



## Hillside Community First School 2025-26 Pupil Premium Strategy Statement

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	221
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dave Graves
Pupil premium lead	Dave Graves
Governor / Trustee lead	Jonathan Heath

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,025
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£53,025

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve well across all areas of the curriculum. This strategy builds on the positive impact seen last year, particularly in phonics and emotional wellbeing, while sharpening our focus on high quality implementation.

High quality teaching remains the cornerstone of our approach. Alongside this, we will deliver targeted academic support and remove wider barriers to learning so that disadvantaged pupils are able to thrive both academically and socially.

### **Our objectives are to:**

- Narrow attainment gaps between disadvantaged pupils and their peers
- Secure strong early reading through high quality phonics, fluency and comprehension teaching
- Improve attendance and punctuality so that the majority of disadvantaged pupils attend school regularly
- Strengthen parental engagement and partnership
- Support pupils' social, emotional wellbeing and resilience

We recognise that the difference is not in what we choose to fund, but in how consistently and effectively it is implemented across the school.

### **Our Context**

Hillside Community First School is a four to nine age school with eight classes. We are part of the Initio Learning Trust. Approximately 18% of our pupils are eligible for pupil premium funding and eleven of these pupils are also identified as having special educational needs.

Our community includes families who experience financial hardship and varying levels of engagement with school. These contextual factors inform the priorities within this strategy.

### **Achieving our Objectives**

To achieve our objectives we will:

- Deliver a well sequenced, inclusive curriculum with clear expectations for all learners
- Prioritise staff development through evidence informed professional learning and coaching
- Provide targeted, time limited interventions based on diagnostic assessment
- Strengthen early language, oracy and vocabulary development
- Provide pastoral and emotional support through trained staff
- Remove financial barriers to participation in trips, clubs and enrichment
- Monitor impact carefully and adjust provision where needed

### **Key Principles**

- High quality teaching is the most effective way to improve outcomes for disadvantaged pupils
- Early identification and timely intervention are essential
- All staff take collective responsibility for disadvantaged pupils
- Interventions must be delivered with fidelity and evaluated for impact
- Parental engagement is a key driver of sustained improvement

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Some disadvantaged pupils do not attain as highly as their peers in reading, writing and maths. Reading comprehension and number fluency are particular areas of need.
2	Some families face financial barriers which limit access to uniform, trips, clubs and wider enrichment opportunities.
3	Some pupils have limited access to language rich environments, resulting in gaps in vocabulary and oral language development.
4	Some pupils experience difficulties with concentration, self regulation and confidence, particularly in the early years.
5	Attendance and punctuality are variable for a small number of disadvantaged pupils, impacting continuity of learning.

## **Intended outcomes**

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

<b>Intended outcome</b>	<b>Success criteria</b>
Improved reading, writing, and maths attainment.	The majority of disadvantaged pupils achieve age related expectations or make accelerated progress by July 2026
Improved phonics and early reading	Year 1 phonics outcomes for disadvantaged pupils are close to those of non disadvantaged peers
Improved vocabulary and oracy	Classroom observations and pupil outcomes show improved use of language and confidence in speaking
Improved number fluency	Tracking data shows improved achievement in mathematics among PP pupils.

Improved attendance	The majority of disadvantaged pupils achieve attendance of 96 percent or above
Improved wellbeing and resilience	Reduced behavioural incidents and positive pupil voice
Improved parental engagement	Increased attendance at workshops and improved home learning engagement

## 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: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school WalkThrus CPD and instructional coaching cycles (retrieval practice, modelling, explicit instruction)	Strong evidence that focused professional development and coaching improves classroom practice and pupil outcomes when implemented with fidelity; encourages consistent approaches across classes.	1, 3, 4, 5
Systematic Synthetic Phonics delivery (Unlocking Letters and Sounds): teacher training, resources, moderation time	Phonics programmes with fidelity have a strong evidence base for improving word reading and early reading attainment, particularly for disadvantaged pupils.	1 and 3
Oracy and vocabulary roll-out across the curriculum including planning time and resources	Oral language interventions and explicit vocabulary instruction improve reading comprehension and classroom participation.	1 and 3
Mathematics fluency development (Fluency Bee resources and staff training)	Deliberate practice of number facts and fluency improves mathematical confidence and enables higher order problem solving.	1 and 4
SLT and Pupil Premium lead release time for quality assurance, data triangulation and coaching	Leadership monitoring and coaching increases implementation fidelity and allows rapid adaptation of provision.	1 and 5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Short, scheduled tuition blocks targeted at Y1–Y4 pupils below ARE in reading and mathematics	Small group and one-to-one tuition, when closely linked to classroom teaching and delivered by trained staff, has a positive impact on attainment for disadvantaged pupils.	1
Unlocking Letters and Sounds targeted interventions for pupils requiring further phonics support	Phonics interventions are effective in improving decoding and early reading skills, particularly for disadvantaged pupils, when delivered with fidelity.	1 and 3
Precision Teaching and daily short practice sessions to improve retention and recall	Precision Teaching supports rapid improvement in specific skill areas such as word recognition and number facts through frequent, focused practice.	1
Diagnostic assessments to identify gaps and personalise intervention plans	Diagnostic assessment enables accurate targeting of needs and measuring progress; supports efficient use of intervention time.	1 and 3

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

Budgeted cost: £22,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker and ELSA provision including supervision and training	Social and emotional learning and targeted pastoral interventions improve wellbeing, engagement and readiness to learn; sustained SEL input supports positive behaviour and resilience.	4 and All

Attendance lead time and targeted family support (casework, meetings, breakfast club places, travel support where necessary)	DfE guidance and practice evidence show that proactive casework, clear escalation and practical support reduce absence and persistent absence.	5
Support to access equipment, uniform, and enrichment opportunities	Practical strategies for parental engagement, such as assisting learning at home, positively impact progress.	5
Family engagement programme: termly workshops (phonics, early maths, reading at home), Phone Home Fridays, positive noticing and flexible session times	Parental engagement improves pupil outcomes; practical workshops and consistent communication increase family capacity to support learning at home.	2 and 3
Financial support for uniform, trips, clubs, music lessons and enrichment (including funded places for Forest School and BRS coaching)	Removing financial barriers increases participation in the full curriculum and supports wider development, attendance and sense of belonging.	2
Small contingency fund for urgent or emerging needs (food parcels, uniform replacement, one-off travel support)	Quick response funding addresses short term barriers that would otherwise prevent access to learning and enrichment.	All

**Total budgeted cost: £53,025**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Pupil premium strategy outcomes**

Our review of the previous academic year shows that:

- Phonics and early reading outcomes improved for pupils receiving targeted support
- Precision Teaching contributed to improved word recognition and fluency
- Pastoral and ELSA support improved emotional regulation and reduced incidents
- Attendance for disadvantaged pupils improved, with a reduction in persistent absence
- Participation in enrichment activities increased where financial barriers were removed

While progress was strong in reading and wellbeing, further work is needed to embed consistent attendance improvements and strengthen parental engagement.

### 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.*

<b>Programme</b>	<b>Provider</b>
Football Coaching / Before during and after school support	BRS Coaching Academy

### Service pupil premium funding (optional)

*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***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

### Further information (optional)

This statement has been reviewed and updated in line with Department for Education guidance and reflects current expectations that pupil premium strategies operate as clear action plans. It is published on the school website and will be reviewed regularly to ensure it remains responsive to pupils' needs.