

Pupil premium strategy statement – St Hild’s College CE Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	57
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	A Ryder
Governor / Trustee lead	J Moss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,020
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£103,000

Part A: Pupil premium strategy plan

Statement of intent

At St Hild's College CE Primary School our aim is to ensure that all disadvantaged pupils achieve highly and experience a rich, ambitious curriculum. We recognise that disadvantage can present barriers to learning including gaps in early language, limited access to enrichment and reduced confidence and resilience. Our strategy focuses on high quality teaching, targeted academic support and wider pastoral provision to ensure that every child at St Hild's thrives and Shines Brightly

We focus on

**Strong early reading and language development*

**High quality teaching throughout school*

**Targeted interventions that address specific groups*

**Support for children's wellbeing, attendance and readiness to learn*

**Removing barriers to enrichment and cultural capital*

Strengthening relationships with families and the wider community underpins everything that we do.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points in early language and communication
2	Gaps in phonics knowledge and early reading fluency
3	Reduced access to high quality vocabulary and writing opportunities
4	Social, emotional and mental health needs affecting engagement and readiness to learn
5	Persistent absence for a small number of disadvantaged pupils
6	Limited access to enrichment, cultural capital and extracurricular activities

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 and communication	Increased number of PP pupils achieve GLD in Communication and Language
Increased phonics outcomes	% of disadvantaged pupils meeting the expected standard in phonics increases
Improved reading fluency and comprehension by end of KS2	Increase in disadvantaged pupils who make accelerated progress
Improved writing outcomes by end of KS2	Increased proportions of pupils will reach ARE in English and Maths across the school. Progress will be strong
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for disadvantaged children
Increased enrichment participation	The majority of disadvantaged pupils attend at least one club, trip or enrichment activity.

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening early reading and phonics <ul style="list-style-type: none"> - Ensure bug club implemented consistently across EYFS and KS1 	Eef evidence Phonics + 5 months) Reading comprehension (+6 months)	1,2,3

<i>Regular staff training and updates in phonics and early reading inc all new staff</i>		
<i>CPD on adaptive teaching current reading and writing initiatives e.g new writing framework Release time for teachers to observe each other and subject leaders to monitor and support teaching</i>	Effective professional development (+up to 6 months)	1,2,3

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions small group tuition in reading, writing and maths 1:1 afternoon intervention to plug gaps	The average impact of the Small group tuition is 4 additional months.	1,2,3
Purchase of Reading Plus programme to support reading fluency and comprehension skills.	Reading Plus is an individualised programme which works at pupils' individual level. EEF identifies that both reading comprehension strategies and individualised instruction can be effective methods to promote increased levels of progress.	1,2,3
Purchase of accelerated reader programme Home reader match to academic levels	The EEF's Teaching and learning toolkit highlights that approached supporting reading comprehension can, on average, deliver an additional 6 months progress.	1,2,3
Purchase of spelling shed vocabulary focus	The EEF emphasises that spelling should be actively taught, not just tested. Spelling Shed provides a structured scheme that aligns with this focusing on	1,2,3

	teaching patterns and rules rather than relying on rote memorisation. Vocabulary is extended also.	
Investment in books for shared and whole class reading and reading for pleasure	The EEF Early Years toolkit indicates that interactive reading - where adults encourage children to actively engage with text through discussion, questions and prediction is a low cost- high impact strategy Reading for Pleasure – evidence supports that fostering a love of reading is a strong protective factor for long term reading success.	1,2,3
<i>Speech and language support</i> <i>-Early identification and screening in EYFS</i> <i>-SALT led programmes and NELI style interventions</i>	Oral language interventions (+ 6 months)	1
<i>Parent stay and play workshops to support early communication and reading at home</i>	Home based support such as shared reading approx + 5 months progress	1,2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to access a variety of mental health training/social and emotional learning training to support improvements in emotional resilience for all pupils For example Thrive National College CPD	EEF toolkit evidence Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;	4

<p>Zones of regulation Makaton Prem Aware</p>	<p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	
<p>Attendance and pastoral support</p> <ul style="list-style-type: none"> - Attendance champion to track monitor and follow up absence - Early help referrals and family support - Breakfast club places for targeted pupils 	<p>EEF evidence parental engagement (+4 months)</p>	<p>5</p>
<p><i>Enrichment and cultural capital</i></p> <ul style="list-style-type: none"> - <i>Subsidised trips, clubs and music tuition</i> - <i>Forest school and outdoor learning woodland sessions</i> - <i>Home learning resources – digital access support</i> - <i>PE regular attendance at festivals</i> 	<p>EEF evidence Arts participation (+3 months) Outdoor learning (+4 months)</p>	<p>6</p>

<i>throughout the year</i> - <i>Subsidised residential</i>		
---	--	--

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p><i>Summary 1 September 2025</i></p> <p><i>Reception outcomes 2025</i></p> <p><i>Reading ARE PP 55%</i> <i>Writing ARE PP 55%</i> <i>Maths ARE PP 55%</i></p> <p><i>KS2 Outcomes 2025</i></p> <p><i>Reading ARE PP 92% GD 46%</i> <i>Writing ARE PP 85% GD 23%</i> <i>Maths ARE PP 92% GD 31%.</i></p>
--

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.

Programme	Provider