



Hilltop First School Pupil Premium strategy

This statement details our school's use of pupil 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-Year4)	167
Proportion (%) pupils eligible for pupil premium	$44/167 = 26.3\%$
Proportion (%) of pupils eligible for PP also on SEND register	$18/44 = 41\%$
Proportion (%) of pupils eligible for service pupil premium	$7 = 4\%$
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 last published	September 2025
Date on which it will be reviewed	September 2026
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 2025/26 academic year	£68,960
Pupil premium funding allocation 2024/25 academic year	£53,517
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£68,960

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/carers and making them aware of the support that is available to families
- Ensuring ordinarily available provision meets the needs of all children
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language in EYFS On entry to Reception, we have identified a vocabulary gap for some children which may stem from the range of vocabulary a child has been exposed to, as well as the range and number of texts that may have been shared with them. We have identified this could also impact their oracy and comprehension skills.
2	Working below age related expectations in Writing On entry, some pupils are seen to have had fewer opportunities to develop their gross and fine motor skills; this has been seen to have an impact on their writing. Some older pupils also need further opportunities to develop these skills.
3	Working below age related expectations in Maths On entry, some pupils are seen to have had fewer opportunities to develop their counting and early understand of numbers; this has been seen to have an impact on their later progress in maths. Some older pupils also need further opportunities to develop these skills.
4	Reading opportunities Some pupils have fewer opportunities to read outside of school. Some also have less access to rich texts beyond school. We have identified that this can impact on their rate of progress and later love of reading.
5	Social, emotional and wellbeing Social, emotional and wellbeing difficulties can make it difficult for children to feel regulated and ready for learning.
6	Rich life experiences Opportunities for rich experiences beyond the curriculum widen children's vocabulary and broaden children's knowledge of our community and the wider world.
7	Attendance and punctuality Lower attendance and punctuality mean that some pupils miss out on opportunities for learning.

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
Improved oracy and vocabulary knowledge	Pupil premium children are progressing in line with their peers in the following Early Learning Goals: • Listening and attention • Speaking • Comprehension
Improvement in phonics in EYFS and KS1	PP children progress in line with their peers as seen in KS1 phonics assessments and Writing and Word Reading Early Learning Goals.
PP children speak positively about reading and access a range of text	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.
Improvement in handwriting	All disadvantaged children progress in line with their peers as seen in the following ELGs: • Fine motor skills • Writing and through observations of exercise books further up the school.
Improvement in maths fluency	All disadvantaged children progress in line with their peers as seen in the Maths ELGs and end of Year 4 Multiplication tables Check.
PP pupils have access to appropriate social, emotional, mental health and wellbeing support when required.	All disadvantaged children in the early years make progress in line with their peers as seen in the following ELGs: • Self-regulation • Managing self • Building relationships All disadvantaged pupils show increased resilience and emotional regulation skills within both play and learning resulting in few 'time out' behaviour incidents across the year.
All disadvantaged pupils 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.	Pupils speak positively about school experiences Disadvantaged pupils access funded Breakfast club and After School Clubs as needed
All disadvantaged pupils are on time and in school every day.	The average attendance of disadvantaged pupils matched the national expectation of 95%

All disadvantaged pupils accessing our Dandelion Resource unit will make good progress all areas of development	Pupils will achieve their small step goals related to the outcomes in their Education Health Care Plan
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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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years, KS1 and SEND unit staff are trained to deliver to Tales Toolkits sessions and have the opportunity to observe each other during these times. All children in EYFS enjoy two adult led Tales Toolkit sessions each week and have opportunities to use the resources to make up their own stories during play within the setting. Pupils in the early stages of Year 1 also have weekly Tales Toolkit sessions which provides a bridge from oral to written story telling.	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. Our observations show that children are positively engaged in these sessions and confidence in oral engagement improves as a result.	1
Mastering Numbres sessions are taught daily across the school. All teachers 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.	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/	3

Whole school Walkthrus Project — strategies chosen to support the development of Maths and writing in school Regular training and coaching for leadres and teachers Peer observations and professional conversations across teaching staff supports reflective practise in focus areas.	https://walkthrus.co.uk/how-does-it-work The Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development WalkThrus-based programmes can deliver all the mechanisms: • Build knowledge • Motivate staff Develop teaching techniques • Embed practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4,5
Deploying additional learning support staff across all classrooms to facilitate our agreed ordinarily available provision. Staff will be trained in evidence-based frameworks to scaffold learning, and support self-regulation strategies for all pupils.	EEF guidance emphasizes that when support staff are trained and deployed purposefully, they add measurable value to pupil progress. Universal high staffing ratios allow for consistent, adaptive teaching, ensuring disadvantaged pupils receive the immediate attention required to access the curriculum.	1,2,3,4,5

