

Pupil premium strategy statement – Highfield Community Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	42.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Sept 2025 – July 2028
Date this statement was published	16 th December 2025
Date on which it will be reviewed	16 th December 2026
Statement authorised by	Andrew Proctor
Pupil premium lead	Andrew Proctor
Governor / Trustee lead	Anna Hunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£125,745

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Every disadvantaged pupil (pupil premium, FSM, vulnerable groups including those with EAL and/or SEND) will access and benefit from high-quality teaching and targeted academic support so that gaps in early years outcomes, literacy, maths and broader curriculum achievement narrow rapidly and sustainably.
- Pupils' attendance, wellbeing and self-regulation will be strong enough to enable consistent progress; disadvantaged pupils will participate in and benefit from a rich programme of enrichment and cultural capital, increasing aspirations and social confidence.
- Pupils with SEND (including SLCN/ASD and those with EHCPs) will experience specialist provision and communication-friendly environments that remove barriers to learning and support measurable progress against EHCP outcomes.

How this strategy works towards those objectives

- The strategy uses a tiered approach based on the DfE "Menu of Approaches" and the Education Endowment Foundation (EEF) evidence base: (Tier 1) strengthen high-quality classroom teaching, curriculum sequencing and staff professional development; (Tier 2) intensify targeted academic support (small-group and one-to-one tuition, evidence-based phonics and language interventions, SEND-focused support); (Tier 3) deliver wider strategies that remove non-cognitive barriers (attendance, SEMH, parental engagement, enrichment).
- Resources (staff time, targeted interventions, additional adult support, attendance work, enrichment funding) will be allocated on the basis of diagnostic assessment, pupil need, and ongoing evaluation of impact.
- Implementation will be led by senior leaders (Headteacher and Pupil Premium lead), with termly governance review and clear monitoring (attendance, assessment, intervention uptake, wellbeing measures).

Key principles of the strategy

- Evidence-led: interventions and programmes are drawn from high-quality, UK-relevant evidence (EEF guidance and evaluations) and aligned to school priorities (Early Years GLD, phonics, KS2 combined outcomes).
- Early and targeted: early years and Reception interventions are prioritised to prevent gaps from widening; targeted small-group/1:1 tuition and language work will be used for pupils who need intensive support.
- High-quality teaching first: Pupil Premium investment will prioritise improving classroom teaching (CPD, curriculum sequencing, assessment) as the primary driver of sustained improvement.
- Whole-child approach: academic support is combined with SEL, attendance work and enrichment to address non-academic barriers to progress.
- Continuous improvement and accountability: clear success criteria, termly review, and adjustments based on measured impact.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: although school attendance is above national average overall (96.2% in 24/25), pupil premium pupils attend less than non-PP peers (PP attendance 95.6%). Persistent barriers for some families remain and punctuality issues reduce time in school for learning.
2	Wellbeing, SEMH and self-regulation: a significant proportion of pupils show needs (school context: 27% SEND; nurture provision valued by Ofsted). SEMH challenges reduce readiness to learn, particularly for disadvantaged and EHCP pupils.
3	Parental engagement (particularly with homework and early years transition): weaker parental engagement limits home support for reading, language and maths practice and reduces the impact of school learning at home. EAL families need tailored communication and support.
4	Low literacy skills: early outcomes are below expectations (GLD 46%; Year 1 phonics pass 50%; KS2 PP combined R/W/M 53%). Vocabulary, phonological awareness and reading breadth are barriers (Ofsted noted limited range of KS2 reading choices).
5	Limited access to enrichment / cultural capital: disadvantaged pupils have fewer out-of-school experiences; the school aims to deliver inclusive play, forest school and trips but funding/uptake gaps remain.

