

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	Hilltop Academy
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	29.2% (114 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Mrs M Hodgson
Governor / Trustee lead	Mr K Binks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173661
Pupil 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	£173661

Part A: Pupil premium strategy plan

Statement of intent

Vision and Values

The vision of Exceed Learning Partnership (ELP) is to equip young people with the knowledge, skills and mindset needed to thrive in an ever-changing world. We aim to build communities where everyone feels valued, safe, and seen. We celebrate diversity and are committed to equity—removing barriers and closing gaps so that every pupil and colleague can succeed.

Our core mission, “**Every Child. Every Chance. Every Day.**”, underpins all that we do. At ELP, every pupil should feel **Safe, Happy, Healthy, Learning**, and that they **Belong**. These principles form the foundation of our inclusive environment.

Purpose of the Pupil Premium Strategy

The Pupil Premium Strategy at Hilltop Academy sets out our commitment to securing equity for all pupils. We recognise that some children face additional challenges linked to disadvantage, and we are dedicated to ensuring that these pupils are supported to achieve their full potential. Our strategy ensures access to high-quality teaching, targeted interventions and wider enrichment opportunities so that disadvantaged pupils achieve outcomes in line with, or exceeding, age-related expectations.

We believe that through high-quality teaching, strong partnerships with parents, and a personalised approach to meeting individual needs, every child can flourish. While the strategy focuses on disadvantaged pupils, our approach also considers the needs of other vulnerable groups, including those with a social worker, young carers, and pupils experiencing poverty. The actions within this plan are designed to benefit these children, regardless of their Pupil Premium status.

Approach and Principles

Our approach is responsive to both common challenges and individual needs. It is rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we implement complement one another, ensuring pupils receive the right support at the right time. To ensure effectiveness, we will:

- challenge disadvantaged pupils through high expectations and appropriately pitched work
- intervene early when additional need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and maintain high aspirations for every learner.

Key Strategies

1. Focused Academic Interventions

We prioritise strengthening attainment in phonics, early reading, writing and mathematics. Evidence-based teaching strategies, including memory-building techniques, are used to ensure secure understanding and long-term retention.

2. High-Quality Staff Training

We invest in ongoing professional development to ensure teaching is consistently high quality across all subjects. Staff are supported to embed effective pedagogical approaches so that all pupils benefit from strong classroom practice.

3. Holistic Support for Pupils and Families

Hilltop Academy takes a whole-child approach, addressing academic, pastoral and wellbeing

needs. We recognise that external factors can influence learning, and we work closely with families to ensure each child is supported to succeed.

4. **Collaborative Partnerships with Parents and Carers**

We value the role of families in supporting learning and personal development. By working in partnership and understanding the unique needs of each pupil, we tailor interventions to promote strong academic and social progress.

This strategy is informed by research from the **Education Endowment Foundation (EEF)** and reflects evidence-based approaches proven to support disadvantaged pupils and narrow attainment gaps.

Our Strategic Objectives

Through this plan, our aims are to:

