

# Pupil Premium Strategy Statement Hillingdon 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	694
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25-2027/28
Date this statement was published	16th December 2025
Date on which it will be reviewed	1st December 2026
Statement authorised by	Sabrina Kelly Samina Saidiya
Pupil premium lead	Sabrina Kelly Samina Saidiya
Governor / Trustee lead	Katie Stobbart (TEFAT)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,851
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£213,851

## 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 additional 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 meetings 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

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are at risk of not achieving at least age-related expectations in reading, in line with non-disadvantaged pupils in the school in English (phonics, reading and writing)
2	Disadvantaged pupils are at risk of not achieving at least age-related expectations in maths, in line with non-disadvantaged pupils in the school in maths, with a particular focus on arithmetic skills.
3	There has been an increase in the complexity and number of disadvantaged pupils experiencing emotional difficulties, linking to difficulties in pupils being able to regulate their emotions and feelings.
4	Speech, language and communication needs are disproportionately affecting disadvantaged pupils in the school.
5	Disadvantaged pupils' attendance is generally lower than non-disadvantaged pupils in the school.

## 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' attainment is in line with or above non-disadvantaged pupils in the school in all statutory assessments.	<ul style="list-style-type: none"> <li>Data in all statutory assessments (GLD in Reception; Phonics Screening in KS1, Multiplication Tables Check in Year 4 and end of KS2 assessments in reading, writing, maths and science) demonstrates that progress and outcomes for disadvantaged pupils are at least in line with their non-disadvantaged peers.</li> <li>Data scrutiny of internal assessments demonstrate that progress and outcomes for disadvantaged pupils are at least in line with their non-disadvantaged peers.</li> </ul>

Intended outcome	Success criteria
Disadvantaged pupils are supported by staff to meet their ambitious targets in phonics, reading, writing and maths	<ul style="list-style-type: none"> <li>● All pupils receive quality-first whole class teaching across all curriculum areas</li> <li>● Pupils are given targeted academic support through strategies such as small-group teaching and small group and individual targeted interventions</li> <li>● Professional development further supports and maintains high-quality teaching and assessment, including moderation of teacher assessments.</li> </ul>
All pupils demonstrate they have strategies to draw upon to support them to independently manage their feelings and emotions. To further improve the mental and emotional wellbeing in all pupils.	<ul style="list-style-type: none"> <li>● There is a significant reduction in disadvantaged pupils requiring a high level of pastoral support to manage their feelings and emotions</li> <li>● Data from pupil voice and staff surveys indicate pupils feel able to manage their feelings and emotions and know how to access support with this.</li> </ul>
All pupils demonstrate their increased confidence in speaking to their peers across all areas of the curriculum and improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Across all areas of the curriculum, pupils demonstrate active listening skills when engaging in partner talk and pupils use purposeful, ambitious and varied vocabulary when speaking to their peers</li> <li>● Pupils demonstrate confidence, clarity and fluency in their oracy skills when speaking to others, in a range of contexts</li> <li>● Explicit quality first teaching of oracy skills are embedded in teaching across all areas of the curriculum</li> </ul>
Disadvantaged pupils' attendance reaches the schools' ambitious targets, in line with non-disadvantaged pupils' attendance, and that there is no discernable gap.	<ul style="list-style-type: none"> <li>● Disadvantaged pupils' attendance is at least 96%, in line with the school's target for all pupils' attendance.</li> <li>● Persistent absence in disadvantaged pupils is below 7%, in line with the school's target for all pupils.</li> <li>● School systems for monitoring all pupils' attendance continue to be robust and successfully allow staff to identify and intervene where individual pupil's attendance is a concern.</li> <li>● Further embed a whole school culture of high expectations of attendance in all pupils, parents and staff</li> </ul>

