

Pupil premium strategy statement – Highfields Primary Academy

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
School name	Highfields Primary Academy
Number of pupils in school	89 (FTE)
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers	2024-2025, 2025-2026, 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Wriglesworth (Chair of AAB)
Pupil premium lead	Benjamin Williams (Head of Academy)
Governor / Trustee lead	Michelle Benton (Vice Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,020
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£103,020

Part A: Pupil premium strategy plan

Statement of intent

At Highfields Primary Academy, we are committed to strategically employing the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive an exceptional quality of education. This approach aims to facilitate their academic progress and attainment across all subject areas while promoting their development as engaged and socially responsible citizens of the future. We acknowledge the myriad challenges that disadvantaged children may face, which can significantly affect their learning experiences.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Increase pupil attendance and punctuality for disadvantaged pupils so it at least in line with our non-disadvantaged pupils, ensuring all pupils are attending school every possible day and on time.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Ensure all pupils can read fluently as quickly as possible, and with good understanding, to enable them to access the full breadth of the curriculum.
- Develop confidence in pupils' ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure pupils access a wide range of opportunities to develop their interests, knowledge and understanding of the world.
- Promote aspiration and challenge bias and stereotypes to ensure all pupils are given a fair chance and are fully prepared for the next steps in their education and future careers.

Context

Children attending Highfields Primary Academy predominantly originate from the village itself, with a limited number of students coming from outside this area. The village has a historical association with mining, and the academy was established in the early 1900s to serve the families of miners during the period of the mine's operation.

Currently, **65%** (58/89) of our students are eligible for free school meals, a figure that significantly exceeds the national average and is the highest among all mainstream educational institutions within the city.

Situated in Doncaster, which is designated as an opportunity area, our academy is classified as the most deprived area in Doncaster Local Authority. The Index of Multiple Deprivation (IDACI) score for our area is currently 0.46, in contrast to 0.23 for Doncaster and 0.18 nationally. The children we serve come from some of the most disadvantaged circumstances, as reflected by various metrics in the indices of deprivation. This reality poses considerable challenges for our institution and influences our capacity to effectively meet the needs of the community we support.

Index of Multiple Deprivation <i>Combines information from the seven domains to produce an overall relative measure of deprivation</i>	1.2
Barriers to Housing and Services <i>Measures the physical and financial accessibility of housing and local services</i>	6.2
Crime <i>Measure the risk of personal and material victimisation at local level</i>	1.1
Education and Skills <i>Measure the lack of attainment and skills in the local population</i>	1.1

Employment <i>Measure the proportion of the population in an area involuntarily excluded from the labour market</i>	1.2
Health and Disability <i>Measure the risk of premature death and the impairment of quality of life through poor physical or mental health.</i>	1.2
Living Environment <i>Measure the quality of the local environment</i>	6.2
Income <i>Measure the proportion of the population experiencing deprivation relating to low income</i>	1.2
Income Deprivation Affecting Children Index <i>Measure the proportion of children aged 0 to 15 living in income deprived families.</i>	1.2

Deciles are calculated by ranking the 32844 small areas in England from most deprived (1) to least deprived (10) and dividing them into 10 equal groups

Achieving our objectives

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

- Facilitate comprehensive and high-quality continuing professional development for all teachers, enabling them to deliver effective and engaging quality-first teaching that meets the diverse needs of every student.
- Develop and implement targeted interventions and personalized support strategies to swiftly address specific gaps in students' learning. This may include organized small group work sessions and individualized one-on-one tutoring, tailored to support each learner's unique challenges.
- Strategically allocate funding to ensure that every student has equitable access to enriching experiences such as educational trips, overnight residentials, and immersive hands-on learning opportunities that broaden their horizons.
- Create a range of engaging enrichment activities that encourage all students to participate, fostering their talents and interests while enhancing their overall educational experience.
- Provide essential social, emotional, and mental health (SEMH) support designed to empower students, ensuring they can effectively access and engage with learning both within the classroom and in extracurricular settings.

