

# Pupil premium strategy statement

## School overview

Metric	Data
School name	High Green Primary School
Pupils in school	195
Proportion of disadvantaged pupils	14.4%
Pupil premium allocation this academic year	£41,440
Academic year or years covered by statement	2024/2025- 2025/2026
Publish date	December 2025
Review date	November 2026
Statement authorised by	Jenna Collins
Pupil premium lead	Jenna Collins
Governor lead	Jo Rawlings

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	48.6% secured the Age Related Expectations marker for their year group.  51.4% were Working Towards Standards set for their year group.
Writing	48.6% secured the Age Related Expectations marker for their year group.  51.4% were Working Towards Standards set for their year group.
Maths	48.6% secured the Age Related Expectations marker for their year group.  51.4% were Working Towards Standards set for their year group.

## Statement of Intent

At High Green Primary School, we are committed to ensuring that every child, regardless of background, prior attainment, or social disadvantage, has the opportunities and support needed to thrive academically, socially and emotionally.

Our Pupil Premium Strategy is based on:

- High-quality teaching for all
- Identification of barriers
- Interventions
- Inclusion
- Raising a whole-school culture of high expectations
- Our approach is proactive rather than reactive; we aim to remove barriers early, accelerate progress, and ensure disadvantaged pupils experience the same broad and balanced curriculum, enrichment and aspirations as their peers.

## Challenges facing Pupil Premium children

Barrier	Detail
1. Lower language and communication on entry	Many pupils start school below age-related expectations in oral language and vocabulary.
2. Social, emotional, and mental health needs	Higher prevalence of anxiety, emotional dysregulation, attachment needs and ACEs.
3. Lower attendance and punctuality	Persistent absence is higher among PP pupils.
4. Gaps in core literacy and numeracy skills	Phonics, early reading fluency, and maths reasoning are the most affected.
5. Home learning environment	Reduced access to books, resources, routines and academic support
6. Limited access to enrichment	Reduced participation and cultural capital experiences

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	<p><b>Aim:</b> To close the attainment gap so disadvantaged pupils achieve in line with national averages in Reading, Writing and Maths.</p> <p>Success criteria:</p> <ul style="list-style-type: none"><li>• PP pupils reach at least 75% ARE in R/W/M combined by the end of KS2.</li><li>• Gaps between PP and non-PP reduced to &lt;10%.</li></ul>

Achieving high standard at KS2		<p><b>Aim:</b> To increase the proportion of disadvantaged pupils achieving Greater Depth in all subjects, with a particular focus on Reading and Maths.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• At least 15% of disadvantaged pupils to achieve GDS in Reading and Maths in KS2.</li> <li>• Higher attainers maintain strong progress scores across KS2.</li> </ul>
Measure	Activity	
Priority 1	<p>Improve outcomes in Reading through high-quality teaching, targeted interventions, and improved assessment accuracy.</p> <p>Activities include guided reading consistency, fluency interventions, and Y6 booster provision.</p>	
Priority 2	<p>Improve Writing outcomes by strengthening spelling, grammar, vocabulary, and teacher assessment confidence through internal and external moderation.</p>	
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Low language and vocabulary on entry</li> <li>• Gaps in early reading and writing</li> <li>• Inconsistent access to high-quality texts</li> <li>• SEMH needs impacting learning readiness.</li> <li>• Weak home learning routines and literacy practice at home.</li> </ul>	
Projected spending	£16,703.08	

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> <li>• Close gaps in reading outcomes to bring the school in line with national averages.</li> <li>• Implement Y6 booster sessions in reading from January for pupils close to ARE or GDS.</li> <li>• Use NFER materials to improve accuracy and consistency in assessment of reading.</li> </ul>	End of the academic year 2025-2026
Progress in Writing	<ul style="list-style-type: none"> <li>• Improve writing outcomes- closing the gap between school outcomes and national averages.</li> <li>• Increase GDS outcomes in writing, closing gaps for higher attainers.</li> <li>• Address gaps in spelling, which impact GPS and writing quality.</li> <li>• Implement targeted spelling interventions for pupils below age-related expectations.</li> <li>• Provide training through Learn Sheffield moderation to build staff confidence in assessing standards for Working Towards, ARE, and GDS in writing.</li> <li>• Upper KS2 staff to share moderation expertise and exemplification materials with lower KS2 colleagues.</li> </ul>	End of the academic year 2025-2026
Progress in Mathematics	<ul style="list-style-type: none"> <li>• Close gaps in maths outcomes to bring the school in line with national averages.</li> <li>• Develop staff knowledge and tracking systems around mathematical patterning as a foundational concept, beginning in EYFS and tracked through to Y6 to ensure continuity and progression.</li> <li>• Implement Y6 booster sessions in maths from January for pupils close to ARE or GDS.</li> </ul>	End of the academic year 2025-2026

Phonics	<p>To ensure high-quality, systematic phonics teaching is delivered with fidelity across EYFS and KS1.</p> <ul style="list-style-type: none"> <li>• At least <b>90%</b> of disadvantaged pupils to pass the Year 1 Phonics Screening Check.</li> <li>• All PP pupils not passing to receive Rapid Catch-Up and daily keep-up sessions.</li> <li>• Implement consistent use of decodable texts matched to pupils' phonics phases.</li> </ul>	
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**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide targeted small-group and 1:1 interventions for Reading, Writing and Maths for pupils below ARE, using evidence-based programmes.
Priority 2	Deliver structured SEMH support and pastoral mentoring for identified disadvantaged pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• SEMH needs and emotional dysregulation</li> <li>• Low confidence and limited engagement</li> <li>• Gaps in prior learning</li> <li>• Reduced attendance</li> <li>• Limited parental capacity to support home learning</li> </ul>
Projected spending	£15,871.46

