



HILLSIDE
HIGH SCHOOL
WADE DEACON TRUST

Pupil Premium Strategy Statement 2025 - 2028

Excellence in the Heart of the Community

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	786
Proportion (%) of pupil premium eligible pupils	54.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25-26 to 28-29
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Amanda Ryan Principal
Pupil premium lead	Stephanie Wardale Vice Principal
Governor / Trustee lead	Deborah Faulkner

Funding overview

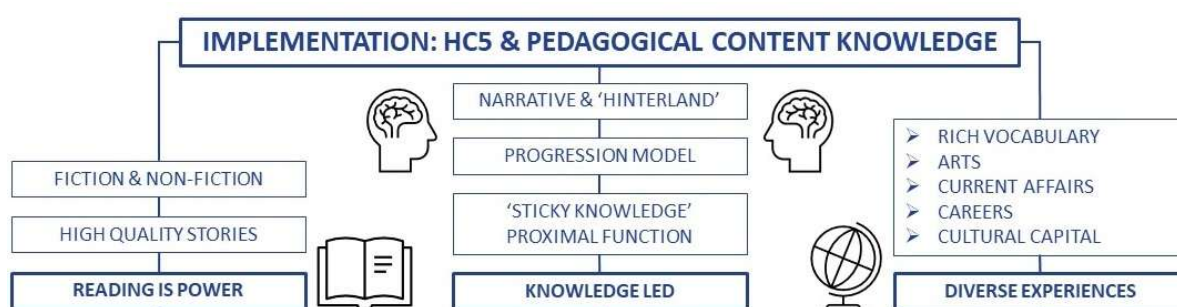
Detail	Amount
Pupil premium funding allocation this academic year	£417,638
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£417,638

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 attainment academically with a focus on gaining a minimum of grade 4+ in English and Maths.***
- ***Have a reading attainment at a minimum of SAS 100.***
- ***Have good attendance.***
- ***Make excellent progress in their personal development possessing a good grounding in cultural awareness and being able to appreciate different viewpoints in a positive manner.***

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 – we believe underpins how to attain the intentions set out above. 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. We have an expected T&L model for lessons which all staff and pupils should be clear on.

Lesson Transitions Routine
“Date, title, retrieval” common language at door.
 Retrieval displayed on entry to room.
 Systems for immediate start to learning in place.
 Title – I am learning ... (precise learning objective.)

Share the learning objective and outcomes/success criteria (objective should be displayed throughout the lesson.)

Lesson to follow cycle/s of I do, We do, You do.

Lesson to include a Blue Zone (one of the You do phases) which is 15 minutes long. The first ten minutes are completely independent with the only intervention from the teacher/TA being SPaG or prompts linked to motivation. Teacher to circulate with clipboard for first ten minutes.

Feedback on the Blue Zone.

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 significant pastoral support deployed in this strategy for attendance, behaviour and attitudes to learning, emotional and mental wellbeing and parental engagement is essential in a school in our local context. Working together we have the opportunity to make a real difference.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the last years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Persistent absence for disadvantaged pupils has also been significantly more than that of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<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 most areas of the curriculum.</p>
3	<p>Reading Attainment</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 not at the right reading attainment based on SAS.</p>
4	<p>SEND support</p> <p>% of PP with SEND continues to increase. The complexity of need continues to increase. Lack of available spaces for SEND specialist provisions also impacts the changes needed in school to support pupils.</p>
5	<p>EAL support</p> <p>% of PP with EAL continues to increase. The proportion of pupils who are 'red' speaking no or limited English also increases.</p>
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.</p>
7	<p>Cultural Capital, Aspirations and Careers</p> <p>Our school is in an area of significant deprivation meaning some families do not have the tools, resources of knowledge to provide a wealth of home education around cultural capital. This provides us with added opportunity to strengthen this.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance figures show that the gap between PP and non-PP students is diminishing. PP Attendance Target 25-26 – 90%. PP PA Target 31.

