Pupil premium strategy statement – 2024/27

This document reflects year three of a three-year strategy.

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hillborough Infant and Nursery School
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	51 19.3%
Academic year / years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027 Year three
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025 data review - completed Sept 2026 data review - completed July 2027 overall review
Statement authorised by	Josie Walter
Pupil premium lead	Sally Barber
Governor lead	Supriya Menon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding - post LAC	£0
Pupil premium funding- LAC	£0
Total budget for this academic year	**£79,050**

Statement of intent

At Hillborough Infant and Nursery School our vision is for each child to discover their interests, be confident and curious in developing new skills and grow their love of learning. Our core values are to **C**ommunity **A**spirations **R**espect **E**mpowering - **CARE**. These values are all of equal importance and encompass many things. We believe educational disadvantage includes all pupils whose achievement is at risk because of the impact of their social and economic circumstances. These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions. We therefore take educational disadvantage to incorporate all students who are vulnerable, including children with social workers, whether or not they are in receipt of the Pupil Premium, and whether or not they are classified as high or low prior attaining. It is important to us that all our teaching and support staff understand these challenges of educational disadvantage, and they recognise their responsibility in addressing them. This responsibility is captured within the activities laid out in this statement, but it also exists in the thousands of tiny interactions with pupils each day in lessons and around the school, where opportunities to challenge the impact of disadvantage can be taken. Seeing everything that we do through the lens of educational disadvantage helps us to be clear about the impact of our actions on all our students, but particularly our most vulnerable. It means we take collective responsibility for overcoming the barriers to achievement that are brought about by circumstance. This strategy plans to make sure that our resources are used where they will make the biggest impact to the greatest number of pupils. Research and experience shows us that this is in the classroom, where through our high quality teaching we have the most control over our pupils' development. We can significantly improve our pupils' learning if we focus on their phonic and reading ability. This, we believe, is the key to unlock success. One of our main focuses is improving phonic teachers' abilities and ensuring high quality teaching throughout all learning.

Challenges

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

Green = 2024 2025
Purple - 2025 2026

Challenge number	Detail of challenge
1 PP = 68% non-PP = 74% PP = 81% non-PP = 78%	Data from the year 1 **phonics** screening check 2025 show **a proportion of disadvantaged pupils (PP) are behind age-related expectations (32% 3 children).** This is compared to the overall pass score of 72%. Observational data suggest that high fidelity to the RWInc programme supports steady improvements. We will be continuing the RWInc intervention 1:1 tutoring for the first 20% as it is essential.
2 SEND = 40% Non-SEND = 86% SEND = 50% non-SEND =79%	Data from the year 1 **phonics** screening check 2025 show **a significant proportion of disadvantaged pupils (SEND) are behind age-related expectations (60%).** This is compared to the overall pass score of 72%. Observational data suggest that these pupils' struggle with a classroom environment and structured RWInc lessons. There is a need for amended reading and attention lessons for these pupils.
3 Yr1 EXS+ = 67.9% PP = 65% non-PP = 68.8% Yr2 EXS+ = 73.6% PP = 64% non-PP = 77.4% Yr1 EXS+ =76.7 % PP = 75% non-PP =77% Yr2 EXS+ =74.7% PP = 73% non-PP = 75%	Data from the end of year 2025 in **writing** shows **a significant proportion of disadvantaged pupils are behind age-related expectations in both KS1 (35% year 1 - 7 children and 36% year 2 - 9 children) and EYFS (53%).** Observational data suggests that these pupils, on average,lack the story writing vocabulary, background knowledge / experiences of mark making and writing equipment at home. There is a need for expanding their vocabulary and experiences of writing. 2025 2026 updates are that writing interventions have started Sept 2025. Extra sessions on Friday are focussed on writing and grammar.
4 Yr1 EXS+ = 79.8% PP = 80% non-PP = 79.7% Yr2 EXS+ = 79.3% PP = 76% non-PP = 80.6%	Data from the end of year 2025 in **maths** shows **a proportion of disadvantaged pupils are behind age-related expectations in both KS1 (20% in year 1 - 4 children and 24% in year 2 - 5 children) and EYFS (60%).** Observational data suggests that these pupils, on average,lack the maths vocabulary which supports mathematical reasoning.There is a need for effective marking and feedback which supports mathematical reasoning and expands mathematical vocabulary. 2025 2026 updates are that there has been an audit of maths manipulatives and training in the use of the unused equipment.