- remove barriers to learning created by poverty, complex family circumstances, or background
- narrow the attainment gap between disadvantaged and non-disadvantaged pupils, both within school and nationally
- ensure all pupils read fluently and with understanding to access the full curriculum
- develop pupils' confidence in communicating effectively across a range of contexts
- support pupils' social and emotional wellbeing, helping them to develop resilience
- provide access to a wide range of opportunities that broaden pupils' knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge																		
1	<p>Phonics and Key Stage 1 Attainment</p> <p>End-of-year assessment data for 2024–2025 indicates a gap between the attainment of disadvantaged pupils and their non-disadvantaged peers. This disparity is influenced by reduced opportunities for some pupils to practise reading and phonics outside of school, alongside additional Speech, Language and Communication Needs (SLCN) and/or SEND that affect progress. Addressing these barriers remains a key priority to ensure all pupils secure strong early reading foundations.</p> <table><tr><th></th><th>Disadvantaged</th><th>Non-Disadvantaged</th></tr><tr><td>Phonics outcomes for 2024-2025</td><td>64%</td><td>86%</td></tr><tr><td>KS1 Reading outcomes for 2024-2025</td><td>69%</td><td>78%</td></tr><tr><td>KS1 Writing outcomes for 2024-2025</td><td>54%</td><td>76%</td></tr><tr><td>KS1 Maths outcomes for 2024-2025</td><td>62%</td><td>84%</td></tr><tr><td>KS1 Combined outcomes for 2024-2025</td><td>46%</td><td>76%</td></tr></table>		Disadvantaged	Non-Disadvantaged	Phonics outcomes for 2024-2025	64%	86%	KS1 Reading outcomes for 2024-2025	69%	78%	KS1 Writing outcomes for 2024-2025	54%	76%	KS1 Maths outcomes for 2024-2025	62%	84%	KS1 Combined outcomes for 2024-2025	46%	76%
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2	<p>Key Stage 2 Attainment Outcomes, Including the Multiplication Check</p> <p>End-of-year assessment data for 2024–2025 shows continued gaps between the attainment of disadvantaged pupils and their non-disadvantaged peers. Language</p>																		

	<p>development and inference skills remain significant barriers to reading comprehension and overall stamina. Writing also continues to be an area for development, particularly in relation to sentence structure, accurate use of tense and the application of appropriate vocabulary. In mathematics, limited rapid recall of key multiplication facts continues to hinder performance in the Multiplication Check and across the wider maths curriculum.</p> <table><tr><td></td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr><tr><td>Multiplication Check outcomes for 2024-2025</td><td>74%</td><td>93%</td></tr><tr><td>KS2 Reading outcomes for 2024-2025</td><td>72%</td><td>97%</td></tr><tr><td>KS2 Writing outcomes for 2024-2025</td><td>61%</td><td>94%</td></tr><tr><td>KS2 Maths outcomes for 2024-2025</td><td>78%</td><td>90%</td></tr><tr><td>KS2 SPAG outcomes for 2024-2025</td><td>61%</td><td>90%</td></tr><tr><td>KS2 Combined outcomes for 2024-2025</td><td>56%</td><td>87%</td></tr></table>		Disadvantaged	Non-Disadvantaged	Multiplication Check outcomes for 2024-2025	74%	93%	KS2 Reading outcomes for 2024-2025	72%	97%	KS2 Writing outcomes for 2024-2025	61%	94%	KS2 Maths outcomes for 2024-2025	78%	90%	KS2 SPAG outcomes for 2024-2025	61%	90%	KS2 Combined outcomes for 2024-2025	56%	87%
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3	<p>Attendance Gap Between Disadvantaged and Non-Disadvantaged Pupils</p> <p>Attendance data for 2024–2025 shows that disadvantaged pupils continue to have lower attendance rates than their non-disadvantaged peers. While there has been a modest improvement compared to the previous year, the gap persists. Hill Top Academy is committed to closing this gap through proactive monitoring, early intervention, and targeted support for pupils and families. By working collaboratively with parents, carers, and external partners, we aim to remove barriers to regular attendance and ensure all pupils can fully access their learning and thrive in school.</p>																					
4	<p>Social, Emotional and Mental Health (SEMH) Needs</p> <p>Wellbeing, mental health and contextual safeguarding remain key priorities at Hill Top Academy. Many pupils—and their families—require support that extends beyond the classroom environment. There is a strong correlation between disadvantage and increased SEMH needs, highlighting the importance of robust multi-agency collaboration and strengthened provision. By working closely with external partners and adopting a proactive, holistic approach, we aim to ensure that pupils receive the support necessary to promote positive wellbeing and mental health.</p>																					
5	<p>Access to wider opportunities.</p> <p>At Hill Top Academy, we are committed to educating the whole child, extending learning beyond the academic curriculum. Pupil voice indicates that disadvantaged pupils often have reduced access to wider opportunities outside the school environment. To address this, we place a strong emphasis on closing the cultural capital gap through a rich and varied enrichment programme. This ensures that all pupils, regardless of background, can participate fully in experiences that broaden their horizons, develop their interests, and enhance their personal growth.</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
Disadvantaged pupils achieve age-related expectations and make accelerated progress in phonics, reading, writing, and maths.	<ul style="list-style-type: none"> • Year 1 Phonics Screening Check: Disadvantaged pupils meet or exceed the national average (80%). • Year 2 rechecks show continued improvement for pupils who did not meet the threshold in Year 1. • Reduction of attainment gaps in Reading, Writing, and Maths by 10% year-on-year for the next three years until parity is achieved. • High-Quality Teaching: Evidence from lesson observations, book looks, and assessments shows consistent, strong teaching for disadvantaged pupils. • Targeted Interventions: Small-group or 1:1 support leads to measurable improvements on entry/exit data. • Improved Engagement: Pupils show increased participation and enthusiasm for learning.
Disadvantaged pupils make accelerated progress and close attainment gaps across KS2 subjects, including the Multiplication Check.	<ul style="list-style-type: none"> • Year 4 Multiplication Check: At least 50% of disadvantaged pupils achieve the expected score (21–25), with the gap closing over the next three years to match non-disadvantaged peers. • Disadvantaged pupils in Reading, Writing, Maths, and Combined outcomes demonstrate a 10% year-on-year reduction in attainment gaps until parity is achieved. • High-Quality Teaching: Observations, book looks, and assessment data confirm strong, evidence-based teaching and targeted interventions for disadvantaged pupils. • Targeted Intervention Impact: Small-group or 1:1 support leads to measurable progress; Y3–6 pupils use Chromebooks 3x per week for Reading Plus and TT Rockstars, showing improved fluency, comprehension, and multiplication/division knowledge. • Improved Engagement: Pupils demonstrate increased engagement, motivation, and participation in learning.
Disadvantaged pupils demonstrate improved attendance, closing the gap with their non-disadvantaged peers.	<ul style="list-style-type: none"> • Sustained high attendance throughout the 2025–26 academic year. • The attendance gap between disadvantaged and non-disadvantaged pupils is reduced to no more than 0.5%.