### Wider strategies for current academic year

Measure	Activity
Behaviour and Attitudes	<p>Focus: Belonging, Respect and Positive Relationships</p> <ul style="list-style-type: none"> <li>• Embed an inclusive SEND culture.</li> <li>• Update Behaviour Policy to reflect our new vision, values, and is consistently applied. (Vision "To become the best version of ourselves" must underpin</li> </ul>

	<p>behaviour expectations and be evident in policy and practice).</p> <ul style="list-style-type: none"> <li>• Staff use trauma-informed approaches, connecting before correcting, rebuilding relationships rather than using punitive consequences.</li> <li>• Zones of Regulation becomes a visible, daily tool for emotional self-regulation.</li> <li>• Rewards systems (Dojo, Tree House Points) linked to school values.</li> <li>• Staff/governor workshop on 9th Sept to co-create school values.</li> <li>• Policy ratified on 21st Oct 2025.</li> <li>• Focus on relationship-building from the first week of the new academic year.</li> <li>• Develop “The Nest,” a nurture/sensory room, to support pupils’ sensory, emotional, and mental health needs and promote inclusion and regulation.</li> </ul>
Personal Development	<p>Focus: Growing Confident, Curious, and Connected Children</p> <ul style="list-style-type: none"> <li>• Embed our vision and values as “lived realities” in school life.</li> <li>• Every class to create a Mission Statement linked to values.</li> <li>• Expand pupil leadership roles: <ul style="list-style-type: none"> <li>○ Pupil Parliament</li> <li>○ Climate Ambassadors</li> <li>○ Music Champions</li> <li>○ Sports Leaders</li> <li>○ Reading Champions</li> <li>○ Wellbeing Ambassadors</li> </ul> </li> <li>• Fully embed Zones of Regulation school-wide.</li> <li>• Deliver curriculum enrichment linked to sustainability and cultural capital.</li> <li>• Strengthen links between EYFS and KS1 to support Understanding of the World and smooth transitions.</li> <li>• Plan a rolling programme of visitors and community engagement (e.g. dentists, police, firefighters, vets) for EYFS to broaden real-life experiences and reduce the impact of high screen use.</li> <li>• Develop an “Experience Passport” to ensure all pupils in EYFS access key real-life experiences, to help with their development of ‘Understanding the World’ (e.g. visiting shops, libraries, post offices, caring for plants or animals).</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop strong community links: <ul style="list-style-type: none"> <li>- Allotment projects</li> <li>- Care home partnerships</li> <li>- Local business engagement (Y6 careers week)</li> </ul> </li> <li>• Parents engaged as partners in pupils' personal development.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Poor attendance and punctuality</li> <li>• Social and emotional difficulties</li> <li>• Limited exposure to enrichment and cultural capital</li> <li>• Weak home routines and relationships with school</li> <li>• Over-reliance on screens and reduced real-world experiences</li> <li>• Lack of aspiration and reduced opportunities for leadership roles</li> </ul>
Projected spending	£8865.46

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency in quality of teaching, phonics delivery, and assessment across all phases.	<ul style="list-style-type: none"> <li>• Regular coaching, drop-ins and learning walks</li> <li>• CPD on phonics, reading strategies, vocabulary instruction</li> <li>• Moderation cycles (internal + Learn Sheffield)</li> <li>• Use of NFER tests for standardisation</li> </ul>
Targeted support	Ensuring interventions are high quality, timely, and have measurable impact.	<ul style="list-style-type: none"> <li>• Intervention reviews</li> <li>• Clear entry/exit data for each intervention</li> <li>• Regular monitoring by SENCo and PP Lead</li> <li>• Staff training in specific interventions</li> </ul>
Wider strategies	Improving attendance, SEMH provision, parental engagement and enrichment access.	<ul style="list-style-type: none"> <li>• Attendance officer monitoring, daily first-contact</li> </ul>

		<ul style="list-style-type: none"> <li>• Family support and Early Help referrals</li> <li>• Expanded nurture provision ("The Nest")</li> <li>• Subsidies for clubs, trips, and music lessons</li> </ul>
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## Review: last year's aims and outcomes

Aim	Outcome
To improve reading progress/ attainment among disadvantaged children. (With a focus on the lowest 20%)	Although 48.6% of pupils eligible for Pupil Premium achieved the expected standard (ARE), this remains a key area for improvement. Increasing the proportion of disadvantaged pupils meeting or exceeding age-related expectations continues to be a priority within our whole-school improvement strategy.
To improve maths progress/ attainment among disadvantaged children.	Although 48.6% of pupils eligible for Pupil Premium achieved the expected standard (ARE), this remains a key area for improvement. Increasing the proportion of disadvantaged pupils meeting or exceeding age-related expectations continues to be a priority within our whole-school improvement strategy.
To achieve and sustain improve cultural capital for all pupils in our school, particularly our disadvantaged pupils, who may not have access to a broad range of opportunities and experiences.	All children access a wide range of curriculum-linked educational visits throughout the year, ensuring rich, real-world learning experiences across all subjects. Pupils benefit from extensive sporting opportunities, including participation in inter-school festivals, competitive fixtures and development events. In Year 3, all pupils receive specialist music tuition and learn to play the violin as part of their entitlement to a high-quality music curriculum. In addition, pupils take part in local community visits, including visits to the church, to strengthen their understanding of local heritage and cultural identity.