

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	142
Proportion (%) of pupil premium eligible pupils	21%
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	December 2024
Date on which it will be next reviewed	September 2025
Statement authorised by	David Wilson Headteacher
Pupil premium lead	Mel Marsh Assistant Headteacher
Governor / Trustee lead	Tim Guha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24-25	£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. 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 24)
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 and also there is a higher number of Disadvantaged pupils at 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 which are significantly closing. We would like to see a 3 year trend on the gaps reducing significantly each year.

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,

	<p>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.</p>
<p>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</p>	<p>KS1 reading outcomes in 2028 shows that more than 65% of disadvantaged pupils met age related expectations. KS2 reading outcomes in 2028 shows that disadvantaged pupils will continue to be in line with non-disadvantaged pupils at ARE and Greater Depth. Our disadvantaged pupils will maintain a three-year trend that an average of 75%+ of disadvantaged pupils pass the Year 1 Phonic Screening Test.</p>
<p>To achieve and sustain improved well-being for all our pupils, particularly our disadvantaged pupils. To raise their aspirations, self-esteem and confidence</p>	<p>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</p> <ul style="list-style-type: none"> ● Pupil conferencing ● Parent surveys ● Teacher observations ● 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
<p>Mastery Maths Skills.</p>	<p>We will reduce the gaps in our disadvantaged pupils attainment. Our internal data shows 51% of our disadvantaged pupils are at ARE compared to 75% of Non Disadvantaged pupils. Our</p>

	aim is to improve this to 60%+ of disadvantaged pupils achieving ARE in their given year group.
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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 interventions such as talk into writing, embedding dialogue activities are used across the school to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>A whole school focus on Deliberate Vocabulary will continue to be a focus. Oracy is a whole school focus and staff CPD is planned .</p> <p>Interventions are planned across the school to improve vocabulary skills.</p> <p>These are: Talk Boost, Talk For Writing model, Word Aware and Lego Club</p> <p>There is a whole school focus on the teaching of deliberate vocabulary.</p>	<p>Oral language interventions 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/literacy-ks-1/Supporting_oral_language_developm ent.pdf</p>	1,3,4

<p><i>Improving the quality of SEL learning. CPD for all staff around developing relationships, self-regulation and embedding practises of trauma informed practise such as zones of regulation. CPD on developing relationships across the whole school.</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social and Emotional School Survey.pdf 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.</p>	<p>3,4</p>
<p><i>CPD focus on developing reasoning and mastery skills in Maths.</i></p> <p><i>Pre-teach and consolidation using WR interventions</i></p> <p><i>Fluency bee</i></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 concrete-pictorial-abstract method.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2,4</p>

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
<p><i>Additional phonics in Reception and Years 1, 2 and 3 for disadvantaged pupils in school</i></p> <p><i>Phonic catch up</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (not comprehension)</p>	<p>1, 4</p>

<i>Phonic boost</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<i>High quality teaching of oracy skills across the curriculum.</i> <i>National competitions</i> <i>Talk for Writing interventions, talk boost, word aware, lego club</i>	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 https://www.elklan.co.uk/NELI/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4, 3
<i>Place2Be, Place2Talk, Nurture Club, Art Club</i>	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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf	1,3,4

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,	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It has been said that arts education can directly improve pupil attainment. Whilst, this is still a subject being analysed, it is clear that art at our school and art interventions has an impact on pupils' academic attainment alongside an improvement in pupils confidence and self-esteem.	3
<i>Learning mentor Role</i>	Our Learning Mentor plays a pivotal role in supporting children in managing their	1,3,4

	<p>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>	
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Total budgeted cost: £

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.

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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.