<table>
<tr><td>Yr1 EXS+ =81%
PP = 69%
non-PP = 84%

Yr2 EXS+ = 75%
PP = 77%
non-PP =74%</td><td></td></tr>
<tr><td>5</td><td>Internal and observational data of behaviour points to a rise in social, emotional and mental health issues for a minority of pupils. These challenges particularly affect disadvantaged pupils and can have an impact on their levels of academic attainment. There is a need for targeted intervention for some pupils.</td></tr>
<tr><td>6
All = 95%
PP = 94%
Non PP = 95%</td><td><table>
<tr><th>Pupil group</th><th>Attendance</th><th>National average</th></tr>
<tr><td>All pupils</td><td>94.5%</td><td>94.8%</td></tr>
<tr><td>Pupils with free school meals (FSM)</td><td>93.2%</td><td>92.2%</td></tr>
<tr><td>Pupils with no FSM</td><td>95%</td><td>95.8%</td></tr>
</table>
This challenge particularly affects disadvantaged pupils and can have an impact on their levels of academic attainment. There is a need for targeted intervention for some families.</td></tr>
<tr><td>7</td><td>Reflections from staff, pupils and families suggest a significant proportion of disadvantaged pupils lack access to wider extra curricular opportunities. This challenge affects disadvantaged children' s life experiences and could impact on their academic ability in the long term.</td></tr>
</table>

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 outcomes	Success criteria
Meet or exceed national or local average in the phonics screening check National = 80% Luton = 79% PP National = 68% Luton = 67%	Each year 2025/2026/2027 outcomes to demonstrate: • National or local average attainment for all pupils - not achieved - not achieved • National or local average attainment for disadvantaged pupils - not achieved - achieved at 74%
High progress and attainment for writing across the school	Each year 2025/2026/2027 outcomes to demonstrate: • Lesson observations, book looks and pupil voice to show good or significant progress for all pupils including the disadvantaged. - achieved - achieved • a small disparity between the attainment of disadvantaged and non-disadvantaged in writing levels.- achieved - achieved
High progress and attainment for maths across the school	Each year 2025/2026/2027 outcomes to demonstrate: • Lesson observations, book looks and pupil voice to show good or significant progress for all pupils including the disadvantaged.- achieved - achieved • a small disparity between the attainment of disadvantaged and non-disadvantaged in maths levels- achieved - achieved
High levels of self-regulation in behaviour.	Each year 2025/2026/2027 evidence to include: • quantitative data from lesson observations- much improved - much improved • quantitative data from pupil voice and staff voice- much improved - much improved • quantitative data from CPOMs- much improved - much improved
High attendance levels	Each year 2025/2026/2027 evidence on high attendance to include: • attendance gap between disadvantaged and non-disadvantage above national or local benchmarks gap of 0.2% and well below local of 2.5% gap of 1.7% and well below National of 3.7% • persistent absence among disadvantaged pupils to be no more than 25% achieved 20.9% achieved at 13% • significant absence among disadvantaged pupils to be no more than 15% achieved 0.3% achieved 0.3%
High levels of pupil wellbeing	2024-2027 evidence of strong wellbeing to include

	• qualitative data from pupil voice, parent / pupil / teacher surveys and teacher observations • an increase in participation in extracurricular activities particularly among disadvantaged pupils • an increase in the learning experiences in which school offers eg trips, experiences

