

Highfield Primary School Pupil premium strategy statement 2026-27

This statement details our school's use of pupil premium for the 2026-27 academic year 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 years' spending of pupil premium had within our school.

School overview

Detail	Data
School name	Highfield Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	77 children 18.6%
Academic year/years that our current pupil premium strategy plan covers	2026-29 (specifically 2026-27)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr D Glyn-Jones
Pupil premium lead	Miss D Helme
Governor / Trustee lead	Mr H Daniel-Sam, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,480
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	£163,480

Part A: Pupil premium strategy plan

Statement of intent

At Highfield Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non - disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed half-termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from Aspire Behaviour Support, our Learning Mentor and our Pupil Premium Lead.

Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to EYFS inhibit the progress of a large number of disadvantaged pupils in all areas of the curriculum.
2	Behaviour for learning is less well established on entry to school for disadvantaged pupils compared with non-disadvantaged.
3	Parental engagement in home reading routines is sporadic for disadvantaged pupils, thus decoding skills may be below age related expectations.
4	Some PPG pupils do not make as much progress as non-PPG peers due to lack of aspiration and stimulating home learning environment.
5	Attendance rates for pupils eligible for PPG were 91.5% for the 2025-26 academic year, which is below non-PPG pupils 94.5% and below the target for all pupils of 95%. This reduces the time that they are in school and therefore causes them to fall behind in relation to Age Related Expectations.
6	Health deprivation is also a major issue. Some parents and pupils may be struggling with poor health (including mental health), impacting on their engagement in learning.
7	Many pupils will be witnesses to crime, victims of crime or involved in crime impacting on their engagement in learning, mental health, attendance and safeguarding.
8	Disadvantaged pupil's opportunities to engage with enrichment and arts-based activities is limited – therefore cultural knowledge is less.

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
Increased oral literacy skills in Reception	CLL scores will show an improvement in the number of pupils working at age related expectations by the end of reception.
Percentage of pupils meeting expected standard in phonics screening check to be at least in line with National outcomes	½ termly assessments PSC at end of Y1 PSC at the end of Y2 for those children who have not passed the PSC at the end of Y1

Reading Ks1	Proportion of PPG pupils meeting expected standards in KS1 is in line with non-PPG peers.
Progress and attainment data at the end of Ks2 will show that disadvantaged pupils are in line with national (all) and enter secondary school with their attainment gap having been narrowed towards the national average; thus, setting them up for future success.	Ks2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspirations and expectation
All children eligible for PPG will be settled and secure in school; they will have their social, emotional and behavioural needs met and will be happy and ready to engage in learning.	More families will engage with school at the Early Help stage in order to improve liaison with school. Learning Mentor intervention, SMHLs, Sunflower Club and close liaison with families in regard to wellbeing and safeguarding will support a purposeful learning environment.
Children with social and emotional or mental health barriers to learning are identified and provided with targeted support (including support for parents e.g. Who's In Charge?) to increase their capacity to engage with learning, leading to increased progress at Ks2.	Ks2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspirations and expectation
Raise levels of pupil aspiration; develop a growth mindset, inform about the impact of crime on future opportunities, engage with arts-based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital	Ks2 outcomes will be in line with national average and the progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation
As a result of high-quality teaching and learning and assessment (QFT), the vast majority of disadvantaged pupils in all year groups make progress in line with their peers.	Progress is in line with their non-PPG peers.
Attendance and punctuality of PPG pupils is in line with their non-PPG peers.	PPG pupil's attendance and punctuality is in line with non-PPG peers.
Disadvantaged SEND pupils who require individualised programmes of work and focussed support make the same progress as non-PPG pupils.	Disadvantaged SEND pupils in Years 1 - 6 who have specific and significant learning needs receive quality interventions to ensure that they make at least expected progress from individual starting points.
Parents are supported effectively by school in order for them to meet their children's basic needs.	Parents are accessing support and children's needs are met.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 41,715

Intended outcome	Activity and Evidence that supports this approach	Cost	Challenge number(s) addressed
Quality first teaching is prioritised, so that children are able to make accelerated progress from below average starting points on entry.	RWI development days in November 2025 and February 2026, purchase of RWI portal to support consistent approach to the teaching of phonics across school.	£3640	1,2,3
	Half-termly RWI assessments carried out by Reading lead. This will ensure that every pupil is in the correct RWI group and will provide evidence of reading progress.	£500	4
	Additional part-time teacher in Y4 to support disadvantaged SEND pupils and provide dedicated ECT release time which will enhance teaching and learning provision in Y5.	£31075	4,8
	All EYFS staff (including TA's) are enabled to meet regularly to discuss and embed the EYFS curriculum, in improve outcomes in EYFS. Use outcomes from Baseline in Reception to inform planning.	£0	1,2
	Regular KS1 moderation meetings involving all staff, with a particular emphasis on writing.	£0	4
	Regular KS2 moderation meetings involving all staff, with a particular emphasis on writing.	£0	4,5
	Half-termly Pupil Progress meetings focus on disadvantaged children and implementing appropriate intervention strategies. PPG pupils who need extra interventions or support need to be quickly identified in order to plan and monitor for gaps in their learning.	£1500	1,3,4
	Invest in a range of CPD opportunities, including ECM's online and live courses, NCETM training, masters training, TA L5 training, ECT training to	£5000	

	give all teachers and leaders the skills to respond to the needs of their pupils.		
--	---	--	--

