



Hilltop First School Pupil Premium strategy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding over the next three academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hilltop First School
Number of pupils in school (Reception-Year 4)	199
Proportion (%) pupils eligible for pupil premium	$47/199 = 24\%$
Proportion of pupils eligible for PP also on SEND register	$16/47 = 34\%$
Proportion (%) of pupils eligible for service pupil premium	$12/ = 6\%$
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lynn Bima Headteacher
Pupil premium lead	Lynn Bima Headteacher
Governor lead	Darren James lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation 2024/25 academic year	£53,517
Service Pupil Premium funding allocation this academic year	£4,802
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£58,319

Part A: Pupil premium strategy plan

Statement of intent

At Hilltop First School, we want to provide a rich and engaging curriculum which challenges all of our pupils and draws them in so that they learn to love learning. Our learning environment and curriculum promotes curiosity, kindness and reflection and encourages independence so that every child reaches their full potential.

Success should not be determined by background or family circumstances. All deserve pupils to enjoy success. We will achieve this by ensuring every pupil have the necessary support to overcome barriers which may otherwise prevent them from accessing it.

Our ultimate objectives are:

- For all pupils to have their wellbeing needs met so that they enjoy coming to school and experience a feeling of belonging
- For all pupils to develop speaking and listening skills so that they can confidently express their ideas, ask questions and contribute to learning conversations
- For all disadvantaged pupils to have frequent opportunities to practise reading and have access to a range of high quality texts so that they become fluent and effective readers, enjoying reading both for pleasure and for learning
- For all disadvantaged pupils to meet curriculum related expectations for their year group, in line with their peers
- For disadvantaged pupils to enjoy a range of life experiences beyond classroom learning.

These objectives will be achieved through:

- Having high expectations of all pupils
- Building positive partnerships with parents and carers and making them aware of the support that is available to families
- Ensuring all classes enjoy high quality teaching every day
- Identifying possible barriers to learning and addressing them in a timeous manner through changes to the environment, adaptations to learning resources/tasks and targeted intervention programmes.
- Embedding oracy across the school day
- Focusing on early reading and providing many opportunities to read and listen to stories
- Providing social, emotional and mental wellbeing provision as needed

We recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all families who are socially disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged or vulnerable, including those who have a social worker and are young carers.

- Attachment awareness
- PNE/Post
- GT/Phonics Fun
- PPG Readers (targeting)
- Spelling interventions (teachers)
- Parent craft
- Nursey

Challenges

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

Challenge number	Detail of challenge
1	Lower level of development in the area of Communication and Language in disadvantaged school starters. Reduced vocabulary and expressive skills can lead to difficulties in building positive social skills and accessing areas of the curriculum
2	Lower attainment in core subjects as compared to non-disadvantaged peers. This is seen across all year groups.
3	School records show that disadvantaged pupils are far less likely to read at home than their peers. Pupils who practise reading less frequently make the least progress.
4	High number of disadvantaged pupils are identified as <i>vulnerable</i> . Many have social and emotional difficulties which affect their concentration and readiness to engage and can lead to poor behaviour. This in turn can have a detrimental effect on their progress and that of peers. There is a slightly higher proportion of 'time out' incidents involving PPG children than non-PPG children.
5	The out of school experiences of many disadvantaged pupils are limited in comparison to their peers which makes it even more important that they experience a wealth of rich learning experiences with practical resources and hands-on opportunities for learning. Some parents of pupils eligible for PPG are not able to afford school uniform or additional school experiences where families may be asked to make a contribution.

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
Disadvantaged pupils in the Early Years make excellent progress in language skills, vocabulary and early reading skills.	End of year EYFS attainment data will show All disadvantaged will pupils attain expected Early Learning Goals within 'Communication and Language' and 'Reading Comprehension' Observations of pupils in lessons will show improved oral language among disadvantaged pupils and greater confidence in engaging in group discussions and conversations with adults and peers.
Disadvantaged pupils in EYFS and Key stage 1 make good progress in phonics (both knowledge and application) to become fluent readers.	Phonics/Reading assessments throughout the year will show disadvantaged pupils in Reception and Year 1 are 'keeping up' with the Letterland programme. All disadvantaged pupils attain the threshold score by the end of Year 2. By Year 4 all disadvantaged pupils not identified as SEND will be meeting curriculum related expectations in Reading. All disadvantaged pupils in KS1 & 2 identified as having SEND will make good progress in reading and meet or exceed personal outcomes described within their individual support plans.
All pupils find pleasure in reading and are able to talk confidently about a range of texts that they have read.	All disadvantaged pupils are supported in choosing engaging library books which they are motivated to share with home adults. Disadvantaged pupils have the same opportunities to read aloud with an adult as their peers.
All pupils show increased attainment in Writing	By Year 4 all disadvantaged pupils not identified as SEND will be meeting curriculum related expectations in Writing. All disadvantaged pupils in KS1 & 2 identified as having SEND will make good progress in Writing and meet or exceed personal outcomes described within their individual support plans.
All pupils show increased attainment in Maths	By Year 4 all disadvantaged pupils not identified as SEND will be meeting curriculum related expectations in Writing. All disadvantaged pupils in KS1 & 2 identified as having SEND will make good progress in Writing and meet or exceed personal outcomes described within their individual support plans.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Boxhall Profile follow up assessments show positive SEMH progress in all pupils as a result of universal and targeted provision. End year EYFS attainment data will show that all PPG eligible pupils in Reception attain the ELG in 'self-confidence and self-awareness. Pupils show increased resilience and emotional regulation skills within both play and learning resulting in few 'time out' behaviour incidents across the year. Year 4 pupils are ready for different experiences or challenges they may encounter beyond Hilltop and are well prepared for the transition to next schools.
Pupils will enjoy a wealth of rich learning opportunities with practical experiences and hands-on opportunities for learning. All pupils will have everything that they need in order to get the most out of each school day including a good breakfast.	Average attendance of disadvantaged pupils is above 95% Pupils speak positively about school experiences Disadvantaged pupils access funded Breakfast club and After School Clubs

