

# Pupil premium strategy statement



This statement details our school's strategy plan for spending pupil premium (and recovery 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	Data
School name	Hillsborough Primary School
Number of pupils in school	343 (inc nursery) – October 2024 census
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Wileman, Headteacher
Pupil premium lead	Emma Kay, Inclusion Lead
Governor / Trustee lead	Mark Bennett, Vice Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,296
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£234,296

# Section A: Pupil premium strategy plan

## Statement of intent

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 section details the key challenges to achievement that we have identified among our 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>

## Intended outcomes

This section 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
More disadvantaged children achieve phonic standard in Year 1.	<ul style="list-style-type: none"> <li>✓ 90% of all children will achieve the end of Y1 phonic standard.</li> <li>✓ 70% of DA children in EYFS will score above 10 in the phonics assessment in Summer 2</li> <li>✓ Achievement of DA and non-DA pupils is in line at the end of Y1.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>✓ Attendance of disadvantaged pupils improves compared to previous data</li> <li>✓ DA attendance is in line with national (94%)</li> <li>✓ The number of disadvantaged pupils who are persistently absent is less than 18% (school target)</li> <li>✓ The number of disadvantaged pupils who are late for school reduces</li> </ul>
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"> <li>✓ PP pupils will make accelerated progress in CL by the end of EYFS</li> <li>✓ 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.</li> <li>✓ Key vocabulary is identified and taught in all subjects</li> <li>✓ Staff follow the framework and address vocabulary at every given opportunity</li> <li>✓ Planned oracy activities into all sequences of learning</li> <li>✓ Vocabulary displays in classroom will be used effectively by PP children</li> <li>✓ Increased S&amp;L opportunities for children to perform in front of others</li> <li>✓ Through conversation and through application in written work in all subjects, PP children will use a wider range of vocabulary to support their communication.</li> <li>✓ PP children will make accelerated progress compared with their non-PP peers in reading, writing and maths</li> <li>✓ The attainment gap between PP children and their peers at the end of KS2 will close compared to previous external data</li> </ul>
Embed the formal and informal curriculums to build a sense of belonging and a cohesive school community.	<ul style="list-style-type: none"> <li>✓ School is visible on social media</li> <li>✓ Parent voice is positive about the school</li> <li>✓ Outdoor learning principles are owned by all staff</li> <li>✓ Hillsborough vision is shared and owned by all stakeholders</li> <li>✓ Parent workshops show an increase in attendance</li> <li>✓ All children experience the 11 by 11 opportunities.</li> <li>✓ Wider learning opportunities are planned to increase cultural capital</li> <li>✓ Parental engagement in planning and executing school events is high</li> <li>✓ Palpable culture of belonging ensures all children receive equity in opportunity.</li> <li>✓ DA pupils are represented fairly in the school ambassador teams and contribute to changes in their school community.</li> </ul>

## Activity in this academic year

This section details how we intend to spend our pupil premium and recovery premium funding this academic year to address the challenges listed above.

