

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/5 to 2027/8 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	Highfield Primary School
Number of pupils in school	674
Proportion (%) of pupil premium eligible pupils	20% (137)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Spring 2025 - Summer 28
Date this statement was published	November 2025
Date on which it will be next reviewed	September 2026
Statement authorised by	David Wilson Headteacher
Pupil premium lead	Mel Marsh Assistant Headteacher
Governor / Trustee lead	Sophia Loizia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25-26	£207,510
Recovery premium funding allocation this academic year	0
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	£207,510

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds, starting points or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goal and reach their full potential, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those with additional needs and those who have support from outside agencies. At Highfield Primary School, there is a significantly higher proportion of disadvantaged pupils with additional needs compared to non-disadvantaged pupils. Specifically, 19.8% of disadvantaged pupils have SEN support, compared to 14% of non-disadvantaged pupils. Significantly, 14.1% of disadvantaged pupils have an EHCP plan compared to 4% of non-disadvantaged pupils. The activity we have outlined in this statement is also intended to support their needs.

At Highfield we want our children to be knowledgeable of the world around them, to develop the skills and values to be successful and make a positive contribution to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Highfield Primary School we are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into courteous individuals who make the most of opportunities that come their way.

Learning at Highfield is engaging, interactive and includes a range of experiences within the classroom and beyond. Children will be challenged and supported to achieve their potential. High-quality teaching with a focus on higher-order questioning, feedback and challenge, is at the heart of our approach. Our curriculum is designed to be meaningful and purposeful, including practical, hands-on activities. We ensure we take every opportunity to promote learning beyond the classroom-outdoors and further afield on trips and excursions. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that the non-disadvantaged pupils' attainment will be sustained and improved alongside good progress for the disadvantaged pupils.

Our approach will be responsive to common challenges but also responsive to specific individual needs. We use robust diagnostic assessments and pupil voice, not assumptions about the impact of disadvantage. The approaches we use ensure pupils

develop, progress and excel in academic, emotional and spiritual life. To ensure our approaches are effective we will:

- *Ensure challenge is effective and all disadvantaged are challenged so they can progress and achieve*
- *Ensure swift identification of needs and implementation of support*
- *Ensure the whole school has high expectations of what disadvantage pupils can achieve.*

Challenges

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

Challenge number	Detail of challenge (September 25)
1	Gaps in oral language skills and vocabulary. Assessments, learning walks, book looks and pupil conferencing show that there are gaps for many disadvantaged pupils with their oral language skills and vocabulary. These are evident through EYFS to KS2. Language gaps and oracy skills such as presenting, performing, debating and speaking to give ideas/opinions are more prevalent among our disadvantaged pupils.
2	Lower attainment in Maths Assessments, observations and pupil conferencing shows that disadvantaged pupils generally have more challenges and barriers when learning mastery Maths skills. Our internal data has shown that there is a wider gap between Disadvantaged pupils and non-disadvantaged pupils achieving Greater depth in Maths. There is also a higher number of Disadvantaged pupils working below ARE than non-disadvantaged pupils.
3	Social, emotional needs of disadvantaged pupils: Our pupil conferencing, discussions with staff and learning walks show that some pupils who are disadvantaged have a lower self-esteem, lower confidence, have less resilience and find it harder to self-regulate and manage their emotions as well as build positive relationships. Also, some disadvantaged pupils show signs of increased anxiety which impacts their attainment and mind set to learn.
4	Continue to close the gaps. Over the last 3 years an average of 55% of Pupil premium pupils have achieved ARE combined (Reading, Writing and Maths) compared to 46% nationally. We aim to continue to increase the % of Pupil Premium pupils who are attaining ARE.
5	Attendance- Pupil Premium attendance is currently 94% compared to Non-Pupil premium attendance of 96.5%

Intended outcomes (July 2028)