## 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: £106,295

Activity - Teaching	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continuing professional development:</b> Continued use of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (Read, Write Inc)</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation EEF</a></li> <li>• <a href="#">Improving Literacy in KS1/EEF</a></li> <li>• <a href="#">Effective professional development</a></li> </ul>	1
<p><b>Continuing professional development:</b> Continued use of the CUSP programme to plan and teach a robust programme of reading strategies and continuing CPD in the explicit teaching of reading comprehension strategies.</p>	<p>Evidence shows that the explicit teaching of comprehension strategies and strategies such as fluency, expression and prosody, impacts positively on pupils' reading skills.</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Literacy in KS1/EEF</a></li> <li>• <a href="#">Improving Literacy in KS2/EEF</a></li> <li>• <a href="#">Teaching Reading Comprehension strategies/EEF</a></li> <li>• <a href="#">Effective professional development</a></li> </ul>	1
<p><b>Continuing professional development:</b> Continued use of teacher CPD from the ARK Maths Mastery programme to closely monitor our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Designated leader of Mathematics Mastery has been appointed in the school.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub</p>	<p>The mastery approach has been proven to be most effective in the teaching of mathematics in the Primary phase:</p> <p><a href="#">Mastery Learning - toolkit strand/EEF</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Effective professional development</a></p>	2

Activity - Teaching	Evidence that supports this approach	Challenge number(s) addressed
<p>resources and CPD (including Teaching for Mastery training).</p> <p>We fund smaller teaching groups in maths in Year 5 and 6 to further target gaps in learning in the upper KS2 maths curriculum, with an additional teacher.</p>	<p>DfE - <a href="#">Standards for Teachers Professional Development</a></p>	
<p><b>Continuing professional development:</b> We are funding CPD for oracy, through engaging with the TEFAT Oracy project and through strategies from the <a href="#">Voice 21</a> project to train all staff in how to develop oracy, vocabulary and confidence in speaking. This academic year, the focus is on active listening and partner talk.</p>	<p>Evidence shows that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>EEF: <a href="#">Oral Language Interventions Effective professional development</a></p>	1, 2, 4
<p><b>Teaching Resources:</b> Continued subscription to 'Times Tables Rockstars' which provides pupils with a robust and engaging platform to practice times tables.</p>	<p>This online activity has been proven to increase the speed with which pupils can answer times tables questions: <a href="#">Times Tables RockStars - SHINE.</a></p>	2

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

Budgeted cost: £53,462

Activity - Targeted academic support	Evidence that supports this approach	Challenge number(s) addressed
<p>We fund LSA release time to attend SALT and oral language interventions directly with specialists to gain modelled training and support.</p> <p>We purchase resources and fund ongoing training for teachers and LSAs.</p> <p>We embed classroom strategies across the school support staff to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Training of staff is given to enable them to support pupils in specific</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF</a></p>	1, 2, 4

Activity - Targeted academic support	Evidence that supports this approach	Challenge number(s) addressed
<p>areas of speech and language. Training has been given by the NHS SALT.</p>		
<p>To provide small group booster sessions, through after school booster sessions and weekly homework clubs.</p> <p>1:1 and small group tuition is provided for phonics interventions from Reception and into KS2 where needed, including the RWI 'Phonics Fast Track' intervention.</p> <p>1:1 and small group tuition is provided for reading interventions in KS2.</p> <p>1:1 and small group tuition is provided for mathematics in Upper KS2.</p>	<p>Regular 1:1 and small group tuition is proven to be effective in improving pupils' outcomes, and targeting specific gaps for individual pupils to accelerate progress.</p> <p><a href="#">Small group tuition EEF Toolkit strand</a></p>	<p>1, 2</p>

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

Budgeted cost: £53,462

Activity - Wider strategies	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for Pastoral Care Manager and Inclusion Leader, with the support of senior leaders, to work 1:1 with pupils, parents and carers, and release time for staff training.</p> <p>Pastoral Care Manager and Assistant Headteacher for Inclusion to attend the Attachment Lead course run by the Hillingdon Virtual School, to further improve our attachment-aware and trauma-informed culture in school, and to further improve support for disadvantaged pupils.</p> <p>To regularly train staff on evidence based approaches to supporting SEMH and wellbeing.</p>	<p>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.</p> <p><a href="#">EEF Toolkit: Metacognition and Self-Regulation</a></p>	<p>1, 2, 3, 4</p>

