

# Pupil premium strategy statement 2025 - 2028

At Highfield Community Primary School, the significant percentage of children eligible for Pupil Premium funding (50%) indicates a pressing need to address barriers that may hinder their educational progress.

Notably, the lack of experiences outside of school, vocabulary needs, and issues with confidence and self-esteem are critical areas that require targeted strategies. By focusing on high-quality teaching, targeted academic support, and wider strategies, we can create a more equitable learning environment that aligns with our vision of valuing all children and fostering independent learners.

Our pupil premium strategy outlines how we intend to spend the funding in the following academic years and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Highfield Community Primary School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	51 = 50% (25 -26)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	C. Spencer Headteacher
Pupil premium lead	C. Spencer Headteacher
Governor / Trustee lead	V. Chilvers Lead on disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,925
<b>Total budget for this academic year</b>	<b>£83,325</b>

# Part A: Pupil premium strategy plan

## Statement of intent

By implementing the strategies below across the three tiers, Highfield Community Primary School can effectively address the barriers faced by disadvantaged children. Focusing on high-quality teaching, targeted academic support, and wider strategies will not only enhance educational outcomes but also align with our vision of creating a safe and stimulating environment where every child is valued. Through these efforts, we can foster confident, independent learners who appreciate diversity and are well-prepared for their future.

## Challenges

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

	Detail of challenge	Links to SIP
1	<b>Limited Experiences Outside of School:</b> Many Pupil Premium children have fewer opportunities to engage in enriching activities like visiting museums, going to the theatre, or taking part in organized sports. This can lead to a narrower understanding of the world and a lack of real-life context for their learning. They may also have fewer chances to develop social skills and resilience through varied social interactions.	<b>Objective 1:</b> Tailored Inclusion Interventions to Support Children's Needs and Prepare Them for Adulthood  <b>Objective 2:</b> Curriculum Development to Embed Diversity and Support All Learners  <b>Objective 3:</b> Robust Tracking and Targeting of Attendance and Pupil Progress to Raise Achievement
2	<b>Underdeveloped Skills on Entry to Early Years Foundation Stage (EYFS):</b> Children from disadvantaged backgrounds often start school with a significant gap in their foundational skills. This can include delayed language development, limited fine and gross motor skills, and a lack of independence. This initial disadvantage can compound over time, making it harder for them to keep up with their peers throughout their school journey.	
3	<b>Poor Use and Understanding of Vocabulary:</b> A restricted vocabulary is a major barrier to learning. Children may struggle to comprehend instructions, understand texts, and express their own ideas effectively. This challenge impacts all areas of the curriculum and can significantly hinder their reading comprehension and writing skills.	
4	<b>Financial Restrictions at Home and School:</b> Families with financial difficulties may struggle to afford essential resources like books, a quiet place to study, or educational trips. At school, there may be limited funding for specific interventions, resources, or trips that would benefit these students the most. This dual-pronged financial pressure can make it difficult to provide the extra support these children need to thrive.	

## 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
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<p><b>Experiences in School</b> - broaden their knowledge of the world, enhance their social skills, and build resilience.</p>	<p>Students will have increased access to a wide range of cultural, sporting, and educational experiences, both within and beyond the school gates. This will broaden their knowledge of the world, enhance their social skills, and build resilience.</p>
<p><b>Developed Skills within Early Years Foundation Stage (EYFS)</b> - children will have age-appropriate knowledge and skills</p>	<p>Students will start their primary education with the foundational skills needed to succeed. This includes age-appropriate language, well-developed motor skills, and a strong sense of independence, allowing them to engage confidently with the curriculum from day one.</p>
<p><b>Poor Use and Understand age-appropriate Vocabulary</b> - children will confidently use age-related vocabulary in a number of situations</p>	<p>Students will develop a rich and varied vocabulary. They will be able to comprehend complex instructions, understand a wide range of texts, and express their thoughts and ideas with clarity and precision, improving their performance across all subjects.</p>
<p><b>Have positive Self-Esteem and Confidence</b> - children will independently challenge themselves and feel confident in a range of situations</p>	<p>Students will develop a strong sense of self-worth and confidence in their abilities. They will be willing to take risks in their learning, participate actively in class discussions, and persevere through challenges.</p>
<p><b>Financial Restrictions at Home and School will not impact on experiences offered to the children</b> - the school will fund opportunities and events via funding, grants and donations</p>	<p>All students, regardless of their family's financial situation, will have equal access to the resources they need to thrive, including books, learning materials, and opportunities for enrichment. The school will have the necessary funding to implement targeted interventions and support programs.</p>

