

Highfield Primary School Pupil Premium Strategy Statement 2025 - 2028

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	Highfield Primary School
Number of pupils in school	254 (October 2025 census)
Proportion (%) of pupil premium eligible pupils	30.13% (October 2025 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	25 th November 2025
Date on which it will next be reviewed	October 2026
Statement authorised by	Lisa Corrigan Headteacher
Pupil premium lead	Sade Mosanya SENDCo/ Inclusion Lead
Governor / Trustee lead	Ed Spary, Lead for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108,460.00
Recovery premium funding allocation this academic year	£0.00
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	£ 108,460.00

Part A: Pupil premium strategy plan

Statement of intent

At Highfield Primary we have high aspirations and ambitions for our children and believe that all pupils, irrespective of their background and /or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and their families, including those who have a social worker or are young carers. The range of activities we have outlined in this statement is also intended to support pupil needs, regardless of whether they are disadvantaged or not.

We believe that consistently delivering high-quality teaching, with a focus on areas in which disadvantaged pupils require the most support has the greatest impact on closing the disadvantaged attainment gap. It will also at the same time benefit the non-disadvantaged pupils in our school. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1 interventions or focused small group work for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Socio – economic and wellbeing</p> <p>Our observations and discussions with pupils and their families have identified social and emotional issues for many pupils due, in part, to separation anxiety following COVID and other changes and challenges to family dynamics. These challenges particularly affect disadvantaged pupils, including their attainment and attendance.</p> <p>Teacher and parental requests for Pastoral support for pupils has gone up by 75% (September to December 2021), with 70% of referrals for pupils who are disadvantaged. During the years 2021/2022 – 2024/2025 the demand for support stabilised. However, during Autumn 2025 we saw another increase with 10 additional children being provided with support.</p>
2	<p>Attendance</p> <p>Prior to COVID lockdowns our attendance data indicated that attendance and punctuality among disadvantaged pupils was been between 0.77 – 1.25% lower than for non-disadvantaged pupils. Since COVID 2021/2022 that difference had grown to 2.97%. For the academic year 2022/2023 the difference was slightly down to 2.45%. For the academic year 2023/2024 a significant increase in the gap to 3.47. For the academic year 2024/2025 the gap had significantly grown to 5.7%. Within this group there are a significant number of PA children. Individual children and families are being targeted for support to improve attendance.</p> <p>The gap between the percentage of disadvantaged pupils who have been ‘persistently absent’ compared to their peers has grown by 4.84% in the following academic year 2019/2020 and 2020/2021. For the academic year 2021/2022 the gap has reduced by 1.59% to 3.25%. For the year 2022/23 it had remained stable. For the academic year 2023/2024 grew to 4%, for the academic year 2024/2025 it stabilized at 3.9%</p> <p>Analysis of the data reveals that we have a small number of families (10 disadvantaged children) who are PA and have attendance below 60%. Our PA is significantly 9.5% above national. Which indicates the work done to support non PA families is having a significant impact.</p> <p>Our assessments and observations indicate that absenteeism continues to negatively impact on disadvantaged pupils’ progress.</p>
3	<p>Academic development</p> <p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts negatively on their development as readers and in turn their development as writers.</p>

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
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff or outside agencies so that they build up resilience and their needs are removed or alleviated</p> <p>Promote resilience to social and emotional issues affecting learning behaviours and foster behaviours that support independent learning.</p>	<p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers are alleviated where possible and the following 4 outcomes will be achieved by 2027/2028</p>
<p>To improve attendance for disadvantaged pupils and to close the legacy gap created by COVID and socio – economic factors.</p>	<p>The attendance gap between disadvantaged and non-disadvantaged pupils is closed to less than 1% or in line with local & national by the end of the academic year 2027/2028</p>
<p>Improve oral language skills and vocabulary of disadvantaged pupils across the school but particularly in Nursery and Reception</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including assessment in lessons, book scrutiny and ongoing formative and summative assessments.</p>
<p>Improved vocabulary, reading and writing across the curriculum for disadvantaged pupils at the end of KS2</p>	<p>KS2 reading and writing outcomes in 2027/2028 show that the percentage of disadvantaged pupils who meet the expected standard is line with the national figure</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 including Targeted Interventions (for example, CPD, tutoring, one-to-one support structured interventions)

Budgeted cost: £82,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly use of diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests/assessing and monitoring pupil progress/education endowment foundation/EEF	3,4,5
Ongoing staff CPD teachers and TAs on providing high quality feedback to pupils. This includes during lessons and also weekly pupil conferencing	External evidence indicates that high quality personalised feedback is an effective way to improve attainment School to roll out <i>Dialogic Book Talk</i> across the school during Autumn Term 2025. English lead to attend courses and to train staff Will be monitored on a half termly basis	2,3,4,5
1 FTE experienced teacher employed to work across KS1 and KS2, including a specialist teacher to teach grammar across KS2. Teacher's & Trained TAs will undertake interventions, 1:1 and small groups for	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Teachers will use diagnostic assessment to triangulate with in class work to identify pupils Focus is on securing Foundational Knowledge for children: Word Reading Spelling Handwriting Early Maths These will be underpinned by high quality interactions across the school by all staff This will be through high quality targeted (right intervention, right time & the right personnel) which will be assessed for entry levels and exit levels.	3,4,5

