



Pupil premium strategy statement – St Hilary School 2024-25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the year 2024-25.

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	197
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan cover.	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	31 November 2025
Statement authorised by	Rob Hamshar
Pupil premium lead	Linda Rowe
Governor / Trustee lead	Alex Cock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,868
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>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£ 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>	£ 58,868

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aims for all pupils, irrespective of their background is that they achieve their potential and achieve at least expected progress and attainment in all areas. We are aspirational for all, which extends to all PP children including those that are higher achieving - and through group provision maps and termly pupil progress meetings we monitor if they are being challenged and stretched enough and if all PP children are making expected (or above) progress. We want all pupils to have access to a wide range of experiences and increase their cultural capital. Therefore, we ensure all PP children can access all class clubs and trips, including the residentials (Y4 camp, Y5 trip to London and Y6 camp). We also encourage and support pupils to access instrumental music lessons and the wide range of clubs that are free to all in school.

This ambition for all is reflected in our School Improvement Plan (SIP), which has the most vulnerable pupils as a 'golden thread' running through it.

High quality first teaching is at the heart of our school; we have high expectations for all and ensure children have access to a broad enriching curriculum through our project-based curriculum. The intent is that outcomes for all pupils increase this year, with the aim of narrowing the gap for the PP children. Across the school the majority of classes have a full time TA, who is aware of the all the PP children and can target them as needed and directed by the class teacher.

As a Trauma Informed School (TIS), supporting children's emotional well-being across the school is vital. Our nurturing approach is seen at the class level and this year the focus has been on training all staff in TIS theory and approaches, so that staff can target both individuals and groups from within their classes.

This pupil premium strategy aligns with and should be read alongside our School Improvement Plan (SIP), which sets out our school priorities for this academic year, as well as the Maths, English & Vulnerable pupils' action plans.

Challenges

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

Challenge number	Detail of challenge
1	As stated in SIP PRIORITY 1: Raising levels of attainment and progress in writing across the school.

	<p>Evidence base / in response to:</p> <ul style="list-style-type: none"> - Monitoring and professional dialogue with teaching staff with main responsibilities for leadership and delivery of writing. - Addressing writing standards over the years has led to the school investing in a new writing scheme. This has external evidence of positive impact across the key stages. - Required fidelity to a proven scheme. - Close work with the scheme provider and trialled in different year groups across the school. <p>2023-24 KS2 Writing results:</p> <p>KS2 – 59.6% EXS (National 72%)</p> <p>GDS – 15% (13%)</p>
2	<p>As stated in SIP PRIORITY 2: Ensuring our core curriculum is ambitious for all: designed to give all pupils – particularly the disadvantaged – the knowledge and cultural capital to consistently achieve highly.</p> <p>Closing the vulnerable pupil ‘gaps’: progress, attainment, attendance.</p> <p><u>2023-24 KS2 Headlines for disadvantaged pupils:</u></p> <p>Reading:</p> <ul style="list-style-type: none"> - End of Key Stage 2 data was broadly in line with similar schools locally and nationally for both disadvantaged and non-disadvantaged pupils. <p>Writing:</p> <ul style="list-style-type: none"> - 20% negative difference between St Hilary School and similar schools locally and nationally. <p>(These statistics were mirrored in the non-disadvantaged children)</p> <p>Maths:</p> <ul style="list-style-type: none"> - 22% negative difference between St Hilary School and similar schools locally and nationally. <p>(These statistics were mirrored in the non-disadvantaged children)</p> <p>SEN – There is a significant difference between St Hilary and similar schools locally and nationally.</p>
3	<p>As stated in SIP PRIORITY 3: Refine our strategic, robust, well sequenced whole school approach to Personal Development at St Hilary School.</p> <p>Evidence base / in response to:</p> <ul style="list-style-type: none"> - Developmental points taken from the September 2023 Ofsted inspection. - Equitable and strategic development of cultural capital.
4	<p>The attendance of PP children last year was 91.5% (from 92.43% in previous year) compared to whole school attendance of 94% (from 94.59% in previous year). It will be</p>

