

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Highlees Primary School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Pupil premium lead	Chris Venables
Governor / Trustee lead	TEFAT Simon Pink

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 248, 375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 248, 375

## Part A: Pupil premium strategy plan

### Statement of intent

At Highlees Primary School we aim to enable all pupil premium children to reach their full potential by working towards achieving national standards in reading, writing and maths making accelerated progress to close the gap between them and their peers.

Due to our children's identified barriers we prioritise the development of early reading and phonics and our current strategy is to ensure good quality teaching for all children.

Our key principles are that all children receive good quality teaching and learning, CPD for staff is of high quality and identifies long term strategies for improvement and interventions are carefully planned and targeted to accelerate progress. We also prioritise other factors that affect children's progress and well-being such as attendance, behaviour and family support.

## Challenges

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

Challenge number	Detail of challenge
1	Number of children identified as persistently absent
2	Low levels of communication and language development on entry to school
3	Emotional wellbeing/ welfare concerns
4	Lack of engagement and experiences to support learning outside of the classroom
5	Appropriate provision identified for children who have special educational needs

## 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
For identified children, a tailored and bespoke curriculum will support good progress.	Monitoring and evaluation show children are making good progress. Teachers identify next steps of learning for identified children.
Improved number of disadvantaged pupils achieving national expectations in the Key Stage1 Reading, Writing and Maths.	Published results year on year will show significant improvement. Achievement gap between non-pupil premium and pupil premium lessens.
Improved number of disadvantaged pupils achieving national expectations in the Key Stage 2 Reading, Writing and Maths SATs	Published results year on year will show significant improvement. Achievement gap between non-pupil premium and pupil premium lessens.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is triangulated with other evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved attendance of disadvantaged pupils meaning fewer persistent absentees.	Attendance data will demonstrate improved attendance and the percentage of disadvantaged pupils that are persistent absentees will be in line with or lower than national average.
---	--

## 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: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide opportunities for CPD for teachers to improve knowledge of curriculum based on latest research	This CPD ensures teachers knowledge of the use of curriculum and assessment is effective in delivering <a href="#">Mastery Learning</a> (EEF research) Emma Turner training	4,5
Staff who are able to lead small group interventions and meet needs of children with special educational needs	Research has found that ensuring appropriate staff have received high quality training and have identified target groups for interventions leads to accelerated progress as found by the EEF, <a href="#">Teaching Assistant interventions</a> (EEF research)	2, 4, 5
Purchase of quality texts linked to all curriculum areas	Research has found that it is vital that teachers have a good knowledge of a wide variety of high quality texts and that children are exposed to these in all areas of learning. This will then impact on children's reading for pleasure and progress. <a href="#">Reading for Pleasure Open University study</a>	2, 4

<p>To increase all staff knowledge and build confidence in meeting the needs of all pupils who have special educational needs</p>	<p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> <li>• School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</li> <li>• Universal programmes which generally take place in the classroom with the whole class; and</li> <li>• More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</li> </ul> <p><a href="#">Social and emotional learning</a> (EEF research)</p>	<p>1, 2, 3 and 4</p>
---	---	----------------------

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

Budgeted cost: £,65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted one to one phonics interventions (EYFS, year 1, year 2 and year 3)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This being delivered through targeted one to one intervention also supports children’s oral language development: <a href="#">Phonics</a> (EEF research)</p> <p><a href="#">Oral Language interventions</a> (EEF research)</p>	<p>2, 4,5</p>
<p>Targeted and flexible English and maths interventions (Year 6)</p>	<p>Interventions will be delivered in small groups that are tailored for the specific pupils’ needs and encompasses immediate verbal feedback and support. As found by the EEF this leads to accelerated progress over time: <a href="#">Small group Tuition</a> (EEF research)</p>	<p>2, 4,5</p>