This is not an exhaustive list. Our approach will be responsive to ongoing challenges and individual needs and rooted in robust diagnostic assessment. The approaches we have adopted complement each other to give pupils the best possible chance to excel.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Social, emotional and mental health
5	Access to wider opportunities
6	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
<p>Pupil premium pupils will have improved attendance and punctuality, ensuring they do not miss key learning opportunities and can fully engage in their education.</p>	<ul style="list-style-type: none"> • A measurable increase in the attendance rate for pupil premium pupils, with at least 95% of pupils attending school regularly (defined as attendance above 95%). • A reduction in the number of pupil premium pupils with persistent absence (below 90%), with targeted interventions showing a positive impact on attendance. • Improved punctuality, with at least 90% of pupil premium pupils arriving at school on time each day. • Regular tracking of attendance data showing a trend of improvement over the course of the academic year, with fewer instances of late arrivals or unexplained absences. • Reports from attendance officers and support staff highlighting successful interventions, such as home visits, phone calls, or meetings with families, leading to improved attendance. • Feedback from pupils and parents about the importance of regular attendance and the support offered by the school in improving attendance and punctuality.
<p>Pupils will demonstrate accelerated progress in reading, writing, maths, and phonics, narrowing the attainment gap with their peers and achieving expected levels of proficiency by the end of key stages.</p>	<ul style="list-style-type: none"> • At least 85% of pupil premium pupils will make expected progress or better in reading, writing, maths, and phonics as measured by end-of-year assessments or standardised tests. • A measurable increase in the number of pupil premium pupils meeting or exceeding age-related expectations (e.g. achieving the expected standard in KS2 SATs, phonics screening checks). • Phonics screening results will show a year-on-year improvement, with at least 90% of pupil premium pupils passing the Year 1 phonics check. • Progress tracking data will show a significant improvement in pupils' scores across reading, writing, core skills in reading, writing, and maths. • Pupil premium pupils will show improved reading fluency, comprehension, and writing ability, evidenced by regular assessments and work samples.
<p>Pupils will show significant improvement in speech, language, and communication skills, enabling them to express themselves effectively and participate confidently in class activities.</p>	<ul style="list-style-type: none"> • At least 90% of pupils involved in speech and language interventions will show progress in formal assessments (e.g. improved scores on communication skills tests or speech assessments). • Increased participation in class discussions, group work, and peer interactions, as observed by teachers and recorded in pupil observation notes. • A reduction in speech and language-related barriers to learning, evidenced by improved academic engagement and performance across the curriculum. • An increase in the number of pupil premium pupils achieving age-appropriate speech and language milestones, based on regular assessments and individual support plans. • Positive feedback from teachers and speech and language therapists, indicating progress in pupils' ability to follow instructions, communicate ideas, and engage in conversations.

