Sir Edmund Hillary Academy - 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
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	25.2% (NA 24.6%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Year 1 2024/25 Year 2 2025/26 Year 3 2026-27
Date this statement was published	Year 1 Sept 24 (Reviewed Dec 25) Year 2 Sept 25 Year 3 September 2026
Date on which it will be reviewed	Dec 27
Statement authorised by	Nicola Mc Intryre (Exec Head)
Pupil premium lead	Rebecca Wingfield (Assistant Head and SENDCo)
Governor	Louise Baxendale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,274
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery 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*	£126,274

Part A: Pupil premium strategy plan

Statement of intent

Our passion is for all learners to thrive & achieve well, but we believe we need to tackle any barriers to learning and achieving those vulnerable pupils, such as those who have a social worker and young carers may face. At the heart of progress for pupils is High Quality Teaching and Learning & ensuring that pupils have the fundamental skills which allow them to flourish in the next stage of their education. Therefore, this will always be our core purpose and core strategy to provision for disadvantaged pupils.

We recognise that the school needs to provide a high-quality curriculum that will enable all learners, but especially disadvantaged children, to know more and remember more. A High-Quality Curriculum, well taught, 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.

Because the school has strong means of assessing the needs of children, our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that disadvantaged pupils receive quality first teaching and are challenged in the work that they are 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
- For attendance of disadvantaged children to be at least in line with non-disadvantaged children
- To increase GDS within disadvantaged children.
- For children to have the vocabulary required to access the world and to close the vocabulary gap
- The strategies that are outlined in this plan also are relevant to many pupils irrespective of whether they trigger Pupil Premium funding- for instance some children may be in the Social Care system, are Post-adoptive, or are young carers. Some may be in families that cannot access social support funding but

are still living in economically deprived households with poor housing or parents working multiple jobs

A high proportion of our disadvantaged cohort have a Special Educational Need or Additional Need. The proportion is not just increasing but the nature of the needs are also increasing in complexity. Changes to the strategy have therefore been made to reflect this.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap at the GDS level. End of key stage data showed Non-PP pupils outperform PP pupils at higher standards, widening the gap in upper KS2 with PP pupils consistently underperforming compared to NA and non-PP peers.
2	Attendance and punctuality issues for some disadvantaged children remains slightly below all. We continue to monitor and put interventions in place but despite this, we have a higher number of persistent absentees in disadvantaged children compared with non-disadvantaged children, a gap of 14.5% and despite attendance being at 93.6% (data taken from day end of year data 2025), there is a gap of 2.9% between disadvantaged and non-disadvantaged.
3	Narrowing the vocabulary gap. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2, affect the acquisition of all forms of knowledge throughout the curriculum, and have an especial impact on Reading and Writing outcomes. Following curriculum audit in 2024-25, for the whole of the curriculum, the means by which all of the children can learn more and remember more, with a sharp focus on what the essential vocabulary may be and how it relates to subject based knowledge, was not easily accessible. This curriculum is in process of being re-written during 2024-2026 and will further embed the implementation of language and oracy strategies and opportunities to practise and apply

4	Engagement in enrichment experiences to ensure there is no gap in experiences between all and disadvantaged children. We know that experiences and engagement in wider curriculum widens life chances.
5	Internal and external assessments show that both in this school and nationally, disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Phonics data in 2025 showed that disadvantaged pupils achieved below the National figures (school 64% NA 67%) and 10% lower than non-PP within school. Because of the increasingly high correlation in the school between disadvantage and complexity of Additional Needs, the school needs to have a clearly programmed support for children so that they can access reading through a phonics-based approach, a clear fluency programme and targeted intervention.
6	**Wider opportunities and cultural capital** Within our context, many of our pupils eligible for Pupil Premium, there is a lack of engagement in wider opportunity experiences, for example visiting the theatre or art galleries, trips, attending clubs. We know that experiences and engagement in wider curriculum widens life chances.