### Teaching (e.g. CPD, recruitment and retention)

Total budgeted cost: 132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff are highly vigilant for pupil attendance and raise concerns where there is persistent absence.	<p><a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a></p> <p>We know that disadvantaged pupils with high attendance and low lateness, achieve well, but conversely disadvantaged pupils with lower than average attendance achieve less well. We want children to want to come to school every day and on time- in fact we are aiming for children to want to come early. If we can get them to arrive early, they won't miss a single minute of their learning- but they will also benefit from utilising additional early morning provision in Y4 – Y6 from 8.30 – 8.40am.</p>	2
Leadership in class support/coaching and intervention	<p>The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for their pupils. (EEF Toolkit: Promoting high-quality teaching should be 50% of the tiered model)</p> <p>Appointing AHT for inclusion means that they are responsible for attendance, SEND, inclusion and to oversee progress of PP children and support staff in ensuring children attain well.</p>	1, 2
Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.	<p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/</a></p> <p>Wider professionals have used diagnostic approaches to assessment which have shown an impact on progress for PP pupils as teachers can plan for strengths and areas of difficulty. This has previously shown positive impact on progress for PP pupils, particularly in Y6.</p>	3
Continue to provide the teaching of early reading and phonics through Little Wandle, following the programme with fidelity and ensuring all staff continue to access high quality CPD. Assistant Headteacher to oversee Early reading and to ensure coaching models in place.	<p>Clear research shows progress is maximised when structured and rigorous approach to phonics is applied. Working with the English hub, this programme has been identified to meet the needs of all pupils and continues to improve our children's reading ability.</p> <p>Phonics   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	1, 3
High quality staff CPD	<p><a href="#">Effective Professional Development   EEF</a></p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during CPD, INSET training and has ensured we have been awarded the silver mark for CPD in school. This high quality CPD is used to reinforce the profile of disadvantaged pupils in our community.</p>	1,2,3,4
Embedding Word Aware (Vocabulary across the curriculum) in KS1 and KS2.	<p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -...   EEF</a></p> <p><a href="#">Benchmarks-report-FINAL-1.pdf</a></p> <p>The impact of oracy on children's progress in the curriculum can be accelerated by up to 6 months over the course of a year with a structured and supportive approach. Oracy enables children both to talk and through talk, deepening their subject knowledge and understanding through planned, structured and scaffolded opportunities. High quality oracy education has also been shown to have a positive impact on reading comprehension.</p>	1, 3, 4
Coaching model in school for phonics Working with Little Wandle to become a champion school.	<p>Staff across all three phases in EYFS and KS1 have received pre-phonological training. Staff across EYFS aware of expectations for children during their time in each phase and what we want children to achieve by the end of the phase of EYFS and beyond.</p>	1

<p>Develop immerse sessions and provide wider opportunities for pupils to speak in writing lessons to support and stimulate writing.</p>	<p>Provide wider opportunities for first-hand experiences to ensure children have the knowledge to write effectively and develop a wider vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report?utm_source=/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=cultural">https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report?utm_source=/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=cultural</a></p> <p><a href="#">DFE-RR238.pdf (publishing.service.gov.uk)</a></p>	<p>1</p>
<p>Leadership team to support inclusion and promote parent engagement in school.</p>	<p><a href="#">2. Build a culture of community and belonging for pupils   EEF</a>  <a href="#">Place and belonging in school: Why it matters today   National Education Union</a></p> <p>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. 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>	<p>1,2,4</p>

**Targeted academic support (e.g. structured interventions, tutoring, one-to-one support)**

**Total budgeted cost: £64,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention for small groups and 1-1	<a href="#">Oral language interventions   EEF</a> We have embedded a system of assessments, support and interventions to aid children with speech and language difficulties on entry to school. Low levels of CLL have been a barrier to our PP children for a sustained period of time. We have internal data showing the impact and success of this.	1, 3
Rainbow Talk	<a href="#">Rainbow Talk - Tools for Talk</a> A programme to help structure talk and vocabulary acquisition from EYFS.	3, 4
Ark+ maths mastery	<a href="#">Mathematics Mastery Primary</a> Introducing this programme across the trust to improve the opportunities children have to talk within maths lessons. It develops maths concepts through oracy and representations and EEF found that those following this programme in school made additional progress when compared to other pupils over the course of 1 year.	3, 4
Additional phonics sessions with support for targeted pupils on a daily basis. Linked to Little Wandle.	<a href="#">Phonics   EEF</a> Clear research shows progress is maximised when structured and rigorous approach to phonics is applied. Working with the English hub, this programme has been identified to meet the needs of all pupils and continues to improve our children's reading ability.	1,3
Teachers to use online platforms as part of home learning package, including seesaw, TT Rockstars and century tech.	The EEF Toolkit shows that homework can have a positive impact by up to 5 months. <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a> Metacognitively, the opportunity to revisit learning at home should improve their ability to retain information.	2,3,4
Use Clicker to support children to write effectively.	<a href="#">Clicker Research - National Literacy Trust Report   Crick Software</a> <a href="#">EEF blog: The Five-a-day approach: How the EEF can support   EEF (educationendowmentfoundation.org.uk)</a> Supporting every child to achieve in writing is a significant challenge. The use of technology in the classroom was researched and there were multiple benefits found. Training for teachers and for pupils will be key to ensuring that this is used effectively to support the improvement of writing outcomes.	3

