

Pupil Premium Strategy Statement – Hillstone Primary School

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 over the last academic year.

School Overview

Detail	Data
School name	Hillstone Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	51.7% (218 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028 (Year 1 of 3)
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026 (Annual Review) (Reviewed Sep 2026)
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors & Designated Safeguarding/PP Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,640
Early Years Pupil Premium (EYPP) & PLAC allocation	£12,360
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£335,000

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our objective at Hillstone Primary School is to eliminate the attainment gap between pupils eligible for Pupil Premium funding and non-disadvantaged pupils nationally. Aligned directly with our **School Improvement Plan (SIP 2026–2027)**, our vision nurtures ambitious, articulate learners who communicate clearly, think deeply and engage meaningfully with the world.

Because socio-economic challenge does not equate to low academic potential, our strategy combines high-quality whole-school provision with targeted interventions without socially isolating vulnerable pupils. Our plan follows the EEF tiered model:

1. **High-Quality Teaching First:** Whole-school embedding of the **Voice 21 Oracy Framework** and **ShREC approach**, adaptive teaching principles (TA daily planning proformas, flexible TA timetabling) and releasing an Assistant Headteacher to drive the creative curriculum
2. **Targeted Academic Support:** Immediate 1:1 reading coaching, targeted TA speech and language support, and structured **Shine interventions** for Reading and Mathematics.
3. **Wider Pastoral, Attendance & Enrichment Strategies:** A phased, multi-tiered attendance management system, conversion of reception space into a dedicated SEMH room, student-led wellbeing initiatives (*Staying Safe*), fully funded participation for **all 218 Pupil Premium pupils in the Junior Duke Award Scheme**, subsidised music/clubs, and 0–5 Music & Play sessions. (Junior Duke now to be initially run in y5 and y6 and run rest if the school following evaluation)

Challenges

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

Challenge Number	Detail of Challenge
1	Attendance and Punctuality: Attendance of pupil premium children is historically lower than non-pupil premium peers, with higher rates of persistent absence requiring phased, multi-layered action plans.
2	Cultural Capital, Aspirations & Life Experiences: Limited exposure to extra-curricular opportunities, clubs, and careers capital beyond the immediate home environment.
3	Social, Emotional & Mental Health (SEMH): Increasing demand for targeted emotional support, quiet regulation spaces, resilience building, and mental health interventions.
4	Classroom & Playground Learning Behaviours: Inconsistent classroom readiness and social interaction challenges during unstructured break times.
5	Speech, Language & Oracy Deficits: High proportion of EYFS intake present with severe speech barriers; across the school, pupils need structured talk tactics to articulate learning confidently.
6	Early Reading & Phonics Familiarity: Pupil premium pupils frequently enter school with lower home reading support and weaker initial phonics retention.

7	Knowledge Retention & Adaptive Teaching: Difficulty retaining long-term knowledge across core and foundation subjects, requiring systematic adaptive teaching and schema building.
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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
1. Improved Attendance & Reduced PA	Attendance for PP pupils aligns with national non-disadvantaged averages (96% +). Persistent absence drops below 15% via the SIP phased 3-tier action plans (90–95%, 80–89%, < 80%, < 50% safeguarding).
2. Expanded Cultural Capital & Clubs	100% of PP pupils participate in the Junior Duke Award Scheme , extra-curricular clubs, subsidised music tuition, and creative curriculum enrichment.
3. Dedicated SEMH & Emotional Provision	Successful conversion of the reception foyer into an SEMH Room, paired with classroom Calm Corners, Stormbreak, and Lego Therapy to improve emotional regulation.
4. Student-Led Safety & Positive Behaviour	Active student-led <i>Staying Safe Club</i> running in-house anti-bullying routines, reducing playground conflicts and improving classroom readiness.
5. High-Quality Oracy Across the Curriculum	Full implementation of Voice 21 (Talk Tactics, Oracy Ladder) and the ShREC approach in EYFS, closing the oral language gap and raising GLD outcomes.

6. Accelerated Reading & Phonics Attainment	Year 1 Phonics Screening pass rates reach 85% +, closing the PP gap. All bottom 20% readers meet target progress through Shine reading interventions and 1:1 coaching.
7. Adaptive Teaching & Knowledge Retention	Difference between PP and non-PP progress closed via adaptive TA planning, Insight to Impact meetings, and EEF 5-a-day principles.

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.

1. Teaching (CPD, Recruitment & Retention)

Budgeted Cost: £135,000

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Assistant Headteacher Release: Release Assistant Headteacher from class teaching to lead the creative curriculum and enrichment offer, delivered in partnership with the <i>Creative Connections</i>	Dedicated curriculum leadership ensures broad, high-quality foundation subject delivery and structured enrichment (+4 months EEF).	2, 7
Voice 21 & ShREC Oracy Framework Embedding: Whole-school Voice 21 training, Talk Tactics, Goldilocks word language	EEF research highlights that explicit oral language approaches and dialogic teaching yield +6 months	5, 7

audits, and the EYFS ShREC approach (Share attention, Respond, Expand, Conversation) integrated into active planning proformas.	of additional academic progress.	
Adaptive Teaching & TA Coordination Framework: Implement daily TA planning proformas, flexible TA timetabling linked to data need, termly Insight to Impact tracking meetings, and EEF 5-a-day principles.	Targeted TA deployment integrated with classroom teacher planning ensures adaptive instruction directly accelerates vulnerable pupil progress (+4 months).	4, 7
Read Write Inc. (RWI) Small Group Ratios: Maintain supernumerary staff across EYFS/KS1 to deliver 10–12 small phonics groups, backed by regular leadership coaching.	Systematic, small-group phonics delivery with continuous coaching ensures rapid progress for disadvantaged learners (+5 months).	5, 6, 7