<p>Implement an effective and evidence informed T&L model which:</p> <ul style="list-style-type: none"> - Reduces cognitive load through predictability. - Is understood by learners to further develop metacognition. - Promotes and develops resilience and independence (The Blue Zone.) 	<p>All stakeholders understand the active ingredients of the T&L model and the rationale for them.</p> <p>Pupils can explain what it takes to be a good learner and implement this in the classroom to improve their learning.</p> <p>Improve resilience and independence evident during The Blue Zone and triangulates to improved attainment in assessments (linked to school targets for outcomes.)</p>
<p>Through an effective professional development programme (which includes coaching) all teachers are confident in the:</p> <ul style="list-style-type: none"> - T&L model - Subject expertise - Knowing their pupils <p>In order to provide consistent high quality learning experiences.</p>	<p>100% of teachers receive bespoke coaching through Steplab.</p> <p>100% of teachers receive subject expertise training through department CPD which includes exam specification/exam-based CPD.</p> <p>QA evidence shows consistent improvements in T&L across all areas of the curriculum and all year groups.</p>
<p>Improve resilience and develop secure core knowledge across the curriculum leading to improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on attaining a minimum of 4+ English and Maths.</p>	<p>All outcomes across year groups evidence that gaps are closing between DA and that of non-DA pupils Nationally.</p> <p><u>Year 11 PP targets:</u></p> <p>Eng and Maths 4+ 55.7%</p> <p>Eng and maths 5+ 34.4%</p> <p>A8 40.87</p> <p><u>Year 10 PP targets:</u></p> <p>Eng and Maths 4+ 63.9%</p> <p>Eng and maths 5+ 42.2%</p> <p>A8 46.99</p> <p>Outcomes across all other subjects to meet National as a minimum.</p>
<p>Improved reading attainment disadvantaged pupils across KS3 through the implementation of Reading is Power (including new Reading lessons at KS3.)</p>	<p>All DA pupils attain a minimum of 100 SAS.</p> <p>Those who are not attaining 100 SAS are making improved towards this each testing round (twice yearly).</p> <p>All pupils arriving who require phonics support complete Fresh Start within first two terms.</p>
<p>Provide a wide range of opportunities for pupils to access learning outside of the classroom, enhancing the academic learning in lessons, building cultural capital and providing appropriate careers guidance.</p>	<p>Pupils speak positively about their school experience (use of TEP survey to gather feedback.) There are high levels of engagement in wider curriculum opportunities (see school targets.)</p> <p>There is effective and timely engagement with careers guidance.</p> <p>100% of PP pupils complete two weeks of work experience in Year 10.</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: **£77,912**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Implement and embed Our Classroom Culture with a focus on a revised T&L model including The Blue Zone.	<p>High-quality teaching is the most effective lever schools have to improve pupil outcomes, particularly for disadvantaged pupils. The Education Endowment Foundation (EEF) highlights that improving the quality of teaching through professional development and structured approaches to classroom practice has strong evidence of impact.</p> <p><i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.”</i></p> <p>(Source: EEF Guide to the Pupil Premium)</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/pupil-premium</p>	1, 2, 3, 8
Implement regular communication with all stakeholders about the science of learning connected to T&L model at Hillside.	<p>EEF research shows that teaching metacognitive strategies—such as planning, monitoring, and evaluating learning—can significantly improve pupil outcomes, especially for disadvantaged learners. Communicating these principles to stakeholders ensures consistency and reinforces approaches that help pupils become independent, reflective learners.</p> <p><i>“Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.”</i></p> <p>(Source: EEF Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 8
Implement an effective professional development programme – subject expertise.	<p>EEF evidence shows that professional development and clear communication about effective teaching strategies can significantly improve pupil outcomes. Sharing research-informed approaches, such as those grounded in cognitive science (e.g., retrieval practice, spaced learning), helps ensure consistency and understanding among staff and stakeholders, which is crucial for embedding high-quality teaching.</p> <p><i>“Professional development is likely to have the greatest impact when it is sustained over time and when it focuses on evidence-based practices that improve pupil learning.”</i></p> <p>(Source: EEF Professional Development Guidance Report)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4, 5, 6
Implement an effective professional development programme – coaching.	See above.	1
Support pupils in becoming more independent learners through the implementation of Sparx for homework at KS3.	<p>EEF evidence indicates that homework can have a positive impact on learning, particularly when it is well-structured, purposeful, and linked to classroom learning. Digital platforms like Sparx can support independent learning by providing adaptive tasks and immediate feedback, which helps pupils consolidate knowledge and develop self-regulation skills.</p> <p><i>“Homework has a positive impact on average (+5 months), particularly when it is linked to classroom learning and involves feedback.”</i></p> <p>(Source: EEF Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 3, 8