Activity - Wider strategies	Evidence that supports this approach	Challenge number(s) addressed
<p>To work with families to ensure disadvantaged pupils have access to extra-curricular activities, in line with their non-disadvantaged peers (homework club, externally run activity clubs, school visits, PGL residential trip, Breakfast and After-school Clubs)</p>	<p>Research shows that Parental Engagement has a positive impact on pupil achievement.</p> <p><a href="#">EEF Toolkit: Parental Engagement</a></p>	<p>1, 2, 3, 4</p>
<p>Assistant Psychologist Service - this includes 1:1 in-school support for pupils experiencing difficulties with emotional regulation</p> <p>Educational Psychologist Service</p>	<p>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.</p> <p><a href="#">EEF Toolkit: Metacognition and Self-Regulation</a></p>	<p>1, 2, 3, 4</p>
<p>Continue to embed the principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>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. We will continue to ensure senior leaders, the pastoral care manager and the attendance officer (including the Attendance leads and Champion) meet with parents to support them to improve attendance for their child.</p> <p>Funding wrap around care in school for disadvantaged pupils where attendance and/or punctuality are a concern.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>A wide range of trips and educational experiences are offered to pupils throughout the school, and disadvantaged pupils are supported and prioritised to enable them to access these experiences, as valuable opportunities to develop their cultural capital and personal development</p>	<p><a href="#">Nasen research: the value of school trips</a></p>	<p>3, 5</p>

**Total budgeted cost:** £213,851

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic years (2023-24 and 2024-25), drawing on national assessment data. **Please note: We are mindful that there are relatively low numbers of PP pupils in some year groups which can 'skew' the percentages below when compared to all pupils. It is also important to note that some disadvantaged pupils have other identified barriers to learning.**

#### **Reception - Good Level of Development (GLD):**

Data shows that 79% of disadvantaged pupils attained the GLD in 2024-25; a significant increase from 2023-24. This is above the National Average and there is no gap between the attainment of disadvantaged and non-disadvantaged pupils within our school.

#### **Phonics Screening - Year 1**

Attainment data shows that the gap between disadvantaged pupils and non-disadvantaged pupils attaining the pass mark in the Phonics Screening Check has widened from 2023-24 to 2024-25. This is in part due to the significant increase in complex additional needs in the cohort.

#### **Multiplication Tables check - Year 4 (% of pupils attaining full marks in the check)**

Data shows that there was an increase of 10% in the number of disadvantaged pupils attaining full marks in the Multiplication Tables Check in 2024-25 compared to the previous year; therefore reducing the gap in attainment between disadvantaged and non-disadvantaged pupils.

#### **End of KS2 assessments - Year 6**

In reading, the gap between disadvantaged pupils and non-disadvantaged pupils attaining at least the expected standard has narrowed since 2023; fluctuating in 2024 and 2025. This has been in line with the national average (the National distribution banding) for disadvantaged pupils.

In writing, the number of disadvantaged pupils attaining at least the expected standard has remained constant since 2023 and is above the national average for disadvantaged pupils. However, there remains a gap between disadvantaged and non-disadvantaged pupils within our school.

In maths, there remains a gap in the number of disadvantaged and non-disadvantaged pupils attaining at least the expected standard but it has been above or in line with the national average over the last three years. This continues to be a focus as outlined above.

Where there are gaps between attainment of PP and non PP pupils within the school, as outlined above, (reflecting the national picture for 2024/25 and taking into account 'skewed' percentages due to the low numbers of PP pupils in some year groups); these continue to be addressed 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, outlined above.

#### **Attendance:**

Attendance and persistent absence levels have remained constant for Pupil Premium pupils from the previous year (2023/24). Attendance of Pupil Premium pupils in our school is above

the national average and the rate of persistence absence in the last two years has been lower than the national average. This demonstrates the work we are doing to improve the attendance of disadvantaged pupils is having a positive impact. The data demonstrates however, a small gap between the attendance of disadvantaged and non-disadvantaged pupils within our school.

## 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.*

<b>Programme</b>	<b>Provider</b>
PSHE Programme	Jigsaw
CUSP Curriculum programme	Unity Partnership