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
<i>Improved oral acquisition and vocabulary among disadvantaged pupils</i>	Assessments and observations indicate a significant improvement in oral language among disadvantaged pupils. This will be evident when triangulated with other sources such as learning walks, pupil voice and book looks. By 2028, learning walks, pupils conferencing and book looks will show evidence of Disadvantaged pupils speaking confidently in full sentences. They will be able to give opinions, explanations showing a passion and their beliefs. By Years 5 and 6, disadvantaged pupils will know how to debate topics and present their work, ideas and opinions confidently.
Improved reading attainment Reduced gap in reading attainment between disadvantaged and non-disadvantaged at Year 2 Higher number of disadvantaged pupils pass the phonic screening test in Year 1	KS1 Phonic outcomes over this 3-year period shows that more than 65% of disadvantaged pupils meet the expected standard. KS2 reading outcomes in 2028 shows that disadvantaged pupils will continue to be in line with non-disadvantaged pupils at ARE and Greater Depth.
To achieve and sustain improved well-being for all our pupils, particularly our disadvantaged pupils. To raise their aspirations, self-esteem and confidence	Our Disadvantaged pupils will show through pupil conferencing, in learning walks and playground observations they're using self-regulation skills confidently (which will result in less friendship arguments and less time outs). Pupils will be able to talk about how they personally can self-regulate and put this into action to help control their emotions. They will be able to talk confidently about how they feel and what actions they take using the zones of regulation. Our Disadvantaged pupils will be able to build positive relationships with pupils and adults confidently. There will be sustained high levels of well-being, self-esteem and confidence from 2025 onwards demonstrated by <ul style="list-style-type: none"> ● Pupil conferencing ● Parent surveys ● Teacher observations

	<ul style="list-style-type: none"> • Sustain number of disadvantaged pupils in enrichment activities. • Learning walks (engagement in lessons) • Improved attainment in disadvantaged pupils • Attendance of disadvantaged pupils is sustained at 96%+ • Positive relationships are built
Mastery Maths Skills.	We will reduce the gaps in our disadvantaged pupils' attainment. Our internal assessment and monitoring shows some gaps in understanding in key concepts compared to non-disadvantage. Our aim is to ensure we address those gaps successfully so we have a 3 year average of over 75% of disadvantaged pupils achieving ARE in maths by the end of KS2.
Attendance	To raise Pupil Premium Pupils 'attendance so it is sustained at 96%

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: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language strategies such as talk into writing alongside embedding collaborative dialogue activities are used across the school to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Oracy is a whole school focus and staff</p>	<p>Oral language strategies and dialogic activities such as high-quality classroom discussion and a focus on teaching vocabulary are inexpensive to implement with high impact on reading and writing. They have a positive impact on pupils' language skills.</p> <p>Oral language interventions EEF</p> <p>Early language EEF https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/literacy-ks-1/Supporting oral language development.pdf</p>	1,3,4

<p>CPD is planned for this academic year 25-26. There is a whole school focus on the teaching of deliberate vocabulary and developing oracy skills such as collaborative learning, scaffolding pupils' speaking and listening, modelling high quality speaking and listening and using oracy stems.</p>		
<p>Improving the quality of SEL learning. CPD for all staff around developing relationships, self-regulation and embedding practices of trauma informed practice such as zones of regulation.</p> <p>CPD on developing relationships across the whole school. In RSE lessons and through the curriculum pupils are given opportunities to express their emotions, opinions, debate, question and reflect on their own learning.</p>	<p>Programmes to Practices: Results from a Social & Emotional School Survey https://www.place2be.org.uk/</p> <p>There is extensive research and evidence associating childhood social and emotional skills with improved outcomes at school and later in life in areas such as behaviour and relationships, academic performance. It is proven that giving opportunities for pupils to talk has a big impact on children's mental well-being. Also, using metacognition and self-regulation approaches, support pupils to think about their own learning more explicitly often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Metacognition and self-regulation EEF</p>	<p>3,4</p>
<p>CPD focus on developing reasoning and mastery skills in Maths.</p>	<p>"Teaching for mastery" is often used to describe the approach to maths teaching found in high-performing places in East Asia, such as Shanghai and Singapore. Like "mastery learning", "teaching for mastery" aims to support all pupils to achieve deep understanding and competence in the relevant topic. However, "teaching for mastery" is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations such as the</p>	<p>2,4</p>