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

Budgeted cost: **£75,507**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing capacity use strategically for PP interventions. This is allocated for HLTAs, TAs, a reading teacher and a maths academic mentor to provide interventions and tuition.	<p>EEF evidence shows that targeted academic support, such as small-group or one-to-one tuition, can have a significant positive impact on pupil progress, particularly for disadvantaged learners. Effective deployment of teaching assistants and specialist staff is most impactful when it complements classroom teaching and is guided by evidence-based approaches.</p> <p><i>“One to one tuition and small group tuition are both effective interventions, with an average impact of four to five months’ additional progress.”</i></p> <p>(Source: EEF Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4, 5, 6, 7, 8
Additional support through period 6 and Saturday Schools.	<p><i>“Small group tuition has an average impact of four months’ additional progress.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
Effective reading resources and programmes in place to support Reading is Power implementation.	<p>EEF evidence shows that improving literacy, particularly reading comprehension strategies, has a high impact on pupil progress. Approaches such as teaching pupils to monitor and improve their understanding, using structured reading programmes, and providing targeted support are strongly recommended to close gaps for disadvantaged learners.</p> <p><i>“Reading comprehension strategies have a high impact on average (+6 months) and are particularly effective when embedded in a consistent whole-school approach.”</i></p> <p>(Source: EEF Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 4, 5, 7
Effective deployment of TAs to support PP SEND pupils.	<p>EEF evidence shows that teaching assistants can have a positive impact when they are used to supplement high-quality teaching rather than replace it. The most effective classroom deployment involves TAs supporting pupils’ learning through structured approaches, pre-teaching, scaffolding, and reinforcing teacher-led instruction, rather than working as informal substitutes for teachers.</p> <p><i>“When teaching assistants are used to deliver structured interventions or to support classroom learning under teacher guidance, they can improve pupil outcomes.”</i></p> <p>(Source: EEF Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4, 7
Use of digital resources to support effective learning	EEF evidence suggests that digital technology can improve learning outcomes when it is used to supplement high-quality teaching and provide	1, 4, 5

including Docs Plus, EAL programmes, iPads for EAL.	<p>targeted support. Technology is most effective when it helps pupils access curriculum content, supports language development for EAL learners, and enables adaptive feedback.</p> <p><i>“Digital technology approaches have an average impact of +4 months when used to support teaching and learning, particularly for feedback and access to learning.”</i></p> <p>(Source: EEF Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £264,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance staffing including EWO employed to raise PP attendance.	EEF evidence highlights that improving attendance is essential for raising attainment, as pupils need to be in school to benefit from teaching and learning. While there is limited direct evidence on specific attendance interventions, strategies that involve personalised support, building relationships with families, and addressing barriers to attendance are recommended as part of a whole-school approach. <i>"Improving attendance is a prerequisite for improving outcomes. Schools should consider targeted approaches to support attendance alongside wider strategies to engage families."</i> (Source: EEF Guide to the Pupil Premium) https://educationendowmentfoundation.org.uk/guidance-for-teachers/pupil-premium	1, 7
Additional capacity in pastoral support staffing to support improved attendance and academic attainment.	See above.	1, 7
Subsidised school trips and extra-curricular opportunities.	EEF evidence suggests that participation in arts, sports, and cultural enrichment activities can have a positive impact on academic outcomes and wider development, particularly for disadvantaged pupils. These experiences help build cultural capital, improve engagement, and foster essential skills such as confidence and teamwork. <i>"Arts participation and enrichment activities can have a positive impact on academic outcomes (+3 months) and wider benefits such as well-being and social skills."</i> (Source: EEF Teaching and Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 8
Free peripatetic music tuition for all PP pupils who choose to learn an instrument.	See above.	8
High quality, regular and aspirational careers guidance and targeted support to ensure all PP pupils are well supported.	EEF evidence indicates that providing structured and personalised careers education can help raise aspirations and improve pupil outcomes, particularly for disadvantaged learners. While direct evidence on careers guidance is limited, approaches that link learning to future employment and provide targeted mentoring are associated with positive impacts on engagement and attainment. <i>"Aspiration interventions alone have little impact on attainment, but when combined with academic support and high-quality guidance, they can help pupils make informed decisions about their future."</i> (Source: EEF Teaching and Learning Toolkit)	8