	<ul style="list-style-type: none"> ● Persistent absence among all pupils remains below 10%, with disadvantaged pupils no more than 1% higher than their peers.
All pupils with SEMH or behaviour needs are identified promptly and access appropriate support, internally or externally, as required.	<ul style="list-style-type: none"> ● Early Identification: Pupils with emerging SEMH or behaviour needs are identified within 2–4 weeks of initial concerns through consistent multidisciplinary (MD) meetings. ● Timely Access to Support: Pupils access the relevant internal or external SEMH, behaviour, or SEND support. ● Improved Engagement: Pupils receiving support demonstrate increased engagement in learning, shown through improved attendance, reduced behaviour incidents, higher attainment, or better classroom participation. ● Positive Impact on Wellbeing: Pupil voice indicates enhanced confidence, emotional regulation, and sense of safety, monitored through regular wellbeing surveys and check-ins. ● Effective Multi-Agency Collaboration: Clear communication and collaboration with external agencies, evidenced by timely referrals, shared plans, and regular review meetings. ● Measurable Outcomes: Behaviour logs, CPOMs data, and SEMH assessment tools (e.g., Thrive profiles) indicate improvements over time.
Disadvantaged pupils access the same enrichment opportunities as their peers, with financial constraints not limiting participation.	<ul style="list-style-type: none"> ● Pupil voice, surveys, and teacher observations confirm equitable participation. ● Attendance at clubs, music lessons, and enrichment activities is proportionate for disadvantaged pupils relative to non-disadvantaged peers. ● All pupils have access to Chromebooks during curriculum, enrichment, and after-school sessions, supporting computing skills and wider learning opportunities.