Activity this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £39,525

Activity	Evidence that supports this approach- see below	Challenge addressed
Ensure all teaching and pastoral staff understand the challenges of education disadvantage and how to meet them in their role. The one page profile on Edukey to be updated termly for the disadvantaged. Half termly list of disadvantaged pupils will be provided to staff.	Evidence from the **EEF Implementation Guidance Report** and **Cognitive Science Report** suggests underlying values and belief need changing to make sustained changes to human behaviour, in this case to teachers' practise in the classroom	1,2,3,4,5,6,7
Regular whole school coaching of phonics to develop teachers' ability to apply RWInc teaching with fidelity. The coaching will include the teaching of the SEND children who don't attend RWInc sessions.	Extensive evidence from the **EEF Phonics Reports** suggests that phonics is an important component in the development of early reading skills, particularly for disadvantaged children. **RWInc** evidence suggests that holding fidelity to the scheme is essential for a greater impact. The report from the **EEF on Effective Professional Development** suggests that regular PD supports staff with building knowledge, motivation, develops teaching techniques and embeds practise. **RWInc** evidence for teaching phonics in special schools.	1,2
Ensure 'talk through stories' occurs daily following the planning with fidelity. We will use regular observation and feedback cycles to improve teachers' abilities and share good practise.	Evidence from the research 'Story Talk' by **Wasik & Hindman, 2020** was the basis of 'Talk through Stories' by **RWInc.** This suggests that there is a direct link from developing 'story' vocabulary to improvements in writing. The report from the **EEF on Effective Professional Development** suggests that regular PD supports staff with building knowledge, motivation, develops teaching techniques and embeds practise.	3
Ensure the teaching of 'letter join' occurs as planned following the progression of skills. We will use regular observation and feedback cycles to improve teachers' abilities and share good	Evidence from the **EEF Early Literacy** shows that teaching mark-making and letter formation can positively affect children's writing outcomes. **Letter-join** follows this guidance. The report from the **EEF on Effective Professional Development** suggests that regular PD supports staff	3

practise.	with building knowledge, motivation, develops teaching techniques and embeds practise.	
Ensure that our book based curriculum and progression of skills for writing is followed with fidelity. We will use regular observation and feedback cycles to improve teachers' abilities and share good practise.	Evidence from the **EEF Early Literacy in KS1** was used in the writing of the progression of skills and knowledge for writing, using this planning will improve writing outcomes The report from the **EEF on Effective Professional Development** suggests that regular PD supports staff with building knowledge, motivation, develops teaching techniques and embeds practise.	3
Ensure marking and feedback individualised and is effective so children know how to improve. Training will be provided.	Evidence from the **EEF Teacher Feedback to Improve Pupil Learning** shows that feedback can be one of the most powerful levers teachers have to improve learning.	3,4
Ensuring developing pupils' mathematical vocabulary is part of daily maths lessons. Ensuring that manipulatives are available in every maths session. Fidelity to the use of EssentialMaths planning. Training will be provided.	Evidence in the **EEF Improving Mathematics in the Early Years and KS1** suggests that there is a significant improvement in maths abilities when vocabulary is taught alongside maths skills. Also, evidence points to manipulatives being available to pupils improves maths abilities. **EssentialMaths** planning from **HfL** follows this guidance.	4
Make better use of assessment data so we can identify issues early. Training will be provided to core subject leads on how to interpret assessment data.	Termly assessment data can provide reliable insights into school and class data which can be broken down into pupil data. This data will ensure the pupils receive additional support through interventions or teacher instruction.	2,3,4
Cognitive science approaches in the classroom | EEF A School's Guide to Implementation | EEF Phonics | EEF https://schools.ruthmiskin.com/training/courses/ https://schools.ruthmiskin.com/training/courses/12/ SEND teaching Effective Professional Development | EEF https://schools.ruthmiskin.com/training/modules/6 talk through stories Early Literacy - EEF Improving Literacy in Key Stage 1 | EEF Improving Mathematics in the Early Years and Key Stage 1 | EEF ESSENTIALMATHS | HFL Education		

Targeted academic support (for example, tutoring, one to one support)

Budgeted cost: £19,762

Activity	Evidence that supports this approach- see below	Challenge addressed
Use academic tutors to work with the first 20% of RWInc pupils. A significant proportion of those receiving additional tutoring will be disadvantaged pupils.	1:1 RWInc tuition targeted at specific needs is an effective method in supporting low attaining pupils. See **EFF** evidence findings **One to One tuition**	2

