

# Pupil premium strategy statement 2025-2028

## Highfield Middle School

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	370
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Oades
Pupil premium lead	Caroline Gibbs
Governor / Trustee lead	Colin Harwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,055
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£188,055</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent academic and personal progress. 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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 sustained and improved alongside progress for their disadvantaged peers.

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

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

## Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Attendance, punctuality and readiness to learn
4	Access to wider opportunities to raise aspirations
5	Parental engagement

## 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
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Pupil wellbeing and mental health are prioritised and embedded in our curriculum. Excellent in-school provision is enhanced by collaboration with outside services. Pupils have a positive attitude to self and school.
Improved attainment across the curriculum for all pupils, especially those from disadvantaged backgrounds.	Achieve outcomes above national average by the end of KS2.
Improved reading comprehension, fluency and engagement amongst all pupils, especially those from disadvantaged backgrounds.	Achieve outcomes above national average by the end of KS2. Progress measures are positive for all groups of pupils. Outcomes at the end of Y8 are strong and in-school progress is positive.
Improve numeracy and mathematical fluency amongst all pupils, especially those from disadvantaged backgrounds.	Achieve outcomes above national average by the end of KS2. Progress measures are positive for all groups of pupils. Outcomes at the end of Y8 are strong and in-school progress is positive.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance returns to 'pre-pandemic' levels of 95%+ and there is no significant gap between disadvantaged pupils and other pupils. Persistent absence is reduced (target <10%)
All pupils are supported pastorally and financially, so that they can fully access a rich curriculum and extra-curricular opportunities. This will provide opportunities for excellent personal development and raising aspirations	Disadvantaged pupil engagement with extra curricular activities, including sports, drama and school visits is at least in line with other pupils.
Parents engage positively with school and are involved with their children's learning and wider school life.	Identified strategies are implemented and evaluated through a number of opportunities offered and parental response to surveys.

## Activity in this academic year

### Teaching

Budgeted cost: £ 28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff focus on Quality First Teaching, so that all pupils are challenged and supported in all lessons. Shared appraisal targets for all teachers focussing on teaching and learning. Opportunities to share best practice and learn from peers embedded into staff CPD programme. Professional Learning and Development Groups help teachers to improve pedagogy and climate for learning.	The EEF tells us: “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise”	2 4
Continue work with the maths hub and schools within the Trust to embed Mastery approach to mathematics across Key Stage 2 and 3.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Teaching mathematics at key stage 3</a>  Mastery approach to teaching is proven to be a High impact/low cost strategy based on evidence from the <a href="#">EEF toolkit</a> .	2
Continue to promote and prioritise a love of Reading by maintaining an excellent library resource, accelerated reader subscription, embedding Reading in the curriculum, providing enrichment activities such as visiting authors etc. Whole school focus on disciplinary literacy promotes high levels of literacy through the use of high quality texts and reading materials chosen to engage pupils and stimulate discussion.	EEF describe strategies to improve reading comprehension have a very high impact on accelerating learning. They also state the importance of accessing the appropriate level of text difficulty.  <a href="#">Reading Comprehension Strategies</a>	2 4
Improve the quality of social and emotional (SEL) learning by developing an excellent PSHCE curriculum.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf</a>	1 4

## Targeted academic support

Budgeted cost: £ 69000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations in all year groups, delivered by our own skilled and experienced Maths teachers. This will be a reactive programme, specifically targeted at pupils who have struggled in maths lessons that day/week.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 4
Establish small group English interventions for disadvantaged pupils falling behind age-related expectations in all year groups, led by our own skilled and experienced English teachers.		2 4
Provide further TA led interventions in English, focussing on reading, spelling and handwriting.		2 4
Continued delivery of the Lexonik Intervention programme by a trained TA. The programme provides strategic, data driven reading and vocabulary interventions in Key Stage 3 focusing on developing phonological awareness, automaticity, fluency, morphemic analysis and metacognition.		2 4
Provide specialist phonics intervention in Y5 and Y6 to those pupils who are unable to read fluently. Delivered by specially trained TAs as an enhancement to existing English lessons.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 4