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
1. Improved attendance, punctuality and reduction in absence for disadvantaged pupils	Raise PP attendance from 95.6% (24/25) to 96% within 12 months; reduce PP persistent absence so that PA \leq national average (target: PP PA \leq 10% within 12 months). Tracking shows earlier, timelier follow-up and fewer late marks. (Monitored via weekly attendance reports and termly governor review.)
2. Better SEMH, resilience and self-regulation for identified pupils	Fewer behaviour incidents linked to poor self-regulation; improved scores on termly wellbeing/self-regulation screening; targeted pupils show improved readiness to learn and increased lesson engagement. Nurture/SEL groups show measurable gains in standardised SEL measures and classroom behaviour logs.
3. Stronger parental engagement with learning and homework, and improved early years transitions	Increased engagement metrics: attendance at parent workshops and transition sessions (aim: 70%+ attendance for targeted families); increased use of home learning resources (monitored by homework return rates and reading logs). Positive parent feedback in surveys.
4. Rapid improvement in early literacy and year-group reading outcomes	Increase Reception GLD from 57% to 65% (of non EHCP pupils) by end of year; increase Year 1 phonics pass rate from 50% to 70% by end of year; raise % PP achieving expected standard at KS2 combined from 53% to 68% over the strategy period. Internal assessments and phonics screening outcomes show accelerated progress for targeted pupils.
5. Increased access to and participation in enrichment and cultural capital activities	All disadvantaged pupils access at least one subsidised enrichment opportunity each term (trips, music lessons, forest school, clubs). Pupil surveys demonstrate increased cultural capital awareness and participation; improved lunchtime behaviour and social skills following playground project.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £59,374.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Systematic synthetic phonics programme across EYFS and KS1 (daily whole-class phonics, small-group catch-up sessions), CPD for all staff to ensure fidelity and high-quality delivery. Regular assessment and rapid catch-up for those falling behind.	Phonics approaches are consistently effective in supporting younger pupils to master reading basics; EEF notes average impact ~+5 months and highlights importance of systematic approach, training and regular assessment: Phonics — EEF Teaching & Learning Toolkit .	4
2. Early language and communication programme (targeted language interventions in Reception and pre-teaching vocabulary across curriculum; use of dialogic/shared reading strategies; partnership with local nursery for strengthened transition activities). CPD for staff in early language approaches.	EEF Early Literacy and Preparing for Literacy guidance: targeted language and shared-reading approaches support vocabulary and comprehension in early years: Early Literacy — EEF Early Years Evidence Store . Also supports early attendance and transition messaging: How to encourage good attendance from the very start — EEF .	4, 1
3. Curriculum sequencing and high-quality maths teaching CPD (mastery approaches, hinge questions, greater emphasis on application tasks); increased adult support in Reception classes to improve GLD outcomes.	EEF guidance on improving maths teaching (mastery/fluency approaches) and the Teaching & Learning Toolkit evidence on mastery learning and feedback; EEF guidance on effective implementation: Evidence & practice reviews / EEF guidance pages .	4
4. Whole-school SEL approach and staff training to embed self-regulation strategies and classroom routines (Zones of Regulation, restorative language, embedding SEL into daily practice).	EEF Social and Emotional Learning guidance: SEL interventions produce positive outcomes and improve attitudes and attainment when embedded and supported by staff training: Social and Emotional Learning — EEF Teaching & Learning Toolkit .	2

5. Recruitment and retention measures to sustain staffing: targeted TA deployment (trained to deliver small group phonics and language interventions), flexible working, and CPD time to reduce turnover and strengthen continuity for vulnerable pupils.	EEF evidence and practice reviews highlight the importance of teacher recruitment and retention strategies and professional development as part of high-quality teaching: Evidence and practice reviews — EEF .	4, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26127