<p>As stated in the SIP Priority 2: Ensuring our core curriculum is ambitious for all: designed to give all pupils – particularly the disadvantaged – the knowledge and cultural capital to consistently achieve highly. Closing the vulnerable pupil ‘gaps’: progress, attainment, attendance.</p>	<ul style="list-style-type: none"> - All staff share the vision for equitable provision based on clear and shared understanding of disadvantage and the challenges it creates. - Improved staff support / planning / provision for disadvantaged. - Deployment of staff best addressing the needs of the vulnerable and disadvantaged. - TAs with increased direction and confidence to deliver impactful interventions and class support.
<p>As stated in the SIP Priority 3: Embed strategic, robust, well sequenced whole school approach to Personal Development at St Hilary School.</p>	<ul style="list-style-type: none"> - Attendance Lead is trained with the latest updates regarding government policy. - Attendance Lead has reviewed attendance policy in line with Leading Edge. - Attendance Lead to have clear communication with EWO and Cornwall Council Attendance Officer (once a term). - Associated paperwork (action plan / absence request forms etc) is updated with current guidance and are actively used and monitored. - Staff receive CPD regarding the attendance policy / codes to use on registers. - Parents are updated regularly regarding the attendance policy. - Whole school attendance is inline or above the national average – 96%. - Review the structure of pupil leadership roles – liaise with staff. - A clear rationale is in place, so all staff and pupils know of the purpose and importance of each role – these are celebrated, promoted and actively supported. - Pupil Leadership display is updated. - Regular meetings are held with Pupil Parliament / SLT (min one per half term). - Staff review/edit behaviour policy. - New rules (RRS) introduced and implemented <ul style="list-style-type: none"> o Posters in each classroom o New banners created for entrance/hall o Rules referred to during all aspects of school life - DSL/DDSL meet a minimum of once per HT to focus on CPOMS incidents / review actions - The schools PD offer sits at the heart of a clear USP which can be easily shared and celebrated <ul style="list-style-type: none"> o Building cultural capital - Providing rich, broad and powerful opportunities that celebrate diversity and inclusion at every level. - Assemblies a logically sequenced, impactful and build cultural capital. - Assemblies ensure that British values/ protected characteristics / school values / cultural values and celebrations are planned into the children’s school diet. - Providing rich, broad and powerful opportunities that celebrate diversity and inclusion at every level.
<p>Attendance: PP attendance to be in line with peers.</p>	<ul style="list-style-type: none"> - Close tracking and analysis by Head/DHT with regular EWO input ensures any children that have persistent absence and/ or a high level of broken weeks are targeted with a clear sequence of letters from the Head/ governors.

	<ul style="list-style-type: none"> - Evidence shows that when children have been targeted attendance has been improved. - Attendance Lead is trained with the latest updates regarding government policy. - Attendance Lead has reviewed attendance policy in line with Leading Edge. - Attendance Lead to have clear communication with EWO and Cornwall Council Attendance Officer (once a term). - Associated paperwork (action plan / absence request forms etc) are updated with current guidance and are actively used and monitored. - Staff receive CPD regarding the attendance policy / codes to use on registers. - Parents are updated regularly regarding the attendance policy. - Whole school attendance is inline or above the national average – 96%.
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Activity in this academic year

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing – SIP Priority 1</p> <ul style="list-style-type: none"> - Staff CPD on the implementation of The Literacy Tree scheme. - Staff have reviewed the coverage of objectives to ensure a comprehensive writing curriculum is provided. - ULS handwriting scheme has been implemented across the whole school. <p>Actions:</p> <ul style="list-style-type: none"> - Ongoing monitoring of the schemes to ensure that pace and priorities are being met. 	<p>The EEF research reviewed the best available research and consulted experts to arrive at the key principles for effective literacy teaching:</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Improving Literacy in Key Stage 1 EEF</p>	1, 2
<p>Ensuring our core curriculum is ambitious for all: designed to give all pupils – particularly the disadvantaged - SIP Priority 2</p> <p>Action:</p> <ul style="list-style-type: none"> - Audit of current provision. - Mapping of intended impact for TA deployment – making necessary changes in line with EEF guidance. 	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Making Best Use of Teaching Assistants EEF</p>	1, 2, 3