	concrete-pictorial-abstract method. Mastery learning EEF For high impact, mastery teaching should include elements of collaborative learning.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:£31,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics in small groups for Reception and Years 1, 2 and 3 for disadvantaged pupils in school</i> <i>Phonic catch up</i> <i>Phonic boost</i> <i>Little Wandle resources</i> <i>Project X (Year 3)</i> <i>IDL (support chn with dyslexia)</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (not comprehension)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 4
<i>High quality teaching of oracy skills across the curriculum.</i> Small group interventions are planned across the school to improve vocabulary skills. These are: Talk Boost, Talk For Writing model and Word Aware. <i>National competitions such as Poetry by heart</i>	<p>Oral language interventions and dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impact on reading and writing. They have a positive impact on pupils' language skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 4, 3
<i>Place2Be, Place2Talk, KS1 Nurture Club, KS 1 Art Club</i>	<p>Based on our own experiences of evidence from speaking to pupils, pupil conferencing and learning walks. These interventions all have a big impact on disadvantaged pupils' well-being and learning. There is a core focus in these interventions where pupils are encouraged and supported to talk about</p>	1,3,4

	<p>their feelings and emotions confidently and help pupils to find ways to problem solve issues.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf</p>	
<p><i>Small group tuition- Maths intervention and the teaching of mastery skills</i></p> <p><i>Fluency Bee Pre-teach and Consolidation</i></p>	<p>These Maths interventions are proven to build solid foundations and include explicit and systematic instruction. Key representations are used to build visual images through collaboration, oracy and practical activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p><i>High Quality Teaching- In class Pupil premium focus pupils: Checking for understanding Cold-calling Guided group work</i></p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. At Highfield we focus on building teacher knowledge and pedagogical expertise, curriculum development, and purposeful use of assessment.</p> <p>Specific WalkThrus strategies such as checking for understanding, cold-calling, use of technology and scaffolding has been a school focus and supported high quality and adaptive teaching to meet the needs of all pupils including those from disadvantaged backgrounds.</p>	
<p><i>Adaptations for Disadvantaged pupils with additional needs in the classroom.</i></p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. In class, teaching and learning is adapted for our disadvantaged pupils, including those with additional needs by:</p> <ul style="list-style-type: none"> • The use of visual prompts/references and timetables • The scaffolding of tasks and oracy • Adaptation of tasks by outcome or activity • Use of knowledge organisers • Checking for understanding 	

	<ul style="list-style-type: none"> • Use of manipulatives and resources to develop understanding • 1:1 check in with pupils and the targeted interactions • Revisiting learning for consolidation • Breaking down instructions/learning into smaller steps <p>If a disadvantaged pupil has had fragmented schooling, a fast track pre-teach and consolidation is successful in filling these gaps.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in club and wider experiences eg trips,	<p>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</p> <p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education with wider opportunities to explore and be successful. It has been said that arts, sports and wider curricular education can directly improve pupil attainment and attendance. Whilst this is still a subject being analysed, it is clear that art, sport and wider opportunities such as cooking club have an impact on pupils' well-being and self-esteem. We believe that this has a positive impact on attendance and pupils' engagement with their learning which will improve attainment. At Highfield Primary School, cultural capital is deliberately developed progressively across each stage of a pupil's education. This begins with local experiences, including visits to places of worship and curriculum-linked workshops, before extending to wider opportunities such as educational day trips to London and other locations. This progression culminates in the Year 6 residential visit, ensuring pupils steadily</p>	3

