



Pupil Premium Strategy Statement

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 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	Hillcrest Primary School
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 3 year plan 2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Matthew Try
Pupil Premium lead	Nancy White
Governor / Trustee lead	Paul Critchley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 137,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£137,370

Part A: Pupil Premium strategy plan

Statement of intent

At Hillcrest Primary School we have high expectations for all our pupils, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their potential, both academically and personally. In order to do this, we engage in a range of strategies to provide support to overcome barriers and create challenge at an appropriate level. We have created our bespoke, rich and varied Text Linked Curriculum to provide an exceptional learning journey to support pupils' outcomes, enabling children to be engaged and achieve well.

As a school, we use a number of whole school, key interventions and approaches, that are not only restricted to pupils eligible for the Pupil Premium, but based in evidence of supporting those from disadvantaged backgrounds. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for Pupil Premium.

School leaders at Hillcrest are committed to ensuring that all of our disadvantaged pupils, including those who are able, receive high quality teaching in every lesson and that disadvantaged children who have 'fallen behind' their peers, with similar starting points, receive in-class adaptation, frequent interventions and ongoing support. At Hillcrest, we recognise the importance of working with parents/carers.

Funding is allocated within the school budget by financial year. This budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our pupil Premium funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation. Expenditure is reviewed, planned and implemented by academic year as shown within the school's improvement and development plan (SIDP).

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development of reading.
3	Our assessments and observations indicate that the well-being, social communication and classroom behaviours of many of our disadvantaged families demonstrate they require greater support to meet developmental milestones and thrive in their learning environment and wider community.
4	Our attendance data over the last 4 years indicated that persistent absence among disadvantaged pupils has been between 14-17% higher than for non-disadvantaged pupils. 20-29% of disadvantaged pupils have been 'persistently absent' compared to 6-12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Internal assessment indicates that, on average, lower attainment and slower progress rates are made by disadvantaged pupils, in all core subjects. Data on intake at reception identifies some gaps, and for some the gap doesn't reduce during their time in 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
Improved oral language skills of vocabulary among disadvantaged pupils.	Assessment and observation indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative and summative assessment.
Improved reading attainment amongst disadvantaged pupils.	Year 1 Phonic Screening test data will show a higher percentage of Pupil Premium children with pass over the course of the next 3 years. KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved well-being & classroom engagement for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of well-being from 2025-26 demonstrated by: <ul style="list-style-type: none"> quantitative data from individual, class and whole school Thrive surveys qualitative data from pupil voice, pupil and parent surveys and teacher observations A significant increase in the number of disadvantaged pupils demonstrating greater independent learning skills as part of the coaching and target setting approach.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025-26 demonstrated by:</p> <ul style="list-style-type: none">• the overall attendance rate for all pupils will increase to 97.5%• the percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 2% higher than their peers.• Parents will have a greater understanding of the importance, and benefit, of sustained attendance.
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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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching Time for teachers to carry out standardised assessments to have a clear knowledge of pupil starting points and progress.</p> <p>High Quality Teaching CPD for staff to ensure they are continuing to improve their teaching, knowledge and approaches to support pupils.</p>	<p>Standardised tests or programmes can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>CPD with regular instructional coaching to supporting the practice and give specific support.</p> <p>Allowing teachers release time to complete these ensures the teacher has a full knowledge, allowing them to use evidence-based approaches to best effect.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf The Education Endowment Foundation has 3 key recommendations for the continuing development of staff skills.</p>	<p>ALL</p> <p>ALL</p>
<p>To embed oral language activities and enrichment across the school. Supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impact on literacy.</p> <p>Evidence links the development of oral language, to the development of reading and writing. It is key to ensuring strong verbal skills to allow this to feed into wider skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Supporting oral language development.pdf</p> <p>The writing framework - GOV.UK</p>	<p>1 and 3</p>

