



## EXCELLENCE IN EDUCATION AND OPPORTUNITY FOR ALL

**OUR VISION:** 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**.

## HIGHWEEK COMMUNITY PRIMARY AND NURSERY SCHOOL

### Pupil premium strategy statement

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	277 (N-yr 6)
Proportion (%) of pupil premium eligible pupils	44.4% (R-yr 6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	25/26, 26/27, 27/28
Date this statement was published	December 25
Date on which it will be reviewed	July 26
Statement authorised by	Claire Redwood
Pupil premium lead	Claire Redwood
Governor / Trustee lead	Heather Cookson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	152,430
Recovery premium funding allocation this academic year	
<b>Total budget for this academic year</b>	<b>152,430</b>

*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*

## 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
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 2027/28 show that more than 90% disadvantaged pupils met the expected standard in phonics
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 2027/28 show that disadvantaged pupils are in line with their non-disadvantaged peers nationally
sustained writing attainment amongst disadvantaged pupils	KS2 writing outcomes in 2027/28 show that disadvantaged pupils continue to be in line with their non-disadvantaged peers nationally

Improved maths attainment amongst disadvantaged pupils	KS2 maths outcomes in 2027/28 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 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>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.</li> <li>The percentage of pupils who are persistently absent is lower than the national average</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of decision spelling Word first series for children unable to access phonics	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1
Continue to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	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: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2

Commented [FT1]: Why are these two grouped as one target?

understanding and extend vocabulary EYFS lead will ensure this is embedded across EYFS.	<a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Early literacy approaches   EEF (educationendowmentfoundation.org.uk)</a>	
Language interventions following whole school screening including: Language link Language enrichment groups (LEG) Speech and language therapy programmes Early Talk Boost	<a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Early literacy approaches   EEF (educationendowmentfoundation.org.uk)</a>	2
Continue to embed our reading teaching and curriculum planning in line with DfE and EEF guidance.	<a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Early literacy approaches   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	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.	<a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	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 school and to access Maths Hub resources and CPD	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: <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	4

<p>(including Teaching for Mastery training).</p> <p>Mastering number implemented across the school</p> <p>TA maths subject knowledge training by subject lead</p> <p>TA concrete, visual abstract training by maths subject lead</p> <p>Increase parental engagement in maths learning-through further certificates and invites to assemblies</p>	<p><a href="#">Early numeracy approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Continued CPD including to support high quality teaching and learning around evidence informed practice</p> <p>TA subject knowledge training by subject lead</p> <p>TA concrete, visual abstract training by subject lead</p> <p>TAs undertaking SEN level 3 apprenticeships</p>	<p><a href="#">The Science of Learning   Deans for Impact</a></p> <p><a href="#">Unleash the Science of Learning – Retrieval Practice Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3,4,5
<p>Continue to focus on the quality of social and emotional (SEL) learning including:</p> <p>JIGSAW scheme of learning</p> <p>Zones of regulation</p> <p>Relational approach</p> <p>Ongoing training and support</p>	<p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1

Mental Health support team continuing to work across the school Child mental health ambassadors Access to sports and music clubs to support regulation	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Turning the tide SWSMC Annual report</p> <p>Factors influencing primary school pupils' outcomes May 24</p>	
High quality teaching assistants and an HLTA to support disadvantaged children and especially those with SEN Programme of CPD for TAs	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Turning the tide SWSMC Annual report</p> <p>Factors influencing primary school pupils' outcomes May 24</p>	1,

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

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.	<a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2
Tuition led by school staff to support understanding of maths  Pre teaching focus with small groups in maths	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	4
		2, 4, 5

Additional staff to ensure SATS access requirements are in place for KS2 pupils		
nursery provision- targeted 2 year old language development	<p><a href="https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach">https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</a></p> <p>chrome-extension://efaidnbmnnibpcajpcglclefin dmkaj/https://speechandlanguage.org.uk/wp-content/uploads/2024/08/Getting-in-early-report-FINAL.pdf</p> <p>chrome-extension://efaidnbmnnibpcajpcglclefin dmkaj/https://assets.publishing.service.gov.uk/media/5f9be9c48fa8f57f3b4cb075/BSSLC_Supporting-evidence.pdf</p>	all
Targeted support for individuals to access the curriculum e.g. 1:1 specialist music provision, small group PE sessions		5 but in turn impacts on all

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory rooms across the school A focus on OAIP inc regulation stations	<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</a>	ALL AREAS
PINS PROJECT Supporting neurodiversity in schools	<a href="https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme#evaluating-the-pins-programme">https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme#evaluating-the-pins-programme</a>	ALL AREAS
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	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://www.devon.gov.uk/education-and-training/teaching-and-learning/behaviour-and-discipline/guidance-for-developing-relational-practice-and-policy-support-for-schools-and-settings">Guidance for developing relational practice and policy - Support for schools and settings (devon.gov.uk)</a></p> <p>Turning the tide SWSMC Annual report</p> <p>Factors influencing primary school pupils' outcomes May 24</p>	5, 6

support our most vulnerable learners. All staff reading and looking at: PAUL DIX APPROACH- WHEN THE ADULTS CHANGE		
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	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	2,5,6
Increase attendance for disadvantaged pupils Attendance officer working with safeguarding team, Family liaison officer and Headteacher to support target families.	<a href="#">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	5,6
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	<a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">New guidance report published: Working with Parents to Support...   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 6

including: The reading cafés, maths cafés, MHST and FLO support, PTFA events		
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.	<p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The impact of instrumental music learning on attainment at age 16: a pilot study   British Journal of Music Education   Cambridge Core</a></p> <p><a href="#">The impact of instrumental music learning on attainment at age 16: a pilot study   British Journal of Music Education   Cambridge Core</a></p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1-6
Contingency fund	<b>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.</b>	

**Total budgeted cost: £ 152,430**

## 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 FREE extra-curricular clubs 23/24

62% of disadvantaged children accessed FREE extra-curricular clubs 24/25

77% of KS2 disadvantaged pupils achieved the expected level or above in writing last year. This was higher than their non disadvantaged peers and above the national average. Reading and SPAG results were just below national and only just below their non disadvantaged peers.

83% year 1 passed phonics- July 25

97% passed phonics by the end of KS1- July 25

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

72% of disadvantaged pupils across the school have accessed Language Enrichment Group (LEG) interventions. 100% of pupils who participated in these interventions 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.