Pupil Premium Strategy Statement
Hillingdon Primary School 2021/22 - 2023/24

This statement details our school's use of pupil premium (and recovery 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	2023 - 691 (66 are in the nursery)
Proportion (%) of pupil premium eligible pupils	19.68%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 - 2023/24
Date this statement was published	3rd January 2024
Date on which it will be reviewed	23rd July 2024
Statement authorised by	Sabrina Kelly and Samina Saidiya
Pupil premium lead	Sabrina Kelly and Samina Saidiya
Governor / Trustee lead	Jem Shuttleworth (TEFAT)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,880
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£19,720.
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£217,600

Part A: Pupil premium strategy plan

Statement of intent

We strive to embed a whole school culture that believes all disadvantaged pupils can achieve at least the national expectation, by the end of Key Stage 2, in all core subjects, unless they have a significant barrier to learning. Pupils with a significant barrier to learning are set targets that are appropriate and specific to them to ensure that at least good progress is made each year. We hold high expectations and aspirations for all of our pupils, including those who are already high attainers.

High-quality teaching, supported by thorough and targeted CPD, is key in our strategy to support our disadvantaged pupils. This is a whole-school approach that ensures teachers are equipped to support and challenge disadvantaged pupils, whilst also benefiting and supporting non-disadvantaged pupils. Disadvantaged pupils are strategically targeted to benefit from continually improved high-quality teaching and tutoring support, targeting specific gaps in knowledge and learning.

Our graduated approach supports staff to identify challenges throughout the school based on robust diagnostic assessment which is then paired with holistic care for pupils' individual needs. Through solution-focused records of consultation following each data collection point we focus on identified gaps in pupils' learning to support them to make targeted progress through a tiered approach to whole school provision planning. To ensure our strategies are effective we will:

- adopt and continue to embed whole school systems to enable staff to act early and intervene to support disadvantaged pupils to further improve outcomes and maintain high expectations to ensure achievement for all;
- continue to maintain a culture and mindset in which staff, pupils and parents / carers believe that all pupils, including disadvantaged pupils, are able to make good progress and attain at least in line with the national expectation; and
- provide direct coaching, guidance and CPD to improve the quality of teaching and learning for disadvantaged pupils.

Challenges

These areas are ones we traditionally work on with pupil premium pupils. However, the COVID-19 pandemic and associated lockdowns have increased the level of need in these areas.

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

Challenge number	Detail of challenge
1	**Attendance and punctuality** Our attendance data over the last 3 years (pre-2021) indicates that attendance among disadvantaged pupils has been up to 9% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.
2	**Phonics** Read, Write Inc assessments, observations, teacher feedback and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, and are not attaining as well as their non-disadvantaged peers generally and this negatively impacts their development as readers.
3	**Reading comprehension** Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	**Writing** Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	**Mathematics** Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
6	**SEMH needs, disproportionately affecting disadvantaged pupils, linking to difficulty in demonstrating healthy learning behaviours** We are noticing a higher proportion of disadvantaged pupils struggling to settle into routines, regulate their emotions and feelings, and requiring significantly more pastoral support.

	Furthermore, there is an increase in social, emotional and mental health needs being reported with children and their families generally, and this is linked to learning behaviours. Some pupils need additional support to establish healthy learning behaviours, habits and social relationships. These challenges disproportionately affect disadvantaged pupils, including their attainment and ability to engage in learning.
7	**Speech and language needs** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among a disproportionate number of disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
8	**Lack of access to technology for home learning** Our data sources that track home learning and verbal feedback from pupils and parents, indicate some disadvantaged pupils have insufficient access to technology at home which negatively affects their ability to access home learning provided.

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
Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and reduce the disproportionate level of persistence absence in disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: ● The overall attendance figure for disadvantaged pupils is in line with the overall attendance figure for non-disadvantaged pupils. ● The percentage of all pupils who are persistently absent being well below 10% and the figure among disadvantaged pupils is no higher than their peers.
Phonics Improved phonics attainment among disadvantaged pupils	KS1 Phonics Screening outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Reading comprehension Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 80% (above the national average) of disadvantaged pupils met the expected standard.

