

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Hillside High School
Number of pupils in school	748
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Amanda Ryan Principal
Pupil premium lead	Mike Edwards Vice Principal
Governor / Trustee lead	Deborah Faulkner

Funding overview

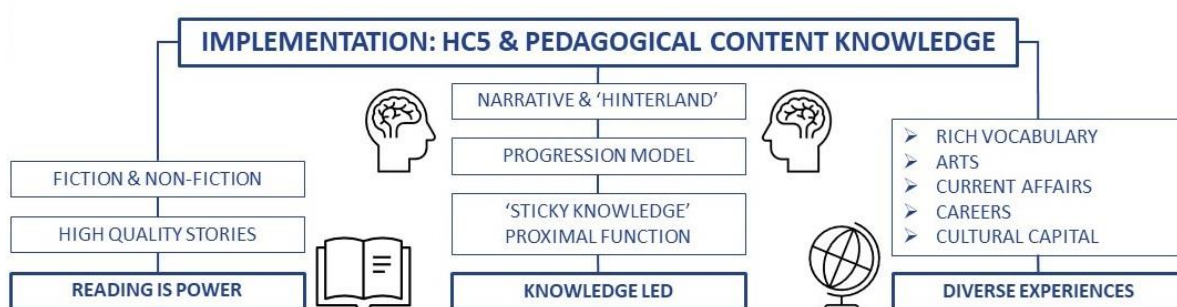
Detail	Amount
Pupil premium funding allocation this academic year	£ 402,675
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£402,675

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, no matter what their background or challenges of life demonstrate ‘*Excellence in the Heart of the Community*’ throughout their time at Hillside. In doing so they will make excellent progress and achieve highly across the curriculum. They will also develop into aspirational global citizens, with the skills, character and experiences needed to have a successful, happy, healthy and fulfilled adult life.

Curriculum development and its effective implementation has been key in ensuring that all pupils receive a broad and balanced education. The curriculum intent consists of three core strands, each driven by our context and evidence of cognitive science; Reading is Power, Knowledge Led and Diverse Experiences. The curriculum is implemented in accordance with the Hillside Core 5 (a set of principles which are underpinned by cognitive science) and pedagogical content knowledge.



Our vision – Excellence in Teaching and Learning – is proven to have the greatest impact on closing the disadvantage attainment gap.

All staff and pupils at Hillside are immersed in learning. High quality teaching and learning in every classroom which engages learners, forces them to think hard and develop a depth of understanding.

Our strategy focusses on removing the numerous and varied barriers to learning that exist for disadvantaged pupils. Some of these barriers are common for many such as basic literacy and numeracy skills, and others are very much unique to individual circumstance. It is the accurate identification of these needs and implementation of evidence-based actions that underpins our strategy. As a direct result of COVID 19 restrictions we recognise that overall, our disadvantaged pupils have in many ways been affected more than their non-disadvantaged peers, both in terms of learning and mental health. Mark Enser has collated work by cognitive scientists which has identified that ‘**stress in early life significantly affects the development of the working memory**’, we also know that disadvantaged pupils are more likely to have

experienced such stress. Therefore, despite our best efforts to provide quality remote learning, many of our pupils will have found any form of remote learning hard.

Our strategy takes into account that learning both content and in particular the learning of reading, has been significantly hindered. Our plan includes a focus on identification of gaps in learning and weak reading and we aim to ensure all elements of the curriculum are reviewed, prioritised/re-sequenced where required. ***‘The identification of what pupils do/don’t know will be an important focus. In many cases, teachers would be well advised to use low stakes quizzes, small group conversations and good old Q&A to find out what pupils do/don’t know’*** ASCL Curriculum and Inspection Specialist, Stephen Rollett.

Logan et al, 2019, in their Million Word Gap study found that ***‘1 in 8 disadvantaged children in the UK do not own a single book at home’***. In addition, ***‘25% of 15 year olds nationally, have a reading age of 12 or under’***; all external GCSE examinations require reading ages of much higher than this. Nationally, we have a higher % of disadvantaged pupils within our school. The number of pupils entering Year 7 who are not secondary ready has been on an increasing trend, and both ‘reading to learn’ and ‘learning read’ are key priorities within this strategy.

Guidance from the DfE in relation to recovery highlights the need for the following:

- Emphasis on PSHCE
- Re-teaching of good learning behaviours
- Effective formative assessment; systematically checking for misconceptions and gaps in knowledge. Effective feedback systems
- Expert teaching with a focus on modeling
- Maintaining as broad and balanced curriculum as possible

The significant pastoral support deployed in this strategy for attendance, behaviour and attitudes to learning, emotional and mental wellbeing and parental engagement is absolutely essential in a school in our local context.

