts and questions. This initiative has led to 90% of children demonstrating a more developed and extended vocabulary compared to their natural language usage prior to the implementation of Rainbow Talk. We also held a Rainbow Talk workshop, with 85% of parents attending to learn ways to support their child's language development at home. Notably, 75% of children report using the rainbow fan with their parents during outings to the park, discussing the sights and sounds around them. Additionally, our weekly practise includes Helicopter Stories, where children collaboratively build narratives, enhancing their spoken language skills in a fun and engaging manner.
	Key vocabulary is identified and taught in all subjects	In our teaching practice, it's great to see key vocabulary being identified and taught across all subjects. Curriculum leaders have crafted vocabulary progression maps, making it evident in classrooms. The use of Tier 2 and 3 words is noticeably increasing in students’ writing books, enhancing their language skills.
	Staff follow the framework and address vocabulary at every given opportunity	The writing curriculum in school has oracy opportunities threaded through the sequence. Research project was completed with Y1 and Y4, working on PP pupils and the use of oracy and AI to support composition of sentences. The impact of this was mixed, with 3/7 pupils making better than expected progress in writing using this approach, whilst it had little impact on the other 4 pupils due to their transcriptional difficulties. Oracy approaches have been heightened in reading, with a strong emphasis on vocabulary in context, but there is still work to do this academic year to embed a whole school approach to oracy in all subjects.
	Planned oracy activities into all sequences of learning	
	Vocabulary displays in classroom will be used effectively by PP children	In our teaching practice, it's great to see key vocabulary being identified and taught across all subjects. Curriculum leaders have crafted vocabulary progression maps, making it evident in classrooms. The use of Tier 2 and 3 words is noticeably increasing in students’ writing books, enhancing their language skills. All classes have a vocabulary wall which the children refer to during lessons.
	Increased S&L opportunities for children to perform in front of others	All children in school have had the opportunity to perform in front of other this year. FS2 performed in front of parents at Christmas, as did KS1 and KS2 children. Y4 have led the parent assembly for cornets and children spoke about their

experiences as well as performed what they had learned and Y6 have prepared their leavers assembly, using technology to ensure that all voices are captured. We have also provided opportunities for our children to speak and perform outside of school, with children taking part in a community event at SWFC, speaking in front of over 300 people about why they believe diversity is important in school making links with community groups where pupils have formed relationships with the older generation. Investment in a TLR next year for wider opportunities and for developing oracy will continue to enhance this moving forward.

Through conversation and through application in written work in all subjects, PP children will use a wider range of vocabulary to support their communication.

In our teaching practice, it's great to see key vocabulary being identified and taught across all subjects. Curriculum leaders have crafted vocabulary progression maps, making it evident in classrooms. The use of Tier 2 and 3 words is noticeably increasing in students' writing books, enhancing their language skills. All classes have a vocabulary wall which the children refer to during lessons.

PP children will make accelerated progress compared with their non-PP peers in reading, writing and maths

Data not available at time of report

The attainment gap between PP children and their peers at the end of KS2 will close compared to previous external data

Year 6 Science	All	Girls	Boys	Disad.	Non Dis.	EAL
Number	40	17	23	22	18	12
Expected (no GDS)	79% 88% (92%)	82% 88%	76% 87% (95%)	78% 95%	80% 82% (90%)	80% 75% (82%)
Greater						

Year 6 Writing	All	Girls	Boys	Disad.	Non Dis.	EAL
Number	40	17	23	22	18	12
Expected + GD%	71% 73% (76%)	82% 94%	62% 57% (62%)	70% 73%	73% 73% (81%)	70% 75% (82%)
Greater	11% 15% (16%)	6% 12%	14% 17% (19%)	4% 9%	20% 22% (25%)	20% 25% (27%)

In both science and writing (not had KS2 data at point of writing), the attainment gap between DA and Non-DA is non-existent in writing and in science, DA pupils outperformed. The picture in school over time is that the gap closes by the end of Year 6 and all staff are focussed on this being a priority for our school.

Embed the formal and informal curriculums to build a sense of belonging and a cohesive school community.

School is visible on social media

@hillsboroughprish has 368 followers, which has increased over this year. All staff now have access to Instagram and post to ensure a wider reach and more information being fed onto social media about school.