## 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.

Activity	Evidence that supports this approach	Challenge
<b>Teaching (for example, CPD, recruitment and retention)</b>		
<b>Tier 1 – High quality teaching</b>		
<ul style="list-style-type: none"> <li>● <b>Implement a vocabulary-rich curriculum</b></li> </ul>	<ul style="list-style-type: none"> <li>● Integrate vocabulary development across all subjects, using strategies such as explicit teaching of new words, contextual learning, and encouraging discussions that promote language use. This aligns with the EEF's guidance on improving literacy outcomes. <a href="#">Source: EEF, Improving Literacy in Key Stage 1</a></li> </ul>	1,2,3,4
<ul style="list-style-type: none"> <li>● <b>Use formative assessment techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● Regularly assess children's understanding through low-stakes quizzes and verbal feedback to identify gaps in knowledge and adapt teaching accordingly. This can help build confidence and ensure that all children, especially those from disadvantaged backgrounds, are supported in their learning. <a href="#">Source: EEF, Formative Assessment</a></li> </ul>	2,3
<ul style="list-style-type: none"> <li>● <b>Differentiated instruction</b></li> </ul>	<ul style="list-style-type: none"> <li>● Tailor lessons to meet the diverse needs of all children, providing varied tasks that allow for different levels of engagement and challenge. This can help ensure that all pupils, including those with SEND, can demonstrate their knowledge and skills. <a href="#">Source: EEF, Effective Professional Development</a></li> </ul>	1,2
<b>COSTING Tier 1 – High Quality Teaching</b>		
<ul style="list-style-type: none"> <li>● Implement a vocabulary-rich curriculum:               <ul style="list-style-type: none"> <li>○ Costing: Minimal direct cost. The primary investment is in staff time for professional development.</li> <li>○ Budget Line Item: Staff Training/CPD.</li> <li>○ Considerations: This requires a whole-school approach. Allocate time during INSET days or staff meetings for training on vocabulary strategies. Purchase a subscription to a platform like Vocab Express or invest in high-quality teaching resources (e.g., academic word lists, resource books). A budget of £500-£1,000 for these resources and a dedicated staff member to lead the initiative would be a good starting point.</li> </ul> </li> <li>● Use formative assessment techniques:               <ul style="list-style-type: none"> <li>○ Costing: Low to minimal cost.</li> <li>○ Budget Line Item: Curriculum and Resources.</li> <li>○ Considerations: The main cost is time for staff to develop and embed these practices. A small budget (£200-£500) could be allocated for simple tools like mini-whiteboards, new feedback stamps, or subscription to online assessment platforms like Kahoot! or Mentimeter for whole-class quizzes.</li> </ul> </li> <li>● Differentiated instruction:               <ul style="list-style-type: none"> <li>○ Costing: Low to minimal cost.</li> <li>○ Budget Line Item: Curriculum and Resources.</li> <li>○ Considerations: This is primarily a pedagogical approach. A small budget (£300-£700) could be used to purchase a wider variety of learning resources, such as visual aids, manipulatives, or different reading materials, to support varied learning needs.</li> </ul> </li> </ul>		
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>		
<b>Tier 2 - Targeted academic support</b>		