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 **expressive language skills** (oral and written) and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. More disadvantaged children without identified additional needs will achieve the Communication & Language area of learning in Early Years Writing standards, there will be parity between advantaged and disadvantaged children without any additional needs.
Improved attainment in core subjects particularly at greater depth.	The gap between all and PP children is reduced to within 10% of each other in GDS
Attendance to be in line with non PP	Ensure attendance of disadvantaged pupils is above 96% and PA is the same as all.

Improved outcomes for children remembering and connecting the sequence of the wider curriculum- knowing more and remembering more	Staff will report higher engagement and outcomes in low stakes testing of PP engagement- pupil voice interviews. Attainment of Disadvantaged children in foundation subjects will be in line with their attainment in English.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: A significant increase in participation in club enrichment activities, particularly among disadvantaged pupils A significant number of pupils engaged with the “Power of Pupils” activities identified in the AIP strand of personal development
Wider opportunities, cultural capital and hardship fund Within our context, many of our pupils eligible for Pupil Premium, there is a lack of engagement wider opportunity experiences, for example visiting the theatre or music concerts, trips, attending clubs.	Ensure 90% of PP children attend school trips and disadvantaged children to access school clubs in proportion to school %. Pupils attend school with their basic needs met by being supported with uniforms, school equipment and access to breakfast club.

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: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary tier 2 and 3 to be taught and assessed discretely using Starling Vocabulary Retrieval programme. Continue with the	The evidence has come from internal data sources. When delivering reading scheme, it was felt that vocabulary was not being taught and therefore a discreet	1,3

programme and allow time for CPD for new staff to be trained.	vocabulary scheme has been written and published. It incorporates robust strategies for teaching vocabulary and modelling in the classroom (adapted from Beck and McKeown). These techniques are used as part of teacher modelling, explanation and pupil practice to support vocabulary teaching. We know that disadvantaged children have a deficit of words read and understand compared to all children. Starling Vocabulary Retrieval is research disruptive in that it produces results far in excess of any current vocabulary retrieval research. EEF guidance reports: communicating and language, Improving literacy at KS1 and 2, all have as their first recommendation, the explicit teaching of vocabulary.	
Teachers to access CPD on improving outcomes and teaching and learning	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. 'Developing high quality teaching, assessment and a broad and balanced knowledge based curriculum which responds to the needs of the children.'	1,3,6
Embed strong phonics teaching. Reading is a priority across the school at all levels. Closing the attainment gap, progress and achieving GDS. CPD, specifically for new staff release time to monitor	EEF +5 months 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	1,5

	4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training and release time to support NELI. Train Fnd staff in LWLS Early Years. Attend CPD by LEAD, embed Oracy into Disciplinary Features of Subject Areas	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli	1,3
Writing lead to have time out of the class to train and embed writing approach to ensure systematic teaching of writing across the school	EEF A guide to Implementation This guide gives advice to the process of effective school improvement	1, 2
Training for staff to embed Power Maths, Number talks and mastering number, ensuring children have access to closely sequenced programme that will , provide strategies for problem solving, close gaps & address misconceptions. Ensure manipulatives & visual representations are used to support learning	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1

Work alongside Maths Hub and Maths lead practitioners by facilitating release time for teachers to manage strategic implementation of Mixed Year group planning. Ensure all staff are trained in implementation of single system of learning. Release Leaders to Quality Assure implementation of strategy	EEF A guide to Implementation This guide gives advice to the process of effective school improvement	1
A well sequenced planned curriculum is supported by Knowledge Organisers and teaching that is structured to include retrieval practice. Staff are to be trained and understand the importance of Retrieval Practice. Embedded into long term planning and system created for staff to embed this in lessons.	The EEF's Cognitive Science review endorses the combination of curriculum clarity, effective quizzing, and structured retrieval sequences (e.g., flashback starters, spacing, and interleaving) as essential levers in high-quality teaching. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1,3
Improve the quality of social and emotional (SEL) learning. SEL approaches (Maintain 2x ELSA trained TA) will be embedded into routine educational practices and supported by professional development and training for staff. Embed the use of Zones of Regulation practice in classrooms on a daily basis	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): EEF_Social_and_Emotional_Learning	all