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

Budgeted cost: £ 44,673

Intended outcome	Activity and Evidence that supports this approach	Cost	Challenge number(s) addressed
Pupils with SEN are provided with specific, appropriate provision to meet their needs, based on a thorough and accurate assessment of strengths and delivery of proven intervention strategies, by teachers who are trained and informed in these specified needs	1 to 1 support from a qualified teacher before or after school for 3 LAC children and one post LAC SEND child. This child is PPG+ and therefore has additional funding for this.	£2800	2,4
	1 to 1 support from volunteer readers at Bookmark reading charity x2 a week – 12 challenge expected pupils from Y5 and 12 from Y6. Assessment information shows good level of progress for all children.	£1440	3,4
	SLA with LA Educational Psychology service to support individual children with recommended interventions.	£5753	1,2,4
	Additional TA2's employed in Y1, Y2 and Y4 to support SEND pupils and deliver identified programmes of work with specific children.	£17631	1,2,4
	SENDCo time to lead and manage SEND provision, ensuring high quality teaching for identified pupils.	£11549	1,2,3,4,5
	External professionals delivering SEND interventions for specifically identified pupils (Woodbridge outreach)	£4500	1,2,4
Children make accelerated progress in reading, due to increased opportunities for 1:1 reading with an adult	Children in every year group identified to receive daily 1 to 1 reading from a teacher or TA (bottom 20%) at the beginning of every school day. School day begins 5 minutes earlier than last year to accommodate this.	£0	3
To provide the knowledge to staff from a trained external	Therapist to identify the additional specific needs of each child requiring intervention. Teaching Assistants to deliver intervention	£1000	1,2,4,5

speech and language therapist.	across school Relevant CPD and the purchase of resources.		
--------------------------------	---	--	--

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

Budgeted cost: £ 82,520

Intended outcome	Activity and Evidence that supports this approach	Cost	Challenge number(s) addressed
Attendance rates for disadvantaged pupils to increase by 1% in the academic year 2025-26 and gap to non-disadvantaged pupils is reduced.	Liaison with parents/carers by PPG Lead and Attendance Officer – informal and formal meetings recorded. First Day response provision Attendance Officer employed to monitor pupils and follow-up quickly on absences. Letter sent home when attendance less than 92% and punctuality reaches more than five lates per term. Involvement of Early Intervention team where necessary. Termly meeting with PH to discuss individuals and families – both attendance and punctuality. Followed up by PPG lead and attendance officer. Class attendance trophies for highest and most improved class in KS1 and KS2 and rewards for 95%+ given out each term. Book tokens for 100% attendance for school year. Attendance figures for the school have been improving – this will continue and persistent absenteeism will be reduced.	£15578 £11891 £400	5
Children with social, emotional or mental health barriers to learning are identified and provided with targeted support (including support for parents e.g. Who's in charge?) to increase their capacity to engage with learning, leading to increased progress and attendance.	PPG lead/Designated Safeguarding Lead to liaise with parents and outside agencies to support children and families with specific identified needs to address SEMH of PPG pupils. Pastoral Lead works with a significant number of pupils across school – supporting their social, emotional, mental health and wellbeing, behaviour and bereavement. Fortalice – Healthy Relationships Year 5. Previous experience demonstrates that this training has a positive effect on pupils sharing and disclosing and equips them with skills and understanding of how to deal with difficult situations and	£15578 £14864 £450	6,7

	relationships now and in the future. School is situated in an area of deprivation with high instances of Domestic Violence, substance misuse and ant-social behaviour. Once Upon a Smile - any child dealing with losing a family member. Children will attend the OUAS counselling sessions off site, along with other children in the community and will develop their emotional wellbeing. Sunflower Club – Year 3 & Year 4. This Club addresses the wellbeing and development of confidence in identified PPG pupils, who are vulnerable and with low self-esteem. The use of social and emotional learning strategies interventions almost always improve emotional and attitudinal outcomes. Improvements more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff.	£500	
Safeguarding – children and families are supported with their mental health and wellbeing leading to increased progress and attendance.	Pastoral Lead & Aspire Behaviour Support Professional to work with families to signpost to appropriate support and carry out 1-1 support for pupils experiencing emotional or behaviour difficulties. Some parents to improve their parenting capacity through some 1:1 work with Aspire Behaviour Support professional. Who's in charge parenting course to take place in school during Autumn 2025 – to provide parents with strategies to de-escalate behaviours. Through effective and efficient partnership with parents and other agencies, families will be supported at the Early Help stage, reducing the	£17995	2,3,6,7

