Pupil premium strategy statement – Hilton Lane 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 last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	
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)**	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	Three year plan but review annually
Statement authorised by	Full Governing Board CofG – P Henderson-Griffiths
Pupil premium lead	H Kearsley
Governor / Trustee lead	P Henderson-Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,463
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£12,812.07
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£184,275.07

Part A: Pupil premium strategy plan

Statement of intent

At Hilton Lane Primary School we strive to ensure that high-quality teaching, targeted academic support and wider strategies lead to our disadvantaged and vulnerable pupils achieving outcomes that are at least in line with their non-disadvantaged peers.

Our ultimate objective is to diminish the attainment gap between disadvantaged and non-disadvantaged pupils over time, evidence and research is drawn upon, including the EEF, shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. The background for many of our children can include disadvantage, poor attendance, SEND, EAL, lack of wider world knowledge and experience and involvement of other services such as Early Help and Social Care. Much of this contributing to gap between our disadvantaged and non disadvantaged children, but also our overall outcomes (this is true for the expected and greater depth standard).

We will consider the challenges faced by our disadvantaged pupils in the creation of this plan and then consideration how the allocation will be spent. Our current pupil premium strategy plan works towards achieving this by prioritising the development and improvement of teaching across the school, including highly effective interventions and the removal of additional non-academic barriers for our pupils. These have proven to have the greatest impact on diminishing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges identified and individual needs, rooted in robust assessments, and is not based on assumptions about the impact of disadvantage. All approaches adopted in this statement and in Hilton Lane Primary School, complement each other with the aim to help pupils excel. To ensure they are effective, we will:

- Ensure all children have access to quality first teaching
- Support our families to thrive and value education
- Support individuals with specific needs including mental health and barriers to learning
- Ensure our school promotes the extensive personal development of our pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Commit to the development of staff in all areas of the school
- Provide targeted provision as part of the national recovery programme

- In tackling these objectives we do not only look at the academic provision and outcomes for each child, though this is an important part of our strategy. We also consider other factors which impact

on learning some of which have been referenced above- such as how well our children can speak and listen when they first arrive at school, how good their attendance is (to be a successful learner you have to be in school almost all of the time), worries that children might carry with them that impact on their wellbeing and their readiness for learning (not always school-based worries), the skills of our staff in delivering what the children need and how we can help those with Special Educational Needs and Disabilities.

Challenges

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

Challenge number	Detail of challenge
1 SAL levels	Low levels of **speaking and listening skills** for many the children. This is evident from EYFS outcomes, including Wellcomm and TALC data, and is prevalent throughout KS1 and KS2, particularly in disadvantaged pupils.
2 High proportion of PP who are also SEND	Additional barriers to learning for disadvantaged children due to their **SEND needs**. Evidenced due to the high proportion of children with SEND (25.6%% school/ 14.8% National at SEN Support at the time of writing). Because of the make-up of our school, inevitably many of these children are also disadvantaged. On average approximately 60% of children with SEND are also disadvantaged.
3 Engagement and Opportunity	Parental engagement and wider opportunities **Lack of engagement by some parents** along with their perceived low importance of educational outcomes. Engagement is educational activities and wider activities related to cultural capital for children. Evident with the low level of attendance at some school educational events by parents, as well as engagement with external services, school based meetings and offers of Early Helps. This also impacts attendance of children.
4 Attendance	**Low levels of attendance** compared to National, particularly persistent absenteeism. Evident from the fact our reported attendance data over the last 3 years places us in the bottom 20% nationally. In school data shows on average a 2% negative gap between those who qualify for pupil premium and their peers. Persistent absentees stand at 13.4% in 20-21. This will be contributing to levels of attainment. Overall absence data has improved since being a focus over the last three years, but persistent absenteeism remains a focus
5 End of KS2 outcomes	**End of KS2 data is below National averages.** Despite attainment progress outcomes in many other areas (EYFS, Phonics Y1&Y2 and MTC) the end of KS2 data requires further work. This has been in th bottom 20% of schools.

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 SAL levels	Wellcomm (nursery) and TALC (reception) assessments at the end of the academic year evidence improved outcomes at age appropriate milestones from starting points. Less children will begin KS1 requiring further support. Across the rest of the school improved vocabulary knowledge and pupil verbal contributions can be evidenced formatively through monitoring and evaluation schedules. This will positively impact English outcomes at key assessment points to be more in line with national data.
2 High proportion of PP who are also SEND	A greater proportion of SEND & PP children will reach age appropriate expectations at key assessment points. Careful monitoring of progress during pupil progress meeting will show steps of progress and improved standardised scores. Progress in interventions will be evident in pre and post measure Regular review of IEP targets evidences progress in small steps at each round of renewal and monitoring activities confirm this.
3 Engagement and Opportunity	Higher levels of parent/carer attendance to whole school and class events will be noted, especially those with an educational focus where attendance is usually lower.
4 Attendance	School absence will continue to move closer to the Local and National average. Persistent absenteeism will reduce at a greater rate than the last three years are reach closer to Local and National figures.
5. Improved end of year outcomes at KS2	End of KS2 data will notable improve to be closer to Local and National figures for our PP children. This will be evident across all core areas and then combined figures. An increased proportion of PP children will be ready for the next phase of their learning.

