

Pupil premium strategy statement – Hill View School 2025-2028

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	467 (R – Y6)
Proportion (%) of pupil premium eligible pupils	30
Proportion (%) of pupil premium eligible pupils with SEND	
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Rorich
Pupil premium lead	Rebecca Rorich
Governor / Trustee lead	Alex Pearsom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216, 495

Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£216, 495

Part A: Pupil premium strategy plan

Statement of intent

At Hill View School, we are committed to helping every child grow and flourish.

We know that some pupils face additional challenges, and we aim to use Pupil Premium funding to reduce barriers so that all children have fair opportunities to succeed; there is equity for our pupils.

We understand that disadvantage is not limited to those eligible for Free School Meals, and we are shaping our approach to reflect this wider understanding.

High quality teaching is a key priority for us. Research shows this is one of the most effective ways to close gaps and raise achievement for all learners. We are developing a clear vision for excellent teaching and provide ongoing, evidence-informed CPD to support staff in achieving this.

We use diagnostic assessment to identify where pupils need extra support and are implementing targeted strategies based on research and best practice.

We also recognise the importance of positive relationships between staff and pupils for wellbeing, attendance, and learning. We are introducing approaches that promote restorative, trauma-informed, and predictable interactions, and we are expanding the range of nurture and welfare resources available to our most vulnerable families.

In summary, we:

- Take a whole-school approach, with relationships at the heart of our work.
- Aim to act early to address educational and social disadvantage.
- Use evidence and assessment—not assumptions—to understand pupils' needs and select a focused set of strategies to support them.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Overall attendance in 2024/25 was 93.0% which was below the national target of 95% and the schools' own target of 96%. Our Pupil Premium attendance in 2024/25 was 88.5% v non-PP 95.0% which is a gap of 6.5 Our Pupil Premium PA in 2024/25 was 31.9%
2	Early Language Early language development remains a significant barrier to pupils achieving a Good Level of Development (GLD) by the end of EYFS, as communication and language skills underpin all areas of learning. Assessments at the start of the academic year highlighted that many children enter Nursery and Reception below age-related expectations in these areas, particularly in speaking and listening.
3	Reading: Analysis of Reading: Phonics (Year 1, 2025) and Reading (KS2 SATs, 2025) indicate a gap in outcomes between Pupil Premium and Non-Pupil Premium pupils. Additionally, the Pupil Survey results reveal a low level of engagement in reading for pleasure at home.
4	SEMH/Engagement: Assessments, observations, and conversations with pupils and families have highlighted significant social and emotional challenges for many children, particularly those who are disadvantaged. These issues impact both well-being and academic attainment. A growing number of pupils require additional support, including nurture provision, counselling, and targeted interventions to help them remain engaged in learning. We must also ensure that our disadvantaged pupils do not suffer an educational deficit by not having the pre-requisite knowledge, skills or experiences to access a lesson or topic.
5	Cultural Capital/Personal Development We must ensure equity across our curriculum and extra-curricular provision so that all pupils have equal access to opportunities, responsibilities, and experiences, enabling them to leave school with comparable cultural capital. To measure impact, we first need to establish a baseline of participation for Pupil Premium and non-Pupil Premium pupils and then demonstrate progress in closing this gap.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged	Sustained high attendance will be demonstrated by consistently strong overall attendance for all pupils and no significant gap between disadvantaged pupils and their peers. Persistent absence will remain low, with disadvantaged pupils attending in line with others
Improved oral and language skills and vocabulary among disadvantaged pupils	Disadvantaged pupils demonstrate significantly improved oral language skills, evidenced through assessments, active engagement in lessons, and high-quality spoken contributions, as well as consistency in written work and formative assessment outcomes
Improved PSC and KS2 reading outcomes for disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged	Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by: <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations
Build cultural capital by ensuring all pupils are engaged in their learning and a variety of extra-curricular opportunities.	Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by: <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils – 100% of disadvantaged pupils attend an extra-curricular activity, school trip and sporting event in the academic year

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)

Budgeted cost: £ 108,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to partially fund EYFS leader's non-contact time so they can provide modelling/ coaching/collaborative planning with teachers</p> <p>Use of WellComm speech and language toolkit to assess, track and support early language development. We will provide staff time and CPD so the toolkit can be implemented.</p> <p>CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p>	2

<p>Continue to enhance our language rich learning environments</p> <p>Share best practice from other settings through United Learning network, United Learning EYFS lead visits and local BPS network (funded by schools) and leads training/visit.</p>	<p>Internal evidence indicates a strong correlation between lower communication and language skills in the early years and weaker reading outcomes in Key Stage 1 and Key Stage 2.</p>	
<p>Reading – whole school approach implemented in September 2025 with a clear framework for teaching Reading through KS1 & 2. This includes staff CPD, class resources and timetabled time for class books being read to pupils at the end of each day.</p> <p>Fluency explicitly taught then assessed and tracked termly. Data used to identify progress of pupils and provide support where required.</p> <p>Fluency homework provided, with parent training, for children who are below expected standard.</p> <p>Partially fund Reading Lead to lead Reading and Phonics, providing whole school CPD,</p>	<p>“Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.” EEF https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Reading Framework July 2023</p>	<p>3</p>

<p>support, monitoring and data analysis.</p> <p>Partially fund RWI development days used to support leads, provide training, monitor standards and track data.</p>		
<p>Ensure we recruit and retain the best teachers to teach our pupils. More pay, more time, more support (United Learning).</p> <p>Training on adapted teaching, part of our T&L handbook and building on our United Learning curriculum, will meet pupils' needs and interests and further engage them in their learning.</p> <p>Ring fenced CPD and leadership time will be given to instructional coaching and line manager meetings to aid teacher development.</p> <p>Whole school approach and staff CPD on Conscious Discipline will support staff developing positive relationships with pupils.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>More pay, more time and more support for teachers to increase retention and recruitment. United Learning</p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1 & 4</p>