	<ul style="list-style-type: none"> • Parents/carers report improvements in their child's speech and language skills in home settings, through surveys or parent-teacher communication.
<p>Pupils will develop the skills necessary to manage their emotions, improve resilience, and engage positively with peers and adults.</p>	<ul style="list-style-type: none"> • Children are provided with a variety of support and strategies designed to enhance their learning experiences and foster positive well-being. This ensures that they come to school not only well-prepared but also well-nourished, ready to take on the day's challenges. • The mental health and well-being of every student is prioritised by all staff members. As part of this commitment, children are guided in developing self-regulation skills through engaging programs such as Thrive, PSHCE, and Jigsaw. • Children cultivate strong, supportive relationships with both their peers and teachers, creating a nurturing school environment. This sense of belonging allows them to engage fully in all aspects of school life, from academic pursuits to extracurricular activities.
<p>Pupil premium pupils will have equal access to extracurricular activities, school trips, and enrichment programs, enabling them to develop a broader range of skills and experiences.</p>	<ul style="list-style-type: none"> • Access to wider opportunities at least per term, such as sports, music, art or cultural visits. • Positive feedback from pupils indicating increased engagement, enjoyment, and learning from extracurricular activities. • Evidence of pupils developing new interests and skills through participation in activities, such as improved confidence, teamwork, or problem-solving abilities. • Increased representation of pupil premium pupils in leadership roles within clubs or sports teams (e.g. as monitors, team captains, or event organisers). • Parent/carer surveys showing high levels of satisfaction with the variety and quality of extracurricular opportunities available to their child. • Greater involvement in community activities, with pupil premium pupils participating in school performances, charity events, or local competitions.
<p>Parental engagement will be significantly increased, fostering a collaborative partnership between home and school to support pupil progress and well-being.</p>	<ul style="list-style-type: none"> • Pupil premium parents will attend parent-teacher meetings or other school events (e.g. workshops, parents' evenings or school fairs). • An increase in the number of parents engaging in regular communication with teachers through phone calls, emails, or online platforms, with records of interactions kept. • Positive feedback from parents about the quality and accessibility of communication from the school, as measured through surveys or informal feedback. • More than 80% of parents of pupil premium pupils report feeling supported by the school in helping their child with learning or behaviour, according to parent surveys or focus groups. • Evidence of a strong home-school partnership, such as parental involvement in school-based activities, supporting homework, or reinforcing school expectations at home. • Parent-led initiatives or contributions to school activities, such as volunteering in the classroom or assisting with school trips or events, reflecting increased engagement.

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: **£27,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	A consistent approach from all staff facilitated by training for both teaching and support staff. Use of nationally recognised schemes and approaches: ELS, NELI, White Rose Maths, Launchpad to Literacy, Rekenrek, Times Table Stick, Mastery Maths Effective Professional Development EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Essential Letters and Sounds (ELS) is a proven national SSP schemes. This scheme (purchased in April 2022) means that our pupils will be able to access phonics and 'keep up, not catch up'. Effective Professional Development EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	2
Launchpad to Literacy/ Phonics Tracker CPD training for all staff.	Baseline assessments indicate that the vast majority of disadvantaged EYFS children do not have a breadth of vocabulary or phonic awareness appropriate to their age. Phonics EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3
Additional SENCO release time for planning appropriate support plans to meet individual needs.	Of the 65% disadvantaged children 28% (16/58) have identified SEND needs. Ensure provision in class is targeted and specific to the individual child's needs through targeted and tailored provision. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 6

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

Budgeted cost: **£27,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for disadvantaged pupils across phonics, reading, writing, maths and phonics	1 to 1 and small group targeted intervention support from a non-class-based educators and class based teaching assistants has led to accelerated progress and children gaining ARE in previous years. Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2
Daily phonics and reading one-to-one support.	Above National outcomes for Year 1 PSC. Reading above National in Year 6 and most disadvantaged children at ARE across Year 1-Year 5. Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 3
Daily multiplication support, with corresponding CPD for staff.	Outcomes of Multiplication Times-table Check (MTC) improved from the previous academic year. Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Thrive practitioners are completing targeted work to support pupil development	Improvement, term on term upon initial baseline assessment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
NELI and Launchpad to Literacy Programme - Targeted support for disadvantaged pupils with speech and language difficulties	Both small group and 1:1 targeted support from a NELI trained member of support staff has led to accelerated progress of pupils in previous years. Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	2, 3

	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive (Room and Resources)	A whole school Thrive approach permeates the Academy and promotes the social, emotional and mental health of all. The further development of the Thrive / Sensory Room addition of a Nursery Sensory Room will support a number of our children with SEMH and sensory needs. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	4
Breakfast Club	Our Breakfast Club provision ensures our children are well nourished and ready for school. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Working together to improve school attendance - GOV.UK (www.gov.uk)	1, 5, 6
Attendance and Rewards Initiatives	Rewards and Incentives are used throughout the Academy to motivate and encourage positive behaviour and to attend school regularly promote a culture of achievement and aspiration, reinforcing the value of effort and perseverance Working together to improve school attendance - GOV.UK (www.gov.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 6
Lunchtime and After School Clubs	All children are given access to all clubs. This will include: Reading Clubs, Art and Craft Clubs, Forest Schools, Music Club, Science and Computing Club Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