## Non-academic barriers (e.g. related to attendance, behaviour, wellbeing)

**Total budgeted cost: £38,296**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint an attendance and welfare officer	<p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>To further support improving attendance, an additional member of staff will be appointed to the inclusion team with the specific role of supporting families to improve their attendance.</p>	1,4
Attendance interventions and incentives	<p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>Attendance interventions have been shown to have an impact on our data previously and we believe they can be a success again within our school. These will be regularly monitored to gauge their impact and feedback will be taken from all stakeholders.</p>	1
School ambassadors	<p><a href="#">Supporting young people to belong at school to increase wellbeing</a></p> <p><a href="#">Building belonging in your school: 12 ideas education behaviour inclusion welcome students teachers</a></p> <p>For children and young people, feeling a valued part of a school community gives a sense of belonging. Schools that are working hard to build inclusive school communities where all students feel they can participate – none are marginalised – are protecting the mental health of their pupils. School ambassador programme will ensure more children, including those who are DA, provide a voice for change in school and develop a sense of ownership and belonging.</p>	4
Alternative provision	<p>External provision has been provided for targeted high-profile children within our school. This has led to a reduced number of behavioural issues and exclusions which in turn has reduced disruption to learning in school. Less children are now accessing AP but where they are, there are clear links between school and AP to continue to foster belonging.</p>	4
Free breakfast provision (whole school)  Free Breakfast Club places at Breakfast Club	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/</a></p> <p>Many of our PP children come to school without having breakfast and following EEF research, school has continued to provide free breakfast for <b>all</b> pupils to ensure children ready to learn. This is provided on a daily basis in the classroom and is available throughout the morning.</p> <p>Free breakfast club places are offered to support individual PP families who may also have other vulnerabilities.</p>	
Shine programme for DA pupils	<p>Provides extra-curricular opportunities at Sheffield Girls High for Y5 DA pupils at the weekend. The project runs from November to March.</p>	
Nurture group (KS1 and KS2)	<p>Supports pupils to develop self-confidence, emotional regulation and social skills. Run by 2 members of the Inclusion Team x4 afternoons per week. Cohorts of pupils are reviewed on a termly basis.</p>	

## Section B: Review of outcomes

### Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2023/2024 academic year. 2024/2025 review is on a separate document.

Outcomes for PP pupils were good throughout school, but particularly in end of Y6 outcomes where you see impact of the work over the children's time in school on ensuring positive outcomes for PP pupils.					
Y6 – Unvalidated data		PP Actual 2023	Non-PP actual 2023	Non – PP Actual 2024	National 2023 DA/Non-DA
Reading	National Standard +	64%	88%	78%	60%/78%
	Greater Depth	11%	34%	30%	
Writing	National Standard +	33%	60%	74%	58%/77%
	Greater Depth	0%	3%	9%	
Maths	National Standard +	46%	75%	74%	59%/79%
	Greater Depth	7%	28%	17%	
SPaG	National Standard +	57%	72%	78%	
	Greater Depth	11%	34%	39%	
Combined	National Standard +	29%	56%	61%	44%/66%
	Greater Depth	0%	0%	9%	3%/10%

  