	need for engagement with safeguarding and CP team.		
Wider Opps – provide disadvantaged pupils with a wide range of enrichment and arts based activities to enhance their cultural capital.	Wider Opportunities Music Provision. This provides an opportunity for all children in Years 3 - 6 to play a range of musical instruments, which otherwise they would not be able to access. Wider Opportunites – Breakfast Club, school trips and residential. To provide free Breakfast Club for up to 8 identified children to raise attendance and punctuality. To provide the opportunity for all PPG children in Years 4 and 6 to attend an outdoor activity residential (50% cost). Rees Sport & EdStart – out of school hours sports clubs. To ensure equality of access to these after-school sporting opportunities (paid for from Sports Premium) Rock Kidz day in school – 10/9/26 for all children – resilience and motivation (paid from school fund).	£0 £3064 £2200 £0 £0	8

Total budgeted cost: £ 168, 908

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 2025-26 academic year.

EYFS

Of the 10 disadvantaged children in this cohort, 3 children received SEND support

EYFS lead has implemented new framework effectively in EY, alongside refining their curriculum. All children have daily RWI and Maths sessions and activities are very closely linked to skills. For our PPG children the end of year target was 44% GLD and they achieved 70%. This is 7 out of 10 children – the 3 children on the SEN register did not achieve GLD.

Baseline in October identified areas of relative strength and areas for development within this cohort. Majority of children were below or well below – 100% writing, 86% reading, 82% number. Staff used the outcome of the Baseline to plan sequences of lessons to address the areas for development – comprehension, self-regulation, reading and writing.

YEAR 1

Of the 12 disadvantaged children in this cohort, 1 child had an EHCP and a further 2 children received SEND support.

Year 1 Phonics check (75%) was broadly in line with national average (81%), which demonstrates positive impact of RWI delivery and consistency of approach. Positive impact on the teaching of RWI this year, evidenced through KS1 English lead observations. 58% of disadvantaged children (7/12) passed the phonics check (10% below national) – 2 children on SEND register and 1 EHCP did not pass, although 2 were close to threshold. RWI support in Y2 to ensure that 3 more children pass phonic re-check.

YEAR 2

Of the 16 disadvantaged children in this cohort, 1 child had an EHCP and a further 5 children receive SEND support.

Combined – Reading, Writing & Maths – 62% (37/60) of all children achieved the expected standard in reading writing and maths, 19% (8/16) of disadvantaged children achieved this.

Reading - 69% of all children achieved the expected standard, 57% of disadvantaged children achieved this. 8% of all children achieved greater depth, 0% of disadvantaged children achieved this.

Writing - 73% of all children achieved the expected standard, 57% of disadvantaged children achieved this. 5% of all children achieved greater depth, 0% of disadvantaged children achieved this.

Maths – 76% of all children achieved the expected standard, 50% of disadvantaged children achieved this. 5% of all children achieved greater depth, 0% of disadvantaged children achieved this.

Year 2 phonics re-check – 92% of all children (88% of disadvantaged 14/16 children) passed the check which is above local averages.

YEAR 4

Of the 17 disadvantaged children in this cohort, 1 child has an EHCP and a further 3 children receive SEND support.

Multiplication tables check:

All children – 22.1 average score

Disadvantaged children – 21.5 average score

All children nationally in 2025 – 21.0 average score
average score

All disadvantaged children nationally in 2025 – 19.3

All children – 20+ 81%

Disadvantaged children – 20+ 75%

All children – 24+ 55%

Disadvantaged children – 24+ 56%

All children – 25 43%

Disadvantaged children – 25 44%

YEAR 6

Of the 15 disadvantaged children in this cohort 5 children received SEND support

Combined – Reading, Writing & Maths – 88% of all children achieved the expected standard in reading writing and maths (25% above national), 80% of disadvantaged children achieved this (32% above national). 15% of all children achieved greater depth (6% above national), 7% of disadvantaged children achieved this (3% above national).

Reading - 90% of all children achieved the expected standard, (15% above national), 80% of disadvantaged children achieved this (17% above national). 36% of all children achieved greater depth (5% above national), 27% of disadvantaged children achieved this (8% above national). Reading value-added for disadvantaged children was +3.4.

Writing - 90% of all children achieved the expected standard, (17% above national), 80% of disadvantaged children achieved this (20% above national). 26% of all children achieved greater depth (12% above national), 7% of disadvantaged children achieved this (in line with national). Writing value-added for disadvantaged children was +3.9.