<p>Targeted EYFS interventions to develop early language and vocabulary through the EYFS Drawing programme.</p>	<p>Interventions will be delivered in small groups that are tailored for the specific pupils' needs and include a focus on early language and vocabulary. As found by the EEF this leads to significant progress: <a href="#">Small group Tuition</a> (EEF research) <a href="#">Oral Language interventions</a> (EEF research)</p>	<p>2, 4,5</p>
<p>To provide identified children with outsourced therapeutic opportunities</p>	<p>Particular pupils identified as requiring specific support with their behaviour make far better progress when receiving targeted pastoral support in terms of behaviour choices and the factors that may be impacting on their conscious and subconscious behaviour choices: <a href="#">Behaviour interventions</a> (EEF research)</p>	<p>1, 3</p>

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>To support individual children and families who may be persistently absent</p>	<p>Pastoral and family support to improve attendance of children who are persistently absent</p> <p>As quoted in the Ofsted document, <a href="#">The Pupil Premium</a>;  ‘Where schools spent the Pupil Premium funding successfully to improve achievement, they provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning’.</p>	<p>1</p>
<p>To support breakfast club for identified families</p>	<p>Breakfast club provides children with social interaction with peers whilst ensuring they are fed and ready to start their day positively. The breakfast club has planned activities to promote social interactions with peers and adults support identified children through these in a less academic environment. <a href="#">Social and emotional learning</a> (EEF research)</p> <p>As quoted in the Ofsted document, <a href="#">The Pupil Premium</a>;  ‘Where schools spent the Pupil Premium funding successfully to improve achievement, they provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning’.</p>	<p>1, 3</p>
<p>To complete family meetings targeted around improving attendance</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism.</p> <p>As quoted in the Ofsted document, <a href="#">The Pupil Premium</a>;  ‘Where schools spent the Pupil Premium funding successfully to improve achievement, they provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning’.</p>	<p>1, 3</p>

Support families financially through providing community boxes (food, toiletries, books, uniform as needed)	Some families seek support from school as they are in 'crisis' and this impacts significantly on children's well-being and progress. We have seen a particular rise in this throughout the pandemic and have worked on developing a relationship with families enabling us to support wherever possible. We also provide books and educational resources in the community boxes to support parents to engage in learning activities with their children: <a href="#">Parental engagement</a> (EEF research)	3
To provide enrichment opportunities (e.g. Rock Steady and Premier Sport)	Engagement in enrichment activities are found to often have a positive impact on well-being, confidence and also other academic areas; <a href="#">Arts participation</a> (EEF research)	1, 3, 5

**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.

Aim	Outcome
-----	---------

<p>Improve attainment in Reading for pupils eligible for pupil premium across the school and close the gap with peers.</p>	<p>The gap narrowed from 29% in 2021 to 8% in 2023.</p> <p>The academic year 2023-2024 saw a large number of pupil movement which affected this year's data.</p>
<p>Improve attainment in Writing for pupils eligible for pupil premium across the school and close the gap with peers.</p>	<p>The gap narrowed from 35% in 2021 to 9% in 2023.</p> <p>The academic year 2023-2024 saw a large number of pupil movement which affected this year's data.</p>
<p>Improve attainment in Maths for pupils eligible for pupil premium across the school and close the gap with peers.</p>	<p>The gap narrowed from 36% in 2021 to 9% in 2023.</p> <p>The academic year 2023-2024 saw a large number of pupil movement which affected this year's data.</p>
<p>Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1.</p>	<p>Year 1 Phonics Data  2024 PP - 94% Non PP - 86%  Through engagement with the English Hub, phonics data has continued to rise.</p>

Improve the attendance of eligible pupils and persistent absenteeism and close the gap with their peers	
Increase the percentage of families (pupils) who effectively engage with targeted community support programmes	

### Externally provided programmes

Programme	Provider
No Outsiders	
Drawing in EYFS	
Therapeutic Thinking	Cambridgeshire
Early Help	Peterborough Local Authority
EBSA Programme	NESSIE
Ant-Bullying	Big Foot Productions

### Further information (optional)

At Highlees we value and welcome all children and families and build positive relationships between all, this directly affects children's wellbeing in school and motivation to learn.