<p>To continue to embed Little Wandle , our chosen validated phonics program, for those pupils who require additional support and catch-up.</p>	<p>A strong phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Continued validity of the scheme is essential to ensure pupils' progress can be monitored and approach adapted. This will be achieved through ongoing mentoring and coaching and reflection.</p> <p>Ensuring clear structures and routines for the delivery, assessment and analysis of the programme will ensure consistency of the intervention. EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>1, 2 and 5</p>
<p>To continue to invest in training and resources to improve our social and emotional learning (Thrive), throughout the wider school.</p> <p>These approaches must be embedded into the routines of school and supported by CPD for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>As part of our wider strategies, Thrive is embedded into our tailored and individual support for pupils. For it's most effective impact, it is vital approaches need to be embedded, with early identification, consistent approaches and involvement of parents. Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>3, 4 and 5</p>

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

Budgeted cost: £100,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To structure the Speechlink and Well Comm interventions throughout the school, rather than solely EYFS/KS1.</p> <p>Training for key staff in Well Comm, and refresher for Speechlink.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. The combined approaches of speaking and listening, on their own or combined have appositive impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Evidence shows TAs are effective when delivering structured interventions which is also linked to classroom approaches. It is vital teachers and teaching assistants understand the purpose, intervention and outcomes of the intervention.</p> <p>Deployment of Teaching Assistants - Summary of recommendations Education Endowment Foundation</p>	<p>1 and 5</p>
<p>Additional phonics sessions will be delivered as part of the Little Wandle Keep-Up and SEN sessions.</p> <p>In addition to the validated synthetic phonic programme, Little Wandle, pupils will continue to have access to Lexia Core 5 (for a limited number of pupils), on at least 3 times weekly provision to have a rounded approach to supporting reading.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Teaching Assistants in class to scaffold learning, to support pupils' learning and ability to learn independently. This will be through supported morning work, pre and post teaching, scaffolding during whole class teaching alongside building independence through bridging practices.</p>	<p>Half-termly provision maps will provide guidance and support to highlight where gaps and scaffolding is needed, providing intervention and adaptations in order to support the gaps in learning.</p> <p>Evidence demonstrates Teaching Assistant deployment is linked to high quality teaching, scaffolding and supporting pupils' independence and through structured interventions.</p> <p>Deployment of Teaching Assistants EEF</p>	<p>5</p>

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Following on last years Thrive training to work with staff to extend this with Trauma Informed Approaches to support the regulation and attachment between pupils and staff, then pupils and pupils, through modelling. This will improve engagement and communication skills.</p>	<p>Both targeted interventions and universal interventions can have positive overall effects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</p>	<p>3 & 5</p>
<p>For Senior Leader and attendance staff to work together have a clear policy and procedures to support good attendance across the school, focusing specifically on those disadvantaged pupils.</p> <p>Data will be monitored and analysed regularly to see patterns and trends.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109967/7/Working_together_to_improve_school_attendance.pdf</p>	<p>4</p>
<p>Continue to embed outdoor learning and physical activity into many everyday learning experiences to support the well-being alongside academic attainment of English and maths, this will be evidenced through medium term plans.</p>	<p>There is strong evidence around the important benefits of physical activity in terms of health, well-being and physical development. There is also evidence which supports linking physical activity with planned academic objectives to make connections with the pupils learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>ALL</p>

<p>To support families and pupils who are unable to afford uniform or equipment to ensure the continued successful implementation of uniform across the school. To give the pupils' a sense of belonging and social equity within the school.</p>	<p>Whilst there is no evidence in itself that uniform improves learning, it does have a positive impact in a broader sense. A school with consistent and upheld policy can support the process of a successful school ethos and improvement of behaviour and discipline.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>DfE has also published guidance to support schools ensure uniform is available for all.</p> <p>https://www.gov.uk/government/publications/school-uniform/school-uniforms</p>	<p>2, 4 and 5</p>
<p>Contingency fund for arising issues</p>	<p>Based on our experiences and those of similar schools, from research, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.</p>	<p>ALL</p>

Total budgeted cost: £137,370

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.