2. Targeted Academic Support (Tutoring, 1-to-1 Support, Structured Interventions)

Budgeted Cost: £80,000

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Shine Interventions & 1:1 Phonics Coaching: Deliver 15-minute 1:1 coaching sessions 4 times weekly alongside structured Shine Reading and Maths interventions for the lowest 20% of learners.	Targeted 1:1 and small-group structured interventions delivered by trained staff provide up to +5 months of additional progress.	6, 7
Targeted TA Speech & Oracy Support: Skilled TAs delivering WellCom speech screening,	Structured TA-led speech and language interventions accelerate early communication and access to	5

targeted SALT follow-ups, and early vocabulary interventions.	the core curriculum (+5 months).	
KS2 Higher-Attainers Maths Mastery Club: Weekly stretch sessions led by Senior Leadership for high-attaining Pupil Premium pupils targeted at Greater Depth.	High-intensity stretch groups for high-attaining disadvantaged pupils prevent underachievement at the top end.	7

3. Wider Strategies (Attendance, Behaviour, Wellbeing & Life Skills)

Budgeted Cost: £120,000

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Phased Attendance Management System: Dedicated 3-person Attendance Team (Attendance Lead, Pastoral Lead, SLT) executing half-termly 3-tier action plans (90–95%, 80–89%, < 80%, < 50% safeguarding), shared phase meetings, "Attendance on a Page" data tracking, and hardship transport support.	Structured, multi-tiered attendance management combined with collaborative parent-school-child proformas directly reduces chronic persistent absence.	1, 3, 4
Reception Foyer Conversion to Dedicated SEMH Room:	Social and Emotional Learning (SEL) spaces and	3, 4

Reconfigure part of the reception area into a quiet, equipped SEMH Nurture Room, complemented by classroom Calm Corners, Stormbreak, Lego Therapy, Ordinary Magic, and Zones of Regulation.	self-regulation routines provide pupils with strategies to manage emotions, yielding +4 months academic progress.	
Junior Duke Award Scheme (Universal PP Provision): Fully fund participation workbooks, resources, and certification for all 218 Pupil Premium pupils across all year groups.	Non-cognitive practical life skills build independence, resilience, and practical competence that translate directly into classroom confidence (+3 to +4 months).	2, 3, 4
Expanded Extra-Curricular Clubs & Subsidised Music: Fully fund places in after-school enrichment clubs and subsidise instrumental music lessons for all pupils.	Extra-curricular clubs and arts participation expand cultural capital, spatial reasoning, and broader school engagement.	2, 3
"Staying Safe" Student-Led Anti-Bullying Club: In-house student-led <i>Staying Safe Club</i> running peer mentoring, playground support, and proactive anti-bullying routines.	Peer leadership and student-led safety initiatives improve playground culture and reduce afternoon learning disruptions (+4 months SEL impact).	3, 4
Free Breakfast Club & 0–5 Music & Play Sessions: Integration with the National Free Breakfast Club rollout paired with weekly subsidised Music & Play sessions for ages 0–5.	Early community engagement builds school readiness, language acquisition, and attendance habits prior to formal entry.	1, 2, 5

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Internal Insight tracking (2025/26) and the 2024/25 IDSR demonstrate strong academic performance and improving attendance trajectories across the school:

- **Key Stage 2 Attainment (2025/26 Insight):** 66% of Key Stage 2 pupils achieved the expected standard in Reading, Writing, and Mathematics combined. Disadvantaged pupils achieved 63% combined, significantly outperforming the 2024/25 national disadvantaged benchmark of 47%.

- **Early Reading & Phonics:** Strong performance in the Phonics Screening Check and MTC maintained. Daily 1:1 phonics coaching ensured rapid catch-up for the bottom 20% of readers.
- **Attendance & Behaviour Trajectory:** Persistent absence among disadvantaged pupils dropped to 15.5% by the end of the last academic year. Suspensions remained low following structured play worker deployment and the transition to the student-led *Staying Safe* programme.
- **Contextual Stability:** High stability (89.67%) alongside 50.5% FSM6 eligibility highlights that targeted pastoral and financial support successfully removed learning barriers while maintaining high expectations.

Externally Provided Programmes

Programme	Provider
Junior Duke Award Scheme	Junior Duke
Voice 21 Oracy Framework	Voice 21
Creative Connections SLA	Creative Connections
Read Write Inc. Phonics	Ruth Miskin Training
Shine Reading & Maths Interventions	Rising Stars / Hodder Education
Staying Safe (In-House KiVa Framework)	Hillstone School (In-House)
WalkThrus Teaching Framework	Oliver Caviglioli / WalkThrus
WellCom Speech & Language Assessment	GL Assessment
National Free Breakfast Club Scheme	DfE / National Rollout

For a visual breakdown of evidence-informed interactions in Early Years setting out the four components of the ShREC strategy (Share attention, Respond, Expand, Conversation), watch this [High Quality Interactions in Early Years - ShREC Approach Video](#). This video clearly demonstrates how early years practitioners can apply these simple, research-backed talk strategies in everyday practice to build children's oral language skills.