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics Interventions given strategically for PP failing to reach ARE- 1:1/small group.	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: Phonics - EEF	1,5
Apply Maths Interventions (rapid Maths, times table intervention and pre and post teaching, strategically for PP failing to reach ARE- 1:1/small group.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 1:1 & Small Group Tuition EEF	1
Bespoke interventions, based on QLA's. Planning time, cover, resources and analysis of data.	We analyse data to see where the greatest need is and plan accordingly. Closing the attainment gap between non disadvantaged and disadvantaged children is a priority	1,2,3,5
Neli is designed to improve oral language skills in Reception and Key Stage 1 pupils who are most at risk of language delay. It focuses on vocabulary, listening, narrative skills, and phonological awareness through small-group and one-to-one sessions delivered by trained staff	EEF trials show NELI has a **high impact on language development**, which is strongly linked to later reading and writing attainment. Early intervention is particularly effective for disadvantaged pupils, helping close gaps before they widen	1,3

Accelerated Reader motivates pupils and improve reading fluency and comprehension. It encourages independent reading while providing teachers with data to target support.	EEF and international studies suggest that structured reading programmes with regular feedback can significantly improve reading outcomes, especially when combined with teacher-led interventions. Accelerated Reader supports engagement and accountability, which are key for PP pupils	1,3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure children can access the wider world of curricular and extra curricular activities and community organisations. Extend the extra curricular offer to include opportunities across the curriculum.	Based on our experiences and those of similar schools parents of disadvantaged children do not always have funds available at times when events in and out of school are happening. This fund ensures that children can access a rich diet of activity in and out of the school day. EEF PP Guide- tiered approach	6
Ensure children have appropriate emotional health and wellbeing supports; from universal PSHCE provision to 1:1 Counselling support ELSA	Based on our experiences and those of similar schools, disadvantaged children benefit from a strongly supportive, emotionally intelligent ethos. They are also more likely to experience dysregulated family lives that may need time and space for them to think through the issues they raise for themselves and build resilience to manage themselves within these stresses. EEF Learning Outdoor Adventure EEF_Social_and_Emotional_Learning. pdf(ed-ucationendowmentfoundation.or g.uk)	4

Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Continuing access to breakfast club	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5
Increase the quantity of Parental Engagement Activities across the school and across the academic year	EEF Parental Engagement is a low cost high efficacy strategy. The intention for disadvantaged children is to break down perceived barriers between home and school, ultimately to increase the quantity and quality of the learning happening at home.	All
Attendance Officer appointed to analyse attendance and contact low attenders. ELSA to support with interventions to raise attendance / punctuality.	EEF Supporting school attendance Parental engagement as the involvement of parents in supporting their children's academic learning. Disadvantaged children's attendance is lower than non-disadvantaged children. Last academic year it was 93.6% Attendance is important for their social and emotional well-being but also to ensure that they are achieving what they are capable of.	All
Contingency fund for acute issues £274	Based on our experiences and those of similar schools to ours we have identified a need to set amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 126,274

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 2025/26 academic year using performance data using local Authority and National Data sets, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

