

Pupil premium strategy statement

Hilpertont C of E Primary School



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Hilpertont C of E Primary School
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	19.7% (n=26)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 December 2027
Statement authorised by	Anna Edmund, Headteacher
Pupil premium lead	Jo Clark, Inclusion Lead
Governor / Trustee lead	Steph Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,785

Part A: Pupil premium strategy plan

Statement of intent

At Hilperton C of E Primary School, we have a strong and determined vision that all children will soar high on wings like eagles. We believe this is only achieved when it is achieved for *all* children. Our 'Wings of Kindness' help us to work towards this aspirational aim together.

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.

The key principles that will enable us to achieve this are:

- high quality teaching
- early identification of need
- targeted intervention
- support for social and emotional learning

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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

We know that children learn best when they are happy, confident and feel safe, so we give pastoral support a high priority with a range of effective interventions delivered by trained staff.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that attainment for disadvantaged pupils in reading, writing and maths was below that of non-disadvantaged pupils in Summer 2024/25.
2	Internal assessments indicate that disadvantaged children in EYFS/KS1 need additional support with phonics and early reading.

3	Support for home learning, including reading, is sometimes limited for children who are disadvantaged. This includes access to enrichment activities, support for learning at home and access to resources that support learning.
4	Attendance data suggests that levels of attendance for disadvantaged are below non-disadvantaged pupils (-9.2% diff 2024-25). Unauthorised absences for disadvantaged children are higher than non-disadvantaged children (+1.8% 2024-25).
5	The need for referrals for speech and language therapy for children starting in reception is higher for children who are disadvantaged.
6	42.9% of pupils with Special Educational Needs and/or disabilities also qualify for pupil premium (compared to 36% in Wiltshire). This compares to 12.9% of all pupils without SEND.
7	Higher than average numbers of children in care; 0.75% at Hilperton compared with 0.3% in Wiltshire. Higher than average numbers of children with a social worker; 4.5% at Hilperton compared to 1.5% in Wiltshire. High numbers of children who are social care experienced (10%)
8	Using the Teaching Toolkit vulnerabilities diagnostic tool (published by Wiltshire LA), 52% of children at Hilperton have an identified vulnerability.

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 attainment in writing and maths among disadvantaged pupils.	KS2 outcomes in writing and maths in 2025/26 of disadvantaged pupils show progress from starting points.
Children who are disadvantaged continue to pass the Year 1 phonic screener in line with their non-disadvantaged peers.	Pass rates for the phonics screener for disadvantaged children are broadly in line with non-disadvantaged children each year.
Children with multiple vulnerabilities (disadvantaged SEND/CLA/PP) have their needs identified early and are appropriately supported.	By 2026/27 attainment data shows that disadvantaged children with SEND make good levels of progress.
Good levels of attendance for all pupils, particularly our disadvantaged pupils, are sustained.	The overall absence rate for all pupils is no more than 5% and there is no attendance gap between disadvantaged pupils and their non-disadvantaged peers.
Levels of parental engagement are increased for all pupils, but especially for children who are disadvantaged.	Parents of children who are disadvantaged attend parents' evenings. Parents of children who are disadvantaged communicate with school via dojo. Parents of children who are disadvantaged listen to their children read at home at least once a week.

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)

Budgeted cost: £14,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Quality First Teaching</u> Mentoring and coaching for teachers to enable them to support all learners including children who are disadvantaged. Developing high-quality teaching, assessment and a broad and balanced knowledge based curriculum which responds to the needs of pupils. This will be achieved by embedding the 'Teaching Toolkit', 'Cracking Communication' and 'Writing Project' delivered by the LA. Subject Leaders ensure QFT is evident in their subject area.	There is a strong evidence base that quality first teaching is the most important factor in raising achievement for all learners: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	1, 2, 5, 6, 7 & 8
<u>Trauma informed practice</u> Information from Thrive assessments to be used consistently to support social and emotional learning. School access support from Virtual School including the Applied Trauma Responsive Classroom Model.	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): https://www.thriveapproach.com/about-thrive/impact-of-thrive/ https://explore.bps.org.uk/content/bpsadm/15/4/14 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf https://assets.publishing.service.gov.uk/media/5a823518e5274a2e87dc1b56/Transforming_children_and_young_people_s_mental_health_provision.pdf	1, 2, 4, 6 & 7
<u>Adaptive teaching strategies</u> Staff have awareness of Wiltshire OPAL	EEF evidence suggests that there is a set of five core practices that can support all pupils, including those with SEND. Wiltshire's OPAL programme promotes a vision for a more	1, 2, 5, 6, 7 & 8