Parent voice is positive about the school

Results on Ofsted parent views shown that 100% of parents believe their child is happy in school and that they feel safe. 100% of parents would recommend this school to another parent and believe that when concerns have been raised, they

		have been dealt with effectively. The area parents are less positive about is the question regarding clubs and activities in school. This will be a focus for school next year in develop systems and monitoring wider opportunities for all pupils.
	Outdoor learning principles are owned by all staff	As we embraced the transformative potential of outdoor learning, we were excited to introduce a new initiative that focused on integrating our maths, geography, and science curriculum with experiential lessons outside. By designating one lesson each week for outdoor activities, we are beginning to meet our ambitious target of 20% of learning taking place outside the traditional classroom setting by the end of 2027. CPD has taken place with Beyond the Four Walls – a company focussed on outdoor learning, and all staff have contributed to the start of the development of our outdoor learning principles.
	Hillsborough vision is shared and owned by all stakeholders	<p style="text-align: center;">Hillsborough School Vision</p> <p>At Hillsborough, we support, nurture and challenge our children and encourage them to BELIEVE in their strengths and in those of others. We do this through having high expectations of the children in their learning and in their behaviours, encouraging them to take risks and develop resilience for when things get hard. We provide opportunities to develop their moral code through high quality teaching and learning as well as group discussions and 1:1 mentoring around issues that are relevant to children’s well-being. We want to ensure that our children move on to their next stage of education with confidence and pride, knowing that they have the self-belief to do anything they put their mind to.</p> <p>At Hillsborough, we create a belief in our children, staff and parents that they BELONG to a community that cares for them and supports all of their needs. We do this through exploring all aspects of communities, both past and present, and give children opportunities to develop their own understanding of how they fit into their personal, social and global worlds. The Hillsborough way is explicitly taught to the children in order for them to develop an understanding of boundaries and rules for good community living and to ensure that they show a high level of tolerance and respect to everyone that they meet. Parents are given varied opportunities to engage with the school community and invest in their child’s learning and staff are encouraged to fully commit and belong to the school and to the Trust, whose purpose is focussed on ensuring all children reach their full potential.</p> <p>At Hillsborough, we enrich and extend learning for all so that every child can achieve their potential and BECOME the individual they aspire to be. We do this through ensuring high quality teaching and learning which develops children’s basic skills, knowledge and understanding of the world. We value learning in all areas of the curriculum and believe that children have a depth of understanding if learning is linked together and children are encouraged to draw on their knowledge. We emphasise aspiration and expose children, through our topics and the experiences we provide, to different roles people undertake and ensure that children are encouraged to think big and aim high in order to achieve their dreams.</p> <p>BELIEVE. BELONG. BECOME</p>
	Parent workshops show an increase in attendance	<p>Super Sounds sessions – 85% FS parents attended. (compared with 80% last year.)</p> <p>Early maths - 75% of FS parents attended. (compared with 72% last year)</p> <p>Rainbow Talk - 85% of FS parents attended. (no comparison – new initiative.)</p> <p>Talk milestones explained – new workshop for Nursery parents – 40% attended (no comparison)</p> <p>Assessing risk outside of the home – new workshop for Y5/6 parents – 16% attended (no comparison)</p> <p>Phonics workshop – supporting parents of targeted Y1 children (8) – 50% attended. All these children whose parents attended, bar one, passed the phonic assessment in Y1.</p>
	All children experience the 11 by 11 opportunities.	Working with the Trust Belonging director and the school’s leader for wider opportunity development, the structure around 11 before 11 has been redesigned, ensuring progression and multiple opportunities planned through the curriculum for pupils. This will allow children to achieve this goal despite the fact that over 25% of pupils are mobile. This will be launched

this academic year and the redesign of this document has taken into account the barriers identified by our PP children and families, in order that they are not further disadvantaged by not being able to access these 11 opportunities during their time in school.