Expectation Level: **Expected & Above**	Reading						Writing						Maths						Combined					
	PP		Non PP		Peer Difference	National difference	PP		Non PP		Peer Difference	National difference	PP		Non PP		Peer Difference	National difference	PP		Non PP		Peer Difference	National difference
	PP National Average for KS1 54%		Non PP National Average for KS1 73%				PP National Average for KS1 44%		Non PP National Average for KS1 65%				PP National Average for KS1 56%		Non PP National Average for KS1 75%				No PP National Average Given for KS1 Combined.		No Non PP National Average Given for KS1 Combined.			
Year 1	5 / 6	83.3%	26 / 31	83.9%	0.6%	+29.3%	5 / 6	83.3%	27 / 31	87.1%	3.8%	+39.3%	5 / 6	83.3%	27 / 31	87.1%	3.8%	+27.3%	5 / 6	83.3%	24 / 31	77.4%	5.9%	
Year 2	8 / 9	88.9%	22 / 28	78.6%	10.3%	+34.9%	8 / 9	88.9%	20 / 28	71.4%	17.5%	+44.9%	8 / 9	88.9%	22 / 29	75.9%	13%	+32.9%	7 / 9	77.8%	18 / 29	62.1%	15.7%	
	PP National Average for KS2 63%		Non PP National Average for KS2 73%				PP National Average for KS2 59%		Non PP National Average for KS2 78%				PP National Average for KS2 61%		Non PP National Average for KS2 80%				PP National Average for KS2 47%		Non PP National Average for KS2 69%			
Year 3	6 / 9	66.7%	13 / 18	72.2%	5.5%	+3.7%	5 / 8	62.5%	13 / 17	76.5%	14%	+3.5%	5 / 9	55.6%	13 / 18	72.2%	16.6%	-5.4%	4 / 9	44.4%	13 / 18	72.2%	27.8%	-2.6%
Year 4	12 / 18	66.7%	30 / 38	78.9%	12.2%	+3.7%	10 / 18	55.6%	27 / 38	71.1%	15.5%	-3.4%	11 / 18	61.1%	31 / 38	81.6%	20.5%	+0.1%	9 / 18	50%	27 / 38	71.1%	21.1%	+3%
Year 5	15 / 16	93.8%	34 / 42	81%	12.8%	+30.8%	12 / 16	75%	30 / 42	71.4%	3.6%	+16%	10 / 16	62.5%	33 / 42	78.6%	16.1%	+1.5%	10 / 16	62.5%	29 / 42	69%	6.5%	+15.5%
Year 6	14 / 18	77.8%	23 / 32	71.9%	5.9%	+14.8%	13 / 18	72.2%	25 / 32	78.1%	5.9%	+13.2%	13 / 18	72.2%	24 / 32	75%	2.8%	+11.2%	12 / 18	66.7%	18 / 32	56.3%	10.4%	+19.7%

Expectation Level: **GDS**	Reading						Writing						Maths						Combined					
	PP		Non PP		Peer Difference	National Difference	PP		Non PP		Peer Difference	National Difference	PP		Non PP		Peer Difference	National Difference	PP		Non PP		Peer Difference	National Difference
	PP National Average Outcomes for KS1 9%		Non PP National Average Outcomes for KS1 22%				PP National Average Outcomes for KS1 3%		Non PP National Average Outcomes for KS1 10%				PP National Average Outcomes for KS1 8%		Non PP National Average Outcomes for KS1 19%				No PP National Average Outcomes for KS1		No Non PP National Average Outcomes for KS1			
Year 1	1 / 6	16.7%	3 / 31	9.7%	7%	+7.7%			3 / 31	9.7%	9.7%	-3%	1 / 6	16.7%	6 / 31	19.4%	2.7%	+8.7%			3 / 31	9.7%	9.7%	
Year 2	3 / 9	33.3%	8 / 28	28.6%	4.7%	+24.3%	1 / 9	11.1%	4 / 28	14.3%	3.2%	+8.1 %	3 / 9	33.3%	7 / 29	24.1%	9.2%	+25.3 %	1 / 9	11.1%	4 / 29	13.8%	2.7%	
	PP National Average Outcomes for KS2 21%		Non PP National Average Outcomes for KS2 33%				PP National Average Outcomes for KS2 7%		Non PP National Average Outcomes for KS2 13%				PP National Average Outcomes for KS2 15%		Non PP National Average Outcomes for KS2 26%				PP National Average Outcomes for KS2 4%		Non PP National Average Outcomes for KS2 8%			
Year 3	2 / 9	22.2%	5 / 18	27.8%	5.6%	+1.2%	2 / 8	25%	4 / 17	23.5%	1.5%	+18 %	2 / 9	22.2%	2 / 18	11.1%	11.1 %	+7.2%	2 / 9	22.2%	1 / 18	5.6%	16.6%	+18.2%
Year 4	3 / 18	16.7%	16 / 38	42.1%	25.4%	-4.3%	1 / 18	5.6%	5 / 38	13.2%	7.6%	-1.4%	4 / 18	22.2%	10 / 38	26.3%	4.1%	+7.2%	1 / 18	5.6%	4 / 38	10.5%	4.9%	+5.6%
Year 5	3 / 16	18.8%	15 / 42	35.7%	16.9%	-2.2%	1 / 16	6.3%	4 / 42	9.5%	3.2%	-0.7%	2 / 16	12.5%	11 / 42	26.2%	13.7 %	-2.5%	1 / 16	6.3%	3 / 42	7.1%	0.8%	+2.3%
Year 6	6 / 18	33.3%	8 / 32	25%	8.3%	+12.3%	6 / 18	33.3%	7 / 32	21.9%	11.4 %	+26.3 %	5 / 18	27.8%	11 / 32	34.4%	6.6%	+12.8 %	4 / 18	22.2%	4 / 32	12.5%	9.7%	+18.2%