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: £23,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.	Outcome 2 and 5 CS contribution approx £4800 (for HO one half day per week to support/coach staff) General whole staff training/CPD £15k
Technology and other resources focussed on supporting high quality teaching and learning	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources: • The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence	Outcome 1, 2 & 5 Insight tracking (Approx 1k) Seesaw (Approx £2.5k) Widget (£295)

	available and includes a number of practical examples of technology being used in ways which support improved teaching and learning. • The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.	

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and coaching	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	Outcome 2 CS contribution of approx £7000 (for JC-M one half day per week support/coach staff/ CJ/JS on half morning each week)
Recruitment and retention of teaching staff	Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. Supporting resources: • The EEF's 'Effective Professional Development' guidance report. Schools may choose to refer to other tools to manage workload, including the DfE's 'Reducing School Workload Collection', which offers support and practical resources	Outcome 1, 2 and 5 Cover teacher contribution approx £20k (release SENDCo for staff support, workload and wellbeing to fulfil role effectively to support PP/SEND children)
Interventions to support language development, literacy, and numeracy	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to	Outcome 1, 2 and 5 TALC Wellcomm

	specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	SALT support (Approx £3k)
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND	Outcome 1, 2 and 5 SALT buy in service – targeted support (Approx £13k)
Teaching assistant deployment and interventions	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.	Outcome 1 and 2 Early Intervention - JF contribution - Additional adults support in EYFS due to growing SEND and SLCN needs (Approx £12k)

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

Budgeted cost: £98,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-	Outcome 2,4 and 5 Learning mentor (Approx £25k)

	informed decisions about behaviour strategies. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	
Supporting attendance	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance	Outcome 1, 2, 3, 4 and 5 Family Liaison Officer (Approx £40k) Attendance Officer ½ day per week (Approx £4,371) Incentives, rewards (5k)
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.	Outcome 3 and 4 Wow curriculum – cultural capital opportunities Residential opportunities for Y5 and Y6 (Approx £12k)
Breakfast clubs and meal provision	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the Magic Breakfast programme.	Outcome 2 and 4 Breakfast club staff wages (Approx £10k) Subsidised Breakfast club places (Approx 2k)

Total budgeted cost: £176,966

Approximate buffer: £7,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data outcomes academic year 24-25:

GLD

Disadvantaged:

Combined attainment in 17 assessments

At/above expected	Above expected
55%	0%

Non-disadvantaged:

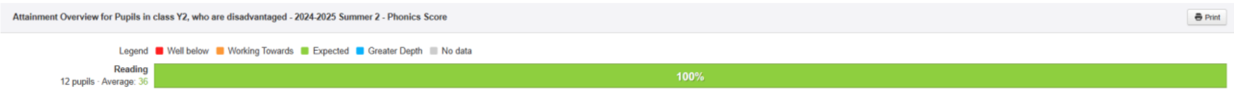
Combined attainment in 17 assessments

At/above expected	Above expected
60%	0%

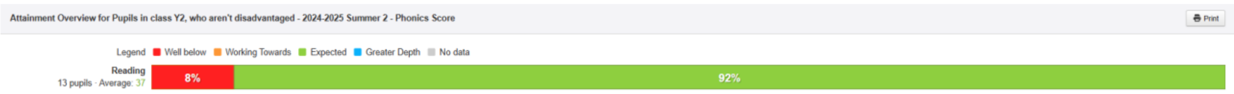
Overall GLD has improved for another year.

Phonics Y1

Disadvantaged:

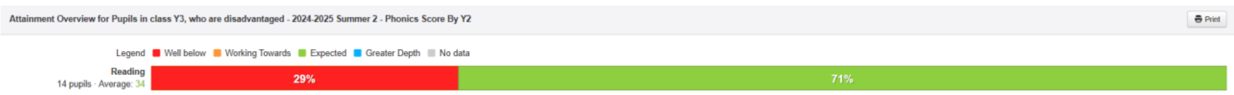


Non-disadvantaged:

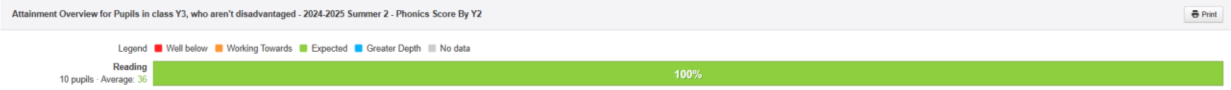


Phonics Y2

Disadvantaged:



