

Pupil premium strategy statement for Highfield CE Primary School 2026-27

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 CE Primary
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Rosie Walford
Pupil premium lead	Rosie Walford
Governor / Trustee lead	Alan Hunt (Chair of Governors)

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£57,835 (24/25 £62,470) <i>This includes Service children and Post LAC</i>
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	£57,835 (24/25 £62,470) <i>This includes Service children and Post LAC</i>

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we believe it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Each of our children at Highfield may present a unique set of difficulties and only by knowing and understanding each context, can we endeavour to make the best positive difference to their life chances.

This year we are investing in metacognition. Metacognition refers to teaching pupils how to "learn to learn," which can significantly boost attainment for disadvantaged pupils receiving Pupil Premium funding. By explicitly teaching and modelling metacognitive strategies—like setting goals, monitoring progress, and self-assessing—schools empower these students to better manage their own learning, leading to improved performance. This evidence-based strategy is considered a low-cost, high-impact intervention, supported by the Education Endowment Foundation (EEF) and increasingly focused on by Ofsted inspectors.

Our ultimate objectives are:

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- *To ensure disadvantaged pupils have excellent attendance*
- *For all disadvantaged pupils in school to make or exceed nationally expected progress rates.*
- *To support our children’s mental health and wellbeing to enable them to access learning at an appropriate level.*
- *For all disadvantaged pupils to be prioritised for funding of extracurricular and enrichment from the school in the form of sports, music and visits.*

There are five main areas of focus for the 2026-27 academic year:

- *Invest in CPD to develop total communication strategies across the school*
- *Increased capacity for quality provision through investment in extra TA support as well as targeted CPD aimed at developing effective interaction with pupils*
- *Embedding our effective monitoring systems to track the academic progress and attendance of disadvantaged pupils and to have targeted interventions to address gaps in progress and low attendance*
- *Increased focus on supporting children's mental health and wellbeing through investment in the school's ELSA programme, as well as developing effective MHST provision throughout the school*
- *Invest in a new role at Highfield – our FISO who will work closely to support families*
- *Increase opportunities and participation in extracurricular activities, including clubs, music tuition and residential*

We aim to do this through:

- *Ensuring that teaching and learning opportunities meet the needs of all the pupils. First quality teaching remains the most effective approach to raise the attainment of all pupils.*
- *Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed*
- *When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged*
- *We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
 - *Work with the Springhill English Hub and RWI facilitators to observe lessons, monitor outcomes and support staff CPD*

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- *Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved through our coaching programme*
- *Having smaller class sizes within the EYFS foundation stage so that early interventions can be identified and take place.*
- *To review and consider provision for disadvantaged children through half termly reviews between class teachers and the senior leadership team. This will determine bespoke smart targets that are deemed to be “gateways” to improving attainment over time for all disadvantaged children including those that may already be working at age related expectations.*
- *1-1 support and small group work focussed on overcoming gaps in learning and linked to interventions within the progress reviews which are research informed.*
- *Additional teaching and learning professional development opportunities provided through partnership with specialist staff such as Educational Psychologists, Speech and Language therapist, Emotional Literacy Assistant staff as well as the expertise from our Pupil Premium Leader.*
 - *All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.*
 - *Support payment for activities, educational visits and residential. All PP children receive priority in the allocation of places within our extra-curricular programmes.*
 - *Funding for access to music learning in year 3/4 pupils with additional music lessons funded for those PP pupils who wish to pursue individual instrument learning.*

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science Ensuring that Year R children gain the most from early intervention and support for achieving met outcomes for ELG
2	Poor parental engagement in reading
3	Learning behaviours – such as resilience and independence are weaker
4	Less access to enrichment experiences such as visits within the local area
5	Retention of learning over time
6	Attendance of pupil premium pupils is lower than other groups

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. Close monitoring of attendance and academic outcomes through regular parent meetings	Children will be making expected or more progress Their attendance will be in line with the school and national expectations. This will be evidenced through our barriers to learning disadvantaged venn. It will show that barriers have been reduced. This will be monitored each term, aligns with the school data drops and show improvement in external barriers to achievement.
2. Pupils have strategies in learning to learn. They use what they already know to make informed choices about their learning and next steps.	Evident through classroom observation and practice.

