

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2026**) 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   | Highwood Primary |
| Number of pupils in school  | 58               |
| Proportion (%) of pupil premium eligible pupils                         | 17               |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026        |
| Date this statement was published                                       | December 2025    |
| Date on which it will be reviewed                                       | November 2026    |
| Statement authorised by   | Governing Body   |
| Pupil premium lead  | A. Lipski        |
| Governor / Trustee lead   | C. Atkins        |

## Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £25869.24 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £3419.00  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £29288.24 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Some of our identified disadvantaged pupils have additional vulnerabilities which pose further barriers to achievement.

We intend for all of our pupils from a disadvantaged background to leave Highwood as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful. Their 'pupil premium passport' will be their passport to their success and to opening doors in the next stage of their education.

Alongside our identified disadvantaged pupils we will consider the challenges faced by other vulnerable pupils, such as those who have special educational needs and/or a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

in 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.

Limited resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessments. The approaches we have adopted complement each other to help pupils excel. T

To ensure they are effective we will:

- Accelerate progress for disadvantaged pupils from their individual starting points and in relation to national data.

- Develop social skills in all pupils to an appropriate level to ensure positive relationships that enable them to thrive at secondary school and within the community.
- Ensure staff understand the challenges faced by disadvantaged pupils and have wide ranging strategies to support their development.

**Additional provision that may be implemented to achieve these objectives:**

The range of additional provision that may be provided at Highwood Primary School include:

- 1-1 support/ Small group (using school staff )
- Additional teaching and learning interventions provided through trained TAs
- More able disadvantaged children will be given opportunities that extend their life experience and accelerate their progress within the curriculum.
- One to one tutoring for those in danger of falling behind
- Additional support for transition from primary to secondary.
- If required pay for all activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom including extra-curricular.
- Support the funding of specialist learning software.
- Forest school provision focussing on the development of social skills
- Additional Music provision to raise self-esteem
- Emotional well-being support
- Access to school counsellor
- Staff Training to suit needs identified

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## 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 issues. Attendance beginning to rise .% for our small numbers are not always reliable.<br>2021-2022 90.72%<br>2022-2023 86.7%<br>2023-2024 89.58%<br>2024-2025 90.51% |
| 2                | More frequent emotional well-being regulation difficulties.  |

|   |   |
|---|---|
| 3 | Low levels of concentration and ability to focus on learning, without high levels of adult support. |
| 4 | Speech and language   |

## 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   |
|--|--|
| To accelerate progress for disadvantaged pupils from their individual starting points and in relation to national data.  | <p>Accurate baseline completed, with effective moderation.</p> <p>Catch up programmes for phonics, reading and maths have improved outcomes for those identified</p> <p>Where attendance is also an issue, this has have improved</p>  |
| To develop social skills in all pupils to an appropriate level to ensure positive relationships that enable them to thrive at secondary school and within the community. | <p>Early identification of children displaying emotional distress and/or difficulties socially.</p> <p>These children are monitored for changes in their behaviour by staff.</p> <p>Various levels of support are implemented as appropriate and may include:</p> <p>Discussion with SENCo, TA based intervention, small group social skills focus, small group emotional regulation focus, access to external agencies.</p> |
| To ensure staff understand the challenges faced by disadvantaged pupils and have wide ranging strategies to support their development.                                   | <p>Facilitation of appropriate CPD including Phonics, Reading , Maths, TPP</p> <p>Shadowing and conversations with colleagues regarding strategies and best practice.</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £700

| Activity                                      | Evidence that supports this approach at Highwood  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continuing with Whole school phonics training | <p>Most staff have shave completed Little Wandles training, so that there is consistency across the school and high quality teaching of phonics. Little Wandles training revisited at the start of each term.</p> <p><b>Baseline Assessment , shows that</b></p> <p>EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.</p> <p>DfE Reading Framework states : As reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential. Accurate assessment to identify next steps is vital. Making progress depends on quality-first teaching.</p> | 3 & 4                         |

|  |  |                  |
|--|--|------------------|
| <p>Transcription<br/>( Handwriting &amp; Spelling)</p>       | <p><b>DfE Writing Framework July 2025</b></p> <p>Making sure that children are taught spelling and handwriting effectively to reduce the cognitive load and ensure they become skilled writers who write fluently and legibly.</p> <p><a href="https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf">https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</a></p>  | <p>3 &amp; 4</p> |
| <p>Metacognition and Self-regulated learning (Staff CPD)</p> | <p>There are a significant small number of pupils, who struggle to manage their learning without constant adult support/intervention,</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p><b>Further Research:</b><br/><b>Education Endowment Foundation</b><br/><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1697509864">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1697509864</a></p> | <p>2 &amp; 3</p> |

|                           |   |       |
|---------------------------|---|-------|
| Speech and Language needs | <p>Our recent analysis highlights a notable increase in the number of children presenting with underlying speech and language needs. These challenges often have a direct impact on literacy development, social interaction, and overall academic progress. Without timely support, children may experience long-term difficulties in reading, writing, and communication, which can affect confidence and engagement in learning.</p> <p>Early intervention is critical. Research consistently shows that addressing speech and language needs at an early stage significantly improves outcomes, reducing the risk of persistent literacy difficulties and supporting broader educational achievement. Schools and practitioners should prioritise proactive screening, targeted support programs, and collaborative approaches involving educators, speech and language specialists, and families to ensure that these needs are met effectively.</p> | 3 & 4 |
|---------------------------|---|-------|

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

Budgeted cost: £16,280

| <b>Activity</b> | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|-----------------|--|--------------------------------------|
| Phonics groups  | School analysis has shown us that children who are reading below ARE, have gaps in their phonological understanding. | 3 & 4                                |

|  |   |                      |
|--|---|----------------------|
| <p>Transcription in the Infant year groups</p> | <p>Early habits in pencil grip, letter formation, and spelling have a significant impact on writing development.</p> <p><b>Pencil Grip</b><br/>A correct grip reduces strain and improves control, making writing smoother and less tiring. Poor grip can lead to slower writing speed and even discomfort, which affects motivation.</p> <p><b>Letter Formation</b><br/>Consistent, legible letter formation builds the foundation for fluent handwriting. If children develop incorrect patterns early, it's harder to unlearn them later.</p> <p><b>Spelling</b><br/>Early spelling skills support phonemic awareness and vocabulary growth. Strong spelling habits reduce cognitive load during writing, allowing focus on ideas rather than mechanics.</p> | <p>3&amp; 4</p>      |
| <p>One to one Tutoring</p>                     | <p>School analysis has shown us that children who are below ARE in Maths , have not yet developed fluency in the four operations</p>  | <p>3&amp; 4</p>      |
| <p>Precision Teaching</p>                      | <p>From our assessments, some children struggle to read and spell high frequency words. This is holding back their progress. Precision teaching allows them to over learn and thus become sticky.</p>   | <p>3 &amp; 4</p>     |
| <p>TA led SAL interventions</p>                | <p>Trained TA to carry out Welcome SAL assessments on all new pupils and from this targeted interventions are put in place.</p>   | <p>2 , 3 &amp; 4</p> |

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

Budgeted cost: £ 4,000

| Activity               | Evidence that supports this approach   | Challenge number(s) addressed |
|------------------------|--|-------------------------------|
| Access to a Counsellor | <p>School analysis indicates that where some children’s progress has stagnated, there can be other challenges impacting on the child’s well-being.</p> <p><b>Education Endowment Foundation:</b></p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> <li>• universal programmes which generally take place in the classroom;</li> <li>• more specialised programmes which are targeted at students with particular social or emotional needs; and</li> <li>• school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning</li> </ul> | 2                             |

|  |  |   |
|--|--|---|
| Additional opportunities for catch up due to absence | School tracking indicates that where children’s progress has been below expected , for some this has been due to fluctuating levels of attendance and family issues.<br><br><a href="#"><u>Working Together to improve School Attendance August 2024</u></a> | 1 |
|--|--|---|

**Total budgeted cost: £ 24,180**

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.

|  |
|--|
| <p><b>PUPIL ACHIEVEMENT</b></p> <p>Due to our low numbers, we cannot report specific % without identifying individual pupils. End of Key Stage 2 assessments showed all pupils who sat the Key Stage 2 SATS achieved age related expectations in reading. The majority of children who sat the Maths SAT also achieved age related expectations.</p> <p>The majority of year 1 children scored above threshold in the phonics screening. Those who did not are receiving catch up phones interventions.</p> <p><b>WELL- BEING</b></p> <p>Continued access to Forest School, has promoted pupils sense of well being and always an area pupils say they enjoy and look forward to. .</p> <p>Counselling has been used to support further as needed.</p> <p>Pupil surveys show that they feel safe and happy in school.</p> <p><b>ADDITIONAL CLASSROOM SUPPORT</b></p> <p>Consistent behaviour management plans have had positive impact on pupils achievements. There has also been targeted additional adult support around emotional needs.</p> |
|--|

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
| N/A       |          |
|           |          |