Use HLTAs to work with the identified pupils in writing and maths. A significant proportion of those receiving additional tutoring will be disadvantaged pupils.	1:1 RWInc tuition targeted at specific needs is an effective method in supporting low attaining pupils. See **EFF** evidence findings **One to One tuition**	3,4
One to one tuition | EEF		

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £19,762

Activity	Evidence that supports this approach- see below	Challenge addressed
Use 2x trained behavioural TAs to support identified pupils who are struggling with their social, emotional and mental health (SEMH). The interventions will 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.	SEMH interventions in education are shown to improve SEMH skills and are therefore likely to support pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEMH skills at all ages than their non-disdvantaged peers. These skills are likely to influence a range of outcomes for pupils: lower SEMH skills are linked with poorer mental health and lower academic attainment. **EEF evidence Social and Emotional Learning**	1,2,3,4,5,6,7
Build a strong Attendance team of 3 in-school staff alongside the team at Luton Borough Council who will monitor whole school attendance using the government resources. Interventions will be made available to targeted families.	**National** and **EEF** evidence shows that a significant proportion of pupils with poor attendance will be disadvantaged. So tackling persistent absence is an important part of improving education outcomes for this group. There is no direct evidence from the **EEF** project '**Understanding the use of attendance officers**' but this research will be followed for further information.	1,2,3,4,5,6
Ensure the school has a robust and varied choice of extracurricular activities, including sports, outdoor activities, and arts and culture. Every teacher will provide an extracurricular club and these clubs will be offered to all children with the disadvantaged being given priority. There will be a varied and regular menu of outside and in-school trips and experiences linked to the curriculum.	Evidence from the **EEF Guide to Pupil Premium** states that extracurricular activities are an important part of education in their own right. These activities will increase engagement in learning which may be translated into improved outcomes.	7
Ensure that the 'Magic Breakfast' offer continues throughout the lifespan of this strategy.	Evidence from the **EEF Guide to Pupil Premium** states that providing free, universal, breakfast can benefit pupils by preparing them for learning, supporting behaviour and attendance.	6,7
Ensure that the 'Sky' project for free before / after school club places for disadvantaged children	Evidence from the **EEF Guide to Pupil Premium** states that providing free, universal, before / after school clubs can benefit pupils by preparing them	6,7

continues throughout the lifespan of this strategy.	for learning, allowing parents to work varied hours and can support school attendance.	
Ensure that there is a wide ranging, regular and inclusive offer to parents of workshops. eg maths, phonics and reading. Parental workshops offered by the welfare team will be linked to other outside agencies eg health and social care, attendance.	Evidence from the **EEF Guide to Pupil Premium** states that levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting 'stay and play', core subject workshops, inviting outside agencies for 'coffee meets' or tailoring positive Dojo communications about learning to disadvantaged pupils' parents, can prove actionable.	7
Social and emotional learning | EEF https://eef.dev/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance Working together to improve school attendance (applies from 19 August 2024) Evidence brief on improving attendance and support for... | EEF The EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast		

Part B: Review of outcomes for 2024 / 2025 academic year

This details the impact that our pupil premium activity had on pupils in 2024 - 2025

Overall Outcomes

[x] Good progress [ ] Average progress [ ] Minimal progress

Whilst it is important to be tentative when making direct comparisons with attainment data from previous years, and to recognise the uneven impact of the pandemic on our disadvantaged pupils, it would appear that the progress and attainment of our disadvantaged pupils' has increased. There is still a gap between our disadvantaged and non-disadvantaged pupils but this is steadily closing. The impact of the 'Cherry Blossom' learning cannot be understated; this has allowed our SEMH teaching assistants to support more children throughout the school whilst our more severe SEND children are learning and thriving with our SEND specialist team.