Intended outcome	Success criteria
<p>Close the gap in ELG for language and communication</p> <p>Secure a wider range of vocabulary for all PP pupils in all subjects.</p> <p>Improve writing outcomes for PP pupils throughout school (Sept 2022)</p>	<p>High quality models have been bought and introduced into all year groups to support children's exposure to texts. Little Wandle fluency books and resources have been purchased to support PP children to develop their fluency in reading. Out of the 6 PP pupils who accessed these texts, 4 of them are met ARE in reading and have caught up with peers.</p> <p>All wider curriculum subjects have vocabulary progression documents which outline which vocabulary is taught to ensure children are accessing the technical vocabulary needed for each subject. Knowledge organisers highlight new vocabulary and previously taught vocabulary for reference for the children but these have not had the impact that we had intended. This will be something we will continue to develop within our updated PP strategy.</p> <p>C&amp;L has improved from Autumn 2 to Summer 2, increasing outcomes by 6%. However, the number of PP pupils in FS2 has also increased from 11 – 17 over this period of time. Some of these children who have come into the cohort did not had good communication and language skills and therefore this impacted on our overall attainment. Currently, 59% of our EYFSP pupils are on track to attain ELG in CL: this is just slightly higher than all pupils. We continue to use Little Wandle in nursery for pre-phonics and this has helped our children attain as well as other speech and language programmes which are delivered in small groups and 1:1. Over 75% of the cohort were assessed and needed some form of speech and language intervention across the year.</p> <p>All staff have had training on using Clicker to support individual children with writing. The programme was purchased and then implemented in the Autumn term ready for the January start. Of those children who have regularly used Clicker, there has been improvement in their attitude towards writing and their engagement in writing sessions. They now feel more confident to access writing sessions and contribute to their own learning. However, there hasn't been notable impact on achievement to date but I believe that the impact will start to show in outcomes over time.</p> <p>There has been intensive CPD for teachers and support staff over the year in order to improve their understanding of the process of writing and the writing journey the children undertake. Staff have had CPD on models of excellence and now have a clear understanding of how children move through the writing journey and how we can use models to support and improve their outcomes.</p> <p><i>'The writing plans have been carefully thought through with clear progression in terms of building pupils' knowledge of genres, forms, stylistic devices and VGP over time. KS1 is suitably focused on transcription with pupils writing fragments and dictated sentences in the early stages of their writing journey. You have successfully used the writing training to inform your planning. There were many strengths across the day'</i></p> <p><i>Sarah Hubbard – writing consultant.</i></p>

