

Pupil premium strategy statement

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
Name of school	Hillesley Primary School
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026, 2026-2027, 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lucy Chandler
Pupil premium lead	Lucy Chandler
Governor lead	Gillian Hayward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6760 (inc. £700 SPP)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£2466
Total budget for this academic year	£9226

Part A: Pupil premium strategy plan

Statement of intent

At Hillesley CE VA Primary School, we are committed to ensuring that all pupils, particularly those who are disadvantaged, receive the support they need to thrive academically and personally. Our Christian vision emphasises a nurturing environment that recognises each child's unique needs, aligning perfectly with our goal to help disadvantaged pupils make good progress and achieve their potential. Below are strategies tailored to our school context, focusing on high-quality teaching, targeted academic support, and wider strategies to address the barriers faced by our disadvantaged pupils.

In order to maximise learning potential, high quality teaching remains central to the development of all pupils, with a focus on early intervention to ensure pupils catch up quickly with their peers. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our small classes result in teaching staff knowing children extremely well and being able to target support through use of the Pupil Premium Grant and school led tutoring for pupils whose education has been affected, including non-disadvantaged pupils.

The ultimate objectives of this strategy are to:

- ensure all intended outcomes for disadvantaged pupils are aspirational, whether curriculum or non-curriculum based
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Some Pupil Premium pupils have gaps in phonics or reading and need targeted 1:1 or small-group interventions
2	Some pupils have gaps in their mathematical fluency knowledge due to varying support and engagement with home/school communication.
3	Some of the pupils who are eligible for Pupil Premium have barriers to learning and require additional support/interventions as their families have social and emotional difficulties. We need to provide support and/or interventions to address this.

4	Some pupils who are eligible for Pupil Premium do not have access to opportunities and experiences in and outside of school which enhance their knowledge of the world and general wellbeing. We need to ensure that all our disadvantaged pupils continue to be encouraged to take part in enrichment activities including trips and residential.
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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 reading & writing progress for disadvantaged pupils	Pupils will have made at least Expected progress and will have closed the gap in attainment in reading and writing.
Improved progress in maths for disadvantaged pupils	Pupils will have made at least Expected progress and will have closed the gap in attainment in mathematics.
Improved social and emotional wellbeing in pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: Qualitative data from pupil voice, student and parent surveys and teacher observations. Pupil ability to be able to talk about mental health and wellbeing – what it is and the 5 Ways to Wellbeing. Improved attendance – 96% min. Fewer referrals to outside agencies for support/interventions will have been made.
Improved opportunities and experiences for disadvantaged pupils. Strong cultural capital will be evident throughout the curriculum	Disadvantaged children will have access all opportunities and experiences at least to the same level of engagement as other children.

Activity in this academic year 2025-2026

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: £1550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for teachers and TAs to ensure quality first teaching: Network Subject Leader Meetings and LA Hub meetings Membership to SAS (Stroud Area Schools) Ongoing CPD	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap: EEF DfE's guidance on whole-school strategies OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% EEF Feedback (+8 months)	1, 2, 3
Online subscriptions to TT Rockstars & Numbots (maths) & Spelling Frame/Spelling Shed	DfE's guidance on whole-school strategies OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20%	1, 2
Phonics training for DfE Validated Phonics Scheme – new staff	DfE's guidance on whole-school strategies OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% EEF Pupil Premium guide	1, 2, 3
SEND courses for teaching assistants: Expressive Language, Level 2 Sp & L, NPQSENCO. Dyslexia training for all staff.	Approaches which involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills. EEF Communication & Language Feedback (+7m)	1,2,3,4

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading with our lowest 20% attaining children	(EEF) research supports the effectiveness of daily reading interventions for pupils with low prior attainment (+4 months) DfE – The Reading Framework – updated 2023	1, 3
1:1 and small group phonics/reading fluency interventions: YARC Reading Intervention, Precision Spelling intervention, Literacy Gold personalised intervention	There is extensive evidence to show targeted learning for pupils who need extra help, improves outcomes in literacy, numeracy, and other core subjects. EEF Small Group Tuition <i>and</i> One-to-One Tuition (+4 months) Literacy Gold's own data suggests positive outcomes. According to their reports, after just three months of use, pupils demonstrated an average improvement of 12 months in their reading age. Additionally, 73% of pupils improved their reading age by more than three months after 15 sessions of their Reading Unlocked programme.	1
1:1 and small group Numberstacks maths interventions	There is extensive evidence to show targeted learning for pupils who need extra help, improves outcomes in literacy, numeracy, and other core subjects. EEF Small Group Tuition <i>and</i> One-to-One Tuition (+4 months)	2

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

Budgeted cost: £2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1:1/small group sessions, Coram SCARF Education workshops	There is extensive evidence to show targeted learning for pupils who need extra help, improves outcomes in literacy, numeracy, and other core subjects. EEF Small Group Tuition <i>and</i> One-to-One Tuition (+4 months) EEF Social and Emotional Learning (SEL) (+4 months)	3
School Council, House system and buddy system	EEF School Council; Pupils involved in councils often report higher sense of belonging, voice, ability to influence school policies. Buddy system has positive impact (+2 months) for pupils.	3, 4
Subsidised breakfast club and after school enrichment clubs, school trips, EYFS/Class 1 – Theatre trip Class 2 – Orchestra trip, Glos Music Hub tuition KS2 Residential trip to Kilve Court	Ofsted research (2019), linked to the National Curriculum, places an emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF Breakfast Clubs shown to Improve attendance EEF Extending School Time and Physical Activity (+3 months) EEF Arts Participation and Outdoor Adventure Learning (+3 months) EEF There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (+3 months)	3, 4

Total budgeted cost: £10750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments and observations indicate that children have made strong progress across academic subjects. Attendance improved again last year, reaching 95.2%, and pupil wellbeing remained high, as reflected in pupil voice feedback. All disadvantaged pupils have benefited from regular participation in breakfast club and educational after-school clubs, with parental feedback confirming the positive impact. Analysis of our disadvantaged pupils shows that targeted interventions during 2024/25 have had a measurable impact on both attainment and confidence, enabling these pupils to make progress comparable to their non-Pupil Premium peers. In KS2 SATs, disadvantaged pupils achieved Expected Standards in reading and maths and made strong progress in writing.

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
TTRS & Numbots Online maths programme	Times Tables Rock Starts
Literacy Gold online reading program	Literacy Gold
Stem – Knex Challenge	Renishaw Plc
Greenpower Go-kart STEM activity	Greenpower Plc

This strategy will be reviewed on a termly basis.