

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hilgay Riverside Academy
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Sarah Turner
Pupil premium lead	Sarah Turner
Governor / Trustee lead	Dean Davison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	40953
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	40953

Part A: Pupil premium strategy plan

Statement of intent

Our core aim is to narrow the attainment gap between Pupils in receipt of Pupil Premium funding and their peers, ensuring every disadvantaged child achieves strong academic outcomes and fulfils their potential from their individual starting points. At the heart of our approach is a commitment to high-quality teaching for all. We recognise, however, that even with consistently effective classroom practice, some pupils face additional barriers to learning.

Through rigorous and ongoing analysis of progress, attainment and wider needs, we identify these barriers and plan targeted strategies and interventions to overcome them. Our approach responds both to the common challenges faced by disadvantaged pupils and to the unique needs of individuals. We ensure that disadvantaged pupils are consistently challenged in their work, and we intervene early where progress is at risk of slowing.

We are committed not only to meeting the academic needs of our Pupil Premium children but also to enriching the lives of those who are socially disadvantaged, providing wider opportunities that broaden horizons and build confidence. Crucially, responsibility for the progress and wellbeing of Pupil Premium pupils is shared by all staff, who work collectively to secure the best possible outcomes for every child.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health (SEMH) A number of disadvantaged pupils require additional support to develop the attitudes, resilience and self-regulation skills needed to be effective learners. Difficulties in these areas can impact engagement, confidence and readiness to learn.
2	Limited Life Experiences Some pupils have had fewer opportunities to experience a broad range of cultural, social and extracurricular activities. This can restrict background knowledge and reduce their understanding of certain curriculum content, affecting comprehension and the ability to make connections in learning.
3	Mathematics Attainment Current maths outcomes for some Pupil Premium pupils are not yet good enough. Gaps in prior learning and weaker fluency skills mean that progress is inconsistent and attainment trails behind that of non-disadvantaged peers.

4	<p>Phonics and Reading A proportion of disadvantaged pupils are reading below expected standards. They require consistent access to high-quality, engaging texts and phonics books that are closely matched to their decoding stage to accelerate progress and build confidence as readers.</p>
5	<p>Oral Language and Vocabulary There remains a noticeable gap in vocabulary knowledge and spoken language skills between Pupil Premium pupils and their peers. This affects communication, comprehension, and the ability to fully engage with the wider curriculum.</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>Social, Emotional and Mental Health (SEMH) Pupils develop improved self-regulation, resilience and positive learning behaviours, enabling them to engage confidently in lessons and make sustained academic progress in line with their peers.</p>	<p>SEMH – A higher proportion of Pupil Premium pupils demonstrate positive learning behaviours and sustained engagement, reflected in improved classroom participation and reduced need for additional behaviour support.</p>
<p>Limited Life Experiences Disadvantaged pupils gain richer cultural capital through targeted enrichment opportunities, supporting deeper curriculum understanding and improved ability to apply knowledge across subjects.</p>	<p>Limited Life Experiences – Pupils show increased confidence and understanding in curriculum discussions and tasks, evidenced by improved comprehension and application of knowledge across subjects.</p>
<p>Mathematics Attainment Pupil Premium pupils make accelerated progress in mathematics, closing identified gaps in fluency, reasoning and problem-solving so that outcomes move closer to, or exceed, age-related expectations.</p>	<p>Mathematics Attainment – Assessment data shows Pupil Premium pupils are closing gaps with peers, with more achieving age-related expectations and making at least expected progress.</p>
<p>Phonics and Reading Pupils secure strong phonics knowledge and become confident, fluent readers through access to high-quality, appropriately matched texts, resulting in more pupils achieving or surpassing expected reading standards.</p>	<p>Phonics and Reading – An increased number of Pupil Premium pupils meet phonics and reading age-related expectations, with improved fluency and comprehension evident in assessments and classroom practice.</p>
<p>Oral Language and Vocabulary Disadvantaged pupils demonstrate improved spoken language skills and a</p>	<p>Oral Language and Vocabulary – Pupils use a wider range of vocabulary accurately and confidently in spoken</p>

broader, more sophisticated vocabulary, enabling greater participation in class discussions and enhanced comprehension across the curriculum.	and written tasks, as demonstrated through observations and formative assessments.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed consistent routines and high-quality behaviour expectations across all classrooms; staff training on trauma-informed practice and emotional regulation strategies.	EEF – Tiered approach to improving teaching by supporting professional development	1
Ensure curriculum planning intentionally builds cultural capital and prior knowledge through high-quality stimuli and rich texts.	EEF – Tiered approach – wider strategies to support children attending school	2
Implement the new maths curriculum with whole-staff training and ongoing coaching; use manipulatives consistently across year groups.	EEF – Tiered approach to improving teaching by supporting professional development EEF – Improving Maths in KS2 and KS3	3
Ensure consistent delivery of the phonics scheme and high-quality reading instruction; provide staff training on early reading and guided reading.	EEF – Tiered approach to improving teaching by supporting professional development	4

Embed explicit vocabulary teaching across the curriculum; train staff in speech and language approaches including ELKLAN.	EEF – Tiered approach to improving teaching by supporting professional development	5
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Targeted academic support

Budgeted cost: £ 37301

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide adult-led small-group pastoral interventions (e.g., self-regulation, resilience groups) and individual mentoring for identified pupils.	EEF – tiered approach by providing targeted academic support, and structured interventions	1
Adults lead pre-teaching and vocabulary-boost groups to strengthen background knowledge for specific units.	EEF – tiered approach by providing targeted academic support, and structured interventions	2
Deliver small-group maths interventions led by trained adults focusing on fluency, number sense and closing specific gaps.	EEF – tiered approach by providing targeted academic support, and structured interventions	3
Adult-led 1:1 and small-group phonics catch-up sessions and targeted reading fluency practice using matched decodable texts.	EEF – tiered approach by providing targeted academic support, and structured interventions	4
Adults deliver structured speech and language groups and targeted oral language	EEF – tiered approach by providing targeted academic support, and structured interventions	5

interventions for identified pupils.		
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Wider strategies

Budgeted cost: £ 2152

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase access to nurture provision, lunchtime support, and activities that build confidence, relationships and wellbeing.	EEF – tiered approach – wider strategies to support children in attending school	1
Provide subsidised educational visits, visitors, workshops and enrichment clubs to broaden experiences for disadvantaged pupils.	EEF – tiered approach – wider strategies to support children in attending school	2
Purchase additional mathematical manipulatives and resources to ensure all pupils can access concrete, pictorial and abstract approaches.	EEF – tiered approach – wider strategies to support children in attending school	3
Increase access to high-quality and engaging texts through library development, home-reading resources and reading events.	EEF – tiered approach – wider strategies to support children in attending school	4
Strengthen communication-rich environments through storytelling events, drama activities and opportunities to practise spoken language in real contexts.	EEF – tiered approach – wider strategies to support children in attending school	5

Total budgeted cost: £ 40953

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Improved attainment outcomes for all children in reading, writing and maths

Attainment for disadvantaged pupils has improved, with **50% of Pupil Premium pupils at the end of KS2 achieving age-related expectations or greater depth** in reading, writing and maths. This reflects the impact of targeted interventions, structured support and high-quality teaching. While the overall cohort has not yet fully reached national averages, the progress made by disadvantaged pupils shows that the gap is narrowing and that the school's strategies are working effectively.

Improved progress outcomes for all children in reading, writing and maths

Targeted small-group interventions, tuition, and a consistent focus on high-quality classroom practice have contributed to improved progress for Pupil Premium pupils. Internal tracking demonstrates that disadvantaged pupils are now making more secure progress across all core subjects. Although national progress measures are still awaited, in-year data indicates that pupils are moving closer to achieving progress outcomes in line with national expectations.

Improved phonics results for Year 1

Phonics outcomes have strengthened significantly, increasing from **67% in 2024 to 82% in 2025**. This improvement highlights the effectiveness of early reading interventions, consistent delivery of systematic phonics teaching and targeted support for disadvantaged pupils. The cohort is now much closer to national expectations, and the uplift in phonics achievement has laid stronger foundations for reading and writing across key stages.

Improved reading fluency

Reading fluency assessments indicate clear improvement for disadvantaged pupils, with more pupils reading with accuracy, confidence and improved automaticity. The rise in phonics success has directly contributed to stronger fluency, and structured reading interventions have helped pupils develop both confidence and comprehension. These improvements are evident in teacher assessments and ongoing monitoring.

Support for wider development and enrichment

All Pupil Premium pupils took part in at least one school trip during the year, with **the majority also attending the residential**. Pupil Premium funding removed financial barriers to participation, ensuring equal access to enrichment opportunities and supporting the development of confidence, independence and social skills. This inclusive approach has also had a positive impact on engagement, wellbeing and readiness to learn.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Can Do Maths	Can Do Maths
Sounds Write	Sounds Write