Desired Outcome	Impact	Cost
<p>1 Assessment, observation, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>	<p>Speechlink has continued to support pupils through the school year. Through the knowledge and experience of staff, this intervention has been widened within EYFS and Year 1. For the majority of pupils, this has enabled pupils to make sustained progress; diminishing gaps and supporting pupils to work at expected levels. For some, it is either ongoing (progress is being made) or used as evidence to support referrals to the NHS.</p>	<p>Speechlink Annual license renewal is £180 per year. Delivery – TAs across school for Pupil Premium Pupils £3500</p>
	<p>Talk Boost programme ran with two group of Year 1& one group of EYFS pupils last year. This alongside the BPVS assessment demonstrated accelerated progress, on average +8 months.</p>	<p>8 week program £900 for three groups</p>
	<p>Language Link Infants – Year 3 pupils This ran with two group of pupils who are PP/EAL to widen breadth of vocabulary and then develop social behaviours/communications.</p>	<p>2 sessions per week, per group. This ran over 3 terms. £800 for TA time.</p>
	<p>In the Spring Term, we purchased WellComm through PP and SEN budget. Training was given to key staff across the school, including the SRB. Started with individual pupils and transitioned into small groups. This will be expanded during the course of next year, moving away from Language Link.</p>	<p>WellComm Individual assessment and delivery of intervention, in small groups and 1:1. £500 (preparation and delivery over 2 terms this year).</p>

	<p>Whole school training and raising awareness of oracy and language.</p> <p>Senior staff attending conferences and release time for PD through EEF recommendations.</p> <p>Through CPD sessions during PD days and staff meetings.</p>	<p>HLTA cover for Senior Leaders/Middle Managers</p> <p>HLTA ABCD 10% of time - £6000</p>
<p>2</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development of reading.</p>	<p>Systematic Phonics program Little Wandle – daily phonics sessions from EYFS, across the school until they have finished the phonics program.</p> <p>Reading sessions across the school x3 per week.</p> <p>Keep Up sessions for those with gaps or require reiteration & consolidation.</p>	<p>TAs across EYFS to Year 3</p> <p>30 minutes x3 per week - £10082</p> <p>Daily Keep Up phonic sessions - £11200</p>
	<p>Reading Lead release time to monitor, observe and support coaching of Little Wandle phonics.</p>	<p>Middle Leader release time</p> <p>12 hours per school year</p> <p>HLTA C – 5% £1500</p>
	<p>Class Teacher release time for assessment, check-in and oversee Phonic program.</p> <p>Ensuring class teacher has a clear understanding and depth of knowledge to support and plan for further intervention.</p>	<p>Release time for class teacher to complete assessment and planning process.</p> <p>HLTA ABCD 5% £3000</p>
<p>3</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial and full school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>	<p>Middle managers and SLT to monitor the provision maps produced by individual classes to ensure targets are SMART and provision matches the needs of pupils.</p>	<p>HLTA cover to release of Middle managers</p> <p>HLTA A 10% £1951</p>
	<p>Develop stronger communication links with parents to support learning, both in and out of school. This will include inviting parents in to discuss barriers and/or strategies to support their child.</p>	<p>HLTA cover during school time</p> <p>HLTA C 10% £3,212</p>
	<p>Improve attendance of attendance and reduce persistent absence of disadvantaged pupils to improve educational outcomes. This includes working with the office to chase up any absence, ensuring policy is adhered to, Support First approaches are in place, monitored and actioned.</p> <p>Additional time needed to spend some time with our vulnerable families who are feeling overwhelmed by the pandemic situation.</p>	<p>Deputy Headteacher approx. 10% £6,250</p> <p>Assistant Head 10% £3000</p>