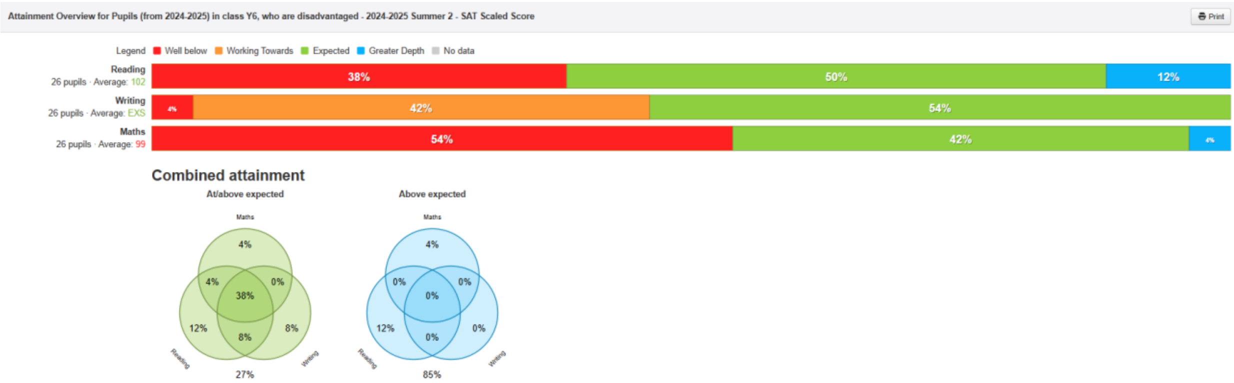
Non-disadvantaged:



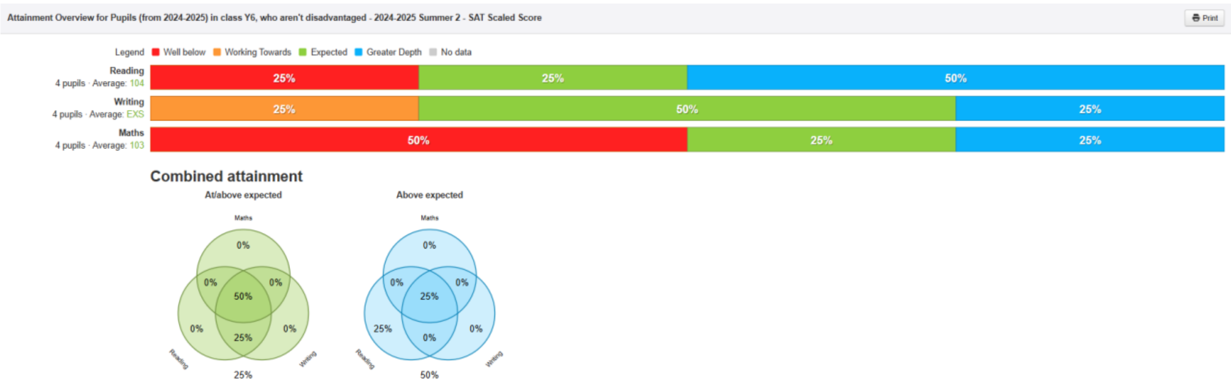
Significant improvement in phonics outcomes across all groups this academic year. Overall, now at national figures.

KS2 Combined

Disadvantaged:



Non-disadvantaged:



End of KS2 Data – Pupil Premium Pupils

24 pupils *80%*	KS2 Reading	KS2 Writing	KS2 EGPS	KS2 Maths	KS2 R/W/M
School	63/13	54/4	59/13	48/4	38/0

Headlines:

- 24 pupils are PPG and of this 24, 17 are on the SEND register (1 EHCP and 16 SEN Support)

End of KS2 Data – Pupil Premium Pupils / Non SEN

7 pupils	KS2 Reading	KS2 Writing	KS2 EGPS	KS2 Maths	KS2 R/W/M
School	71/14	86/0	86/29	57/0	57/0

Headlines:

- Of these 7 pupils, 5 are part of the constant cohort of the school – of these 5 pupils 60% achieved combined EXS

- This cohort have achieved well and made strong progress from starting points

SEND cohort – 19 of the 30 children in Year 6 were on the SEND register.
There outcomes are as follows:
Reading – 58/16
Writing – 42/5
Maths – 43/11
RWM – 32/5

Attendance 24-25

Group Analysis by Vulnerability

Period: 02/09/2024 AM to 18/07/2025 PM

Whole School **Percentages**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	119	92.02	5.58	2.40	2.71	0.72
Not Pupil Premium	132	94.40	3.70	1.90	1.19	0.12

Attendance continues to improve overall for the third year.

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.

Programme	Provider

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

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 funding.