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

Budgeted cost: £48,623

Planned Actions	Evidence that supports this approach	Challenge number(s) addressed
Fully engage with P80+ Disadvantaged project and upcoming actions, re-sources and CPD	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Reading leaders (Heads of Department Early Years & KS1) and RWI coordinator provide daily and coaching and training for staff at all levels</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Regular External Training led by experienced RWI consultant at least 3</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3

x a year for staff across the school (Development Days)		
<p>Identify the skills, knowledge or experiences that a pupil will need at the start of a unit of work. Provide these in advance where required through trips, visitors or interventions (Pre-teaching)</p> <p>Staff training on lesson structure (through T&L handbook and instructional coaching) with recap or pre-teaching at the start of a lesson or unit.</p> <p>Enhanced curriculum, included funded termly forest school, will provide pupils with exposure to new skills and experiences.</p>	<p>Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better informed pupils will dominate the discourse in the lesson.</p> <p>https://researchschool.org.uk/unity/news/levelling-the-playing-field</p> <p><i>Pre-teaching to enhance inclusive learning: connecting cognition, motivation, volition, and emotion</i></p> <ul style="list-style-type: none"> • <i>Journal: Frontiers in Education (2025)</i> <p>Pre-teaching can boost confidence and minimise experiences of failure in lessons. Secure success, Motivated Teaching, Peps Mccrea</p> <p>Secure success Give pupils a high success rate to look back on; frame what success means and help them attribute it accurately; pre-empt failure</p>	4, 5

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

Budgeted cost: £52,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance</p> <p>Participation in United Learning's Attendance project – action: involve teachers in contract meetings</p> <p>Attendance Lead to track and analyse pupil premium attendance (including daily tracking with HT) to identify patterns and barriers in attendance</p> <p>Attendance Lead to run contract meetings with parents of pupils who are persistently late or absent</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <ul style="list-style-type: none"> • Arriving 5 minutes late every day adds up to over 3 days lost each year. • Arriving 15 minutes late every day adds up to 2 weeks absence a year. • Arriving 30 minutes late every adds up to 19 days absence a year. 	1
<p>Embed routines into the school day, with timetabled CPD and practise, so staff and pupil have shared high expectations</p>	<p>Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. Peps Mccrea, Motivated Teaching.</p> <p>Conscious Discipline: MAPs https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/</p>	4
<p>Ensure equity in disadvantaged pupils' access to the school's wide extra-curricular provision.</p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.</p>	4 & 5

Safeguarding and welfare team	https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf <p>Research shows that young people's social, emotional, and mental health (SEMH) needs significantly influence every aspect of their lives. These needs affect their ability to learn and progress through the curriculum, their behaviour and attendance at school, future training and employment opportunities, and overall life chances.</p> <p>Maslow's Hierarchy of Needs highlights that individuals must have their basic needs met before they can thrive. To support this, parents are guided and assisted in accessing food banks, food vouchers, and other essential resources.</p>	
Contingency fund	Drawing on our own experience, we have recognised the importance of allocating a small contingency fund to address emerging needs that have not yet been identified.	All

Total budgeted cost: £210,070.

Part B: Review of the previous academic year (2024/25)

Outcomes for disadvantaged pupils

2024-25 Outcomes

	Reading		Writing		Maths	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Year 1	20	36	30	67	40	67
Year 2	63	83	33	76	48	80
Year 3	65	64	50	69	50	64
Year 4	57	70	43	58	50	84
Year 5	59	76	38	71	51	88
Year 6	37	76	47	83	53	80

The data shows:

Pupil Premium (PP) pupils generally attain below Non-Pupil Premium (NPP) pupils in all subjects and most year groups. In 2025/26, this will be tracked closely to establish if the gap is closing or closed.

Reading

- Gap widens markedly by Year 6
- Exception in Year 3: PP slightly outperforms NPP

Writing

- Consistently the widest gap across the school
- Starts high in Year 1 (37 pp), peaks Year 2 (43 pp), and remains high in Year 6 (36 pp).
- Lowest gap in Year 4

Maths

- Large, persistent gap that stays roughly steady (27 pp in Y1 and Y6).
- PP attainment shows gradual growth, but NPP remains substantially higher, keeping the gap wide.

Wider Impact

- Attendance – the data indicates that PP attendance is lower than that of non-PP pupils
- Welfare - the proportion of PP pupils subject to the welfare team and external agencies is higher compared to non-PP pupils.

Overall, the performance of our disadvantaged pupils has not yet met expectations.

Previous Priorities***Priority 1 – Improve PP attendance***

Although this has not been achieved for overall attendance (COVID had a negative impact on attendance), the % of persistent absentees have reduced.

Priority 2 – Closing the gap in Year 1 Phonics.

The gap is closing at the end of Year 1 for PSC, with progress for PP pupils good.

Strategic leadership of phonics - robust monitoring and evaluations has enabled actions to be implemented.

Carefully, planned interventions for pupils.

Priority 3 - Reduce the gap between PP and non-PP for writing in years 4 and 5.

The gaps were not reduced but progress evident in each year group.

United Learning English Advisor working English Lead to support teaching and learning.

All teachers took part in United Learning and internal (school) moderation.

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
<ol style="list-style-type: none">1. Times Table Rock Stars2. Wellcomm3. Edukey4. CPOMs	<ol style="list-style-type: none">1. Maths Circle Ltd2. GL Assessment3. TES4. Raptor Technologies