	<p>Interventions, including 1:1 and small group interventions:</p> <ul style="list-style-type: none"> • Precision Teaching – targeting key word reading, spelling, number bonds and x-tables. <i>Pupils across the school all made good progress from their starting point and were able to retain that knowledge on return from holidays.</i> • Adult support for those pupils partaking in Lexia Core 5, ensuring positive engagement and delivery of 1:1 session highlighted by program. <i>Pupils in KS1 have made more progress within the program than higher up the school. Focus of this intervention for KS1 pupils.</i> • Pre-teaching maths skills across KS2 and then sessions to reinforce post lesson. <i>This was developed by individual teachers to support gaps in individual cohorts. It was very successful and led to Talk Maths.</i> • Reading comprehension intervention to boost understanding of text in Year 4, 5 and 6. <i>For those classes/year groups who completed this regularly saw a positive impact on attainment. However, adult availability and consistency impacted on this.</i> • TAs scaffolding high quality teaching during whole class lessons – building approaches and strategies to support independence and skills for learning. <i>As part of our whole school ‘independence approach’ this has been championed. Skills are building and we need to work on building parental engagement and cooperation.</i> 	<p>Teaching Assistant Costs across the school £78,094 <i>Other funds came from SEN allocation to support a wider variety of pupils.</i></p> <p>Middle Leader 5% £3007</p> <p>Assistant Head/ SENDCo 5% £3000</p>
	<ul style="list-style-type: none"> • Thrive Approach across the school and Thrive Practitioner with 1:1 pupils across the school <i>Using the Thrive Approach across the school has supported pupil wellbeing and targeted the needs of classes and individuals.</i> 	<p>Thrive Practitioner – £13300 <i>1:1 and small group sessions Supporting 1:1 in class at beginning, end of day or unstructured times.</i></p> <p>Support for Uniform, trips, resources and milk. £5000</p>

<p>4 Our attendance data over the last 4 years indicated that persistent absence among disadvantaged pupils has been between 14-17% higher than for non-disadvantaged pupils. 20-29% of disadvantaged pupils have been 'persistently absent' compared to 6-12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Attendance (PA) has shown a gradual improvement since Covid, although falling in the last year.</p> <p>2021-2022 PP – Attendance 90.04% PP – Persistently Absent 29%</p> <p>2022 – 2023 PP – Attendance 92.30% PP – Persistently Absent 23%</p> <p>2023 – 2024 PP – Attendance 91.18% PP – Persistently Absent 20%</p> <p>2024 – 2025 PP – Attendance 91.08% PP – Persistently Absent 25%</p>	<p>Deputy Head time – 20% £9000</p> <p>Learning Mentor – 5% £1500</p>
<p>5 Internal assessment indicates that, on average, lower attainment and slower progress rates are made by disadvantaged pupils, in all core subjects. Data on intake at reception and the impact of Covid has shown this gap has widened for many disadvantaged pupils; even with high level of support in place, we continue to see the impact of 'lost' time in full-time education.</p>	<p>During the course of the year, Pupil progress meetings, use of provision maps and assessment has shown PP/disadvantaged pupils are making more sustained progress as we have moved on from Covid.</p> <p>Key year groups (Year 3) appear to have more significantly impacted by the outcomes of Covid – disrupted early education. Therefore, wider school budget used to reduce class sizes to support skills for learning, focus/attention and addressing gaps.</p> <p>Interventions and additional support provided as in challenge 2.</p>	<p>TA support in Challenge 2.</p>
	<p>TOTAL ALLOCATED</p>	<p>143,969.00</p>
	<p>Carry over to next year</p>	<p>£0</p>

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
Lexia Core 5	Lexia
Thrive Approach	Thrive

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Release time to forge new links with liaison staff at RAF Marham.</p> <p>To source and prepare resources for deployment or transfer.</p> <p>Staff release time to meet with parents at times of deployment/transfer.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>To have a greater understanding of the life of service personnel and the impact it can have on pupils and their families.</p> <p>To support pupils, and their families, during times of deployment. This includes their well-being, contact with deployed parent and support with home tasks.</p>

