

South Hill Primary School - Pupil Premium Strategy Statement

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	419 pupils
Proportion (%) of pupil premium eligible pupils	24% (99 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Joanne Wellbelove Headteacher
Pupil Premium Lead	Jacqui Donley INCO
Governor	Katie Stewart Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,636
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£152,636

Part A: Pupil premium strategy plan

Statement of intent

It is the intention at South Hill School, that all our pupils, regardless of background or the challenges they may face, make good progress and achieve the very best they can in order to prepare them for the next steps in their learning.

At South Hill Primary School, we believe that providing strong building blocks of learning in all subjects allows our pupils to be prepared for their next steps. We provide clear progression in learning from EYFS to KS1 and KS2 so that our pupils are ready for secondary school.

We believe in a strong 'daily diet' of learning in which quality first teaching is at the heart of our approach. This is proven to have the greatest impact in closing the disadvantage attainment gap as well as benefitting non-disadvantaged pupils.

We believe in a positive nurturing environment, which builds confident and resilient learners. We recognise that a pupil's emotional, social and mental wellbeing is crucial for them to be ready to learn.

We use pupil premium spending to achieve the following aims:

- To allow our pupils to flourish through a nurturing environment by building confident and resilient learners
- To provide the building blocks of learning in all subjects in preparation for their next steps in learning
- To providing high quality teaching where all pupils have the opportunity to thrive
- To offer all our pupils a wide range of experiences and learning opportunities from the very start of their Early Years journey through to Year 6

The key principles of our strategy plan are:

- Focus on high quality teaching and learning to narrow gaps in attainment
- Ensure quality first teaching, CPD, and coaching is part of the school culture
- Use high quality interventions to offer additional support to pupils
- Offering pastoral and therapeutic support in school to pupils
- Work to remove barriers such as poor attendance
- Ensure additional funding is allocated so that it benefits the pupils that need it most

Challenges

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

Challenge number	Detail of challenge
1	Attainment: School data shows a gap in attainment between PPG and non-PPG pupils in reading, writing and maths. In the academic year 2024-2025 – EYFS to Year 6 attainment showed:

	Reading – 56% of PPG pupils met age related expectations compared to 81% of non-PPG pupils. Writing – 47% of PPG pupils met age related expectations compared to 75% of non-PPG pupils. Maths– 53% of PPG pupils met age related expectations compared to 76% of non-PPG pupils. School data highlights that the lowest level of achievement for disadvantaged groups is in writing.
2	Attendance and punctuality: Attendance of disadvantaged pupils is lower than non-disadvantaged pupils. In the academic year 2024-2025 attendance figures were: 94.5% all pupils 90.5% pupil premium pupils 95.9% non-pupil premium pupils A higher percentage of disadvantaged pupils also have poor punctuality.
3	Individual needs: Approximately one quarter of our disadvantaged pupils have other identified needs, many having a specific learning difficulty.
4	Access to wider opportunities: Some disadvantaged pupils have less opportunity and experience of the wider world, which may limit their social skills, vocabulary and extended knowledge.
5	Equity of opportunities: Not all pupils have the same access to uniform, resources, extracurricular activities. Pupils are also impacted by lack of parental engagement.

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
1. Attainment: Improve attainment and progress in reading and writing among disadvantaged pupils.	To improve the percentage of PPG pupils throughout the school that meet age-related expectations in reading (56%) and writing (47%). The majority of PPG pupils pass the phonics screening test.
2. Attainment: Improve progress and attainment in maths among disadvantaged pupils.	To improve the percentage of PPG pupils throughout the school that meet age-related expectations in maths (53%).
3. Attendance and Punctuality: To achieve and sustain improved attendance and punctuality for all pupils and particularly for PPG pupils.	The attendance gap for PPG pupils to non-PPG pupils reduces by the end of this academic year (currently 4%).

4. Individual Needs: Pupils will receive targeted support based on their specific needs.	Pupils' individual needs will be identified and targeted to ensure progress is made. (e.g. ELSA support, School Counsellor, interventions etc)
5. Access to Wider Opportunities All pupils will access a broad curriculum with extended learning and enrichment opportunities.	All pupils to gain continued enriched learning experiences through the curriculum.
6. Equity of Opportunities: All children will wear the correct uniform, access resources, extracurricular activities and school trips.	Pupils are seen to be wearing the correct uniform and have access to resources. Whole school matrix demonstrates PPG pupils are increasing access to extracurricular activities.