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
School counsellor.	<p>EEF evidence highlights that social and emotional learning (SEL) approaches can have a positive impact on academic outcomes and pupil wellbeing. Providing access to counselling and structured emotional support helps pupils develop self-regulation, resilience, and coping strategies, which are particularly important for disadvantaged learners.</p> <p><i>"Social and emotional learning approaches have an average impact of +4 months and can improve pupils' interaction with others and self-management of emotions."</i></p> <p>(Source: EEF Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	7
Parent engagement through technology including Class Charts and social media.	<p>EEF evidence shows that parental engagement is consistently associated with improved academic outcomes, particularly for disadvantaged pupils. Strategies that use technology to communicate effectively with parents, share learning goals, and provide regular updates can strengthen home-school partnerships and support pupil progress.</p> <p><i>"Parental engagement approaches have an average impact of +4 months. Effective strategies include regular communication and supporting parents to reinforce learning at home."</i></p> <p>(Source: EEF Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 6, 7, 8
Individual spending needs – Contingency fund.	EEF evidence shows that targeted interventions, particularly small-group tuition, can have a significant positive impact on pupil progress when they are structured and delivered by trained staff. Allocating contingency funding allows schools to respond flexibly to emerging needs, ensuring disadvantaged pupils receive timely and effective support.	

Total budgeted cost: £ 417,638

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 2025-6 academic year.

Year 11 GCSE Outcomes

- Whilst overall attainment improves, the gaps in many cases are not narrowing.
- Overall attainment for disadvantaged (DA) pupils stands at an Attainment 8 score of **32.35**, compared to **45.95** for non-disadvantaged (NDA) peers, a gap of **13.6 points**.
- When benchmarked against the national average for DA pupils (34.90), the cohort is **2.55 points below**, indicating performance is slightly under national expectations. However, the gap at Hillside in comparison to the National gap is smaller.
- For **English 4+**, 52.4% of DA pupils meet the standard compared to 69.1% of NDA peers (–16.7 percentage points), and are **3.8 points below** national DA.
- At **English 5+**, the gap widens to –19.1 points versus NDA, though only –1.5 points below national DA.
- In **Maths**, 46.0% of DA pupils achieve 4+ compared to 69.1% of NDA (–23.1 points), and –3.5 points below national DA.
- For **Maths 5+**, DA pupils are at 30.2%, a large gap of –24.2 points versus NDA, but almost at national parity (–0.5 points).
- Combined **English and Maths** measures: at 4+, DA pupils achieve 41.3% versus 60.3% for NDA (–19 points), and –2.2 points below national DA; at 5+, only 20.6% of DA pupils meet the standard compared to 47.1% of NDA (–26.5 points), and –5 points below national DA—the largest opportunity for growth moving forward into next academic year.
- In summary, DA pupils show **gaps compared to NDA peers across all measures**, most pronounced in **Maths thresholds (especially 5+)**, combined **English and Maths 5+**, and overall Attainment 8. However, when compared to national DA averages, performance is generally close, typically within **0–3.8 percentage points** or **0.2–0.3 of a grade**.

Behaviour Data

- The school's suspension rate for disadvantaged (DA) pupils stands at **39.5%**, which is **16.3 percentage points lower** than the national average (NA) of **55.79%**, representing a **29.2% reduction** compared to NA. This indicates a comparatively strong position for DA pupils in terms of overall suspensions.
- However, the repeat suspension rate for DA pupils is **19.4%**, which is **2.7 percentage points higher** than the NA of **16.69%**, equating to a **16.2% increase**.
- DA pupils are **1.48 times** more likely to be repeat suspended.

Attendance Data

- For pupil premium (PP) students, attendance rose significantly from **81.24% to 84.94%** (+3.70), while non-PP pupils maintained very high attendance, increasing slightly from **91.18% to 92.62%** (+1.44).
- Persistent absence (PA) remains a challenge but has improved markedly. The proportion of pupils classed as persistently absent fell from **46.56% to 33.37%** (–13.19). For PP pupils, this reduction was dramatic: from **71.02% to 41.71%**, a drop of **29.32**, indicating strong impact of interventions.
- Male PP pupils show the most significant improvement.

Engagement Data

- From the findings of the TEP Pupil Survey in the Summer 2025

- Across the measures, non-disadvantaged (NDA) pupils generally score slightly higher than disadvantaged (DA) pupils, although the gaps are modest. Overall engagement is similar, with NDA at 6.5 and DA at 6.3, suggesting broadly comparable day to day connection with school. Teacher relationships are identical at 6.4 for both groups, indicating parity in pupils' perceptions of staff support and classroom relationships.
- There are notable areas of strength for DA pupils. They report feeling marginally safer than NDA peers (6.9 vs 6.8), and they place greater value on school (6.8 vs 6.6), which points to a positive mindset about the importance of education.

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
Project X	Oxford Publishing
Sparx	Sparx Learning
Bedrock	Bedrock Learning
GCSE POD	Access Education