

Pupil premium strategy statement – Highburton C.E. (VC) First Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils, in line with DfE guidance: *Using pupil premium – guidance for school leaders (March 2025)*.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Graham Booth
Pupil premium lead	Graham Booth
Governor / Trustee lead	Josh Hume

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16, 665
Pupil premium funding carried forward from previous years	£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>	£16,665

Part A: Pupil premium strategy plan

Statement of intent

At Highburton C.E. (VC) First Academy, our intention is that all pupils, regardless of background or circumstance, achieve well academically and flourish socially and emotionally. Our pupil premium strategy is designed to narrow gaps in attainment and outcomes between disadvantaged pupils and their peers, while maintaining high standards for all.

Our approach is firmly rooted in the DfE menu of approaches and the EEF tiered model, prioritising high-quality teaching as the most effective lever for improvement. Targeted academic support and wider strategies are used to address identified barriers to learning, attendance, confidence and engagement.

Decisions about spending are informed by robust diagnostic assessment, careful analysis of school data, and professional knowledge of pupils and families. We do not make assumptions about disadvantage; instead, we respond to identified needs. The strategies outlined may also benefit non-pupil-premium pupils with similar barriers, including those with social worker involvement.

All staff share responsibility for disadvantaged pupils' progress. We are committed to early intervention, high expectations and consistent monitoring to ensure our approaches have measurable impact.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in early reading and phonics knowledge for a small number of pupils, limiting fluency and access to the wider curriculum.
2	Weaker writing outcomes, including spelling, sentence structure and confidence in independent writing.
3	Gaps in mathematical reasoning and automaticity (including times tables), affecting problem-solving and application.
4	Lower confidence and social engagement for some pupils, resulting in reduced participation in enrichment and extracurricular opportunities.

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 phonics and early reading	Pupils demonstrate secure knowledge of Phase 2 and 3 sounds; improved fluency shown in and end-of-year assessments; pupils working towards or achieving the phonics standard.
Improved writing attainment	Teacher assessment data shows disadvantaged pupils' writing attainment broadly in line with non-disadvantaged peers at ARE (Age Related Expectations) and greater depth.
Improved mathematical reasoning and fluency	Increased success in reasoning questions in NFER assessments and improved MTC (Multiplication Check) scores; attainment broadly in line with non-disadvantaged peers.
Increased confidence and participation	100% of disadvantaged pupils participate in at least one extracurricular activity; improved confidence and engagement evident through pupil voice and staff observation.

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: £9,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils Phonics and reading resources (Little Wandle catch-up materials, decodable texts, digital phonics tools)	Strong EEF evidence shows systematic synthetic phonics has a high impact on early reading, particularly for disadvantaged pupils.: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 2

<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>Writing development (structured spelling programme, model texts, explicit sentence instruction)</p>	<p>Evidence shows structured writing approaches and explicit teaching of spelling and sentence construction improve outcomes for disadvantaged pupils.https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p>	<p>1 and 2</p>
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p> <p>Maths reasoning focus (CPA approach, reasoning talk, embedded problem-solving)</p>	<p>EEF evidence highlights the impact of high-quality maths teaching, use of representations and structured discussion on reasoning outcomes.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Professional development to support the implementation of approaches</p> <p>Staff CPD (phonics, writing, maths reasoning, effective feedback)</p>	<p>Professional development supports consistent, high-quality classroom practice and is a key driver of improved outcomes.</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf summarises evidence regarding the positive impact of professional development.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 4,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support language development, literacy; 1:1 and small group tuition TA-led phonics and reading interventions	Targeted, time-limited interventions delivered regularly are shown to accelerate progress when aligned with classroom teaching. Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition EEF	1
Targeted interventions to support language development, literacy; small group tuition Small-group writing support	EEF evidence indicates that targeted writing interventions and explicit strategy instruction can add significant progress. Small group tuition EEF	2
Targeted interventions to support language development, numeracy; small group tuition Maths intervention groups (reasoning and times tables)	Small-group tuition focused on specific gaps improves fluency and problem-solving ability. Small group tuition EEF	3

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

Budgeted cost: £ 2491

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities Subsidised extracurricular activities and clubs.	Participation in enrichment activities supports confidence, social skills and engagement, which positively influence attainment. EEF Teaching and Learning Toolkit includes strands on arts participation and physical activities . The EEF also state that these may increase engagement in learning.	4
Supporting Attendance; Communicating with and supporting parents Targeted parental engagement and communication	Strong home–school relationships support attendance, confidence and sustained engagement in learning. Supporting school attendance EEF and Summary of evidence EEF – this shows that taking a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. This also highlights the importance of communicating effectively with families.; Parental engagement EEF	4
Supporting pupils' social, emotional and behavioural needs Mentoring and peer support	Peer and adult mentoring supports wellbeing, belonging and confidence. Social and emotional learning EEF evidences positive impact	4

Total budgeted cost: £ 16, 665

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25

Phonics 50% Expected 50% Below (2 pupils)