	Working with Parents to Support Children's Learning EEF Outdoor adventure learning EEF educationendowmentfoundation.org.uk	
Uniform, book-bags, homework bags, water bottles	Children are dressed appropriately and are equipped and ready to learn.	4
Educational Visits	Educational visits are supported financially to ensure all pupils are able to participate.	5
Visitors in school to support the curriculum	Providing our pupils with a wide range of first-hand experiences is crucial to our curriculum. It provides all our children with access to wider opportunities they would often otherwise not experience.	5
Votes for School	Every child should have the opportunity to debate current affairs and have their voice heard, developing critical thinking, communication skills and confidence. Votes for Schools enables pupils to engage in respectful discussion, understand different perspectives and build empathy and social awareness. Through a whole-school approach, it strengthens personal development, citizenship and engagement with learning.	3, 5
Jigsaw PSHE	Providing support for pupils' wellbeing, behaviour and emotional development, helping them to be ready to learn. Building key life skills such as resilience, relationships and self-regulation, which positively impact engagement and learning across the school. Providing a consistent, age-appropriate, whole-school approach to personal development and mental health.	4, 5

Total budgeted cost: £103,020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Outcomes Summary (2024-25)

EYFS

GLD	2023-24		2024-25	
	Academy	National	Academy	National
All	50% (4/8)	68%	45% (5/11)	68%
Disadvantaged	50% (3/6)	52%	33% (1/3)	51%

Year 1

Phonics	2023-24		2024-25	
	Academy	National	Academy	National
All	92% (11/12)	80%	86% (6/7)	80%
Disadvantaged	86% (6/7)	69%	83% (5/6)	67%

Year 4

MTC (Average Score)	2023-24		2024-25	
	Academy	National	Academy	National
All	15.2	20.6	13.4	21.0
Disadvantaged	14.8	18.9	13.4	19.3

Year 6

Reading (EXS+)	2023-24		2024-25	
	Academy	National	Academy	National
All	85% (11/13)	74%	80% (12/15)	75%
Disadvantaged	88% (7/8)	-	83% (10/12)	-

Writing (EXS+)	2023-24		2024-25	
	Academy	National	Academy	National
All	85% (11/13)	72%	85% (13/15)	72%
Disadvantaged	88% (7/8)	-	83% (10/12)	-

Maths (EXS+)	2023-24		2024-25	
	Academy	National	Academy	National
All	85% (11/13)	73%	93% (14/15)	73%
Disadvantaged	75% (6/8)	-	92% (11/12)	-

Combined (EXS+)	2023-24		2024-25	
	Academy	National	Academy	National
All	77% (10/13)	61%	67% (10/15)	62%
Disadvantaged	75% (6/8)	44%	67% (8/12)	47%

Attendance

Average	2023-24		2024-25	
	Academy	National	Academy	National
All	92.6%	94.5%	95.3%	94.9%
Disadvantaged	92.2%	92.0%	95.3%	92.6%

Persistent Absence	2023-24		2024-25	
	Academy	National	Academy	National
All	24.7%	14.6%	13.6%	14.3%
Disadvantaged	27.5%	27.1%	13.0%	24.4%

Externally provided programmes

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

Programme	Provider
Thrive	Thrive Approach
Jigsaw	Jigsaw PSHCE Ltd
Talk for Writing	Pie Corbett
Reading Plus	Reading Plus Ltd
Phonics Tracker	Phonics Tracker
Launchpad to Literacy	Kirstie Page
Language Angels	Language Angels
Emile	Webskape
White Rose Maths	White Rose Education
Master the Curriculum	Master the Curriculum
NELI	Nuffield Foundation Education Limited
Votes for Schools	Votes for Schools