

Pupil premium strategy statement – William Hildyard Church of England Nursery and 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	181
Proportion (%) of pupil premium eligible pupils	19%
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)	September 2025- August 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Martin
Pupil premium lead	Hayley Remnant
Governor / Trustee lead	Peter Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 60, 600
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 4503.97
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>	£65, 103.97

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High quality teaching for all is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use a 'first and best' approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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	Attainment at EXS and GDS for reading, writing and maths – 2024-2025 RWM combined KS1 68% 2024-2025 RWM combined KS2 64% 2023-2024 RWM combined KS1 61% 2023-2024 RWM combined KS2 56% 2022-2023 RWM combined KS1 67% % 2022-2023 RWM combined KS2 71.4% %
2	Attainment in phonics in Year 1:

	<p>2024-2025 72% of cohort passed phonics screen. 0% Disadvantaged children passed phonics screen.</p> <p>2023-2024 Year One 37% of cohort passed screen.</p> <p>0% Disadvantaged children passed screen.</p>
3	<p>Wider opportunities - Some children have had limited life experiences, exacerbated by the lockdown restrictions in place during the Covid Pandemic. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspirations.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among dis-advantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Whilst the absence gaps are closing in some year groups, this remains a focus as attendance of children who are not eligible for PP funding is higher in all cases.</p>
5	<p>Home engagement – parental engagement is variable and children don't always have support at home to develop, for example, speech and language and early reading and number skills.</p>

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
<p>Children to achieve national expectation scores for both progress and attainment</p>	<p>Records show:</p> <ul style="list-style-type: none"> - Children will achieve at least national average progress scores in reading, writing and maths at both Key Stage 1 and Key Stage 2. - Children will attain in line with non-disadvantaged pupils and national averages in reading, writing and maths. This will be both for expected standard and greater depth standard. - Children will achieve at least national average for GLD. - Children will achieve at least national average in the Phonics Screen Check. - Children will achieve at least the national average attainment in the Multiplication statutory check. - Disadvantaged children to be targeted in small group work to enhance their abilities in reading, writing and maths.

	<ul style="list-style-type: none"> - Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium. - Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap). - Children who receive additional, teacher-led tuition or intervention support attain at least as well as their counterparts.
Children to have access to wider opportunities	<p>Records show:</p> <ul style="list-style-type: none"> - Children to have the opportunity to take part in enrichment experiences e.g. school trips and cluster events. - Children to access before school, lunchtime and after school clubs and activities. - Children to access Forest School. - Children's language is enriched by their experiences
Home engagement	<p>Records show:</p> <ul style="list-style-type: none"> - Children to engage with activities set for homework. This includes: - Reading on a regular basis at home (at least three times a week). - Completion of activities set for homework on our online platforms such as Times Tables Rockstars. - Families are supported through workshops and open school events to aid understanding and support home learning - Families are supported where lack of technology in the home prevents access to homework – for example, by providing paper copies of work.
Improving and maintaining attendance	<p>Data shows:</p> <ul style="list-style-type: none"> - Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap). - Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children. - There are significantly less Pupil Premium children who are Persistent Absentees than the percentage nationally.

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: £8350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Distribution of EEF Making effective use of Pupil Premium and CPD on high quality teaching through weekly staff meetings	The EEF guidance has been informed by engagement with schools that have significantly reduced gaps in attainment, progress and attendance for Pupil Premium children.	All
Purchase of Read Write Inc Phonics Scheme training to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2
Purchase of materials and equipment to support delivery of Read Write Inc Phonics scheme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2

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

Budgeted cost: £73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for pupils in need of additional support, delivered in addition to,	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:	1

and linked with, normal lessons.	Small group tuition Teaching and Learning Toolkit EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Read Write Inc Consultant Trainer.	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 up to 12 weeks:	2