Maths – 98% of all children achieved the expected standard, (23% above national), 93% of disadvantaged children achieved this (32% above national). 38% of all children achieved greater depth (11% above national), 27% of disadvantaged children achieved this (12% above national). Maths value-added for disadvantaged children was +5.3.

SPAG - 95% of all children achieved the expected standard, (22% above national), 88% of disadvantaged children achieved this (15% above national non-disadvantaged). 50% of all children achieved greater depth (20% above national), 31% of disadvantaged children achieved this (1% above national non-disadvantaged). SPAG value-added for disadvantaged children was +3.9.

SUPPORT

All PPG+ (post LAC children) received 1 to 1 tuition from the beginning of the school year from teachers after school. Post LAC tuition support focused on areas of need – specifically reading, writing and maths. All children made some progress as identified in termly reviews. Effectiveness of interventions were discussed at PP meetings throughout the year. Carers felt that the additional support was valuable to the confidence and progress of their child.

14 disadvantaged children from Year 5 and Year 6 have been supported through Bookmark 1 to 1 reading tuition on a 6-week rolling programme.

Additional PP meetings took place in the first week of September 2025 with every year group – identified challenge expected children across each year group linked to performance management for each teacher. PP Lead used information to monitor PPG pupil progress in classes. The vast majority of PPG children had made some progress by October half-term.

Using FFT aspire targets were set for all Y5 and Y6 children and also for Y2 and Y1 phonics check.

PPG lead met with all teachers at the end of each half-term to discuss progress of disadvantaged children and appropriate interventions to address any gaps in learning. Outcomes of these meetings were shared with staff and discussed at SLT.

Pastoral Lead - lots of informal discussions with parents and their children – open door policy. This support has a positive impact on the wellbeing of parents by helping to address their issues and signposting to support services.

ABS continued to work in school for a day each week with identified children from Reception-Y6 (6 out of 10 were PPG), as well as supporting a number of parents of these children with Triple P training or advice. ABS has also been carrying out observations and assessments on 18 children (10 PPG) and making referrals to external agencies. His work is reviewed on a half-termly basis, and some children have completed successful interventions and have the strategies to support themselves in school. They are no longer working with ABS, freeing up time to support other children where necessary. During Spring term ABS worked with identified children from Reception-Y6 (5 out of 10 are PPG) as well as supporting a number of parents of these children with Triple P training or advice. During Summer term ABS worked with identified children from Reception-Y6 (6 out of 10 are PPG) as well as supporting a number of parents of these children with Triple P training or advice.

Pastoral Lead supported 4 PPG children during the Autumn Term, 4 during the Spring Term and 6 during the summer term, and has met with more children informally as an issue has arisen.

3 Early Helps were open during the Autumn Term (2 PPG children). Effective intervention has addressed identified goals and all EH's have closed. No EH's during spring term, although we had 4 PPG children at CP. These have now closed. 3 PPG child was referred to iThrive and Fortalice and this has now closed.

13 children (3 PPG) have been referred to CAMHS. Some have started the process and some are waiting for an appointment.

Sunflower Clubs for Y2 (3/12 PPG) and Y5 children (4/10 PPG) took place during the Spring and Summer Terms. Excellent feedback from children and parents.

5 PPG children have received support from SENCo in small group and 1 to 1 sessions during the 2025-26 academic year. Ladywood/EP have observed 7 PPG children across school and written reports which have been shared with teachers and TA's during the year. Relevant recommendations have been implemented with individual children.

Colourful Semantics supported 1 PPG child from Y5. Time to talk supported 2 PPG children from Reception. Colourful Semantics supported 3 PPG children from Y1.

Progress tracked using PIVATS across school – all PPG children receiving additional support from SENDCo have made some good small-step progress across the curriculum.

ATTENDANCE

Overall attendance for all PPG children was 91.5% by the end of this academic year (0.35% below national) – 94.5% for non-PPG children (1.15% below national). A difference of 3%. Whilst large, this difference reduced during the summer term. There are a small number of PPG children whose poor attendance significantly impacts on the overall PPG attendance figure.

Both groups have been affected by holidays taken during term time.

Attendance leads continue to monitor attendance and punctuality of all pupil groups with a particular focus on disadvantaged pupils. Where necessary a parental discussion will take place, warning letters issued and as a last resort, fines.

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
1 to 1 reading tutoring	Bookmark
TT Rockstars	Maths Circle Ltd
RWI Online Portal	Oxford University Press
RWI	Ruth Miskin Ltd
PSHE Rock Kidz	Rock Kidz
PSHE myHappymind+	myHappymind
Wellbeing through Sport	Edstart
PE provision	Rees Sports
Mindset Matters	Grow Your Mindset (GyM)
PIVATS	Lancashire PD Service
LbQ	LbQ
Colourful Semantics, Time for Talk	Woodbridge