English and Maths to ensure all children are supported achieve their learning objectives for Reading, Writing and maths	<p>Examples are:</p> <ul style="list-style-type: none"> • Writing Development Programme • Targeted Phonics Groups across KS1 and KS2 • Language Link • Daily targeted Year 3 and Year Times Tables interventions • Dialogic Book Talk – Target Readers • Dialogic Book Talk – Group Guided Reading <p>Small group tuition/toolkit strand/education endowment Foundation</p> <p>Evidence from previous small group interventions targeted at specific needs and gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>In school tuition targeted at specific needs and knowledge gaps can be an effective way to support low attaining pupils or those falling behind whose education has been most impacted by the pandemic.</p>	
Experienced TAs will deliver phonics and reading interventions across Year 1,2 and 3 to ensure disadvantaged pupils attainment is in line with their peers.	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Teachers will use diagnostic assessment to triangulate with in class work to identify pupils</p>	3,4,5

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher to ensure all families understand the expected attendance levels Dedicated attendance Officer to support families	<p>Previous school data evidences positive impact on attendance of FSW involvement with families. NFER briefing supports the view children must be in school to attain and identifies addressing attendance as a key step.</p> <p>Local Attendance Support Officer and School Nurse to hold meetings in September on each year for Nursery, Reception, Year 1 and new to Highfield parents to ensure</p>	4

<p>½ termly awards for 100% attendance</p> <p>`Here Everyday` project in Nursery and Reception</p> <p>Breakfast Club subsidised to ensure children eat a healthy breakfast before school & are in school for the start of the day</p>	<p>clarity on attendance expectations and an understanding of how non-attendance it impacts on the children academically and emotionally.</p> <p>Evidence indicates children who have a punctual start to the day coupled with a healthy breakfast are more receptive to learning and therefore make good progress</p> <p>Class timetables adjusted to reflect typical arrival times of pupils so that children do not miss out on direct teaching or targeted interventions</p>	
<p>Rainbows talking therapies to support children with social and emotional difficulties – 2 part time members of staff</p> <p>3 Mental Health First Aiders trained to support identified children</p> <p>10 staff members completed Level 2 NVQ `Understanding Children & Young People`s Mental Health</p> <p>Additional targeted group/ individual work by School Nurse, Educational Psychologist and Behaviour Support Team.</p> <p>Supporting families with uniforms & subsidised trips and activities</p>	<p>Evidence indicates children who have a punctual start to the day coupled with a healthy breakfast are more receptive to learning and therefore make good progress</p> <p>Evidence indicates therapies provide children with an opportunity to rationalise their concerns and gain coping strategies for the future</p> <p>Ensure children and their families are able to fully engage in all aspects of school life</p> <p>Evidence https://educationendowmentfoundation.org.uk/education-evidence /teaching-learning-toolkit/parental-engagement </p>	5

Personalised targeted support for individual children through use of outside agencies	Support to provide the children with skills and strategies to cope in mainstream settings and to focus on their mental well-being.	
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Total budgeted cost: £ 108,460

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments during 2020/2021 (PIRA/PUMA) shows that the gap between disadvantaged pupils and all other groups grew by 2.3% in maths and 2.5% in reading this was despite the school actively encouraging these pupils to attend school during lockdown. The progress we had made during 2017/2018 and 2018/2019 in raising attainment and closing the gap have been significantly impacted upon by COVID. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. However PIRA for 2022/2023 showed this gap had decreased to 1.9% in Maths and 1.8% in Reading. In 2023/2024 & 2024/2025 the gaps had broadly stabilised. Most notable however was the closing of the gap for children working at Greater Depth in the period 22/23 to 24/24. In Reading this gap went from 24% to 16%, in writing 15% to 8% and in Maths 21% to 10%

This was due to the impact of focused targeted support over the course of the year. We assessed children half-termly to aid us in evaluating the impact of interventions. Crucial to the positive impact of targeted support was the continued reinforcement and follow-ups in class by the class-based staff.

At the end of EYFS 2022/2023 of the 9 children that did not achieve a Good Level of Development 6 were disadvantaged children. From September 2023, they have received daily reading /phonics targeted support. When they sat the Y1 Phonics screening 5 of the children achieved the required level due to the support provided.

For 2023/2024 of the 7 children who did not achieve a Good Level of Development only 2 were disadvantaged children. With support both of these children passed the Year 1 Phonics screening.

Academic year 2024/2025 of the 10 children who did not achieve a Good Level of Development 7 were disadvantaged children with 5 of the 7 being on the SEND list. These children will receive specific targeted daily support, which will be reviewed on a half-termly basis.

Year 1 Phonics 2023/2024 of the 8 children who did not achieve the required standard 5 were disadvantaged. These children will have targeted support and will retake the screening test in Year 2. In year 2 3 children passed the other 2 children have additional needs which are being supported.

Year 1 Phonics 2024/2025 of the 11 children who did not achieve the required level 6 children are disadvantaged 3 children have additional needs. All 6 children will have targeted interventions and will retake the screening in Year 2.

KS2 SATs. A one form entry cohort of 26 pupils.

Of the pupils working at the required level (8 disadvantaged & 18 all other groups. Of the 8 children 3 had additional needs and 2 EAL) :

Reading

Expected level 38% of disadvantaged pupils compared to 78% for all other groups

Greater Depth 13% of disadvantaged compare to 61% for all other groups

Writing

Expected level 38% of disadvantaged pupils compared to 89% for all other groups

Greater Depth 13% of disadvantaged compare to 17% for all other

SPaG

58% of disadvantaged pupils compared to 76% for all other groups.

Maths

63% of disadvantaged pupils compared to 89% for all other groups.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health, across the school, are still impacted due to the legacy of COVID related but more so now by and socio-economic issues such as housing, job security or displacement. Our disadvantaged pupils and their families are disproportionately affected by these factors.

We therefore use pupil premium funding to actively support both pupils and their families. We continue to actively signpost or refer families to Hillingdon Services – such as Stronger Families Hub and other support networks.