<ul style="list-style-type: none"> - Ensure all staff have a shared understanding of 'disadvantage'. - Working with JR to understand and frame disadvantage – joint SLT meeting. <ul style="list-style-type: none"> - Cascade this to all staff – Teachers and Tas. - Implement the <i>Making the Best of Teaching Assistance</i> – guidance report from EEF. 		
<p>Embed strategic, robust, well sequenced whole school approach to Personal Development at St Hilary School – SIP Priority 3</p> <p>Action:</p> <ul style="list-style-type: none"> - Ensure attendance policy is updated, clear and is used consistently. - Further develop pupil leadership roles for maximum impact. - Review the school rules and behaviour policy. - Create a logically ordered, ambitious and diverse PD curriculum offer. - A strategic, rich and thorough offer building cultural and social capital for all. - Plan and deliver a carefully constructed assembly offer which addresses all key PD elements, tackling prejudice and building the core value of Equity. 	<p>Pupils' active contribution leads to personal and social development, manifested by the students' perceptions of self, their own abilities and curiosity about future opportunities.</p> <p>The role of early student leadership – building skills for future impact</p> <p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk) advice.</p>	3, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions focusing on the gaps in children's knowledge – always as extra practice outside of English and Maths lessons. Interventions either run by class TA or Class teacher, while TA covering.</p> <ul style="list-style-type: none"> - Phonics catch up <p>Use of ULS specific interventions as specified within training.</p> <ul style="list-style-type: none"> - Handwriting - Times tables - Mastering number EYFS and KS1 - S&L 	<p>EEF states: Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk):</p> <p>Consider evidence from EEF on selecting the interventions that have most impact:</p>	1,2,3

	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	
<p>Implementation of IDL app across the school for those children that have low literacy skills and/ or are at risk of dyslexia or dyslexic type difficulties. Curriculum design from SIP Priority 2</p> <p>Action:</p> <p>Ensure challenge and support drives progress for all – Focus 4 children / lowest 20% / SEN / LPA / HPA</p> <ul style="list-style-type: none"> • IDL – embedded as a tool for reading and spelling intervention • IPM and GPM - increased precision in target setting / monitoring • increased expertise in delivering interventions. • establish clear oversight of the impact of interventions (key SENDCo role). <ul style="list-style-type: none"> ○ PPMs ○ IPM reviews by SENDCo 	<p>Impact of IDL- shown to increase in reading & spelling ages: Behind the Scenes: The Story of IDL (idlsgroup.com)</p> <p>Consider evidence from EEF on selecting the interventions that have most impact:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to monitor and track data carefully and then act on it accordingly. They will work closely with the EWO to target families as needed, to ensure children are able to be in school as much as possible to be educated.	Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk) advice.	1-4
As outlined in SEN and Vulnerable pupils action plan: Develop Trauma Informed Schools SEMH Approach and Education Mental Health Practitioner Actions: - Develop TIS as a whole school approach, not something done in isolation outside of the classroom. Plan whole school training. Use of CIC/ PLAC funding to help facilitate. Train teachers and staff so they feel confident to deliver and support emotional needs of children in each class.	https://www.traumainformedschools.co.uk/ There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder) Barnado's research on the effective impact that Mental Health Support workers can have on children:	2, 3

<ul style="list-style-type: none">- Ensure targeted children included on GPM and impact tracked.- Identification of children who would benefit from EMHP support. Ensure the impact of this is tracked and monitored through IPM's/ GPM's	It's hard to talk: Expanding Mental Health Support Teams in education Barnardo's (barnardos.org.uk)	
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Total budgeted cost: £ 58,868

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In terms of end of year 2023-24 data:

Reading attainment

Across the school:

- PP 62% at or above secure compared to 83% non-PP

Reading Progress

- PP 70% at or above expected progress compared to 90% non -PP.

Writing attainment

Across the school:

- PP 44% at or above secure compared to 70% non-PP

Writing Progress

- PP 84% at or above expected progress compared to 85% whole school.

SPAG attainment

Across the school:

- PP 51% at or above secure compared to 75% non-PP

SPAG Progress

- PP 79% at or above expected progress compared to 83% whole school.

Maths attainment

Across the school:

- PP 49% at or above secure compared to 75% non-PP

Maths Progress

- PP 83% at or above expected progress compared to 94% whole school.

It is evident the gap between PP and non-PP is present in all subject areas and actions need to be in place this year to target effective narrowing of the gap and accelerate progress for PP pupils. This is particularly true in the writing.

Attendance: The attendance of PP children last year was 91.5% (from 92.43% in previous year) compared to whole school attendance of 94 % (from 94.43% in the previous year). Therefore, the overall figure decreased meaning this is a key priority area. This will be a focus for the attendance lead at the school alongside close monitoring with the EWO and a personalised approach which was taken with the attendance action plan.

Externally provided programmes n/a

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

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We helped to fund our TIS, so that pastoral and emotional support was available to service children when they needed it.
The impact of that spending on service pupil premium eligible pupils
They and their parents knew that opportunities were available to get support and talk through any worries and concerns they had. This support has continued this year for those children.