The need for additional support for all pupils, especially disadvantaged pupils following the disruption to their education is evident – and this strategy will be used to deploy additional resources through School Led Tutoring, the National Tutoring Programme and Mentoring.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and Progress gap</p> <p>There is generally a marked difference in the Attainment and Progress made by pupils entitled to Pupil Premium across the curriculum..</p>
2	<p>Literacy levels</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Current data from NGRT reading age tests indicates that a considerable number of the cohort are three or more years below their chronological reading age. The vast majority of these are disadvantaged pupils and the main reason is weak comprehension skills.</p>
3	<p>Numeracy levels</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of numeracy than their peers. This impacts their progress in all subjects.</p>
4	<p>Gaps in knowledge following Covid disruption</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Pupil interviews identified that the areas of the curriculum learnt during remote education was not secure, nor did it have sufficient depth. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
5	<p>Social and emotional well being</p> <p>Our assessments, observations and discussions with pupils and families suggest that the social and emotional well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Inline with the DfE statement: <i>'some pupils will have been exposed to trauma, such as bereavment and other causes of anxiety; this is likely to</i></p>

	<i>lead to increased welfare and safeguarding risks'</i> we have found that COVID 19 has had a negative impact on pupils' resilience, and increases anxieties regarding missed work and falling behind.
6	<p>Behaviour for Learning</p> <p>Behaviour for learning is generally very good in school. Where pupils require additional support, our records show that they are more likely to be disadvantaged. This additional support requires significant resources to maintain the high standards expected.</p>
7	<p>Attendance</p> <p>Our attendance data over the last years indicates that attendance among disadvantaged pupils has been 4 - 5% lower than for non-disadvantaged pupils.</p> <p>Persistent absence for disadvantaged pupils has also been significantly more than that of their peers.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8	<p>Cultural Capital, Aspirations and careers</p> <p>Our observations, discussions with pupils and families indicate a limit in access to wider aspects of education and local culture – this has been exacerbated by the closure of local amenities during the pandemic.</p> <p>Although careers education was maintained during lockdown the experience for pupils was limited with less opportunity to meet employers and representatives from further and higher education face to face. In addition, our normal programme of enrichment, for example trips to local art galleries and libraries was unable to be implemented.</p> <p>Consequently, this has limited the pupils' ability to make links in their learning to wider experiences and therefore can limit the depth of understanding. It can also have a detrimental effect to their ambitions and aspirations.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally.
Improved literacy levels, reading comprehension among disadvantaged pupils across KS3.	Reading tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. More disadvantaged pupils are inline with their chronological reading age. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved numeracy levels across disadvantaged pupils at KS3	Numeracy assessments demonstrate improved numeracy skills and a reduction in the disparity between disadvantaged pupils and their non-disadvantaged peers. This will have had an impact in other areas of the curriculum eg. Science.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • reduction in the number of referrals regarding emotional and mental wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high attendance 2024/25 demonstrated by: <p>Attendance figures show that the gap between PP and non-PP students is diminishing.</p>

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: £ 177,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development and implementation	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; however, choices must be made judiciously, and should be based on information provided by careful diagnostic assessment, as well as teachers' knowledge of their pupils and content.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>In 2024-25 we will be focussing on tackling variation in implementation, I do, We Do, You Do and the use of knowledge organisers.</p>	1,2,4,8
Reading is Power – whole school literacy CPD	<p>Research by the Institute of Education has also found that:</p> <p><i>“The benefits of reading continue as children get older, with the combined effect on children’s progress at 16 of regularly reading books and newspapers and visiting the library being four times greater than the advantage children gained from having a parent with a degree”.</i></p> <p>EEF Research</p>	1,2,4

- Teenagers who read in their spare time know 26 per cent more words than those who never read, according to researchers at the Centre for Longitudinal Studies (CLS).
- Teenagers who read often, and those who had access to plenty of books, were more likely to develop a better vocabulary than their peers.
- Teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time.
- Teenagers from book-loving homes knew 42 per cent more words than their peers who had grown up with few books.

Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:

[Improving Literacy in Secondary Schools](#)

Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:

[word-gap.pdf \(oup.com.cn\)](#)

Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

The teaching of reading will be across the curriculum and aim to improve each strand of The Reading Rope model by Hollis Scarborough. This is outlined in our Reading is Power Framework (significantly informed by DfE Reading Framework published July 2021).