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

Budgeted cost: £ 186,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and continued subscription to a DfE-validated Systematic Synthetic Phonics programme (Little Wandle) to ensure consistently high-quality phonics teaching for all pupils, alongside maintaining a well-resourced supply of matched decodable books and supporting materials.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1 £10,000
Maintaining quality of Little Wandle through CPD and Subject Leader TLR and Release time for monitoring of delivery.		1 £3597
<p>Purchase of termly standardised diagnostic assessments Y1-Y6</p> <p>Ongoing CPD for staff to ensure assessment processes are administered and interpreted accurately, supported by moderation and networking opportunities to align teacher assessments with standardised testing.</p> <p>Allocated release time for teachers to moderate work, analyse assessment outcomes, and plan next steps in learning to address gaps in knowledge effectively.</p>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1+2 £3,500

Half a day leadership time for leaders to coach/mentor and monitor the quality of teaching and assessment to ensure progress.	All school leaders recognise the importance of providing high-quality, purposeful feedback. When delivered effectively, feedback supports pupil progress by building learning, addressing misconceptions, and closing the gap between a pupil's current understanding and the intended learning outcomes. Teacher Feedback to Improve Pupil Learning Toolkit EEF	1,2,3 £2,000
Additional LSAs deployed across the academy to increase capacity for supporting our most vulnerable pupils, with a targeted focus on identified spotlight pupils.	The effective deployment of Teaching Assistants (TAs) is essential. School leaders ensure that TAs are used strategically to have a positive impact on pupils with SEND, supporting and enhancing learning rather than replacing classroom teaching. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/eeef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klzp.pdf	1, 2, 3, 4 + 5 £121,000
CPD Program for teachers throughout the year- Developing knowledge and strategies for closing the gap for disadvantaged pupils- ADAPTIVE TEACHING	Research indicates that the most effective use of Pupil Premium funding includes allocating sufficient time for high-quality CPD and training for teachers, TAs, and school leaders. This develops their knowledge and understanding of strategies to close attainment gaps and foster a strong culture of achievement for all pupils.	1,2,3 £1500
Specialist HLTAs to ensure quality first teaching during PPA Time	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1,2,3 £45,000
Implementation of school-wide 'Vulnerability Tracker' to support staff awareness of pupils' needs and where there are additional areas of support needed e.g. PP and SEND/EAL etc so support can be focused and targeted	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Ensure that professional development is tailored to the school's priorities and fully supported by school leadership. Securing ongoing leadership engagement is key to successful implementation.	1,2,3
Raising Attainment Meetings to have additional awareness with a half termly focus on Vulnerable Pupils attainment and progress	https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1674033195	1,2,3
PP Lead and Principal development through attendance at PP Network	<i>Weekly monitoring of attendance</i>	1,2,3

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

Budgeted cost: £16,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Little Wandle Program for all EYFS, KS1 Pupils and targeted year 3	<p>EEF guidance on Improving Literacy at KS1 emphasises the importance of a clear, systematic phonics programme, ongoing staff training, and engaging lessons delivered using effective pedagogy. Pupils are continuously monitored to ensure appropriate challenge and to provide timely intervention where additional support is needed.</p> <p>Research also indicates that whole-class, non-streamed phonics instruction, combined with targeted interventions for identified gaps, is the most effective approach in KS1. This strategy is recognised by the EEF as high-impact, low-cost, with an average learning gain of five months.</p> <p>Phonics EEF (https://www.educationendowmentfoundation.org.uk)</p>	1,2
Additional phonics sessions will be provided for disadvantaged pupils requiring extra support, either in small groups or through 1:1/SEND programmes. These sessions will be delivered by staff who have completed half-termly Little Wandle update training.	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1 £5,000
<p>Subscription to additional online programs to recap and consolidate key skills as reading fluency, comprehension, maths times tables and fluency.</p> <p>These include the following:</p> <p>Chapter 1</p> <p>Speedy Readers</p> <p>Story Zoo</p> <p>Reading Plus</p> <p>TT Rockstars</p> <p>Third Space learning</p> <p>Dream Box maths</p> <p>Rapid writing</p> <p>Stairway to spelling</p>	<p>Based on our experience of using this previously, we know this makes a difference to disadvantaged pupils as they accelerate their progress.</p> <p>Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.</p> <ul style="list-style-type: none"> • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours • 1.0 Level Gains for College & Career Readiness in 20 Hours <p>https://www.readingplus.com/efficacies/</p> <p>In an independent trial, pupils receiving weekly one-to-one tutoring with Third Space Learning made 7 months' progress in 14 weeks.</p>	1,2 Chapter 1 - £1000 Reading plus: £3210 TTRS: £150 Third Space: £3,000 Number sense: £270 Tapestry: £335 Dream Box maths: £2300 White rose + assessments: £210

