

Pupil premium strategy statement – Highfield Junior and Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	625
Proportion (%) of pupil premium eligible pupils	306 (49%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 (3rd year of 3 year plan)
Date this statement was published	Sept 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Stephanie Davies
Pupil premium lead	Stephanie Davies
Governor / Trustee lead	Shabina Bi-Baroo

Funding overview

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

Part A: Pupil premium strategy plan

Statement of intent

At Highfield, we believe that all pupils have an equal entitlement and should have an equal opportunity to access all areas of education.

All of our staff and trustees accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium funding will support us in achieving our vision.

We aim to ensure that every pupil who leaves Highfield Junior and Infant School are excited about learning, resilient to setback and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives. Our aim is for as many pupils as possible to reach and exceeding national expectations.

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils;
- The funding will be used to narrow and close the gap between the achievements of non-pupil premium pupils.
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between pupils eligible for Pupils Premium and others;
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- We will ensure pupils, who are high achievers, will continue to make progress and reach their fullest potential.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium Funding. It is not uncommon for our families to miss out on qualifying for the Pupil Premium by the smallest of margins. Within the communities that we serve, the difference in income between those classified as disadvantaged and those deemed not disadvantaged is minimal. Therefore, we have a duty to ensure all pupils who have additional needs receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	There are still pupils that have not reached age related expectations in Reading, Writing and Maths across school in each year group. We have some identified GD learners in each year group but GD learners are not at national expectation by the end of KS2 for Writing.
2	1 UQT becoming an ECT and 2 ECT 1s.
3	There are a high number of children facing barriers to their learning. Demand for mentoring is very high. A greater number of families are facing financial hardship and have dealt with extremely difficult personal, emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection concerns are high. High levels of crime in the area.
4	Attendance has improved but not yet reached national expectations. Persistent absence has dropped significantly but still not at National.
5	High pupil mobility throughout school. Last academic year we have had 18.3% mobility.

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
Ensure disadvantaged children achieve national expectation combined at the end of KS2 for expected and greater depth	Disadvantaged pupils to achieve combined national by the end of Key stage two for expected and greater depth.
To continue in R – Y5 Increase in % of disadvantaged pupils achieving ARE in Reading, Writing and Maths. (Combined)	Increased ARE compared to 25/26 for all pupils and disadvantaged pupils
To increase the number of disadvantaged learners achieving GD across school.	Increased GD compared to 25/26 in all subjects and year groups
To ensure the gap between PP and NPP in year six closes in Reading, Writing and Maths.	There will be no significant gap between PP and NPP pupils in Reading in year five.

To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils.	Attendance is improved for disadvantaged pupils from last academic year 25/26 Persistent absence to be at national expectations
To decrease the number of late marks for disadvantaged pupils.	The number of late marks will significantly reduce by 5-10%
To achieve and maintain improved wellbeing for all pupils in our school particularly for our disadvantaged pupils	An increase in students receiving mentoring An increase in participation in enrichment/ career activities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality first teaching in Reading, Phonics, Writing and Mathematics and develop the practise of ECTs/new to YG staff in these areas which will include mentoring and coaching	Cognitive Science Approaches in the classroom: a review of the evidence (EEF – preparing for Literacy) (EEF – Reading Comprehension strategies) (EEF - Mathematics EYFS, Y1 and Y2 – developing practitioners’ understanding of how children learn Maths; integrate Maths throughout the day) (EEF – Guide to inclusive teaching)	1, 2, 3
The use of digital technology to enhance the curriculum and opportunities for all. KS2 pupils to all have individual ipads.	(EEF – Using digital technology to improve learning)	1, 2, 3

Teachers to use IPADs effectively for mirroring and feedback.		
To develop talk and implement the oracy curriculum. Teacher days and a series of PLD sessions.	Oral language intervention has shown to have very high impact for very low cost based on extensive evidence. Teaching and learning toolkit) (EEF – Improving Literacy in KS1 and KS2) (EEF – EYFS – Communication and language) (EEF – Effective professional development) (EEF – Guide to inclusive teaching) Voice 21 – school	1, 2, 3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted interventions and additional support for identified children in Reading and/or Phonics. To further develop support staff's impact in delivering high-quality Reading and/or Phonics interventions across school. With a strong focus on Fluency.	(EEF – Guide to Pupil Premium) (Phonic Teaching and learning Toolkit/ EEF) (EEF – Making best use of teaching assistants) (EEF – Guide to inclusive teaching)	1, 2, 3
To provide targeted interventions and additional support for identified children in Writing. To further develop support staff's impact in delivering high-quality Writing interventions	(EEF – Guide to Pupil Premium) (EEF Improving Literacy in key stage 2) (EEF – Guide to inclusive teaching)	1, 2, 3

