

Pupil premium strategy statement – Hillsgrove Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	21%
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)	2025-28
Date this statement was published	December 25
Date on which it will be reviewed	July 26
Statement authorised by	Kat Laurie
Pupil premium lead	Kat Laurie
Governor / Trustee lead	Ursula Ayliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,382
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total spent 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>	£89,830 *subject to pay awards.

Part A: Pupil premium strategy plan

Statement of intent

At Hillsgrove Primary School, we are committed to ensuring that all pupils have the opportunity to succeed, regardless of their background or circumstances. The pupil premium is a government grant that provides additional funding to schools to support pupils who are known to be at risk of underachievement. We are committed to using this funding effectively to narrow the attainment gap between our pupil premium pupils and their peers.

Our Vision

We want pupils at Hillsgrove to be confident in having the skills and knowledge they need to thrive in the world beyond school. We want all pupils to share our high aspirations for themselves and to develop a love of learning for life.

Our Priorities

Our three key priorities for the pupil premium are to improve the attendance of pupil premium pupils; to improve the attainment of pupil premium pupils and to meet the well-being needs of pupil premium pupils.

How We Will Achieve Our Priorities

Attendance

- We will work closely with parents and carers to improve the attendance of pupil premium pupils.
- We will provide targeted support for pupils who are struggling to attend school.
- We will promote the importance of regular attendance through school assemblies, newsletters, and other communication channels.
- We will use external agencies to support families with poor attendance.

Attainment

- We will provide high-quality teaching and learning for all pupils.
- We will offer targeted support to pupil premium pupils who are falling behind.
- We will provide access to a range of enrichment activities to help pupil premium pupils reach their full potential.

Well-being

- We will provide a nurturing and supportive environment for all pupils.
- We will identify and support pupils who are experiencing difficulties with their well-being.
- We will work closely with parents and carers to provide support for pupil premium pupils' well-being.

Monitoring and Evaluation

We will monitor the impact of our pupil premium strategy on a regular basis. We will use this data to evaluate the effectiveness of our interventions and make changes as needed.

Conclusion

We are committed to using the pupil premium funding effectively to improve the outcomes for our pupil premium pupils. We believe that all pupils at Hillsgrove Primary School have the potential to succeed, and we will work tirelessly to ensure that they all have the opportunity to do so.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees 88% .
2 Outcomes	Only 20% of pupils in receipt of PP are making expected progress despite catch ups.
3 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.
5	Develop life skills and opportunities to explore outside of their local area. Have access to facilities that may not be available to them outside of school. To develop a sense of self-worth and aspirations.

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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 5%) Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (December 2025: 49 children).
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in maths and reading in line with their identified baseline. Increase progress in: YEAR 1: 10% of children were on track to be Expected in Maths compared to the APAT average of 32% and only 20% compared to the Trust average of 33%. YEAR 2: Only 50% of PP children made expected progress in Reading and 25% in Maths compared to 76% (R) and 57% (M).
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 95%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Actual cost: £10,830

Activity	Evidence that supports this approach	Challenge number (s) addressed
HANDWRITING	Robust research, including comprehensive meta-analyses and authoritative guidance from the Education Endowment Foundation (EEF), provides unequivocal support for the implementation of structured handwriting instruction in primary schools. Such approaches demonstrate a direct positive impact on handwriting legibility and fluency, which are crucial for overall writing quality. Proficient handwriting functions as a foundational transcription skill, effectively reducing the cognitive burden associated with the physical act of writing. This reduction in cognitive load is vital, as it liberates essential mental resources that can then be redirected towards higher-order compositional tasks, thereby significantly enhancing a child's capacity to articulate complex thoughts in written form. The evidence consistently highlights that structured handwriting instruction is not merely beneficial but a critical component of foundational literacy, directly impacting multiple writing outcomes particularly for Pupil Premium pupils and enabling more sophisticated cognitive processes in writing. Works cited 1. Improving Literacy in Key Stage 2 EEF, accessed on June 24, 2025, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 2. EEF Improving Literacy in Key Stage 2 Report Second Edition	2

	PDF ..., accessed on June 24, 2025, https://www.scribd.com/document/546565811/EEF-Improving-literacy-in-key-stage-2-report-Second-edition 3. Full article: Handwriting Accuracy of Beginning Writers and Its Impact on the Readability of Their Sentences, accessed on June 24, 2025, https://www.tandfonline.com/doi/full/10.1080/19411243.2024.2315582 4. Handwriting Acquisition and Intervention: A Systematic Review, accessed on June 24, 2025, https://www.researchgate.net/publication/328397510_Handwriting_Acquisition_and_Intervention_A_Systematic_Review 5. HELPING HANDWRITING SHINE - Cloudfront.net, accessed on June 24, 2025, https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Helping-Handwriting-Shine-Addendum-Report-Final.pdf?v=1740855385 6. Helping Handwriting Shine - trial EEF, accessed on June 24, 2025, https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine 7. The EEF's Improving Literacy In KS2 Guidance Report: Our Review And Implications For Teaching Writing, accessed on June 24, 2025, https://writing4pleasure.com/wp-content/uploads/2021/12/the-eefs-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing.pdf 8. Handwriting readiness in the EYFS... Lincolnshire Research School, accessed on June 24, 2025, https://researchschool.org.uk/lincolnshire/news/handwriting-readiness-in-the-eyfs-part-2	
Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.	iPads offer accessibility features such as voice-to-text, screen magnification, and adjustable font sizes, which help students with physical disabilities or visual impairments. Additionally, interactive apps and educational games can make learning more engaging for children with psychological needs, promoting focus and social interaction. http://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1732277005	2
Leadership of PP	The designated person for PP has assigned time to analyse data to identify where PP children are falling behind their peers and research and implement CPD/schemes to support teaching and learning in areas that have been identified as a target area. https://assets.publishing.service.gov.uk/media	2

	/5f564f07d3bf7f4d75de7000/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Actual cost: £ 66,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Junior Language Link to identify children from Reception to Year 6 that are delayed with their speech so that support can be given where needed.	Junior Language Link is our award-winning package used to identify and support children with mild to moderate SLCN and those new to English in Key Stage 2. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with your local speech and language therapy team. Suitable for children aged 7 to 11 years, it focuses on vital higher level language skills such as making inferences, complex grammar and figurative language. As a staff, we are aware that children's early speech and language development is presenting as a barrier in higher levels than in previous years. We have analysed evidence of how speech and language early intervention supports pupils in other schools. The impact of children not acquiring early language skills has impacted the number of children gaining GLD compared to previous years (55.6% academic year July 2023) - this is linked directly to early language.	2
Establish small group maths, phonics and literacy intervention for disadvantaged pupils falling behind age-related expectations	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	

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

Actual cost: £12,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the use of the EWO service in order to more closely target attendance and persistent absence for our pupil premium children.	EEF best practice guide to improve attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	1
Family Support Worker to support families through delivery of Parenting workshops, support via Attendance Targeted sessions linked to EWO and attendance panels.	Previous years support via both FSW and EWO working in unison with the SLT have led to significant improvements in whole school attendance and parental engagement, linked to behaviour support.	1
Provide free uniform and Educational Visits		3

Total cost: £ 89,830 (subject to national pay awards, unspent £3,552)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our external data showed:

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PiXL CUSP	White rose Maths

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.