

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Highlands Primary School
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Helen Smith (Headteacher)
Pupil premium lead	Helen Smith
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,800
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0,000
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	£303,800

Part A: Pupil premium strategy plan

Statement of intent

Highlands Primary School is located in Kingston upon Hull, one of the most deprived local authority areas in the country. The level of deprivation within the school's community is particularly high, with the school serving an area that is among the 10% most deprived nationally.

Our overarching aim is to continue to close the attainment gap between our disadvantaged pupils and others within school and nationally and maintain the current standards our disadvantaged children achieve. This will continue to ensure that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows have been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps. This is particularly prevalent amongst our disadvantaged pupils from Reception to KS2.
2	In-house assessments and observations indicate that some children from disadvantaged backgrounds require additional support to develop early reading and phonics knowledge and to become fluent readers. Reducing attainment gaps in literacy remains an ongoing priority. Although attainment at the end of EYFS is below the national average, disadvantaged pupils make strong progress through targeted support and high-quality teaching. Phonics outcomes for disadvantaged pupils at the end of Year 1 compare favourably with national figures, demonstrating the positive impact of the school's approach. The challenge is to sustain these strong outcomes and continue to improve attainment for all pupils.
3	In-school assessments, pupil discussions and work scrutiny indicate that attainment gaps remain between disadvantaged pupils and their peers, particularly in writing and mathematics. Children enter Reception with lower starting points and, while gaps are evident across several areas of learning, they are particularly pronounced in literacy and mathematics. Through high-quality teaching and targeted support, these gaps reduce over time. By the end of Key Stage 2, disadvantaged pupils achieve well, with outcomes frequently in line with or above national averages, and the school's attainment gap compared with non-disadvantaged pupils nationally has been successfully eradicated. The challenge now is to maintain these strong outcomes whilst continuing to reduce variation in attainment across year groups and subjects.
4	Attendance remains a significant challenge for the school. Overall attendance (94.4%) is below the current national average of 94.7%, while the proportion of pupils who are persistently absent (18.7%) is considerably higher than the national figure of 13.8%. Although attendance rates for many pupils are strong, a disproportionate number of disadvantaged pupils experience lower attendance and higher levels of persistent absence than their peers. The school remains concerned about a small number of families who do not consistently meet attendance expectations, as this has a direct impact on pupils' achievement, wellbeing and engagement with school. Improving attendance and reducing persistent absence, particularly for disadvantaged pupils, therefore remains a key priority.
5	Our ongoing observations and discussions with pupils and families have identified an increased need for social and emotional support amongst all groups including disadvantaged children. This manifests itself in some children being disengaged and defiant and who need additional support with emotional and social needs, particularly in FS2 and KS1.
6	Capacity of parents to support learning. We have a high number of one parent families and families receiving support from external agencies, reflected in the numbers of children who are subject to CIN plans, CP plans, the referrals we make to EHASH/Early help and the number of operation encompass notifications we receive.

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
Improved oral language skills and use of vocabulary by our disadvantaged children.	Focused observational assessments show significantly improved oral language amongst disadvantaged pupils. This evidence is confirmed via work scrutiny, interviews with pupils and formal external assessments.
Improved acquisition of early reading skills for disadvantaged pupils	- The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the ELG in word reading - The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the required standard at the end of year 1 and 2 in the phonics screening check. On an annual basis we will ensure that we: - Narrow the gap between disadvantaged pupils and others in school in the ELG of word reading as well as with others nationally. - Continue to ensure that the gap between disadvantaged pupils and others in school in the phonics screening check remains minimal, as well as when comparing with others nationally.
Improved acquisition of early writing skills for disadvantaged pupils	- The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the ELG in writing. - In school data shows the gap between disadvantaged and others decreasing, with more children who are disadvantaged reaching end of year expectations.
Improved outcomes in GLD, reading, writing, mathematics and phonics for disadvantaged pupils	- The gap between disadvantaged pupils and others nationally continues to reduce year on year when comparing those who have reached the required standard at the end of year 1 and 2 in the phonics screening check. - At end of KS2 % of disadvantaged pupils reaching EXS in reading, writing, mathematics and RWM continues to be at least in line with or above national average for all pupils On an annual basis we will ensure that disadvantaged children - Reach targets agreed with Trust at EXS and GD/HS at the end of KS2 - Move closer to NA for GLD whilst narrowing gap between disadvantaged pupils and others in school as well as others nationally - Narrow the gap between disadvantaged and other pupils when compared with previous year's outcomes across all measures