Key	Outstanding	Good	Expected	Just Below	Below
Attainment	10% or above	1% to 9% above	At	1% to 5% Below	6% or more below
Progress %	100%	99% to 95%		95% to 90%	Below 90% or more

Phonics Y1 % of children passing

PP School	Non- PP	National	PP National comparison
71%	83%	67%	+4%

The proportion of disadvantaged children achieving the standard of the Y1 Phonic check was broadly in line with the National data. Two Year 2 PP children were required to retake the test. Both of whom passed. This shows that the current strategy is effective.

Key Findings

- Strong Pupil Premium attainment in Years 1, 2, 5 and 6, with PP pupils often matching or outperforming their non-PP peers across reading, writing, maths and combined measures.
- Year 2 is a particular strength, with PP pupils exceeding non-PP attainment in all subjects, including a combined attainment rate of 77.8% compared with 62.1%.
- Year 5 reading outcomes are exceptionally strong, with 93.8% of PP pupils achieving the expected standard.
- Year 6 outcomes compare favourably with national disadvantaged outcomes, with 66.7% of PP pupils achieving the combined standard and PP pupils outperforming non-PP pupils in both reading and combined attainment, with a positive difference of 1%
- Greater Depth attainment in Year 6 is a notable success, with PP pupils achieving higher rates than non-PP pupils in reading, writing and combined GDS.
- The school demonstrates that disadvantaged pupils can achieve highly, particularly by the end of Key Stage 2, indicating effective support and provision for many PP learners.

Attendance

	PP Pupils	Non-PP	School Gap between non PP	National PP data	School Gap between National PP
Attendance 2025-2026	94.4%	96%	-1.6%	89.4%	+5% PP pupils attendance better than National
Persistent Absence	11.4%	7.9%	+3.9%	33%	-21.6% PP persistent absence better than National

- PP attendance and PA outperform national FSM benchmarks.
- PP attendance 5% above national
- PP PA 21.6% below national FSM. This indicates effective universal and targeted attendance practices for disadvantaged pupils.
- Non-PP outcomes are notably strong.
- PP–Non-PP gaps are narrower than national.
- National PA and PP attendance figures for 2025-2026 were unavailable at the time of writing.

Attendance among disadvantaged pupils was lower than their peers and persistent absence was higher, meaning that a significant number of the children that fell into the Persistent Absentee category were from a disadvantaged background. Analysis shows that this is due to random days absence from school and pupils arriving at school late rather than in term holidays.

Our observations and assessments demonstrated that pupil behaviour with respect to children from a disadvantaged background was no more or less than non – disadvantaged. The vast majority of pupils show resilience in their mental health and wellbeing but particularly older children, where there has been some pre-existing extra vulnerability that has required support either health, relationship building or resilience within the home.
We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.