3. Progress in Reading, writing and mathematics - Achieve at least national average progress scores in KS2 Reading, writing and mathematics.	All PP children to have progressed rapidly from their starting point and to have reduced the academic gap between themselves and peers (measured by mid and end of year data analysis)
4. A range of parent support and workshops to be offered early as well as bespoke follow up for hard to reach parents. This unpicks specific contexts that we can support further. Parents to understand the importance of attendance at parent evenings. Reading to be communicated and followed up extensively with families that are not engaging at home.	A range of workshops provided to inform and support parents regarding curriculum and how to best support at home –especially reading. 100% attendance at parent evenings in Autumn and Spring term PP children’s reading logs demonstrates parental engagement and support
5. Staff to use the language of BLP in the classroom to build a culture of super learning around the four R- resilience, reflectiveness, resourcefulness and reciprocity. All staff to use the EEF scaffolding independence approach to inform their interactions and nature of support with pupils	BLP language is used throughout the school – Children can name and demonstrate how they have improved their BLP skills during the year. Staff to have received training on the EEF scaffolding triangle – monitoring and feedback to staff to have supported professional development in this area.
6. PP children to be prioritised for supporting funded allocation of an increasing variety of extra-curricular opportunities – sport, music, visits.	PP pupils to have funded places for all extra-curricular clubs provided by our main provider – Team Spirit PP pupils to have funded music lessons as well as supported funded access to the Year 6 residential
7. Staff to embed the “prove it” model across the curriculum to enable regular retrieval and recall of prior learning – this will embed knowledge and skills more extensively into long term memory.	Staff planning review shows a range of retrieval and recall opportunities being planned for to increase retention over time for learners e.g. Friday fluencies, prove its across different curriculum areas. CPD via staff meetings to support a range of strategies.
8. Close monitoring of patterns of absence of vulnerable children with specific and targeted support to improve attendance in these groups	Staff training on monitoring and supporting pupil attendance Specific, targeted strategies in place for individual families to help improve attendance Clear communication to families about absence patterns and the link to academic performance for their child(ren)

9. PP children will have no gap in attendance at school and as a group be attending school in line with our target of 97%	Work with the ESO and targeted support meetings, use of attendance action plans, close monitoring of attendance.
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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 including CPD – costs £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Create a staffing structure that supports the provision of smaller class sizes for Year R.</i>	EEF(+3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We believe that early intervention is key to children getting the best start and this can and should be the priority within the Early years foundation stage at Highfield.	1,3
<i>Writing is our weakest area for our PP children. Invest in whole school phonics training to ensure the gap is closed.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
<i>27 of our PP children have external factors which are a barrier to learning. Attendance will be monitored closely and PP children analysed as a group and intervention to be put</i>	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	1, 3, 10

<i>in place as per our graduated response.</i>		
<i>Deputy Headteacher to take a lead in ECT training for staff within and beyond the school (in the Aspire Trust)</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf We have looked at the capacity of staff within the school and recognise that we need to support ECT staff to be able to support their quality first teaching approaches. Our Deputy Headteacher is an experienced and competent practitioner who is taking a lead within the Core training programme that has been developed in the Aspire Trust. Regular release time with ECT to reflect on their professional learning journeys is essential to ensuring that quality of teaching remains the most important priority	1, 3, 5
<i>Leadership structure ensures all phases have a phase leader (infants, y34, y56 and an assessment lead across the school)</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf We have organised regular release time for our learning across the school leads so that they have opportunity to review planning, observe and coach colleagues so that the quality of teaching remains the most important priority.	1, 5
<i>All subject leads to engage with CPD network groups within the</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,5

<i>Aspire Trust – time allocated to attend these groups.</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Networking within and beyond the school with our subject leads to look at curriculum progression, High quality teaching and assessment ensures that all staff are supporting in first quality teaching for the benefit of all pupils.	
<i>With all staff, the metacognition language to be consistent in all classroom environments.</i>	Metacognitive and peer learning strategies have independent evidence of effectiveness – see EEF toolkit – Metacognition recommendation 6. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Within our school, we use our language of metacognition to provide timely, effective feedback and strategies to be able to judge accurately how effectively our pupils are learning. We support pupils' motivation to undertake the learning tasks by ensuring that modelling is purposeful and that opportunity to have guided and independent practice is built into our learning sequences.	1, 3
Improve the effective provision for SEND pupils across the school by SENCO championing effective approaches and staff engaging in EEF review	EEF – teaching assistant report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. EEF guidance on SEN in mainstream https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1