Intended outcome	Success criteria
Improved attendance and punctuality for all disadvantaged pupils	• The gap between disadvantaged pupils and others in school remains lower than the gap nationally • The % of disadvantaged pupils who are classed as persistent absentees is lower than the national average for disadvantaged and the gap between disadvantaged and others nationally decreases year on year.
Improved well-being, social emotional development and inclusion	By 2026-27 - high levels of inclusion and well-being are exemplified by: • Qualitative data from pupil voice surveys • Qualitative data from range of parental surveys • Reduction in number of behavioural incidents recorded in CPOMS • Analysis of CPOMS data shows positive impact of schools support and signposting to external partner agencies • Analysis of out-of-school activities registers and feedback demonstrate high levels of engagement by disadvantaged pupils

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: £141,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A strong emphasis will be placed on CPD to support the development of a highly competent workforce.</i> Continue to develop knowledge of child development through the training of key staff (2 full days, 3 staff), who in turn will train teachers and support staff to ensure a secure knowledge of a 'child development continuum'. (Release time for support staff and trainer, teacher CPD built into timetable) Enhance teachers' knowledge of 'Fundamentals of Learning' given the number of children with communication difficulties and EHCPs through dedicated CPD sessions and visits to other settings. (Release time for support staff and trainer, teacher CPD built into timetable, release time to visit other settings) With teachers transitioning between year groups, it is essential that all staff are equipped to deliver high-quality phonics sessions. Additionally, support staff must be confident in providing targeted interventions for individuals and groups, ensuring that every child in	Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes Knowledge of child development theories enables teachers to understand and support children's individual needs and provide a relevant curriculum which ensures all children make progress. EEF-Effective-Professional-Development-Guidance-Report.pdf Early Years EEF The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. This means that closing the overall disadvantage gap requires more effective support for pupils with SEND. Special Education Needs in Mainstream Schools guidance report Education Endowment Foundation DfE accredited Systematic Synthetic Phonics Programme DfE Reading Framework - Teaching the foundations of literacy There is a very strong evidence base which suggests the teaching of a structured phonics programme has a positive impact	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception, Year 1, and Year 2 develops a secure understanding of the phonics code. Coaching of teachers through the release of key staff including phonics lead & early writing lead (2 days), Deputy Headteacher (1 day) and Headteacher (0.5 day) to support development of high quality provision - QfT – including accurate assessment, developing planning, bespoke support, coaching, modelling Coaching of teachers and teaching assistants through the release of staff to work with early communications team / school improvement partner (0.2fte) on meeting needs of all pupils with focus on those with SEND/ vulnerable Develop knowledge and understanding of high-quality oracy practice through a structured programme of professional development, drawing on Voice 21 strategies and frameworks. Teachers and support staff will develop a shared understanding of purposeful classroom talk, explicit vocabulary instruction, structured discussion and high-quality questioning to ensure a consistent whole-school approach. Develop staff expertise in the identification and support of speech, language and communication needs through the implementation of the WellComm screening and assessment programme.	on early reading skills particularly for disadvantaged pupils. <u>Education Endowment Foundation T&L Toolkit - Phonics</u> Evidence suggests that coaching is one of the most effective forms of continuous professional development (CPD) for teachers, this takes the form of experts working with teachers to discuss classroom practice on a one-to-one, regular, and sustained basis and is one of the recommended forms of professional development. Increased number of children with complex needs mean that experienced classroom teachers need support and guidance on meeting needs. Pupils with SEND are also more than twice as likely to be eligible for free school meals <u>EEF: Special Educational Needs in Mainstream schools</u> Oral language interventions have a high impact on pupil outcomes, with the Education Endowment Foundation (EEF) reporting an average of six months' additional progress when high-quality speaking and listening approaches are embedded within classroom practice. Voice 21 approach aligns with this evidence by providing a whole-school framework for developing speaking, listening, reasoning and communication skills across the curriculum. <u>EEF: Oral interventions</u> Early identification of speech, language and communication needs (SLCN) enables timely intervention and reduces barriers to learning.	