<i>From year two onwards, TA's will be completing targeted interventions across school.</i>		
To provide targeted interventions and additional support for identified children in Maths. To further develop support staff's impact in delivering high-quality Maths interventions <i>From year two onwards, TA's will be completing targeted interventions across school.</i>	(EEF – Guide to Pupil Premium) (EEF – Improving Mathematics in the early years and key stage 1) (EEF – Guide to inclusive teaching)	1, 2, 3
Oral Language interventions including Welcomm.	Very high impact for very low cost based on extensive evidence. Teaching and learning toolkit) (Early learning toolkits)	1, 2, 3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring and pastoral support, as well as support for staff, to develop effective learning behaviours in pupils. Workshops for parents around mental health, parenting etc.	Metacognition and self regulation – Very high impact for low cost based on extensive research (Teaching and learning booklet) (EEF – Improving behaviour in schools) (EEF – Improving social and emotional learning in primary schools)	4,5

Links with mental health charity – Encompass	Parental engagement moderate impact (Teaching and learning toolkit)	
External agencies – dolphin centre.	(EEF – Working with parents to support children's learning)	
To ensure that attendance is improving with persistent absence addressed so that it decreases by embedding principles of good practice set out in the DFE's guidance on working together to improve school attendance.	(EEF – Working with parents to support learning)	4,5
To significantly reduce the frequency of lateness to schools for disadvantaged pupils. Introduction of the walking bus and mini bus/	(EEF – Working with parents to support learning)	4,5
Extracurricular activities for children offered across school. During the day, lunchtime and after school. Enrichment opportunities in each year group. Enrichment opportunities offered on a Friday afternoon.	(EEF – Teaching and learning toolkit impact) Arts participation Metacognition and self-regulation Social and emotional learning	4,5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aims	Outcomes			
Ensure disadvantaged children achieve national expectation combined at the end of KS2.	<i>Highfield outcomes for disadvantaged pupils was 72% combined and 4% GD</i> <i>National for all – Exp – 63% GD 9%</i> <i>National for disadvantage pupils 49% and 4% GD (2025/2026)</i>			
To continue in R – Y5 Increase in % of disadvantaged pupils achieving ARE in Reading, Writing and Maths. (Combined)	Reading			
	PP			
		2024	2025	2026
	Y6	54%	56%	77%
	Y5	60%	63%	52% (34/65)
	Y4	56%	64%	59% (24/41)
	Y3	69%	69%	68% (34/50)
	Y2	50%	78%	71% (39/55)
	Y1		71%	76% (29/38)
	Writing			
	PP			
		2024	2025	2026
	Y6	54%	52%	76%
	Y5	56%	63%	49% (32/65)
	Y4	51%	59%	56% (23/41)
	Y3	66%	71%	68% (34/50)
	Y2	50%	75%	67% (37/55)
	Y1		71%	71% (27/38)
	Maths			
	PP			
		2024	2025	2026
	Y6	56%	58%	74%
	Y5	70%	66%	52% (34)
	Y4	63%	64%	56% (23/41)
	Y3	69%	73%	68% (34/50)
	Y2	50%	80%	75% (41/55)
	Y1		79%	82% (31/38)
To ensure the gap between PP and NPP in year five closes in Reading.	Year 5 Reading – Gap has closed but still not closed enough.			
	PP	NPP		

	52%		64%		
To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils.	Attend- ance Na- tional	All	PP	NPP	
	% 94.74	94.09% (2.04% In- crease from last year) PA 15.12% Decrease of 11.59%	93.98% (1.93% In- crease from last year) PA 16.4% Decrease of 10.01%	94.07% (2.04% In- crease from last year) PA 15.96% Decrease of 10.03%	
To decrease the number of late marks for disadvantaged pupils.	Lates	All	PP	NPP	
		1.6% Last year 1.67%	1.65% Last year 1.68%	1.62% Last year 1.66%	
To increase the number of disadvantaged learners achieving GD.		Reading	Writing	Maths	
	Y6	38%	10%	27%	
	Y5	3%	2%	2%	
	Y4	6%	7%	7%	
	Y3	7%	7%	8%	
	Y2	12%	12%	12%	
	Y1	6%	5%	7%	
To achieve and maintain improved wellbeing for all pupils in our school particularly for our disadvantaged pupils	- The number of mentoring sessions has increased significantly, providing targeted support for pupils who need it most. This includes mentoring for looked after children, pupils with child protection plans, pupils causing concern, and those requiring support with self-confidence, emotional wellbeing and friendships. - Pupils have benefited from a wide range of enrichment opportunities throughout the year. Every year group has taken part in educational visits beyond the classroom,				

	<i>including trips to Go Ape, Belhus Woods Country Park, Tower of London, the Houses of Parliament, and Bentley Priory (or the relevant country house), broadening their experiences and developing confidence, resilience and cultural capital.</i> <i>• Visits to places of worship, including a mosque and a church, have enhanced pupils' understanding of different faiths and cultures, supporting their personal development and promoting respect for diversity.</i> <i>• A wide range of enrichment clubs has been available to all year groups, ensuring that every pupil has the opportunity to develop new interests, build positive relationships and improve their overall wellbeing, regardless of background.</i> <i>• Overall, these initiatives have strengthened pupils' wellbeing, increased engagement in school life and ensured that disadvantaged pupils have had greater access to high-quality support and enriching experiences.</i>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Rapid Writing	Scholastic
Reading rocketeers	John Murray
WellComm	GL Assessments
Project X	Oxford University Press
Direct Phonics	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
None
The impact of that spending on service pupil premium eligible pupils
None

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.