	In 2024-25 we will be focussing on achieving consistency in the implementation of Reading is Power Framework to further accelerate pupils' reading skills	
Improving assessments and tracking pupil progress	<p>Accurate assessment can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>In 2024-25 we will be focussing on embedding and strengthening our assessment system that supports pupil progress, improves learning, and is consistently applied across school.</p>	2,3
Disciplined inquiry	<p>As evidenced by updates to the EEF Teacher Toolkit, evidence about effective strategies is constantly evolving. It is crucial that teachers continue to explore and trial new strategies to improve teacher practice and consequently address underperformance in our disadvantaged cohort.</p> <p>Employing disciplined inquiry insists on a strategic and structured approach to improving teacher practice. It also develops a more evidence informed approach to supporting disadvantaged pupils. Positive impact is evident from at least two research schools from implementing disciplined inquiry, including Huntington: "We don't have teachers undertaking research that is being shared across schools as the answer but we do have a process that supports really hard thinking about our practice"</p>	1, 4
Feedback – continue to embed good practice	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task and the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can</p>	1,2,3,4

	<p>come from a teacher or someone taking a teaching role, or from peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>In 2024-25 we will be focussing on achieving the consistent and effective implementation of “I do, we do, you do” live feedback, - circulate, monitor feedback.</p>	
--	---	--

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

Budgeted cost: £40,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop Academic Mentoring this is for targeted tuition for all year groups prioritising PP.	<p>Mentoring programme to include academic support with homework or other school tasks, approaches focused primarily on direct academic support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3,4
Further extend Intensive Reading recovery programme	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Additional actions for this academic year include:</p> <ul style="list-style-type: none"> Specialist reading recovery programme led by a primary trained reading teacher 	1,2,4

	<ul style="list-style-type: none"> • Register and Read • LRC Study Club – improve resources, books etc • Voice 21 – to develop whole school Oracy 	
Continue with Saturday school provision for Year 11 and provide Additional study support materials/resources (including parental engagement workshops, mindfulness workshops)	<p>Impact data demonstrates that this alongside other interventions had a positive impact on pupils attending.</p> <p>2024-25 – Priorities – Introduction of Focus on the finish 15 day plans, Knowledge Organisers, Progress evenings, Saturday schools.</p>	1,2,3
Resources and equipment to support SEMH provision improvements in the Wellbeing Hub	Improved attendance and attainment for pupils with SEMH needs.	5,6,7,8
GCSE POD – further develop independent learning and study.	Improved attainment and progress	1,2,3
Bedrock – literacy and reading intervention programme	Improved attainment and progress	1,2,4

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

Budgeted cost: £ 182,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of Parental engagement and removal of barriers to learning. This includes the development of the role of Progress Leaders.	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> - Further development of Class-Charts Parent App - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 5, 8
Further development of whole school behaviour and inclusion strategies, including the development of the role of Progress Leaders, Inclusion manager and Alternative Provision.	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>In 2024 – 25 we will be focussing on: Implementing a Behaviour curriculum, including interventions, to reduce passivity in lessons and reduce suspensions. Including:</p> <ul style="list-style-type: none"> • Introducing the Thrive Approach as diagnostic and intervention action plan tool. 	1,5,6

	<ul style="list-style-type: none"> • Individuals with high behaviour needs receiving tailored support through intervention sessions • Develop and implement a new whole school reward process and system • Developing the Culture of High Standards: Approaches and strategies modelled through CPD and shared to staff to ensure high standards of behaviour and positive attitudes to learning in lessons 	
Improving Attendance through the implementation of attendance strategy supported by full time attendance officer	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage 2 and 4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Internal data clearly demonstrates the link between attainment and attendance.</p> <p>In 2024-5 we will be focussing on:</p> <p>Implement the 'Be Here' attendance strategy six- key elements:</p> <p>Core component</p> <ol style="list-style-type: none"> 1. <i>Build a holistic understanding of pupils and families, and diagnose specific needs.</i> 2. <i>Build a culture of community and belonging for pupils.</i> 3. <i>Communicate effectively with parents.</i> 4. <i>Improve universal provision for all pupils.</i> 5. <i>Deliver targeted interventions to supplement universal provision.</i> 6. <i>Monitor the impact of approaches.</i> 	1, 7
Improving Emotional support and well-being of pupils, including developing the role of Progress Leaders, Counsellor, Ed. Psych	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>In 2024-25 we will be focussing on: Introducing the Thrive Approach as diagnostic and intervention action plan tool, so that individuals with high behaviour needs receive tailored support through intervention sessions</p>	1,5

Cultural capital – Ensure all pupils have access to free peripatetic music tuition	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>In 2024-25 we will continue to support funding for Educational visits and provide free Peripatetic Music lessons.</p>	1, 8
Individual spending needs – Contingency fund	Funds are set aside to remove barriers to learning such as transport, uniform, basic equipment, revision guides, individual subject based projects.	8

Total budgeted cost: £ 402,675

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 2023-24 academic year.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 since 2019.