Writing Improved Writing attainment for disadvantaged pupils at the end of KS2, supported by improved vocabulary knowledge.	KS2 Writing outcomes in 2024/25 show that more than 80% (above the national average) of disadvantaged pupils met the expected standard.
Maths Improved attainment in maths among disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2024/25 show that more than 80% (above the national average) of disadvantaged pupils met the expected standard.
SEMH and Wellbeing Further improve access to Mental Health support and programming for our disadvantaged pupils. To achieve and sustain further improved wellbeing for our disadvantaged pupils.	Sustained high levels of mental and emotional wellbeing from 2024/25 demonstrated by: ● qualitative data from student voice, student and parent/carer surveys and teacher observations; and ● a significant reduction in the demand for pastoral support, particularly in disadvantaged pupils.
SALT Improved oral language skills and vocabulary among disadvantaged pupils, reducing the disproportionate demand for NHS SALT services from disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, from 2024/25. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. There will also be a reduction in the disproportionate demand for NHS SALT services from disadvantaged pupils.
Technology for home learning To improve access to technology for disadvantaged learners by providing devices for use in school and at home. To ensure pupils are able to engage in online learning platforms that improve progress and attainment for disadvantaged pupils.	● 100% of home learning is available through online platforms. ● 100% of disadvantaged pupils will have access to the necessary technology to engage successfully in online learning platforms. ● Data from engagement tracking during home learning shows that all disadvantaged pupils have access to technology at home and demonstrates that all disadvantaged pupils access home learning provided.

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: £98,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of CUSP Training and external literacy consultant training to provide training and continuing CPD in the explicit teaching of reading comprehension strategies.	Evidence shows that the explicit teaching of comprehension strategies and strategies such as fluency, expression and prosody, impacts positively on pupils' reading skills. ● Improving Literacy in KS1/EEF ● Improving Literacy in KS2/EEF ● Teaching Reading Comprehension strategies/EEF	3
Continued use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Read, Write Inc) Purchase of Read Write Inc development days and training for any new members of staff involved in teaching phonics. Purchase subscription to the RWI Portal to allow for continued CPD via the training videos.	A robust and clear approach to the teaching of phonics has a positive impact on the learning of word-reading for all pupils, particularly for disadvantaged pupils: ● Phonics | Toolkit Strand | Education Endowment Foundation EEF ● Improving Literacy in KS1/EEF	2
Purchase of high-level support of teacher CPD and development from the ARK Maths Mastery programme to	The mastery approach has been proven to be most effective in the teaching of mathematics in the Primary phase: Mastery Learing - toolkit strand/EEF	5

closely monitor our maths teaching and curriculum planning in line with DfE and EEF guidance.

Designated leader of Mathematics Mastery has been appointed in the school.

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The EEF guidance is based on a range of the best available evidence:

Improving Mathematics in Key Stages 2 and 3 | |
| We fund LSA and Teacher release time to attend SALT and oral language interventions directly with specialists to gain modelled training and support.

We purchase resources and fund ongoing training for teachers and LSAs.

We embed classroom strategies across the school support staff to articulate key ideas, consolidate understanding and extend vocabulary.

Training of staff is given to enable them to support pupils in specific areas of speech and language. Training has been given by the NHS SALT. | Oral language interventions have a strong evidence base that suggests oral interventions are inexpensive and highly impactful upon improving Reading outcomes. eg. dialogic activities and high-quality classroom discussion.

Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF | 3, 4, 7 |
| Coaching, staff development and CPD | CPD is developed and designed using the EEF guidance on effective | 2, 3, 4, 5, 6, 7 |

	professional development to ensure high-quality professional development mechanisms are in place with high impact upon all areas of the curriculum.	