Teaching

[x] Good progress [ ] Average progress [ ] Minimal progress

There has been progress in developing staff understanding of the challenges of disadvantaged pupils and how we can best support them. Staff use Edukey to write a short biography for each child at the start of the academic year. Evidence from learning walks and book looks indicates that the maths and book based curriculum is being followed well. Effective feedback and marking is not fully effective across the school and will be followed up next academic year. The focus on 'Talk Through Stories' is making good progress with this happening with fidelity across the school. There was good feedback with the 'summer holiday learning' and a high percentage of the books were returned and celebrated. This will continue into the next academic year.

Targeted academic support

[ ] Good progress [x] Average progress [ ] Minimal progress

There is direct evidence that the pupils in the phonics interventions are making good progress on their targeted areas of development. Some pupils have jumped multiple RWInc groups whilst those pupils whose progress is stubborn have more severe SEND needs. The writing and maths interventions made some progress,

however these didn't occur as frequently as phonics interventions because of staffing needs. 2025 there is a permanent member of staff who solely focuses on RWInc interventions and 2x HLTAs who have maths and writing interventions as part of their timetable.

Wider strategies

[X] Good progress [ ] Average progress [ ] Minimal progress

The two SEMH TAs have supported the children with social, emotional and mental wellbeing to great effect and the level of behaviour incidents have decreased significantly. School attendance is improving year on year and is in line with local and national averages, the percentage of persistently absent is no longer overly represented by our disadvantaged pupils. There has been good progress with the on-site and off-site trips and learning experiences. There has been a minimum of one per half term per year group and two whole school trips. These experiences will continue and will be improved upon.

Review of outcomes for 2025 / 2026 academic year

This details the impact that our pupil premium activity had on pupils in 2025 - 2026

Overall Outcomes

[x] Good progress [ ] Average progress [ ] Minimal progress

There is an insignificant gap for attainment for our disadvantaged pupils' has increased. Interventions have been well planned and have been impactful. The impact of the 'Cherry Blossom' learning cannot be understated; this has allowed our SEMH teaching assistants to support more children throughout the school whilst our more severe SEND children are learning and thriving with our SEND specialist team.

Teaching

[x] Good progress [ ] Average progress [ ] Minimal progress

There has been progress in developing staff understanding of the challenges of disadvantaged pupils and how we can best support them. Staff use Edukey to write a short biography for each child at the start of the academic year. Evidence from learning walks and book looks indicates that the maths and book based curriculum is being followed well. Effective feedback and marking is not fully effective across the school and will be followed up next academic year. The focus on 'Talk Through Stories' is making good progress with this happening with fidelity across the school. There was good feedback with the 'summer holiday learning' and a high percentage of the books were returned and celebrated. This will continue into the next academic year.

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[X] Good progress [ ] Average progress [ ] Minimal progress

There is direct evidence that the pupils in the phonics interventions are making good progress on their targeted areas of development. Some pupils have jumped multiple RWInc groups whilst those pupils whose progress is stubborn have more severe SEND needs. The writing and maths interventions made some progress, however these didn't occur as frequently as phonics interventions because of staffing needs. During the 2025/2026 term there has been a permanent member of staff who solely focuses on RWInc interventions and 2x HLTAs who have maths and writing interventions as part of their timetable.

Wider strategies

[X] Good progress [ ] Average progress [ ] Minimal progress

The two SEMH TAs have supported the children with social, emotional and mental wellbeing to great effect and the level of behaviour incidents have decreased significantly. School attendance is improving year on year and is in line with local and national averages, the percentage of persistently absent is no longer overly represented by our disadvantaged pupils. There has been good progress with the on-site and off-site trips and

learning experiences. There has been a minimum of one per half term per year group and two whole school trips. There have been further experiences such as Holi bubble run, Iftar, end of year carousel and attendance breakfast. These have been very positive experiences for the children and have been planned in the last week of a school term to promote attendance.

Externally provided programmes

Programme	Provider
Speech and language	Magic Words
Social, emotional and mental health	Educational Psychologist, CAMHS / MHST
Occupational therapist	NHS
School nursing team	NHS
Behaviour support	Hillrise behaviour provision

Appendix 1

Expenditure review

Pupil Premium 2025-26.x

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