	broaden their knowledge, experiences, and understanding of the world.	
<i>Learning Mentor Role</i>	<p>Our Learning Mentor plays a pivotal role in supporting children in managing their emotions and behaviour. We are proactive in identifying pupils who need behaviour and emotional support and then implementing the support required. This reduces any disruption to their learning and other children's learning and enables pupils to continue to progress well. Our Learning Mentor's responsibilities include: behaviour for learning and daily check-ins with identified pupils, supporting the social and emotional needs of pupils, early identification of pupils who need social/emotional intervention and delivering specific interventions in small groups or on a 1:1 basis. They also have a Safeguarding responsibility across the school.</p>	1,3,4
<i>Attendance</i>	<p>A new policy is in effect from January 2026 which focuses on raising attainment in groups of pupils including the disadvantaged.</p> <p>At Highfield we have a staged approach to attendance which enables early intervention. Highfield Primary School is a positive place to learn and pupils want to attend school. Strategies that have been effective in raising targets pupils' attendance is:</p> <ul style="list-style-type: none"> • Offering Breakfast Club for targeted pupils which enables a soft start to the school day. • The use of a soft start to the day at quieter times • The use of outside agencies such as Early help • Matching children's interests to clubs and the wider curriculum has encouraged targeted pupils to attend more regularly. • Creating parent support networks 	

Pupil premium strategy outcomes

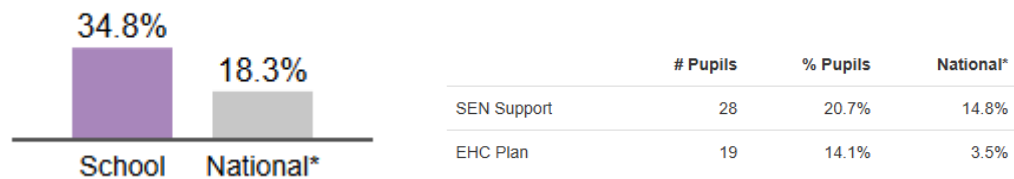
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Disadvantaged at Highfield Context

There are currently 137 pupils on the Pupil Premium register at Highfield Primary School. It is important to note that 82% of these pupils are from an ethnic minority background, which is significantly higher than the national average of 38%.

In recent years, the school has experienced an increase in the number of disadvantaged pupils joining with significant and complex needs. Currently, 35% of disadvantaged pupils have identified SEND, which is double the national average of 18%. Of these pupils, 14% have an Education, Health and Care (EHC) Plan, compared to a national average of 4%.

Furthermore, the proportion of disadvantaged pupils with SEND has increased by 6% over the past three years at Highfield Primary School, reflecting a growing level of need within this cohort.



Attainment

At Highfield, our end of KS2 data fluctuates year on year. It is important to know the context of our disadvantaged pupils in each individual year group.

Our KS2 summer external assessment data in Reading indicates that disadvantaged pupils are making significant and rapid progress, with attainment in line with the national average. In Writing, disadvantaged pupils' attainment is 9% above the national average. In Mathematics, disadvantaged pupils make stronger progress than their non-disadvantaged peers, while attainment remains in line with the national average for disadvantaged pupils.

For the combined measure (pupils achieving the expected standard in Reading, Writing and Mathematics), disadvantaged pupils' attainment is in line with the national average.

Notably, the proportion of disadvantaged pupils working at greater depth exceeds national averages across all subjects. In Reading, 21% of disadvantaged pupils are achieving above the expected standard, which is 3% higher than the national average. In Writing, 25% of disadvantaged pupils are working at greater depth, significantly exceeding the national average by 19%. In Mathematics, 13% of disadvantaged pupils are achieving above the expected standard, compared to a national average of 3%.

Significantly, 13% of disadvantaged pupils attained the combined greater depth standard across Reading, Writing and Mathematics, compared to just 3% nationally, highlighting strong outcomes for higher-attaining disadvantaged pupils.

Our Year 1 Phonic Screening Assessment 60% of Disadvantaged pupils passed the phonic screening. This is slightly below the national average.