Engage with SIO and Aspire trust partnerships to review and evaluate the impact of the curriculum on progression over time (MB and GC visits and reviews)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Working with our education partners to ensure that we focus on the right areas for improving outcomes links to Recommendation 2: Create a leadership environment and school climate that is conducive to good implementation.	1
Research led Maths mastery to continue across the whole school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. We have a clear action plan for embedding mastery approaches through our maths curriculum.	1
<i>Embed an approach that builds on high quality texts to inform writing outcomes.</i>	Improving literacy reports from EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 CE – mapped texts across the school to ensure children are exposed to engaging and diverse texts.	1
<i>Ensuring access to age appropriate texts in order to develop reading skills including decoding and comprehension. Increased investment in phonics resourcing across all school.</i>	EEF phonics and early language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an	1

	additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	
Develop professional understanding of metacognition and enable pupils to understand the key areas of BLP.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Recommendation 5 Promote and develop metacognitive talk in the classroom As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.	3

Targeted academic support

Budgeted cost £36,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 and small group reading focusing on decoding for accuracy based on phonic understanding</i>	EEF small group tuition The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

<i>1-1 and small group reading for comprehension strategies</i>	EEF small group intervention for targeted support in reading. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1
<i>Speech and language – one day a week release for SALSA to work across the school on individual targets</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. By working with specialists, we match spoken language activities to learners' current stage of development, so that it extends their learning and connects with the curriculum.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops on core areas for year R, KS1 and 2 parents	Parental engagement toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
Individual and small group ELSA support	EEF mental health Recommendation 1: Teach SEL skills explicitly https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3
Music teaching for all in Lower juniors	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.	4

	Positive mental impact	
Half termly – outdoor learning visits	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	4
Residential visits – funded by PP funding	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4
Places on clubs after school prioritised for PP children. Our aim is for all PP children to attend a club.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves	4
Targetted support for families where absence is a concern	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6, 10

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 2025 to 2026 academic year.

***Early identification of the barriers to learning for each individual child (Identification on 'close the gap' tracking system and linked additional provision).** The Impact of this is shown in the table below which gives an overview of those children registered as PP and their end of year attainment data, as measured by internal tracking and assessment.

Although there is a gap between PP and non PP pupils, children made better than expected progress. A large proportion of pupils started their year at developing a key assessment area, but finished the year as secure in the standard.

Year 3	Writing	Reading	Maths	Name	GLD		
	WTS	EXS	EXS		Not on track		
	WTS	WTS	WTS		On track		
	EXS	GDS	GDS		On track		
	EXS	GDS	GDS		On track		
	GDS	EXS	EXS		On track		
	WTS	WTS	WTS		On track		
Year 4							
	WTS	EXS	EXS				
	WTS	WTS	WTS				
	WTS	EXS	EXS				
	EXS	EXS	EXS				
	WTS	WTS	WTS				
Year 5				Year 1	Reading	Writing	Maths
	WTS	EXS	EXS		WTS	WTS	WTS
	WTS	WTS	WTS		WTS	WTS	WTS
	EXS	WTS	WTS		EXS	EXS	EXS
	EXS	GDS	GDS		EXS	EXS	EXS
	WTS	WTS	WTS		WTS	WTS	WTS
	EXS	GDS	GDS				
Year 6				Year 2	Reading	Writing	Maths
	EXS	GDS	GDS		WTS	EXS	EXS
	EXS	WTS	WTS		WTS	WTS	WTS
	EXS	WTS	WTS		EXS	WTS	WTS
	WTS	WTS	WTS		EXS	GDS	GDS
	EXS	WTS	EXS		WTS		WTS
	EXS	EXS	EXS				
	WTS	WTS	WTS				

Access to enrichment including; trips, visits and visitors has allowed Pupil Premium children to easily access clubs and music lessons. All pupil premium children had funded access to at least one after school activity and other accessed individual music lessons which would have otherwise not been an option for them.