## Wider strategies

Budgeted cost: £ 91000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a coordinated approach between senior leaders, admin staff, learning mentors, TAs and EWO, to supporting families with attendance and acute need. Work with pupils and families around positive mental health, good routines and strong attendance.	Embedding principles of good practice set out in the DfE's <a href="#">Working Together to improve Attendance</a> advice.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 3 5
Provide high quality social, emotional and mental health support to our most vulnerable learners, through our Learning Mentors, delivered in a designated base (Bungalow).	EIF's report on adolescent mental health found good evidence that early interventions support young people's social and emotional skills and can promote positive mental health: <a href="#">Adolescent mental health: A systematic review</a>	1 4
Use the Thrive programme to deliver a trauma-informed approach to support the mental health and wellbeing of children and young people. Trained staff identify and understand pupil needs and respond by creating personalised action plans and tailored support.	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. Extensive research and case studies showcase the transformative benefits of Thrive's whole school approach to improving mental health. <a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a>	
Provide funding to ensure that disadvantaged pupils have the same access to trips and enrichment opportunities as other pupils.	We feel that every child should have access to rich opportunities to try new things, regardless of income or status.	1 4
Provide additional support to pupils who experience challenges in attending school due to negative feelings (such as anxiety) through allocated time in The Bungalow. Continue to develop resources and environment to meet the needs of vulnerable pupils.	Better engagement with parents is proven to be a moderate impact/low cost strategy based on evidence from the <a href="#">EEF toolkit</a> .	1 3 4 5
Provide nurture sessions in KS2 by utilising high quality outdoor learning facilities, delivering core curriculum learning alongside wellbeing and enrichment activities.	Social and Emotional learning is shown to be a moderate impact/low cost strategy based on evidence from the <a href="#">EEF toolkit</a> .	1 3 4 5

Provide 'Resilience' intervention sessions in Y6, 7 and 8 which support pupils with resilience, friendships, life skills and build relationships between home and school.	Social and Emotional learning is shown to be a moderate impact/low cost strategy based on evidence from the <a href="#">EEF toolkit</a> .	1 3 4 5
Use Bromcom effectively to improve communication with parents, linking behaviour, reward and attendance incentives directly with parents via the 'My Child at School' app. Provide opportunities for parents to engage in positive activities in school.	The EEF guidance report on ' <a href="#">Working with Parents to Support Children's Learning</a> ' shows strategies for communicating and supporting parents can be effective in accelerating learning.	1 3 5
Breakfast Club provision ensures that disadvantaged pupils are well nourished and ready to learn.	The National School Breakfast Programme ( <a href="#">NSBP</a> ) is part-funded by the DfE. We share the belief that a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.	1 3 5

**Total budgeted cost: £ 188000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Academic Outcomes** - 2025 outcomes at Year 6 and Year 8 are shown below:

Year 6 SATS Outcomes 2025						
Grade	Number of pupils	Maths	Reading	SPAG	Writing	RWM Combined
Depth	87	21%	20%	22%	12%	6%
Expected +		72%	66%	70%	70%	55%
PP Depth	35	9%	11%	6%	3%	3%
PP Expected +		57%	51%	57%	54%	37%

Gaps							Average
All pupils - PP	Depth	-12%	-9%	-16%	-9%	-3%	-9.8%
	Expected +	-15%	-15%	-13%	-16%	-18%	-15.4%

Year 8 TA Outcomes 2025					
Grade	Number of pupils	Maths	Reading	Writing	RWM Combined
Depth	91	46%	28%	10%	9%
Expected +		76%	83%	74%	65%
PP Depth	30	40%	13%	3%	3%
PP Expected +		57%	70%	57%	43%

Gaps						Average
All pupils - PP	Depth	-6%	-15%	-7%	-6%	-8.5%
	Expected +	-19%	-13%	-17%	-22%	-17.8%

Academic outcomes for Y6 disadvantaged pupils showed a gap in performance between our disadvantaged pupils and their non-disadvantaged peers. This gap is similar to the national picture. 37% of disadvantaged pupils achieved the expected standard in the 3 core areas of Reading, Writing and Maths, compared to 55% of all Highfield pupils, which is a gap of 18%. This is not significantly different to the national average.

Overall outcomes in Year 8 were stronger, with 43% of disadvantaged pupils achieving the expected standard in the 3 core areas of Reading, Writing and Maths compared to 65% of all pupils - a gap of 22%. There is no national data for Year 8.

This indicates that the proportion of disadvantaged pupils reaching the expected standard in the 3 core areas is increasing as pupils progress through the school, but the gap between them and their peers does not reduce.



## **Attendance**

In the year 2024-25, whole school attendance was 93.8%. For disadvantaged pupils this figure was 89.8% - representing a gap of 4.4%.

Nationally, absence for all pupils was 93.1 % which is 0.7% below attendance at HMS.

Nationally, attendance for disadvantaged pupils was 89.4%, which is 0.4% lower than attendance for disadvantaged pupils at HMS.

Persistent absence at HMS was 14.9%. Nationally, persistent absence for all pupils was 18.7% which is 3.8% higher.

For disadvantaged pupils this figure was 31.7%. Nationally, persistent absence for disadvantaged pupils was 33% which is also higher than at HMS.

The data represents a gap of 16.8% in persistent absence between all pupils and disadvantaged pupils at HMS.

We will continue to engage with pupils and families to improve attendance.