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: £108,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Across the curriculum Full time TAs in each class to enable all children to receive QFT and intervention support as required Training and support for teachers and TAs in proven interventions/Strategies that support progress	EEF states: strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role in supporting high-quality provision from the class teacher, including providing targeted interventions EEF states: disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology	1, 4, 5
Reading Attainment Re-investment in RWI and scheme re-launched across the whole school; all staff trained and coached	If our pupils are confident readers, they can access other areas of the curriculum more easily <i>'The curriculum ensures that pupils read at age-appropriate levels.'</i> (Ofsted Inspection Handbook)	1, 4, 5

with whole school techniques Early reading lead and HT provide continual coaching in teaching phonics through weekly monitoring, feedback and training RWI used across the whole school to close gaps – Reading Stars (Y3 & Y4) Fresh Start (Y5 & Y6) Guided reading sessions support key comprehension skills Purchase of books to support quality guided reading sessions Purchase of EAL books where needed	<i>'If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind.'</i> (Ofsted Inspection Handbook) If our pupils are confident readers, this can harbour a love of reading and offer enrichment. The largest impact on learning comes from Quality First Teaching (QFT), (Education Endowment Foundation (EEF)) Research evidence on reading for pleasure, Education Standards research team May 2012, shares high levels of positive impact of reading for pleasure. (Gov May 2012) Baumann and Duffy highlighted the following factor which helps children become readers: a print-rich environment, where they are read to and given opportunities to read Targeted academic support can make a difference to progress (The EEF Guide to PP, April 2022) Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Reading Strategies	
Writing Attainment Purchase a new grammar scheme which supports high quality visuals and learning grammar through a progression daily diet SPAG posters used in school from EYFS to Year 6 so pupils can identify grammar elements that improve their writing attainment Coaching support in English for teachers and TAs provided (and development points at the point of impact) Purchase of external English advisor (Herts for Learning) to support CPD for staff	The largest impact on learning comes from Quality First Teaching (QFT), (Education Endowment Foundation (EEF)) Targeted academic support can make a difference to progress (The EEF Guide to PP, April 2022) Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Writing Strategies	1, 4, 5, 6

Maths Attainment Upskill teachers and TAs in maths through QFT coaching and CPD The Maths scheme and CPA drive the maths curriculum with clear progression and adaptations Teachers use data to identify pupils requiring maths intervention Increase parental engagement in maths through maths workshops, newsletter items and signposting for home support Standardised diagnostic termly maths assessments Purchase of external maths advisor (Herts for Learning) to support CPD for staff	If our pupils are confident mathematicians, they will tackle maths challenges and make better progress Impact on learning comes from Quality First Teaching (The EEF Guide to PP, April 2022) Targeted academic support can make a difference to progress (The EEF Guide to PP, April 2022) Standardised tests provide insight into the strengths and weaknesses of pupils to ensure they receive the correct support: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback The DfE non-statutory guidance has been produced in conjunction with the national centre for excellence in the teaching of mathematics https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools EEF states: supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. ... Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 EEF	2, 4, 5
Subject Leaders ensure that their subjects are progressive and that pupils gain a range of learning experiences and progression of skills Teachers reinforce reading, writing and maths skills through the wider curriculum	QFT and lessons enliven learning and support progress Ofsted 2019: A student's education relies on the connectedness, design, teaching and results of the curriculum and this requires a subject leader who can focus on the "quality of education" and, in particular, on the Intent, Implementation and Impact of the curriculum	1, 2, 4, 6
INCO to lead on enhancing SEND/PRE provision across the school through training, monitoring and coaching	Ensure all pupils have access to high quality provision including SEND <i>'Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.'</i> EEF	1, 2, 4

	Special Educational Needs in Mainstream Schools EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions Learning and pastoral INCO to support staff working with pupils with SEND and disadvantaged backgrounds INCO to develop an effective PP matrix which tracks all pupils Morning Good to be Great club in school to support pupils close the gap in learning Reception intervention TA supports SLCN (Wellcomm/Bell Foundation) and other interventions as required Morning library club with additional staff for targeted 1:1 readers Homework club for pupils with a focus on PPG pupils Lexia (online) individualised learning to support phonics and comprehension skills Year 6 booster sessions in comprehension,	Learning in smaller numbers 'makes a difference to learning in the classroom'. Many of our disadvantaged pupils also have SEND (33%) <i>'The curriculum ensures that pupils read at age-appropriate levels.'</i> (Ofsted Inspection Handbook) EEF states: Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons At Bett 2020 show, the Universities, Science, Research and Innovation Minister Chris Skidmore said: "Harnessing the power of modern technology can help us change and transform lives and unlock the potential of every child" EEF research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs, given the potential for such programmes to adapt and focus on the child's learning needs	1, 2, 4

maths and SPAG led by SLT		
Pastoral Support Assistant Focus on supporting parents of pupils with their learning (inviting to homework club, supporting booking parents evening)		