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

Budgeted cost: £39,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide small group booster sessions, through school holiday booster sessions and weekly homework clubs.	Regular small group tuition is proven to be effective in improving pupils outcomes, and targeting specific gaps for individual pupils to accelerate progress. Small group tuition EEF Toolkit strand	3, 4, 5
SALT/oral language intervention programmes.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions	EEF (educationendowmentfoundation.org.uk)	7

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

Budgeted cost: £59,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the principles of good practice set out in the DfE's Improving School Attendance advice. This will involve continuing to embed a robust system of monitoring and managing attendance in line with school policy and continuing to ensure that the staffing structure in place supports this.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Funding additional Chromebooks at home and in school	Based on our experience of working with families of disadvantaged pupils, it is vital we are able to ensure all pupils are able to access home learning, to support and embed learning that takes place in school. We are also mindful of any possible school closures in response to the COVID-19 pandemic and supporting all pupils accessing any online learning provided. We are also keen to innovate and take advantage of new technology (particularly around Google) to exploit new learning opportunities within school, for all pupils, but with a particular focus on disadvantaged pupils.	2, 3, 4, 5, 8
Funding for Pastoral Care Manager and Inclusion Leader to work with pupils, parents and carers, and release time for staff training (eg - on attachment.)	There is an extensive evidence base for metacognitive and self regulation strategies to support pupils to improve attendance, behaviour and wellbeing. This support targets cognition, metacognition and motivation for learners.	6

To regularly train staff on evidence based approaches to supporting SEMH and wellbeing.	EEF Toolkit: Metacognition and Self-Regulation	
To support families with the costs associated with enrichment extra-curricular activities, to ensure all pupils have access to them (school visits, PGL residential trip, Breakfast and After-school Clubs)	Research shows that Parental Engagement has a positive impact on pupil achievement. EEF Toolkit: Parental Engagement	6
Assistant Psychologist Service Educational Psychologist Service	There is an extensive evidence base for metacognitive and self regulation strategies to support pupils to improve attendance, behaviour and wellbeing. This support targets cognition, metacognition and motivation for learners. EEF Toolkit: Metacognition and Self-Regulation	6

Total budgeted cost: £197,880

Part B: Review of the previous academic year (2022/23)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data. (We are mindful that there are relatively low numbers of PP pupils in some year groups which can 'skew' the percentages when compared to non-PP pupils).

While there is a gap between attainment of PP and non PP pupils (reflecting the national picture for 2022/23), the percentages of KS2 pupils attaining at least the expected standard in maths and English, is significantly above the national averages for PP pupils. In reading, it is in line with the national average. At the end of KS1, attainment of PP pupils is in line with or above the national average. There was no gap in 2023 between PP and non PP pupils in attaining the Y1 phonics screening and PP pupils' attainment is in line with non PP pupils. Internal data shows many PP pupils receiving interventions with phonics made accelerated progress during the last academic year. Most PP pupils in Reception attained the GLD, and the percentage attaining the GLD was above the national average. The data demonstrates that the curriculum in place, alongside high quality first teaching is having a positive impact on the attainment and progress of pupil premium pupils. However, we are not complacent and are aware that there continues to be a gap between PP and non-PP pupils in the school, that we continue to address with the strategies described.

The impact is being mitigated by our high quality curriculum, being fully delivered by well-trained and experienced teachers. Disadvantaged pupils have continued to be supported through additional in-school support, such as school holiday booster lessons and interventions. There has been a particular focus on supporting disadvantaged pupils through all the activities outlined in the section above.

Attendance and persistent absence levels have improved for Pupil Premium pupils from the previous year (2021-22), when the impact of the Covid lockdowns was still prevalent. Whole school attendance has been a focus, and while there is still a gap between PP and whole attendance, the gap in the last two years has narrowed, and the rate of persistent absence for PP pupils has decreased.

	Attendance - all pupils	Attendance - PP pupils	Persistent absence - all pupils	Persistent absence - PP pupils
2021-22	93.25%	90.42%	24.26%	37.50%
2022-23	93.29%	92.15%	20.86%	29.58%

The data demonstrates that strategies in place to improve attendance are having a positive impact. Key staff continue to support a number of focus PP pupils with self regulation strategies to support and improve their behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met, and in some cases exceeded our expectations, and we are at present on course in some areas to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PSHE programme	Jigsaw
CUSP Curriculum programme	Unity Partnership