	Bespoke interventions designed to secure gaps in basic skills that have been identified using diagnostic assessments and encourage attendance due to confidence building. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Reading/Spelling Nessy/Dyslexia Screening Further subscriptions are required to support the online application, which provides daily targeted interventions for pupils with reading and spelling difficulties, including those identified as at high risk of dyslexia.	Research Evidence - Nessy - British English	2 £800 £300

Wider strategies

Budgeted cost: £95,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice outlined in DfE guidance by allocating release time for senior leaders to work with Pupil Premium/attendance focus groups, participate in DfE attendance webinars, and engage with Exceed Trust networks, ensuring strategies are implemented effectively at Hill Top Academy. Additionally, the administrative assistant will play a key role in monitoring attendance, following up with families, reporting data, and celebrating improvements.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. working together to improve school attendance	3 £19,295
Pastoral Lead leading on Thrive Intervention, Parent Support Work, With Me in Mind	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	4,5 £21,940

Service Link, Outreach Work	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary secondary Improving Mental Health Impact: https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools	£35,000
Funded school excursions Some pupils continue to require financial support in order for them to benefit from off-site educational activities.	Pupils deepen their learning through experiential opportunities, which strengthen memory and metacognitive connections to classroom-based learning. First-hand experiences help pupils “know more and remember more” by creating meaningful links in the brain that reinforce understanding.	5 £7000
Access to Extra Curricular Clubs and external agencies to provide additional experiences as part of our enrichment offer – to include: Sports, Music Lessons, Performing Arts	Arts participation has been shown to positively influence academic outcomes in other areas of the curriculum, with an average gain of three months. Physical activity also demonstrates a modest positive effect on attainment (+1 month). While this evidence highlights the link between physical activity and academic performance, it is equally important to provide pupils with access to high-quality physical activity for its broader benefits and opportunities for personal development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5 £7100 £3000 £2000

Total budgeted cost: £298,507

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.

1. Achievement of national attainment and average progress scores in reading, writing and maths for all pupils.

Whole School Data													
		Year 1 (13)		Year 2 (13)		Year 3 (16)		Year 4 (24)		Year 5 (18)		Year 6 (18)	
		% AT	%GD	% AT	%GD	% AT	%GD	% AT	%GD	% AT	%GD	% AT	%GD
Reading Summer	Disadv	64	7	69	15	88	29	70	13	50	20	72	28
	Non-Disadv	79	32	78	31	67	36	89	48	89	52	97	50
	Difference	-15	-25	-9	-16	21	-7	-19	-35	-39	-32	-25	-22
Writing Summer	Disadv	50	7	54	8	82	12	48	9	50	20	61	11
	Non-Disadv	74	24	75	19	58	21	78	26	89	22	93	40
	Difference	-24	-17	-21	-11	24	-9	-30	-17	-39	-2	-32	-29
Maths Summer	Disadv	79	7	62	8	92	29	83	22	55	15	78	28
	Non-Disadv	88	21	83	33	70	36	89	44	89	44	90	50
	Difference	-9	-14	-21	-25	22	-7	-6	-22	-34	-29	-12	-22
Combined Summer	Disadv	50	7	46	8	71	12	48	9	45	10	56	11
	Non-Disadv	74	15	75	19	55	21	78	19	81	22	87	33
	Difference	-24	-8	-29	-11	16	-9	-30	-10	-36	-12	-31	-22

