

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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 in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hillside Infant School
Number of pupils in school	169 (Dec 25)
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	December 2026
Statement authorised by	R Fennell
Pupil premium lead	R Fennell
Governor / Trustee lead	Jo Palmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,656.67
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (March 24)	£1,711,76
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	£34,368.43

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Hillside Infant school is that no child is disadvantaged due to their background and family circumstance. We have a strong ethos of inclusion at Hillside Infant and this has been recognised during our Ofsted inspection (October 23) 'Pupils thrive here. This is because staff get to know pupils and their families, so they understand what they need in order to achieve well' The Hillingdon SEND review during March 2024 also recognised this strength 'The targeted provision is a real strength of the setting with high quality evidence-based interventions against areas of need identified by teachers. Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.

Baseline assessments demonstrate that communication and language is an area of need. Each year approximately 50% of children within the Reception cohort have been identified through language link assessments to be working below age related expectations. Developing language and vocabulary is a key development action as well as children's phonic and reading skills as this impacts every area of education and learning. Pupils in receipt of pupil premium funding have historically made good progress across the school and attainment has been inline or above their non-pupil premium peers. To continue to ensure the PPG entitlement reaches all entitled families through a targeted approach.

- To close the gap between disadvantaged and non-disadvantaged pupils in reading, maths and writing through targeted interventions.
- To increase the range of extra-curricular/enrichment opportunities.
- To provide a range of specific social and emotional support systems and opportunities for key pupils
- To ensure attendance of disadvantaged pupils is in line with non-disadvantaged pupils Barriers/Challenges Some attendance issues/ housing/social difficulties Parental engagement within the home learning and wider access to laptops and internet access.

Challenges

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

Challenge number	Detail of challenge
1	Baseline and on entry assessments indicate high levels of speech and language delays. This has increased referrals for support both internally and externally agencies. Approximately 50% of children within the Reception cohort have been identified through language link assessments to be working below age related expectations.
2	Phonic attainment for some disadvantaged children is lower than non-disadvantaged pupils.
3	The pandemic has affected children life experiences and a deficit in enrichment experiences for all pupils, but more evidently within disadvantage groups of pupils
4	There are gaps between disadvantaged and non-disadvantaged within maths attainment at the end of KS1.
5	Wellbeing and mental health, early play and socialisation experiences have been impacted for those born 2020/2021

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
Improve oral language and vocabulary for disadvantaged pupils	Gaps between PPG/Non PPG children are closing and language link interventions have supported children to be able to have a wide range of vocabulary to access class learning
Close gaps in phonic attainment for disadvantage pupils	Phonic progress and attainment of all children is moving inline or above national averages
To ensure disadvantaged pupils have full access to a range of enrichment experiences such as sports clubs,	All children have a full range of enrichment opportunities such as after school external clubs and children are not penalised due to potential costs
Improve reading outcomes for children at the end of EYFS and KS1	Disadvantage children attainment is in line with all pupils and national averages.
Support disadvantage pupils where relevant with additional mental health,	Children are supported with understanding their mental health through whole class support and targeted therapeutic interventions

The percentage of children achieve GLD is in line with non-pupil premium pupils	Disadvantaged pupils achieve a GLD especially within key areas of writing, communication and language. Phonic results are improved.
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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: £ 16,170.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to revise the phonics teaching approach and refine areas/twinkl scheme used	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils	1,2
Develop mental arithmetic skills with children through the use of the maths passports.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	4
Improve the % of children working at age related expectations Increase amount of volunteer readers and support with training. Continue to have parents in and promote a love of reading with reading afternoons etc.	Language provides the foundation of thinking and learning and should be prioritised in order to impact on children's reading and writing: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 13588

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide robust baseline assessment within EYFS to identify children needing additional support/SEN D assessments to make rapid progress	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
To support children with language development with targeted intervention groups within EYFS to improve the percentage of children achieving a good level of development at the end of EYFS.	Language link assessment and intervention- https://speechandlanguage.info/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
PPG pupils are targeted with interventions across KS1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one: One to one tuition EEF	2,4

to ensure they reach their potential based on 20% FFT target. Interventions and support vary from cohort to cohort dependent on need.	Booster for before and after school clubs to target children for EXP and GD in all areas. (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PP children have first choice access to lunchtime and after school clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3
Provide families with financial contributions to support children attend clubs outside of school that support a particular skills/interest		3
Ensure all children participate in all trips and finance is not a barrier to participation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Track attendance of all PP children with termly report- RAG rate and highlight families		1,2,4

needing additional support		
Provide wider support for families where attendance is poor. Ensure 'Team around the family' support to identify barriers and actions. Ensure open door policy is full used families to ensure attendance is in line with non PP children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (education endowme	4
To utilise play therapist for additional hours to support with a range of anxiety/trauma/bereavement	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (education endowment	3,4
Improve self-esteem of children through therapeutic work with therapeutic lead	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

At the end of EYFS attainment data demonstrates that gaps between disadvantaged pupils and all pupils narrowed in most areas.

Development and targeted strategies and interventions supported children within EYFS to achieve the ELG and GLD.

Phonics Year 1 pass 2025

All year 1 pupils	58 pupils	87%
PPG pupils	7 pupils	57%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Infant language link	Speech link
Twinkl phonics	Twinkl
Talk4writing	Pie Corbett Talk4writing