In EYFS, our disadvantaged pupils have made significant progress from their baseline assessment at the beginning of the year. In Autumn 2 assessment 35% of disadvantaged pupils were on track. In the summer term this increased to 70% achieving a GLD, which is above the national average for all pupils.

There is a focus on phonics throughout the school, and we understand the importance of all children learning to read. We have adjusted our teaching of phonics so that those who fall behind or start the school behind their peers are put into regular catch-up groups to ensure they keep up with their peers. The children are regularly assessed so that any gaps in knowledge can be swiftly addressed.

One of our targets is to increase the number of disadvantaged pupils achieving greater depth in Maths. This year, there have been CPD for staff on developing the teaching of mastery and challenging the pupils to achieve beyond the expected standard. These staff meetings have had an impact on the teaching of Maths seen in our monitoring cycle of learning walks, book looks and pupil conferencing.

There is extensive research and evidence associating childhood social and emotional skills with improved outcomes at school and later in life in areas such as behaviour and relationships. Highfield Primary School prioritises pupil's emotional well-being and interventions such as the KS1 Nurture group and a variety of external and internal clubs have had a positive impact on our disadvantaged pupil's well-being. We know this through pupil conferencing and learning walks, which showed disadvantaged pupils have been highly engaged in their learning displaying more confidence. This year tracking of pupils' enrichment opportunities has enabled more disadvantaged pupils to take part in school-run clubs. This year, pupil conferencing showed that our disadvantaged pupils all love to learn and value what they are taught. They all know what to do if they find something difficult and they can confidently talk about how they learn. The children also know how to identify if they have been successful in their learning. This year has seen a focus on supporting pupils to self-regulate their emotions through small group interventions, such as our KS1 nurture club for KS1 pupils 1:1 sessions and through our curriculum.

Our Learning Mentor plays a pivotal role in supporting children in managing their emotions and behaviour. As a school we are proactive in identifying pupils who need behaviour and emotional support to prevent disruption of their own learning and others. Pupils are given the support they need to access learning. Alongside this, Staff have had CPD in Trauma Informed Practices and currently, building relationships. This has given strategies to help pupils deal with their emotions and self-regulation. All pupil's personal and emotional development is regularly monitored and actions from assessments are put into place.

These outcomes demonstrate the positive impact of the school's targeted Pupil Premium strategy. Carefully planned, high-quality teaching, combined with timely interventions, effective use of assessment, and strong pastoral support, have enabled disadvantaged pupils to make good progress and achieve outcomes at least in line with, and in some cases above, national expectations. The strong performance of disadvantaged pupils at greater depth reflects high expectations, inclusive practice, and a commitment to ensuring that disadvantage does not limit academic achievement.

Whilst some gaps in attainment remain, we are driven to close these gaps further through high-quality teaching, the teaching of deliberate vocabulary, developing and researching pedagogy, swift identification and implementation of interventions, enrichment opportunities and providing

the pupils with the tools they need to be successful learners. We will adjust plans over time as necessary to secure the best outcomes for our pupils.

Externally provided programmes

Programme	Provider

Further information (optional)

Our Pupil premium strategy will be supplemented by additional activity that is not being funded by Pupil premium or recovery premium. These include:

- *Embedding 'Walkthrus' techniques of Questioning and Feedback, Explaining and Modelling, Practice and Retrieval, Checking for Understanding, Deliberate Vocabulary and Live Modelling across the whole school to maximise engagement and secure understanding of all pupils.*
- *Building positive relationships and being confident in talking about our feelings and emotions.*

We have triangulated evidence from multiple sources of data including assessments, learning walks, book looks, pupil conferencing and parent views in order to identify the challenges faced by disadvantaged pupils. We have looked at a number of reports, studies and research papers about effective use of Pupil premium and how to address challenges facing these pupils.

We have put together a robust evaluation framework in place for the duration of our 3 year approach and will adjust our plan over time to the needs of our disadvantaged pupils.