KS1 Reading

PP above National (58%) by 11%

N-PP above National (68%) by 10%

-9% gap compared to a National gap of 18%

KS1 Writing

PP above National (48%) by 6%

N-PP above National (68%) by 7%

-21% gap compared to a National gap of 20%

KS1 Maths

PP above National (62%) by 3%

N-PP above National (77%) by 6%

-21% gap compared to a National gap of 18%

Pupils in upper KS1 were above predictions for PP attainment and were above National in all three areas.

KS2 Reading

PP above National (63%) by 9%

N-PP above National (79%) by 18%

-25% gap compared to a National gap of 16%

KS2 Writing

PP above National (59%) by 2%
 N-PP above National (77%) by 16%
 -32% gap compared to a National gap of 18%

KS2 Maths

PP above National (59%) by 19%
 N-PP below National (79%) by 11%
 -12% gap compared to a National gap of 20%

Pupils in upper KS2 were above predictions for PP attainment and were above National in all three areas.

2024/25 Pupil Premium Attainment KS1

Reading – 69% Writing – 54% Maths – 62%

2024/25 National results

Reading – 58% Writing – 48% Maths – 59%

2024/25 Pupil Premium Attainment KS2

Reading – 72% Writing – 61% Maths – 78%

2024/25 National results

Reading – 63% Writing – 59% Maths – 59%

Pupil premium pupils are above National in all three areas

2. Achievement of national attainment for GLD in EYFS

	% of cohort	GLD 2025	All ELGs	Goals Exp.	LA (GLD)	England	GLD 2024	GLD 2023
All pupils (49)	100%	71%	71%	14.4	68%	68%	72%	68%
Female (22)	45%	73%	73%	15.0	74%	75%	72%	71%
Male (27)	55%	70%	70%	13.9	62%	62%	72%	66%
PP (9)	18%	56%	56%	13.4	54%	51%	50%	33%
Not PP (40)	82%	75%	75%	14.6	71%	72%	80%	72%

2025 All - 71%

2025 PP - GLD - 56%

2025 PP National – 51%

Pupil premium pupils attain higher with a 5% difference with National

3. Achievement of national average for the expected standard in the Year 1 Phonics screening check.

2025 results

	% of cohort	Wa	Mark	LA	England	Wa 2024	Wa 2023	GLD 2024
All pupils (49)	100%	80%	31.6	80%	80%	80%	80%	72%
Female (30)	61%	83%	32.9	85%	84%	83%	89%	72%
Male (19)	39%	74%	29.7	76%	76%	77%	75%	72%
PP (14)	29%	64%	27.4	69%	67%	90%	93%	50%
Not PP (35)	71%	86%	33.3	84%	84%	77%	75%	80%

Year 1 – 80%

PP – 64%

PP National – 67%

Pupil premium pupils attain lower with a 3% difference with National

Summary

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 1	58%	58%	64%	58%	58%	54%	83%	61%	79%
Year 2	51%	57%	69%	50%	36%	54%	64%	43%	64%
Year 3	88%	88%	88%	83%	83%	83%	94%	88%	94%
Year 4	67%	67%	71%	46%	54%	50%	71%	75%	84%
Year 5	48%	50%	50%	42%	40%	50%	58%	55%	55%
Year 6	67%	72%	77%	39%	45%	61%	66%	66%	78%

From the end of July 2025 data pupil premium pupils achieving well across the whole academy

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
Times Table Rockstars	Times Table Rockstars
Five minute boxes	Fiveminutebox.co.uk
Tutormate	Tutor Mate
Toe by Toe	Toe by toe
Stairway to spelling	Stairway to spelling

Further information

All pupils receive breakfast in school each morning to fuel the day ahead which is funded by Hilltop Academy. All pupils have access to a range of lunchtime and after school clubs to provide new experiences and opportunities to flourish in a range of areas