<ul style="list-style-type: none"> <li>● <b>Small group interventions for vocabulary and social skills</b></li> <li>● <b>Early intervention programmes</b></li> <li>● <b>Confidence-building workshops:</b></li> </ul>	<ul style="list-style-type: none"> <li>● Implement targeted small group sessions focusing on vocabulary development and social skills, particularly for PP children who may struggle in these areas. This can be facilitated by trained teaching assistants or external specialists. <a href="#">Source: EEF, Teaching Assistant Interventions</a></li> <li>● Develop programmes for children in EYFS that focus on foundational skills such as speech, toileting, and physical development. This could include partnerships with local speech therapists or early years specialists. <a href="#">Source: EEF, Early Years Toolkit</a></li> <li>● Organise workshops that focus on building self-esteem and confidence, particularly in test conditions. Activities could include role-playing, mindfulness exercises, and peer mentoring. <a href="#">Source: EEF, Social and Emotional Learning</a></li> </ul>	<p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p>
<p><b>COSTING Tier 2 – Targeted Academic Support</b></p> <ul style="list-style-type: none"> <li>● <b>Small group interventions for vocabulary and social skills:</b> <ul style="list-style-type: none"> <li>○ Costing: Medium cost. This is a significant direct spend.</li> <li>○ Budget Line Item: Staffing - Teaching Assistant (TA) salaries.</li> <li>○ Considerations: The most effective interventions are led by trained staff. The main cost is the salary of a dedicated TA. To provide 5 hours per week of small-group intervention for a year, a TA at a salary of £20,000 would cost approximately £2,000-£3,000 of their time. The intervention resources themselves would be a smaller cost (£500-£1,000) for specialist materials (e.g., social skills games, speech and language resources).</li> </ul> </li> <li>● <b>Early intervention programmes:</b> <ul style="list-style-type: none"> <li>○ Costing: High cost.</li> <li>○ Budget Line Item: Specialist Services/External Providers.</li> <li>○ Considerations: Partnering with external specialists like speech and language therapists or occupational therapists is highly effective but expensive. A half-day session with a specialist could cost £200-£400. A school might budget for 10-20 sessions per year, costing £2,000-£8,000. Alternatively, training an in-house TA to deliver a specific program (e.g., Elklan) is a one-off cost for the course (£500-£1,000) but provides long-term capacity.</li> </ul> </li> <li>● <b>Confidence-building workshops:</b> <ul style="list-style-type: none"> <li>○ Costing: Low to medium cost.</li> <li>○ Budget Line Item: Wellbeing/Enrichment Programmes.</li> <li>○ Considerations: This can be a one-off spend on a workshop provider (£300-£800 per session) or an internal program. A budget of £1,000-£2,000 could cover a series of workshops delivered by a specialist. Internal resources like books on mindfulness or resilience-building games would be a smaller cost (£200-£400).</li> </ul> </li> </ul>		
<p><b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b></p>		
<p><b>Tier 3 - Wider strategies</b></p> <ul style="list-style-type: none"> <li>● <b>Enrichment opportunities</b></li> <li>● <b>Parent engagement initiatives</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create partnerships with local organisations to provide free or subsidised extracurricular activities, such as sports, arts, and cultural experiences, to broaden the horizons of disadvantaged children. This can help address the lack of experiences outside of school. <a href="#">Source: EEF, Sports Premium</a></li> <li>● Develop programmes that engage parents in their children's learning, such as workshops on supporting literacy at home or family reading nights. This can help foster a supportive home environment that encourages learning. <a href="#">Source: EEF, Parental Engagement</a></li> <li>● Establish a system for monitoring the impact of Pupil Premium strategies, including regular feedback from children and parents to assess the</li> </ul>	<p>1,4</p> <p>1,4</p>

<ul style="list-style-type: none"> <li>● <b>Regular monitoring and feedback</b></li> </ul>	<i>effectiveness of interventions and make necessary adjustments. <a href="#">Source: EEF, Implementing Change</a></i>	1,2,3
<p><b>COSTING Tier 3 – Wider Strategies</b></p> <ul style="list-style-type: none"> <li>● <i>Enrichment opportunities:</i> <ul style="list-style-type: none"> <li>○ <i>Costing: Medium to high cost, depending on the scale.</i></li> <li>○ <i>Budget Line Item: Trips and Visits/Extra-curricular Activities.</i></li> <li>○ <i>Considerations: This is a key area for Pupil Premium spending. A budget of £5,000-£10,000 per year could cover the cost of subsidised or free trips for PP children, including transport and entry fees. This could also be used to pay for external coaches for sports or drama clubs.</i></li> </ul> </li> <li>● <i>Parent engagement initiatives:</i> <ul style="list-style-type: none"> <li>○ <i>Costing: Low to medium cost.</i></li> <li>○ <i>Budget Line Item: Family and Community Engagement.</i></li> <li>○ <i>Considerations: The cost is mainly for resources and staff time. A budget of £500-£1,500 could cover the cost of refreshments for workshops, printing parent guides, or purchasing a selection of books for a 'family reading library'.</i></li> </ul> </li> <li>● <i>Regular monitoring and feedback:</i> <ul style="list-style-type: none"> <li>○ <i>Costing: Low to minimal cost.</i></li> <li>○ <i>Budget Line Item: Assessment and Data Management.</i></li> <li>○ <i>Considerations: The main cost is staff time. A small budget (£100-£300) could be used to purchase software for tracking interventions or to print and distribute parent feedback forms.</i></li> </ul> </li> </ul>		

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.

Data 2025

EYFS (GLD)			KS2				
School	LA	National		School	LA	National	PP
53%	66%	68%	Reading	Ex = 71% GD = 14%	Ex = 75% GD = 31%	Ex = 75% GD = 33%	Ex = 50% GD - 0%
KS1 Phonics			Writing	Ex = 79% GD = 0%	Ex = 72% GD = 11%	Ex = 72% GD = 13%	Ex = 83% GD - 0%
School	LA	National	Maths	Ex = 93% GD = 21%	Ex = 75% GD = 24%	Ex = 74% GD = 26%	Ex = 100% GD - 17%
79%	77%	80%	GPS	Ex = 79% GD = 7%	Ex = 74% GD = 30%	Ex = 73% GD = 30%	
LKS2 MTC			Combined	Ex = 57% GD = 7%	Ex = 63% GD = 7%	Ex = 72% GD = 8%	Ex = 50% GD - 0%
School	LA	National					
29%							