programme and include EEF Five a Day principles in their teaching practice. School are working with Mainstream Inclusion Support Advisors and Behaviour Support Service to embed these strategies. Subject Leaders ensure adaptive strategies is evident in their subject area.	inclusive system, with high standards and 'Quality First Teaching' for all. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1734527530 https://localoffer.wiltshire.gov.uk/article/7638/OPAL-Introduction	
<u>Phonics</u> Mentoring and coaching for improving teaching and learning in phonics. This will be delivered in collaboration with our local English Hub.	Teaching of high-quality phonics (using validated SSP) ensures children have a solid base on which to build as they progress through school and helps them develop the habit of reading for both pleasure and information. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1734540724 Developing high-quality reading and writing skills: theory - Support for early career teachers - GOV.UK	1,2,3 & 6

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

Budgeted cost: £9,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Early support with communication and language</u> Targeted interventions to support language development.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	1,2, 5 & 6
<u>Maths and Writing</u> LSA used for targeted support with KS2 Maths and writing.	Evidence shows that interventions, which are guided by pupil assessments, include systematic and explicit instructions and are carefully planned have higher success rates of pupil attainment. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1734540957 TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf	1 & 6
<u>Multiple vulnerabilities</u> Targeted interventions and resources to meet the specific needs	Effective deployment of LSAs maximises children's engagement with and access to high quality teaching. TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	1,2,5, 6, 7 & 8

of disadvantaged pupils with SEND.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1734527530	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Supporting Attendance</u> Embedding principles of good practice set out in the DfE's working together to improve school attendance. This will involve training for staff to develop and implement new procedures.	The DfE's working together to improve school attendance document shows that pupils' attainment is directly related to their attendance levels. Working together to improve school attendance (applies from 19 August 2024)	1 & 4
<u>Communicating with and supporting parents</u> Principles from EEF guidance report to be embedded.	Research shows there is a clear link between children's learning at school and their home environment: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	2 & 8
<u>Access to wrap around care, enrichment opportunities and school trips</u> Subsidies are made available for families as needed to enable equity for children in receipt of PP.	Research shows that access to physical activity improves academic attainment as well as health, wellbeing and physical development. Arts participation has a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3, 4, 6 & 8
<u>Pastoral Support</u> School access support from the Virtual School including the Applied Trauma Responsive Model. Full time pastoral Lead supports wellbeing and social and emotional skills across the school.	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): https://www.thriveapproach.com/about-thrive/impact-of-thrive/ https://explore.bps.org.uk/content/bpsadm/15/4/14	7 & 8

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf https://assets.publishing.service.gov.uk/media/5a823518e5274a2e87dc1b56/Transforming_children_and_young_people_s_mental_health_provision.pdf	
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Total budgeted cost: £28,785

Part B: Review of the previous academic year

2024-25

Outcomes for disadvantaged pupils

Intended Outcome	Review against success criteria
Improved attainment in reading, writing and maths among disadvantaged pupils (those in receipt of PP).	KS2 outcomes in reading = 60% 66.7% met expected standard in reading writing =60% 33.3% met expected standard in writing and maths = 40% 33.3% met the expected standard in maths in 2024/25 of disadvantaged pupils met the expected standard.
Children who are disadvantaged continue to pass the Year 1 phonic screener in line with their non-disadvantaged peers.	Pass rates for the phonics screener for disadvantaged children are broadly in line with non-disadvantaged children each year. <i>Phonics pass rate in 24/25 below national for children in receipt of PP but improving trend.</i>
Children with multiple vulnerabilities (disadvantaged SEND/CLA/PP) have their needs identified early and are appropriately supported.	By 2026/27 attainment data shows that disadvantaged children with SEND make good levels of progress. <i>Target ongoing.</i>
Good levels of attendance for all pupils, particularly our disadvantaged pupils, are sustained.	The overall absence rate for all pupils is no more than 5%... <i>Overall absence rate 4.7%</i> ...and there is no attendance gap between disadvantaged pupils and their non-disadvantaged peers. <i>There is an attendance gap of 9.2%. This is due to children with multiple vulnerabilities and holidays being taken in term time.</i>
Levels of parental engagement are increased for all pupils, but especially for children who are disadvantaged.	Parents of children who are disadvantaged attend parents' evenings. The majority of parents who are disadvantaged attended parents meetings. Parents of children who are disadvantaged communicate with school via dojo. <i>92.3% of families in receipt of PP connect to school using Dojo.</i> Parents of children who are disadvantaged listen to their children read at home at least once a week. <i>There is an improved trend but this is an area for us to continue to focus on.</i>