



HIGHWEEK COMMUNITY PRIMARY AND NURSERY SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	288
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23/24 24/25
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Claire Redwood
Pupil premium lead	Claire Redwood/Fran Lilley/Dawn Matthews
Governor / Trustee lead	Christine Candlish, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,470
Recovery premium funding allocation this academic year	
Total budget for this academic year	£150,470

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

At Highweek, we empower every student to achieve their highest potential through a commitment to equity, excellence in education and character development. We uphold the highest academic standards and employ research-led teaching strategies to ensure excellence in the classroom. By fostering a nurturing and inclusive environment, we provide opportunities for all students to excel both academically and socially. We collaborate with families and the community to cultivate lifelong learners and compassionate, responsible citizens that celebrate individuality, embrace diversity.

We uphold the values of **respect, resilience and responsibility**

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will 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 improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

In addition, we will ensure that the curriculum extends beyond the academic, technical or vocational and provides for learners' (and in particular our most disadvantaged students) broader development, enabling them to develop and discover their interests and talents and ensure they are kept physically and mentally healthy.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments and observations have indicated that a number of disadvantaged pupils have difficulty with learning and the application of phonics in key stages one and two
2	Assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery (from age 2) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Reading assessments have indicated that a number of disadvantaged pupils have difficulty with reading fluency. This impacts on access to the whole curriculum across the Primary age range.
4	In maths, disadvantaged pupils are attaining below their peers across the school. Fluency skills and lack of proficiency and understanding limits progress.
5	Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. The requirement for pastoral support and interventions continues to increase
6	Attendance, especially persistent absence- this includes persistence lateness and school refusal

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
Improve phonics understanding and application amongst disadvantaged pupils	By the end of KS1 2024/25 show that more than 90% disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils are in line with their non-disadvantaged peers nationally
Improved writing attainment amongst disadvantaged pupils	KS2 writing outcomes in 2024/25 show that disadvantaged pupils are in line with their non-disadvantaged peers nationally
Improved maths attainment amongst disadvantaged pupils	KS2 maths outcomes in 2024/25 show that disadvantaged pupils are in line with their non-disadvantaged peers nationally
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • The overall absence rate for all pupils is lower than the national average. The attendance of disadvantaged pupils is in line with all pupils nationally. • The percentage of pupils who are persistently absent is lower than the national average

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of decision spelling Word first series for children unable to access phonics	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary New EYFS lead will ensure this is embedded across EYFS. We will purchase resources and fund ongoing teacher training and release time	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk) Communication and language approaches EEF (educationendowmentfoundation.org.uk) Early literacy approaches EEF (educationendowmentfoundation.org.uk)	2
Language interventions following whole school screening including: Language link Speech and language therapy programmes Personalised programmes recommended by external agencies EEF	Oral language interventions EEF (educationendowmentfoundation.org.uk) Communication and language approaches EEF (educationendowmentfoundation.org.uk) Early literacy approaches EEF (educationendowmentfoundation.org.uk)	2

Early Talk Boost- EEF pilot		
Continue to embed our reading teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher and subject leader release time to support and embed best practice across the school.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Early literacy approaches EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	3
Continue to embed our teaching of writing and curriculum planning in line with DfE and EEF guidance. We will fund teacher and subject leader release time to support and embed best practice across the school.	Communication and language approaches EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will continue to fund teacher and subject leader release time to embed key elements of guidance in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Early numeracy approaches EEF (educationendowmentfoundation.org.uk)	4

school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Increase parental engagement in maths learning-through further certificates and invites to assemblies	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	
Continued CPD including to support high quality teaching and learning around evidence informed practice	The Science of Learning Deans for Impact Unleash the Science of Learning – Retrieval Practice Feedback EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Improve the quality of social and emotional (SEL) learning including: JIGSAW scheme of learning Zones of regulation Relational approach Ongoing training and support Mental Health support team	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Self-regulation strategies EEF (educationendowmentfoundation.org.uk) Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk) Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk) Turning the tide SWSMC Annual report Factors influencing primary school pupils' outcomes May 24	1

working across the school Child mental health ambassadors Access to sports and music clubs to support regulation		
High quality teaching assistants and an HLTA to support disadvantaged children and especially those with SEN Programme of CPD for TAs	Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Turning the tide SWSMC Annual report Factors influencing primary school pupils' outcomes May 24	1,
Sensory rooms across the school		5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Continued CPD for all staff involved in the teaching of phonics through RWI KS2: Continue to deliver additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics EEF (educationendowmentfoundation.org.uk)	2

Tuition led by school staff to support understanding of maths and reading	One to one tuition EEF (educationendowmentfoundation.org.uk)	2 ,4, 5
Additional staff to ensure SATS access requirements are in place for KS2 pupils	Small group tuition EEF (educationendowmentfoundation.org.uk)	
nursery provision- targeted 2 year old language development		
In addition- see below		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed relational practice and policy with all stakeholders with the aim of developing our school ethos and continuing to build excellent behaviour across the school, and in particular to support our most vulnerable learners.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Guidance for developing relational practice and policy - Support for schools and settings (devon.gov.uk) Turning the tide SWSMC Annual report Factors influencing primary school pupils' outcomes May 24	5, 6
A range of interventions and pastoral support to target social skills, anxiety, emotional regulation, physical and emotional health including from MHST, together with staff led interventions such as FUNFIT, Lego Therapy	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,5,6
Increase attendance for disadvantaged pupils New attendance officer working with safeguarding	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	5,6

team and Headteacher to target families. Family support worker continue to target families to support attendance	Working together to improve school attendance - GOV.UK (www.gov.uk)	
Continue to increase parental support and engagement, particularly for disadvantaged/hard to reach families with the aim of supporting children's attendance, well being and academic performance. Repeat successful strategies including: The reading cafés, maths cafes, MHST and FLO support	Parental engagement EEF (educationendowmentfoundation.org.uk) New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)	3, 4, 6
Financial support for music tuition and residential. Continue to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Through our 11 before 11 programme, after school and lunch time clubs and new forest school provision, Activities will focus on building life skills such as confidence, resilience, and socialising and emotional and physical health. Music teacher is ensuring that all pupils have the opportunity to learn an instrument and engage in quality music provision. Increase music clubs and performance opportunities.	Arts participation EEF (educationendowmentfoundation.org.uk) The impact of instrumental music learning on attainment at age 16: a pilot study British Journal of Music Education Cambridge Core The impact of instrumental music learning on attainment at age 16: a pilot study British Journal of Music Education Cambridge Core Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1-6
Contingency fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g funding after school or breakfast club for some of our more vulnerable learners.	

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Total budgeted cost: £ 150,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Higher numbers of disadvantaged pupils have benefitted from increased physical activity through sports clubs and music teaching provided by the school. They have also had increased opportunities to take part in visits, residential, in school visits and music performance opportunities, broadening aspirations and becoming more mentally and physically healthy.

48% of disadvantaged children have accessed extra-curricular clubs this academic year.

Good progress has been made by disadvantaged groups in writing in our end of primary data (SATs).

90% of year 1 children passed their phonics- July 24

One to one tuition and small group work with Highweek specialist maths teachers has impacted on progress made in maths.

79% disadvantaged pupils in year have accessed Language Link. 93% of pupils who participated in language link have made good progress.

Children accessing "Maths for Life" (alternative provision) are making good progress.

Externally provided programmes

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

Programme	Provider

Further information:

In planning our new pupil premium strategy, the leadership team triangulated evidence from multiple sources of data including assessments, teaching and learning monitoring evidence, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-

economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupil.