



“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

Pupil premium strategy statement

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The funding is based on last years pupil roll at 195, with 17 eligible for PPG.

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	Hildenborough CE Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	28 th November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Ruth Ardrey
Pupil premium lead	Ruth Ardrey / Rachel Forward
Governor lead	Emma Challis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£25,160



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Part A: Pupil premium strategy plan

Statement of intent

At Hildenborough C of E Primary School, we strive for achievement for *all* our pupils. Our pastoral care, monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. With smaller numbers of pupil premium eligible pupils, value for money is central to sustained improvements in both wellbeing and academic achievement.

The school has looked to use the funding in a targeted way to:

Try and diminish the difference in relation to progress and attainment in the key subject areas of Reading, Writing and Mathematics;

Ensure all pupils have access to a broad, stimulating curriculum, as well as educational opportunities that build on and enhance their experiences out of school;

Ensure all pupils have access to a wide range of pre / during / post school opportunities that are not limited by potential income e.g. swimming, clubs, trips, residential;

Enable pupils to develop high aspirations and understand the value of education in support of life aims and objectives; and

To promote a young healthy mind and enhance general wellbeing.

Challenges

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

Challenge no.	Detail of challenge
1	Specific learning need prevents some PPG children accessing the curriculum at age related expectations
2	Limited vocabulary skills has an impact on writing and comprehension for some PPG children. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.



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3	Maintaining high levels of resilience, positivity and engagement in learning for some PPG children, including home learning
4	Lack of experiences and aspirations for some PPG children (cultural capital)
5	Engagement of some parents/carers of PPG children is low
6	Attendance for some pupils are low, this needs to be increased to ensure they access a full curriculum

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 identify and implement strategies to close gaps in core subjects	-The % of PPG pupils achieving EXS+ in reading, writing and maths, will be in line with non-disadvantaged nationally.
To continue to develop the wider curriculum	-All PPG pupils will experience breadth and depth in all subjects to improve outcomes. -Cultural Capital will be increased through a range of experiences eg- the Hildenborough Passport and Forest School, weekly. Plus the sporting events they are invited to through the year. -All PPG pupils will access school trips and extra-curricular activities and will be supported to fund this.
To ensure children feel safe and ready for learning.	-PPG pupils will maintain a positive view of themselves as learners. -PPG pupils will demonstrate our Christian values of courage, endurance and hope, showing a determination to achieve their full potential. -Emotional barriers do not impact negatively on learning. -PPG children will receive positive rewards (certificates etc) and have their positive behaviour reinforced through regular verbal praise -Children will be taught the zones of regulation so they can articulate their feelings and emotions and then be supported to develop tools to regulate. -The school have achieved the Nurture UK Schools Award and implement strategies adopted to ensure all children are well cared for at school -Opal (Outdoor Play and Learning) ensures engagement levels are increased through the day. Children’s needs are met through a diverse playground



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To continue to improve communication and engagement between the school and PPG parents.	-PPG parents/carers will feel supported by the school -Parent voice will be positive -Consistent attendance at parents’ evenings, drop ins, events -Regular emails and phone calls to support parents -Coffee mornings to support parents as well as offers of support in the home through inclusion manager
To increase attendance levels for all PPG students	-Children will attend school regularly leading to increased attainment and progress data -Children will want to attend school as they will reap the benefits of being here regularly -Attendance for PPG students will be in line or above national average (1 child to be excluded from data)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge no(s) addressed
TA support within class	A small number on SEND support, 6 registered as concern Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2
Assessment tool to track the progress of our vulnerable groups	To enable us to track the progress points of our PPG children (no matter how small)- Use of Arbor Assessment tracker for all pupils Access to Boxall profile for certain children, where needed	1, 2
Personal Development plan across the school to ensure that all children have a fair access to a wider curriculum, building on their cultural capital	PSED is fundamental in the development of the whole child https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development	5
High quality verbal feedback offered to all PPG children	Providing feedback has high impact on learning outcomes Feedback EEF (educationendowmentfoundation.org.uk)	3, 4

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

Budgeted cost: £7,000



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Using teachers and support staff for regular interventions to offer extra support to children to close the gaps. 2 x support staff: CS/JR	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Year 2 and Year 1 focus PPG	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 Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
1:1 sessions with Inclusion Manager to support children build resilience, give them safe space to talk and learn life skills.	As a school, our big focus is on building positive relationships. This has been written as a policy and is inclusive for all: Positive Relationships and Behaviour for Learning Policy https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	2, 3, 4, 6

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

Budgeted cost: £5150

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH interventions such as therapeutic play sessions and time to talk- (CS time)	Children feel valued and supported with time to talk to a trusted adult, this strengthens relationships and has led to increased attendance Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 4
Lunch club Opal Playground After school clubs	Some PPG children find social situations a challenge, a club provides a safe space to go and make friends. Children have the ability to play creatively with their peers and this supports regulation. Children on PPG register were invited to clubs after school to create engagement, relationships and skills for life.	3, 4 As above and 6



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Sensory circuits for children throughout the day as needed. Daily Move within class Zones of Regulation	Observation showed that children needed brain breaks in the day to keep them motivated and enhance concentration. All classes act upon this as required. https://www.nhs.uk/live-well/exercise/exercise-guidelines/physical-activity-guidelines-children-and-young-people/ Zones of Regulation toolkit is used to support children to identify their emotions and feelings and regulate quickly when needed	2 and 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Offer PPG families online and/or face to face meetings	Parental engagement has a positive impact on pupil attendance and is crucial in avoiding widening attainment gaps Parental engagement EEF educationendowmentfoundation.org.uk	6

Total budgeted cost: £25160.00

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 2024-2025 academic year.

We have a passport of experiences which the children helped us to shape and mould based on feedback from them. Each activity or experience helps to ensure that cultural capital could be established no matter a child’s background or previous experiences. Each child is given the opportunity and children who are eligible for pupil premium grant are supported to access these. Each child accessed all activities and were at the forefront of our minds when offering additional events eg- sport and clubs.

Children were able to access extra-curricular clubs and school trips which enabled them to have experiences they might not have done otherwise. This is an essential use of funding to enable this to continue.

Forest School sessions were run throughout the year for all children from EYFS to Year 6. Providing opportunities for children to attend Forest school sessions supported our commitment to closing the gap with attendance and case study work shows the impact that having this opportunity can have in improving attendance.

Lesson observations and book looks show that needs of the children are being met and expectations are high for our PPG children. Ofsted recognised meeting needs as a key strength of staff: “Pupils are supported well by staff and make secure progress through the planned curriculum. Teachers check what pupils know through careful questioning. They use this information to adapt planning, so that any gaps in learning can be addressed. Teachers give pupils”. Ofsted Inspection Report, 2023.

Interventions allowed time in a focussed learning environment to focus on specific gaps as highlighted by teachers within the provision maps.



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL



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Whole school attendance 2024-2025: 95.9%
Pupil Premium attendance 2024-2025: 95.73%