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

Budgeted cost: £35,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Punctuality Attendance team to engage with parents 1:1 to support strategies to improve attendance which will support attainment Morning games club and library clubs used to encourage and improve attendance Continue to implement robust procedures which involve the team monitoring and responding to attendance issues swiftly	Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment, London. EEF states: Carefully designed school communications can have a positive impact on parents' beliefs and behaviours. For example, most parents underestimate the number of days their child has been absent from school and act differently when given accurate information. In one study, 72% of parents with higher-than-average absence students did not know that their children had missed more school than their classmates. When informed of their child's total absences, they made extra efforts to improve attendance. One way that schools can support this is with simple letters to parents of children with above-average absences stating the total number of days that their child has missed that year, framed in a way that encourages parents to support attendance.	4

Individual Needs Pastoral Support Assistant employed to engage and assist families with home and school concerns Bespoke provision provided in house to support and develop the wellbeing of disadvantaged pupils across the school: -Learning mentor -Nurture lunch club and smaller area for playtime -Morning Games Club -School counsellor -Lego therapy -Wellbeing lead -Forest Schools for every year group -Gade Family, Pupil and SEND family support -Parent liaison support in house provided by a Pastoral Support Assistant -New Wellbeing Mark being obtained in 2025/2026	EEF states: 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. ... it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Ofsted's 2011 report on nurture groups confirmed most of these findings, concluding that nurture groups significantly modified pupils' behaviour, improved SEBD, gave parents support, accelerated academic progress, enabled pupils to reintegrate with their mainstream class, modified the practice of mainstream staff, influenced the rest of the school practice and improved pupils' attendance. Research has been conducted into the benefits of Forest Schools and multiple studies have reported extensive benefits of attending a Forest School. Many of the benefits of Forest Schools are found to be long-lasting and can be applied to other aspects of a child's life and even follow them into adulthood. Some of the benefits include: • An increase in self-belief • An increase in confidence • Improved problem-solving skills • Communication • An increase in motivation and concentration • The development of physical skills and motor skills • Promotes emotional intelligence • Focus on physical health	3, 4, 6
Trips, visits and clubs subsidised for PPG pupils	EEF key findings: Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There is a small positive impact of physical activity on academic attainment Physical activity has important benefits in terms of health, wellbeing and physical development.	4, 5, 6,

	Staff and pupil feedback has shown that pupils that attend morning clubs settle into school well.	
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Total budgeted cost: £170,786

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our 2025 progress data for PPG pupils shows a positive increase in progress across reading, writing and maths from 2024.

Our 2025 attainment data for PPG pupils shows an increase in attainment across reading, writing and maths from 2024.

Progress in Reading 2025

80.3% of PPG pupils made positive progress in years 1 to 6 (72.2% - 2024)

90.9% of PPG pupils made positive progress in EYFS (91.7% - 2024)

17.2% of PPG pupils made accelerated progress.

Attainment in Reading 2025

56.4% of PPG pupils were at age related expectations in years 1 to 6 (54.4% - 2024)

54.5% of PPG pupils were at age related in EYFS (50% - 2024)

Progress in Writing 2025

80.2% of PPG pupils made positive progress in years 1 to 6 (69.6% - 2024)

81.8% of PPG pupils made positive progress in EYFS (75% - 2024)

16% of PPG pupils made accelerated progress.

Attainment in Writing 2025

67.6% of PPG pupils were at age related expectations in years 1 to 6 (43.3% - 2024)

67.2% of PPG pupils were at age related in EYFS (58.3% - 2024)

Progress in Maths 2025

82.8% of PPG pupils made positive progress in years 1 to 6 (81 - 2024)

100% of PPG pupils made positive progress in EYFS (83.3% - 2024)

14.8% of PPG pupils made accelerated progress.

Attainment in Maths 2025

52.5% of PPG pupils were at age related expectations in years 1 to 6 (44.4% - 2024)

72.7% of PPG pupils were at age related in EYFS (66.7% - 2024)

88.3% passed the phonics screening in 2025.

12 out of 13 PPG pupils passed the phonics screening in 2025

Attendance

The overall whole school attendance in 2024-2025 was 94.5%

The overall whole school attendance for PPG pupils in 2024-2025 was 90.5%

The overall whole school attendance in 2023-2024 was 94.1%

The overall whole school attendance for PPG pupils in 2023-2024 was 90.2%

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
Times Table Rock Stars

Numbots
IXL
Lexia
Learning Village
Nessy
LBQ
Letter join
Teach active
Clicker