<p>Close the gap in the phonics Y1 &amp; 2 checks between DA pupils and all pupils.</p>	<p>Little Wandle is fully embedded from Nursery to Y3, ranging from pre-phonics to phonics programmes and then post phonics catch up groups. Little Wandle is also now used across KS2 to continue with phonics for those children who did not pass at the end of Y2. We have a SEN programme, keep up programme and rapid catch up programme to ensure children can progress through phonics. This accounts to 14 children and they will sit the phonics screening at the end of each year to ensure they meet the expected standard, even if they have taken longer to do so. Out of the 14 children, 12 of them are PP.</p> <p>At the end of Y1, DA children passing the phonics screening test was lower than non-DA but had reduced the gap seen in the previous year's outcomes. 64% of DA pupils passed the phonics check compared to 86% non-DA pupils. At the end of Y2, DA pupils performed in line with non-DA pupils achieving the phonic standard, with 93% of DA pupils passing the phonic check. This is evidence that the right programme was selected and that it continues to have impact over time on pupil outcomes.</p>																																									
<p>Close the gap in attainment between pupils with PP and others in all year groups.</p> <p>Improved attainment at the end of KS1 &amp; 2 for pupils with PP.</p> <p>Close the gap in the Times table check for Y4</p>	<p>The Y4 multiplication check showed that we had not done as well with pupils in maths, particularly with those PP children in their multiplication check. However, there was significant increase in the number of PP pupils achieving 25/25 from the previous year however overall average score was lower. Improving maths outcomes will be a focus in the next strategy.</p> <table border="1" data-bbox="448 636 1318 786"> <thead> <tr> <th>Year 4 Multiplication checks</th> <th>PP 2023</th> <th>Non-PP actual 2023</th> <th>PP Actual</th> <th>Non – PP Actual</th> </tr> </thead> <tbody> <tr> <td>Pass 22+</td> <td>50%</td> <td>56%</td> <td>38%</td> <td>45%</td> </tr> <tr> <td>Mean average score</td> <td>19.7</td> <td>20.7</td> <td>17.5</td> <td>20.5</td> </tr> <tr> <td>/25</td> <td>5%</td> <td>19%</td> <td>23%</td> <td>15%</td> </tr> </tbody> </table> <p>During the strategy years, outcomes for PP pupils have improved in most areas. Maths has already been identified as an area for improvement in the new strategy, using a programme that has more opportunities for pupils to talk through mathematical concepts and use structured talk to support them to express their understanding of these.</p> <table border="1" data-bbox="456 931 1326 1464"> <thead> <tr> <th></th> <th>PP outcomes 22-23</th> <th>PP outcomes 23-24</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>38%</td> <td>58%</td> </tr> <tr> <td>Y1 Phonics</td> <td>57%</td> <td>64%</td> </tr> <tr> <td>Y2 phonic standard achieved</td> <td>91%</td> <td>93%</td> </tr> <tr> <td>End of KS1</td> <td>R – 65% W – 57% M – 74%</td> <td>R – 65% W – 64% M – 68%</td> </tr> <tr> <td>Y4 Multiplication checks</td> <td>Mean average 19.7 /25 – 5%</td> <td>Mean average 17.5 /25 – 23%</td> </tr> <tr> <td>End of KS2</td> <td>R – 64% W – 33% M – 46% Combined – 29%</td> <td>R – 92% W – 73% M – 85% Combined – 73%</td> </tr> </tbody> </table> <p>Children are using memory maps and other tools in order to retrieve and rehearse their learning. This is beginning to have impact and more children than before are able to talk about what they are learning in the classroom, having retained more knowledge. Each day begins with a memory map on a subject which ensures that rehearsal is part of the everyday routine. This is supporting our PP pupils to retain more knowledge and staff understand the importance of this as part of the daily school routine.</p> <p>Century Tech has been used again to support the children both at home and in Revision club to meet their end of year targets. More PP children were targeted to be EXS+ than all children and there was good attendance from the PP cohort at revision clubs before school, which focussed on maths.</p> <p>Online platforms have been reviewed this year and honed to ensure they are meeting the needs of the children in school. Y6 used Century Tech during revision sessions and this ensured they were well prepared for the maths end of KS2 tests. All teachers use Seesaw and the parental engagement in this is around 54%. All KS2 staff use TT rockstars weekly and homework is set. A relaunch in school with all children in KS2 has improved the engagement with this and competitions and medals are now in place which have encouraged pupils to use this outside of school.</p>	Year 4 Multiplication checks	PP 2023	Non-PP actual 2023	PP Actual	Non – PP Actual	Pass 22+	50%	56%	38%	45%	Mean average score	19.7	20.7	17.5	20.5	/25	5%	19%	23%	15%		PP outcomes 22-23	PP outcomes 23-24	GLD	38%	58%	Y1 Phonics	57%	64%	Y2 phonic standard achieved	91%	93%	End of KS1	R – 65% W – 57% M – 74%	R – 65% W – 64% M – 68%	Y4 Multiplication checks	Mean average 19.7 /25 – 5%	Mean average 17.5 /25 – 23%	End of KS2	R – 64% W – 33% M – 46% Combined – 29%	R – 92% W – 73% M – 85% Combined – 73%
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Y2 phonic standard achieved	91%	93%																																								
End of KS1	R – 65% W – 57% M – 74%	R – 65% W – 64% M – 68%																																								
Y4 Multiplication checks	Mean average 19.7 /25 – 5%	Mean average 17.5 /25 – 23%																																								
End of KS2	R – 64% W – 33% M – 46% Combined – 29%	R – 92% W – 73% M – 85% Combined – 73%																																								
<p>Number of DA pupils with PA to reduce and overall</p>	<p>Attendance was a key priority for 2023-2024 and featured on the school development plan. Communication with parents regarding attendance concerns increased through the year and the responsibility for discussing parental support needs was shared with assistant headteachers and inclusion. We received strong support from Teresa Cooper (Attendance and Inclusion in the Local Authority) who visited school regularly to speak to parents and meet with EKay.</p>																																									