Progress 8 data for Disadvantaged pupils (-0.78) demonstrates an improvement of a third of a grade improvement since 2019.

Performance of disadvantaged pupils in Biology, Chemistry, Computer science, Music and Spanish all show improvements this year in relation to progress from starting points. (SPI)

Progress of other Year Groups

Year 11

Current data for year 11 demonstrates gaps in attainment between disadvantaged and non disadvantaged. These patterns are not dissimilar to those last year and with continued quality first teaching and timely interventions we would expect these to narrow.

KS3

Analysis of last year's data demonstrated that disadvantaged pupils in Year 9 are not making as rapid progress as their peers. However the gap in Year 7 and 8 is smaller which indicates better performance by the disadvantaged cohort in comparison to previous years.

Reading

There has been particular success this year with reading interventions for disadvantaged pupils – they have made more progress than their peers. In guided reading average increases in scaled scores were 2.46, for disadvantaged pupils this was 2.86. Project X resulted in average increases in scaled scores of 7.5, for disadvantaged pupils this was 13.5.

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

Staff have high expectations for pupil's behaviour and conduct around school; The Hillside Way is understood by all stakeholders. There are clear routines in place ensuring pupils behave safely and respectfully in lessons and around school. When low level disruption occurs, it is quickly addressed by the teachers who are supported by school systems which prevent any poor behaviour becoming a barrier to learning. In our last Ofsted Inspection (Sept 2023) **"The school has set out clearly in 'the Hillside way' how pupils should behave. Pupils value the routines that the school has put in place to help them to conduct themselves appropriately. Pupils behave well and are respectful."**

Leaders have high expectations of pupils through strong values and practice. There is a strong culture of mutual respect and this is supported by pupils who said staff do not tolerate bullying and diversity is celebrated. In fact, pupils are adamant that any form of discrimination will not be tolerated. Hillside High School is highly inclusive and suspensions are used appropriately supported by high-quality internal alternative provision that provides a bespoke package for the most vulnerable and challenging pupils.

Suspensions and Permanent Exclusions – data shows that more disadvantaged pupils received these sanctions than non-disadvantaged. This is similar to the national picture and underlines the key reasons for levels of investment in a strong Pastoral team to support pupils and remove barriers to their learning.

Alternative Provision – The impact of successful outcomes for pupils in the in-house Alternative Provision has been very positive for those individuals and whole school. Their achievements were much higher than those achieved historically for external Alternative Provision – demonstrating its excellent levels of success.

Extra Curricular Activities – Cultural Capital

Opportunities for pupils to participate in extra curricular activities grew during the year. Music participation rates for disadvantaged pupils matched that of their peers. A number of educational visits also took place – ranging from sporting visits, theatre trips, trips to universities and apprenticeship workshops. Ofsted Sept 2023 **"Pupils are happy at this school. They appreciate the safe space that the school provides for them to be individuals. Pupils enjoy the breadth of clubs and opportunities that are on offer, including sports and performing art clubs."**

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance has remained a challenge for school and this group of pupils with attendance gaps being 9% from those of their peers. Ofsted Sept 2023 **“Pupils’ attendance, including for those with SEND and those who are disadvantaged, has improved. However, some pupils still do not attend school as regularly as they should.”**

The gap in attendance between disadvantaged pupils and their peers did grow last year and improving this is the number one whole school priority for 2024-25. Attendance of key groups did demonstrate improvement from the Spring term with disadvantaged pupils improving rolling average by 3.5% however there was still a gap of 9% between the two cohorts.

The work of the three attendance officers is integral in improving attendance. This enabled the first day response to be extended and more targeted interventions to be implemented including pro-active Attendance Support Plans.

The development of the Wellbeing hub has had a significant impact on improving the attendance of pupils with SEMH issues – with many successful re-integrations and sustained improvements in attendance.

External interventions with projects run by the Inclusive Hub, Everton in the Community, LFC and Barclays have demonstrated positive impact on the cumulative attendance of pupils involved (+1.49%) – with larger increases in attendance for disadvantaged pupils (3.2%).

The morning minibus to collect pupils finding it difficult to travel to school was introduced this year and so far over 40 families have accessed it during the year.

There is an Attendance Excellence Group led by our Principal – share good practice across the Trust –this has resulted in the development of the ‘Be Here’ Hillside Attendance Strategy.

We are part DFE Attendance Hub and this has helped to inform our strategy. With notable impact in the second half of the academic year.

Numerous strategies and interventions were put into place during the year – however the impact of these was probably to prevent attendance from worsening, rather than improving. This remains a key challenge for the current academic year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	