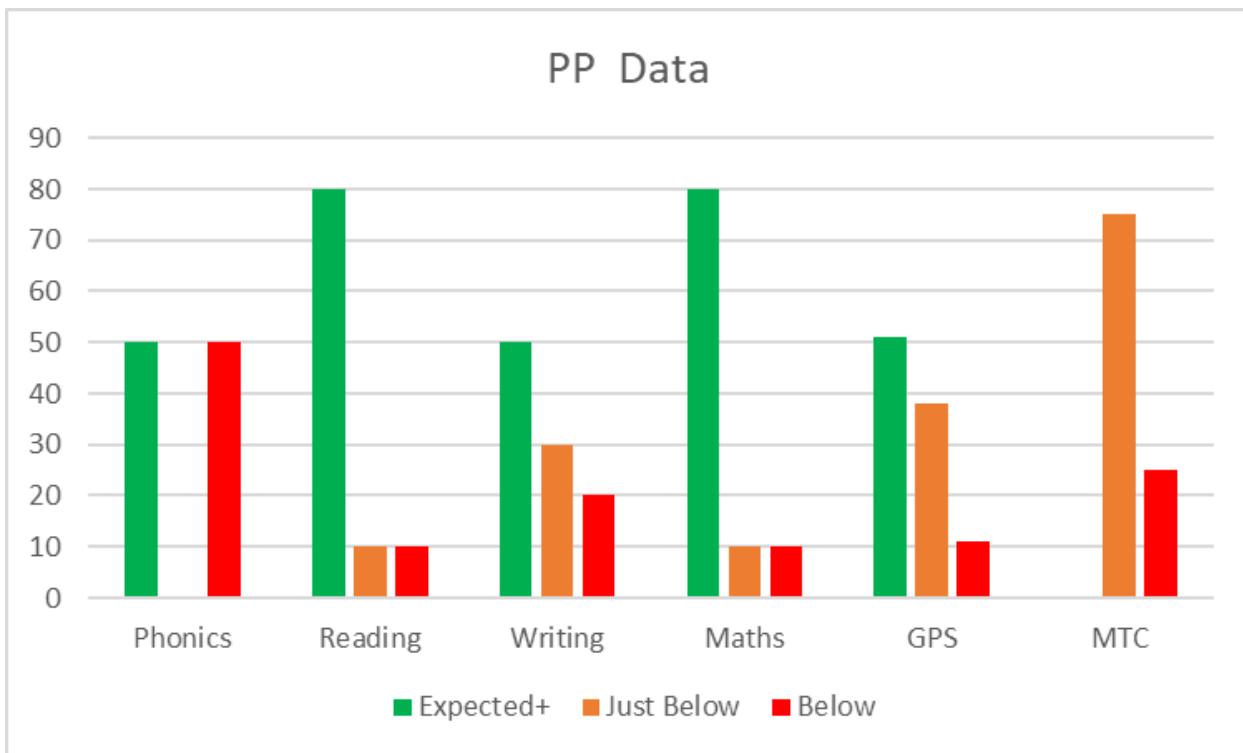
No pupil in receipt of the pupil premium resat the PSC

As we are a first school there are no KS2 outcomes.

Internal whole school tracking data shows the below data for pupils in receipt of the pupil premium across all year groups.

<i>Reading 80% Expected +</i>	<i>10% Just Below</i>	<i>10% Below</i>
<i>Writing 50% Expected +</i>	<i>30% Just Below</i>	<i>20% Below</i>
<i>Maths 80% Expected +</i>	<i>10% Just Below</i>	<i>10% Below</i>
<i>GPS 51% Expected +</i>	<i>38% Just Below</i>	<i>11% Below</i>
<i>MTC 0 Expected</i>	<i>75% Just Below</i>	<i>25% Below</i> <i>Average score 22.5</i>

Attendance of pupils in receipt of the pupil premium 24/25 was 95%.



The PP data shows that disadvantaged pupils are generally performing strongly in Reading and Maths, are broadly secure in Phonics and GPS, but Writing and the MTC indicate notable weaknesses that need targeted support.

Overall attainment

Reading and Maths each show 80% of PP pupils at or above expected, with only 10% below, indicating these are comparative strengths.

Phonics has 50% at the expected standard and 50% below, so half of the PP cohort still need significant decoding support going into KS2.

GPS shows just over half (51%) at or above expected, but with a large “just below” group (38%), meaning many pupils are close and could move up with focused intervention.

Wider opportunities

70% of Pupil Premium pupils accessed extra-curricular activities. Using our extra-curricular tracker, we proactively identify and target Pupil Premium pupils to ensure all children are encouraged and supported to access enrichment opportunities, removing barriers to participation wherever possible.

Externally provided programmes

Non-DfE programmes that we used pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A

Further Information

The Pupil Premium Strategy has been written, reflecting on guidance from the Dfe and Education Endowment Foundation. The Dfe [Using pupil premium: guidance for school leaders](#) outlines what pupil premium funding can be spent on to make the most impact on pupil outcomes.

In addition to the spending outlined in this strategy, there are wider training and development opportunities for the school accessed and provided through the wider Trust. This includes access to training and development in relation to developing teaching and learning, targeted support and wider aspects of school leadership. The list of strategies for the school which benefit disadvantaged pupils (outlined within this strategy) is not exhaustive.