Wider learning opportunities are planned to increase cultural capital

Year group	Activity	Cost per child (if known)	Cost to school (if known)	Benefits
EYFS	Library visits Park visit	£0 £0	£0 £0	Regular access to the library and reading sessions with librarians. Autumn walk in the park. Starting to teach the children about being out on visits with adults.
Year 1	Firefighters visit Tree planting in Hillsborough Park	£0	£0	Link to topic learning and being safe Outdoor learning link and community cohesion
Year 2		£0	£0	
Year 3	Weston Park Harry Potter day	£9.30 £0	£533 £0	History learning link Literacy immerse day – in school event
Year 4	Murton Park	£8	£510	History learning link. It was expensive to take the children to Murton Park so they offered to send a living historian to school to lead a roman day.
Year 5	Author visit	£0	£0	Promote literacy – reading and writing
Year 6	Yorkshire Natural History Museum Show racism the red card – SWFC Weston Park Museum	£5	£5 per child	Link to science learning on rocks and fossils.
		£0	£0	SWC community event to inform pupils about racism and how this can end.
		£2	£2 for tram	Link to history learning on ancient Egyptians.
Year group	Activity	Cost per child (if known)	Cost to school (if known)	Benefits
EYFS		£	£	
Year 1	Tudor day	£5	£	To learn more about Tudors and participate in Tudor games and food
Year 2	Tudor day	£5	£	To learn more about Tudors and participate in Tudor games and food
Year 3	Water safety visitor	£0	£0	To inform pupils on how to keep themselves safe near water
	Courtside Golf	£0	£0	To support community event of designing the golf course Stem learning links and breaking gender stereotypes Links to science and water safety learning.
	Girls coding visitor	£0	£0	
	River walk	£0	£0	
Year 4	Science and Geography trip to Norfolk Park Girls coding visitor TSAT sports day	£2	£0	Looked at geographical features and different sounds of parts of Sheffield Stem learning links and breaking gender stereotypes Y4 sports event – competition across the Trust.
Year 5	Chocolate day Victorian trip to Barnsley	£0 £22	£80 £	DT curriculum outcomes of making their own chocolate bar Curriculum links to the history topic.
Year 6	Science trip to Bradfield	£2	£2	Science unit support and CPD for teachers
	SWFC football trip	£0	£0	Participate in competitive sport
	Internet safety visitor	£0	£0	To support learning around online safety
Whole School	Number day World Book Day Comic relief EID celebration			To celebrate maths throughout school. To recognise the importance of reading. To raise money for charity. To celebrate diversity in school and celebrate this world event.

Year group	Activity	Cost per child (if known)	Cost to school (if known)	Benefits
EYFS	Nursery visit to Whirlow Hall Farm FS2 visit to Cannon Hall Farm	£20	£	Farm visit for both classes, linking to their topic and learning in FS.
Year 1	Yorkshire Wildlife Park	£22	£	Children saw animals they had never seen live before. Talk about wildlife and habitats linked to science.
Year 2				
Year 3	Legoland/Sealife museum Visit to Loxley common Visit to Hillsborough Natural History museum Wards End pond dipping	£24	£	Links to topics. Geography fieldwork was completed on the trip to Loxley common and pond dipping. Natural history museum and Loxley common also linked to science learning on rocks. Children experienced what it was like to walk a distance.
Year 4		£	£	
Year 5	Volcanologist visit	£	£	Link to their topic on volcanoes and earthquakes. Children were able to ask questions and delve into data regarding natural disasters from an expert.
Year 6	Bikeability Mini first aid Crucial Crew CYT sessions on keeping safe Hillsborough College visit Sheffield United further learning E-sports programme visit Bradfield – fieldwork Last week of term trips	£46	£Costs recuperated through payments, donations and fundraising	All Y6 children get to experience memory making events at the end of Y6. Bikeability and Mini First Aid were supporting them to become more independent but know how to do this safely.
Whole School	Sports Day Wellbeing afternoon			This took place for all children at the EIS. To encourage children to reflect on their well-being. Children choose different activities to complete in mixed year groups.

Parental engagement in planning and executing school events is high

There was a number of parents who have supported school events this year, from planning the Halloween disco and the Christmas Fair, to attending school trips, assemblies and learning presentations. Unfortunately, this has not translated into support during the events but this is a target to work towards. We have also gone out to parents to recruit a new governor.

Palpable culture of belonging ensures all children receive equity in opportunity.

School priority 25-26

DA pupils are represented fairly in the school ambassador teams and contribute to changes in their school community.

45% of all elected school ambassadors are DA children. These are evenly distributed between the roles and the groups, although the majority of school ambassadors seem to be DA pupils. The impact of this scheme has meant that more children have contributed to the running of their school. 100% of ambassadors believe that this system has meant that they have had a voice in changing something in school.