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Structured small-group tuition for targeted pupils in maths and reading (2–4 pupils), delivered by trained teachers/TAs. Diagnostic assessment to identify gaps and align tuition with classroom curriculum.	Small group tuition has moderate evidence of impact (~+4 months) and is cost-effective when well targeted and linked to classroom teaching: Small Group Tuition — EEF Teaching & Learning Toolkit . Action/Tutor Trust models show effectiveness for disadvantaged pupils.	4
2. One-to-one or very small-group intensive phonics catch-up for Reception/KS1 pupils who are behind (4–5 x weekly short sessions), delivered by trained TAs or teachers; monitored progress and move back to class when secure.	EEF phonics evidence: one-to-one and small-group phonics interventions produce significant gains; targeted, frequent sessions are most effective: Phonics — EEF Teaching & Learning Toolkit .	4
3. Targeted oral language interventions and for Reception pupils and early KS1 with language delay; link to speech and language therapy and specialist SEN unit where needed.	EEF guidance emphasises oral language interventions as high-impact for early literacy and recommends targeted interventions for pupils with language weaknesses: Early Literacy — EEF Early Years Evidence Store .	4, SEND
4. SEND-specific interventions and communication-friendly classroom improvements (visual supports, optimised acoustics, bespoke EHCP curriculum, trained staff in SLCN/ASD strategies).	EEF guidance and case studies emphasise the importance of targeted SEND support, high-quality teaching adaptations, and staff training; the EEF SEL and early literacy guidance highlight tailored support for pupils with SEND. (See SEL and Early Literacy links above.)	2, 4, SEND

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

Budgeted cost: £40243.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Attendance Champion and whole-school attendance strategy: daily calls on first day of absence, early-years transition attendance work, targeted family support, clear data monitoring and personalised outreach (including translated communications for EAL families).</p>	<p>EEF Rapid Evidence Assessment on Attendance Interventions and guidance on encouraging good attendance from the start: recommends tailored, responsive approaches, leadership, early intervention and family engagement: Attendance interventions rapid evidence assessment — EEF and How to encourage good attendance from the very start — EEF.</p>	<p>1, 3</p>
<p>2. Family engagement programme: regular, low-barrier parent workshops (timed flexibly), weekly curriculum Dojo messages to parents with simple learning activities, targeted home-learning packs for Reception and Year 1, translation and home-language support for EAL families (Flash Academy)</p>	<p>EEF Parental Engagement guidance: parental engagement approaches can deliver ~+4 months progress; personalised messages and supporting parents with practical strategies are effective: Parental Engagement — EEF Teaching & Learning Toolkit and Working with Parents to Support Children’s Learning — EEF guidance report.</p>	<p>3</p>
<p>3. Targeted SEMH provision: nurture approaches including use of Boxall Online, trained Emotional Literacy support staff, short-term counselling/mentoring, and whole-class SEL curriculum; use forest school and structured play at lunchtimes to support resilience and self-regulation.</p>	<p>EEF Social and Emotional Learning guidance shows SEL delivers gains (~+3 months) and improves attitudes and behaviour when embedded and combined with staff training; nurture approaches combine high-impact components (meta-cognition, SEL): Social and Emotional Learning — EEF.</p>	<p>2</p>
<p>4. Funded enrichment and cultural capital offer: funded trips, peripatetic music lessons, forest school sessions, inclusive playground resources and staffed play zones (playground project) to increase participation and recreation for SEND/PP pupils. All PP pupils to be offered at least one funded cultural opportunity per term.</p>	<p>EEF evidence indicates arts participation and structured extracurricular learning can improve engagement and support attainment indirectly; enrichment linked to curriculum and reflection has benefits: see EEF guidance and examples in Pupil Premium guidance and case studies (EEF guide to Pupil Premium and related EEF resources): EEF Guide to the</p>	<p>5</p>

	Pupil Premium / EEF resources referenced in Pupil Premium guide and EEF case studies on SEL/enrichment.	
5. Free breakfast club / targeted meal provision and support for families in crisis to remove barriers to punctual arrival and morning readiness to learn.	Breakfast clubs and meal provision form part of wider strategies recommended in tiered approaches; EEF guidance on wider strategies and parental engagement supports removing barriers to attendance and readiness to learn: Parental Engagement — EEF and Attendance evidence review — EEF .	1, 2, 3

Total budgeted cost: £125,745

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	15	10000	444604
Percentage of pupils meeting the expected standard in reading, writing and maths	53%	68%	69%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	10%	11%
Average score in reading	107	106	107
Average score in maths	102	106	106



The data demonstrated that the gap narrows between disadvantaged and non-disadvantaged pupils as they move through school. By the end of KS2 however, there is still an 11 point gap between disadvantaged and non-disadvantaged.

Disadvantaged pupils in Reception last year significantly outperformed their non-disadvantaged counterparts. This has been true in the previous 2 years also. The number of pupil premium pupils is always significantly fewer in Reception than the cohort as it moves through school.