attendance to improve	<p>EKey engaged in strategic attendance training, worked with colleagues in the Trust and gained ideas from colleagues across the city to introduce attendance incentives and raise the profile of attendance in school. These incentives have been rolled out this year and include</p> <ul style="list-style-type: none"> <li>- attendance challenge week</li> <li>- half termly attendance newsletters</li> <li>- attendance graphs for parents (showing a clear comparison of day's missed compared to peers)</li> <li>- attendance certificates</li> <li>- weekly attendance discussions in assembly</li> <li>- half termly class prizes based on an attendance points system</li> <li>- Spring 2 was attendance half term, a daily alphabet was shared with parents to highlight key elements of attendance</li> </ul> <p>SEND pupils continue to be a concerning group. A recent analysis of this shows that out of the 16 SEND children with the lowest attendance (below 90%), 13/16 are also pupil premium. 11/16 are male. Both PP and males have lower attendance overall in school. Reasons for low attendance in this group include medical needs, school refusal (3% attendance), 1 pupil on reduced timetable who we are awaiting a specialist placement for (28% attendance) and safeguarding concerns/poor routines in the home. EKey will continue to monitor this group closely until the end of the academic year.</p> <p>We continued to have a number of children who have left Hillsborough but remained on roll for a prolonged period. This reduced but continues to be an ongoing theme at Hillsborough. This impacts on EWO capacity and overall attendance as children cannot be removed under the Children Missing in Education category (as they were residing in Sheffield and not 'missing'). This issue has been discussed on a Trust wide level.</p> <p>In the Autumn term EKey completed a pupil voice activity and it was evident our children hear the word 'attendance' but did not know what it means. Teachers have worked with pupils to develop their understanding of what we mean by attendance. Spring term pupil voice showed children can now articulate what attendance means and the importance of attending school.</p> <p>Suspensions have reduced considerably this academic year. Alternative Provision is used for 2 pupils who previously received high rates of suspension and this has had a positive impact on their behaviour and self-regulation when they are in school. We have also used reduced timetables where appropriate to support 2 pupils who have considerable SEND and difficulty with self-regulation. This has reduced their dysregulation when they are in school.</p> <p>All pupils (PP-NonPP) continue to access a free breakfast. This is sourced by ourselves in conjunction with a Manchester based company who provide bread for the pupils in school and this is delivered on a weekly basis and prepared in school on a daily basis. From PP funding, we continue to purchase items for breakfast for PP pupils who are targeted and need this daily, on top of the toast that is offered to all.</p> <p>Free breakfast club places have been offered this year to families who have needed support at certain points of the year. These places have supported PP children to access a calm start to the day and to ensure they are attending school; all of these children had additional vulnerabilities. For all but 1 child, this has helped improve their attendance and therefore supported their academic progress in school.</p> <p>4 PP pupils attended the project this academic year. The link between Sheffield High School and these pupils was positive and parents were complimentary about the experience. All children attended the celebration event and have grown in confidence over the weeks they attended.</p>
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## 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?	N/A
What was the impact of that spending on Service Pupil Premium eligible pupils?	N/A

## Externally provided programmes (if applicable)

*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.*

<b>Programme</b>	<b>Provider</b>
Dyslexia screening portfolio	GL Assessment
Sandwell Early maths	GL Assessment
NELI	Elklan
Century Tech	Century
Clicker	CrickSoftware
Little Wandle	Wandle Learning Trust/Collins
Ark+ Mastery	Ark Trust