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

Budgeted cost: £93613.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Early Years communication and oral language intervention and the use of 'Language in colour' during group time, delivered by trained nursery nurses. Purchase additional SALT support for targeted individuals including disadvantaged children with a focus on early years and KS1. Deliver targeted speech, language and communication interventions through the WellComm programme to support pupils in developing the vocabulary, language and communication skills needed to access learning and engage successfully across the curriculum. Interventions will be carefully matched to identified needs	<u>Education Endowment Foundation Early Years Toolkit - communication and language approaches</u> Communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds <u>Education Endowment Foundation - T&L Toolkit - Oral Language Interventions</u> Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. EEF state that interventions led or delivered by trained teaching assistants have broadly the same impact as if delivered by a teacher.	1, 2,3
Provide phonics keep up support (R & Yr1 and Year 2) using Little Wandle Gap analysis to identify phonic gaps and ability to blend using a 1-1 or small group approach – delivered by HLTA and NN Provide small group phonics teaching for targeted individuals in year 3 & 4– delivered by trained unqualified teacher or ASA.	<u>DfE Reading Framework - Teaching the foundations of literacy</u> <u>Improving Literacy in Key Stage 1 EEF</u> <u>Education Endowment Foundation - T&L Toolkit - Small Group Tuition</u> <u>Education Endowment Foundation - T&L Toolkit - One to One Tuition</u> Studies comparing one to one tuition with small group tuition show mixed	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide reading catch up intervention and spelling intervention Yr 4, 5 – 1-1 / small group intervention delivered by trained unqualified teacher.	outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by TAs, the evidence suggests that training and the use of structured programmes is key. EEF state that schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils. However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.	
Delivery of a reading programme by ASA daily to identified yr 3 & 5 pupils	<u>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</u> There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. T	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a tutoring programme to provide a blend of small group and 1-1 tuition, aiming to 'keep-up' as opposed to 'catch-up'. A significant number of these children will be disadvantaged and tuition will include: • Small group tutoring for year 6 children in Maths led by teacher • Small group tutoring for year 6 children in GD writing by teacher • Small group tutoring for year 4 children in Maths led by teacher • Pre-loading sessions in maths for years 5 + 6 led by trained ASA. • Small group tutoring – Reading comprehension – KS2 (Yr 6) led by teacher	<u>Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3</u> <u>Education Endowment Foundation - T&L Toolkit - Small Group Tuition</u> EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback. This helps pupils overcome barriers to learning and increases access to the curriculum. It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff. <u>Education Endowment Foundation – Improving Literacy in KS2</u> EEF state that comprehension can be improved by the teaching of specific strategies. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. EEF state that it is likely that a small number of pupils will require additional support in writing even when all core teaching strategies for teaching writing are in place. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their writing.	3

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

Budgeted cost: £68211.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to promote the importance of good attendance: - Attendance team to work together using regular monitoring and analysis to identify children causing concern and address attendance issues early, embedding the principles of good practice as set out in the DfE's guidance. - Develop a culture of belonging through strong relationships, consistent pastoral support and opportunities for all pupils to participate in the wider life of the school. - Celebrate and recognise improvements in attendance through individual, class and whole-school initiatives. - Enhance parental engagement through regular communication, attendance workshops and personalised support for families. - Provide mentoring and targeted support for disadvantaged pupils and those at risk of persistent absence. - Increase opportunities for leadership, enrichment and extra-curricular participation to strengthen engagement and motivation to attend.	<u>Working together to improve school attendance</u> DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE) <u>EEF's Guidance on behaviour, parental engagement and social and emotional learning</u> Highlights the importance of relationships, belonging, early intervention and family engagement in improving attendance and outcomes	5, 6
Breakfast club: Provide nutritious and healthy breakfast for disadvantaged pupils as well as opportunities to develop social skills and practise reading	<u>EEF Breakfast clubs books reading, writing and maths</u> EEF state that, not only does this impact on outcomes, but also on behaviour and concentration skills of pupils	2, 4, 6
Well-being, social and emotional development,	<u>Promoting children and young people's mental health and wellbeing</u>	4, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
young people's mental health & inclusion: Well-being team to: • Support Attendance • Support safeguarding • Deliver ELSA interventions • Deliver Nurture interventions • Regular 1-1 check-ins with most vulnerable children • Support for families • Referrals to relevant agencies	<u>(publishing.service.gov.uk)</u> It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.	
Ensure all children can access additional extra-curricular activities including music and sport. • After school clubs • Additional music lessons • Subsidies for school visits and visitors	<u>EEF – Physical Activity</u> By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. <u>EEF – Arts Participation</u> Research suggests that there is an intrinsic value in ensuring children access a rich, stimulating creative arts curriculum.	4

Total budgeted cost: £ 290,655.00