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

Budgeted cost: £ 1450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1,4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Disadvantaged pupils to have access to wider curriculum opportunities e.g. Cluster Events, Forest School, school visits etc. £380	Increased confidence, increased well-being and an increased sense of belonging through participating in wider activities.	3
Implementation of Jigsaw scheme and zones of regulation to support behaviour and SEMH in school £920	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1,4,5
Enhance the participation in home	Increase in progress and attainment, as well as increased focus and sense of	1,5

learning amongst disadvantaged children	<p>pride in completing work amongst the children.</p> <p>Facilitated by ensuring children have the appropriate printed resources at home and that books are suitable for the children and age-appropriate.</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £82,800

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 year, drawing on national assessment data and our own internal summative and formative assessments.

Whole school performance data:

Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	28	64%	● At or above	62%	55th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	28	4%	● Below	8%	36th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	30	37%	● At or above	37%	53rd
Phonics Screening Check	% of pupils passing in Year 1	29	72%	● Below	80%	22nd
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	29	79%	● At or above	68%	83rd

EYFS- GLD

National	William Hildyard	William Hildyard disadvantaged children
68%	79%	50%

Phonics Screening Check:

National	Disadvantaged pupils nationally	William Hildyard	Disadvantaged children at William Hildyard
80%	67%	72%	29%

Year 4 MTCP Check:

National average	William Hildyard average score	National average for disadvantaged children	Disadvantaged children at William Hildyard
21.0	21.2	19.3	16.3

Key Stage 2 SATS results:

	Expected Standard				Greater Depth	
	National	William Hildyard	Disadvantaged children nationally	Disadvantaged Children at William Hildyard	William Hildyard	William Hildyard disadvantaged children
Maths	74%	68%	49%	44%	18%	0%
Reading	75%	75%	44%	44%	25%	0%
Writing	72%	71%	59%	44%	11%	0%
Reading, Writing, Maths combined	62%	64%	47%	44%	4%	0%
Grammar, Punctuation and Spelling	73%	71%		44%	18%	0%

NB 1 PP child was disapplied due to Special Educational Needs.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrated that disadvantaged pupils are underperforming compared to the whole cohort at each data entry point. Gaps are particularly evident for the expected standard in maths and reading. This suggests that early intervention in reading is needed in EYFS and Key Stage 1, with targeted support for reading and maths remaining in throughout Key Stage 2.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance data 2024-2025:

Year	All pupils	Non PP	PP
R	93.69	97.58	88.89
1	91.91	91.96	91.18
2	93.38	94.71	89.17

3	96.20	96.57	93.86
4	95.01	94.74	95.79
5	96.89	96.92	96.67
6	94.98	96.77	91.83

Attendance data for disadvantaged pupils demonstrates significant improvement on 2023 -2024 data for Years 4 (+4.61) and 5 (+1.96) with the gap being significantly reduced. Improvement was also seen in Year 1 and 2 where the gap between pupil groups narrowed significantly.

In 2025, attendance data shows inconsistent attendance patterns across the school. While some year groups perform in line with or above their non-disadvantaged peers, gaps exist in Reception, Year 2, and Year 6—where attendance falls below national expectations. Focused family engagement, early intervention, and support strategies will be essential to closing these gaps as we move forward.

100% of disadvantaged pupils attended school visits last year.

88% of disadvantaged pupils attended at least one extra- curricular clubs last year. An increase of 10% on the previous year. This enabled children to feel part of the wider school community and enjoy activities that they had not experienced before leading to a boost in their well-being.

92% of disadvantaged pupils accessed homework activities on a regular basis last year, an increase of 3% on previous academic year.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that steps out in place to enhance extra- curricular provision, improve attendance and close the attendance gap, and improve engagement with homework were all successful. Further work now needs to continue to be done to enhance phonics teaching through the use of the new Read Write Scheme to enable attainment and progress gaps in reading to continue to improve.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Times Tables Rockstars	Maths Circle Limited

Purple Mash	2Simple
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.