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

Budgeted cost: £17,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily small group phonics instruction for key children in Reception.	Our obsevationes show l the early stage of phoincs learning, some children make better progress when taught in a smaller group in a lower distraction environemnt. These groups mirror the main class daily phonics lessons.	2,4

Daily 1:1 reading catch-up and keep-up phonics and reading intervention in KS1 and KS2	Precision teaching is an evidence informed intervention strategy which sbuilds automaticity, speed, and accuracy in core foundational skills sacu as phonics nowledge and reading. Sound Linkage is an evidence informed appraoch to improving phonological awareness necessary for reading. In previous years, pupils (including those with SEN) have made very good progress as a result of these interventions.	4
Daily oportunities for children who need more pracite to read with an adult in school.	Our observatiosn show us that when chidlren regualrly proactise reading aloud with an adult they make good porgress particualrly with regard to confidence and fluency.	4
Weekly Pegs to Paper small group sessions for pupils in all Reception pupils and pupils in KS1 and 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 the following essential skills: • efficient tripod grip • fins motor control • visual special awareness	2
Catch up Mastering Number sessions for pupils in KS2 who may still have gaps in early number concepts	This programme has been shown to be effective in developing fluency in pupils and some children need a little more time to embed and practice early concepts.	3
Additional Speech and Language and Occupational therapist input for Dandelion staff. Additional purchased time from private therapists to provide advice and training to staff.	Targeted therapeutic support is most effective when it is delivered by staff who have been appropriately trained.	8

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

Budgeted cost: £25

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group SEMH Support for pupils through: • Nurture Provision • ELSA • Drawing & Talking • TLC groups Staff are released for planning as well as ongoing training and supervision.	Each of the SEMH interventions are evidence informed. Our observations how that children who have benefited from these programmes often feel happier coming to school, are better regulated as a result and more ready for learning. https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues	1,2,3,4,5,7
Emotion Coaching training provided by EP for newer members of staff with top-up training for all other staff.	This was rolled out across the school in previous years with positive results seen in observations of pupils behaviour and feedback form staff. The school been awarded Attachment Aware status. It is important that new staff joining the school are inducted into these principles and supported to effectively implement them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5,7
myHappyMind programme implemented across the school Whilst the programme has been funded through Well Windsor, it is necessary to release staff to for training in each of the modules. Workshops for parents are also provided.	Our observations show that the MyHappyMind programme supports children's SEMH development. Pupils develop in the following areas: • Managing Emotions • Building Self-Esteem • Practicing Gratitude • Improving Relationships • Developing Resilience https://committees.parliament.uk/writtenevidence/164297/html/	5,7

Attendance of all pupils is rigorously tracked throughout the year. Concerning patterns are quickly identified and leaders support families where there are external barriers impacting on attendance. Classroom staff take note of pupils who have missed key learning through absence and have place to quickly full any learning gaps.	A review by the EEF shows that focused parental engagement initiatives help boost attendance, particularly when dealing with persistent absence. Our experience shows that when leaders work with families over time, attendance improves. Work includes building an understand of possible root causes of low attendance and punctuality, and the impact on children's learning. Staff observe that quickly revisiting a missed area of learning ensures that pupils have the essential foundations for new concepts or skills.	6,7
Pupils eligible for FSM are able to access free breakfast club places. Pupils eligible for PPG offered funded places in after school clubs. Participation of PPG pupils in the wider life of the school such sporting events, leadership roles and our coffee shop are monitored and PPG pupils are supported and encouraged to engage. 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 exposure to experiences and opportunities is not dictated by background or family circumstances.	6, 7

Total budgeted cost: £70

Part B: Review of the 2025/26 academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025/26 academic year.

Externally provided programmes

Programme	Provider
Tales Toolkit	Tales Toolkit
Walkthru Project	Tom Sherrington
Mastering Number Programme	BBO Maths Hub
Attachment Aware Programme	RBWM Virtual School / ARC
myHappyMind	myHappyMind — though Well Windsor