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: 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nursery and Reception staff are trained to lead to Tales Toolkits sessions and have the opportunity to observe each other during these times. All children in EYFS enjoy two adult led TT sessions each week and have opportunities to use resources to make up their own stories during play within the setting. Purchase of additional resources so that more than one group can be run at a time	Research carried out by the Unit for School and Family Studies at Goldsmiths University of London found children using Tales Toolkit showed increased levels of literacy, communication and language, creativity and improved social-emotional skills typically around three months ahead of peers in classes not using the approach.	1
Teachers in KS1 and KS2 are released to participate in the Primary Teaching for Mastery Embedding Programme with the BBO Maths Hub Funded release time for Maths lead to attend Maths Hub workshops and training Maths Mastery taught daily in Year 1-4	Research provides a strong evidence base that mastery teaching approaches have a highly positive impact on progress. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/	2

Walkthrus Project – strategies chosen to support the development of Maths and writing in school Regular training and coaching for teachers Peer observations and professional conversations across teaching staff	https://walkthrus.co.uk/how-does-it-work The Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms: Build knowledge Motivate staff Develop teaching techniques Embed practice https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading intervention English intervention programme for KS1 pupils eligible for PPG – linked to whole school Phonics approach with reading and comprehension conversations	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies In previous years, pupils (including those with SEN) have made very good progress as a result of this programme. It has been adapted this year so that it mirrors the sequence of phonic progression being following in main class lessons – focus on ‘keep up’ rather than ‘catch up’.	2
Daily 1:2 phonics catch up sessions for pupils in Year 1 who are not yet fluently blending.	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy It is essential for pupils to master this skill if they are to keep up and continue to access whole class phonic lessons.	2
1:1 reading for pleasure / comprehension training sessions for KS2 pupils eligible for PPG	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3

Pegs2Paper small group sessions for pupils in KS1 & KS2 who need additional support in developing or practising early handwriting skills	Use in previous years has shown how this programme supports pupils in EYFS to develop efficient fine motor skills and tripod grip alongside the spatial awareness necessary for good handwriting. School closures over the last two years meant that pupils did not complete the programme. Where fluent handwriting is still not yet established it would be valuable to continue the programme with order pupils.	2
Maths Mastery small group catch up sessions for pupils in KS2	Research provides a strong evidence base that mastery teaching approaches have a highly positive impact on progress. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/	2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff complete Boxall profiles for each child twice a year to identify areas of concern and measure progress in social & emotional development, resilience and readiness for learning	https://www.boxallprofile.org/about/why-boxall-profile/#:~:text=Evidence%20based,access%20to%20education%20for%20all.	2,4
1:1 and small group SEMH Support for pupils identified as vulnerable – PPG eligible pupils prioritised (Nurture provision, Drawing & Talking)	https://www.nurtureuk.org/nurture/what-nurture https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues	4
Emotion Coaching training provided by EP for newer members of staff.	This was rolled out across the school in previous years with positive results seen in pupils' behaviour and feedback from staff. The school been awarded Attachment Aware status which we want to maintain despite a change in staff in all year groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

myHappyMind programme implemented across the school Whilst the programme has been funded through Well Windsor, a large amount of time has been used to train staff on each of the modules and provide workshops for parents.	https://myhappymind.org/myhappymind-nhs-la/#:~:text=myHappyMind%20has%20proven%20to%20reduce,individual%20support%2C%20optimising%20their%20impact.&text=Clinical%20feedback%20shows%20that%20our%20programmes%20enhance%20the%20effectiveness%20of%20interventions.	4
Purchase of quality books which reflect the diverse backgrounds, interests and reading levels of pupils across the school including nonfiction books, picture books and fiction chapter books. Staffing library during two lunchbreaks so that pupils may visit outside of timetabled lessons.	https://education.gov.scot/resources/learning-to-read-early-years-plr/building-a-literacy-rich-environment/supporting-children-to-develop-a-love-of-reading/#:~:text=Evidence%20from%20Organisation%20for%20Economic,but%20also%20between%20staff%20members.	3,4
Free breakfast club places for pupils eligible for FSM Pupils eligible for PPG offered one free 12 week after school club or 2 12 week clubs at half price. Cost of all school trips and special events subsidised for pupils eligible for PPG Where needed the families of pupils eligible for PPG are supported with uniform related expenses.	All pupils enjoy a rich curriculum offer and are exposure to experiences and opportunities is not dictated by background or family circumstances.	5
All pupils eligible to PPG are allocated a link member of staff who will create an opportunity for a verbal interaction each week not directly linked to their specific learning tasks.	Increase positive adult interactions for key pupils and feeling of being 'kept in mind' across the week.	1;4

Total budgeted cost: £54,000