Summary of 233 Pupils (All (from 2024-2025))

Attendance percentage

Disadvantaged	95.7%
Not Disadvantaged	96.2%
National	94.8%
Local Authority	94.9%

There is a small gap between Disadvantaged and non-disadvantaged pupils' attendance. However both groups are above the national average for all pupils.

Further information (optional)

Implementation, Monitoring and Evaluation (school-specific detail)

- Lead roles and governance
 - Headteacher: overall strategic lead and budget sign-off.
 - Pupil Premium lead: operational lead for planning, liaison with class teachers, intervention monitoring, reporting to governors termly.
 - Attendance Lead: weekly attendance tracking, family outreach, liaison with DfE attendance support where required.
 - SENCo: ensure EHCP targets inform curriculum in the new Reception/KS1 SEN class and monitor outcomes.
 - Governor Pupil Premium link: termly scrutiny of impact (using the success criteria above).
- Funding and staffing (example allocation model)
 - Prioritise staffing to: additional TA time in Reception; attendance lead salary/time; funding for targeted tutoring blocks; CPD budget for phonics and SEL training; enrichment subsidy pot for PP pupils.
 - Exact budgetary figures to be set by Headteacher/Leadership team in line with available Pupil Premium allocation for the year.
- Data and impact measures
 - Termly pupil progress data (Reception GLD achievement, phonics screening, in-year reading/writing/maths assessments, KS2 tracking).
 - Intervention attendance and outcomes (pre/post assessments for tuition, phonics progress checks).
 - Attendance KPIs: whole school and PP attendance, PA percentage, punctuality data; weekly monitoring and termly evaluation.
 - Wellbeing/SEL measures: pre/post scales for targeted pupils; behaviour incident logs; pupil voice surveys.
 - Parental engagement metrics: attendance at workshops, reading log returns, responses to parent surveys.
- Review timetable
 - Weekly: attendance and intervention session monitoring.
 - Half-termly: intervention impact review and adaptation (registers, fidelity checks, session observations).
 - Termly: formal reporting to governors/trust with measured outcomes versus success criteria and budget review.
 - Annual: refresh three-year strategy based on outcomes and best practice evidence.

References / Key Evidence (selected EEF sources cited in activities)

- Phonics — EEF Teaching & Learning Toolkit: [Phonics — EEF Teaching & Learning Toolkit](#)
- Early Literacy / Preparing for Literacy (Early Years) — EEF: [Early Literacy — EEF Early Years Evidence Store](#)
- Small Group Tuition — EEF Teaching & Learning Toolkit: [Small Group Tuition — EEF Teaching & Learning Toolkit](#)
- Social and Emotional Learning — EEF Teaching & Learning Toolkit: [Social and Emotional Learning — EEF Teaching & Learning Toolkit](#)
- Parental Engagement; Working with Parents to Support Children’s Learning — EEF: [Parental Engagement — EEF Teaching & Learning Toolkit](#) and [Working with Parents to Support Children’s Learning — EEF guidance report](#)
- Attendance interventions rapid evidence assessment & “How to encourage good attendance from the very start” — EEF: [Attendance interventions rapid evidence assessment — EEF](#) and [How to encourage good attendance from the very start — EEF](#)
- EEF evidence and practice reviews relating to recruitment/retention and implementation: [Evidence and practice reviews — EEF](#)

Final notes (contextual / school-specific)

- This plan intentionally prioritises Reception improvement (CPD, additional adult support, strengthened transition with Highfield Nursery and targeted early language work) because early gains reduce later remediation costs and align with the school’s stated improvement priorities.
- The playground project, forest school and funded enrichment are intentionally integrated with SEL and attendance work to deliver combined benefits: improved social skills, lunchtime behaviour, resilience and cultural capital for disadvantaged pupils.
- The new Reception/KS1 specialist SEN class and the communication-friendly classroom strategy will be resourced and evaluated against EHCP targets, with progress shared termly with families and governors.
- Implementation should be iterative: data-driven decision making will be used to scale up what works (based on local impact evidence) and reduce or stop approaches that do not yield progress.