



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	High View Primary School
Number of pupils in school	416 (440 inc Nur)
Proportion (%) of pupil premium eligible pupils	11.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1.12.25
Date on which it will be reviewed	Sep26
Statement authorised by	Robert Claxton
Pupil premium lead	Helen Kirby
Governor / Trustee lead	Abi Howell Jacquie Woodcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£98,475



Part A: Pupil premium strategy plan

Statement of intent

At High View, our Pupil Premium strategy is rooted in our vision of providing every child with an exciting and memorable learning journey, enabling them to thrive and become the greatest version of themselves. We recognise that disadvantaged pupils may face barriers that limit access to the full richness of school life, and we are committed to removing these barriers through high-quality teaching, targeted support and broad, diverse opportunities. Our mission ensures that all children—especially those eligible for Pupil Premium—are consistently engaged in purposeful, ambitious learning that nurtures their knowledge, values and sense of agency, preparing them not only for the world as it is, but for the world they will go on to shape.

Our strategy reflects our values: we take *responsibility* for ensuring disadvantaged pupils achieve highly; we cultivate *belonging* through strong relationships and inclusive practice; and we champion *perseverance* by teaching pupils to overcome challenges with resilience and support. We develop *self-belief* so children feel heard and capable of influencing change, and we foster *respect* within a community that values every voice. Creativity and curiosity sit at the heart of our offer, enriching learning and broadening horizons, especially for those who may have fewer opportunities beyond school.

We aim for all disadvantaged pupils to make excellent progress from their starting points through proven pedagogical approaches, well-sequenced teaching and timely intervention. We know, through research and experience, that we can have the most impact in the classroom, through high quality teaching and building strong relationships with our pupils. Our approach includes providing an ambitious and sequenced curriculum. We value our enrichment curriculum which gives pupils many wider opportunities to build on the learning skills. Our Pupil Premium funding is used to ensure every child can access enriching experiences that build cultural capital, strengthen learning behaviours and increase engagement. Our data shows us that we need to focus on improving outcomes in writing and reading for disadvantaged pupils.

Success will be measured through improvements in attendance, participation in wider opportunities, attitudes to learning, and most importantly, through sustained improvements in progress and attainment that close the gap between disadvantaged and non-disadvantaged pupils.



Challenges

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

The review of 2024-25 identifies massive gaps (42% Reading Y2, 47% Writing Y2). This improved strategy prioritises teaching and targeted support for these specific year groups to ensure a focused effort where the historical deficit is greatest.

Challenge number	Detail of challenge
1	Social, emotional and mental health (SEMH) Many children in receipt of Pupil Premium have social, emotional and mental health difficulties. This is known through it presenting as behaviour difficulties in school, conversations the pupils have with staff and the percentage of children requiring SEMH support (of those attending Nurture 53% are PP, of those attending ELSA 38% are PP).
2	Gaps in reading, writing, maths and phonics attainment Data shows that the school is performing strongly overall in Reading and Maths, but Writing and PP attainment—especially GD—are key concerns, with significant gaps emerging in Years 2, 3, and 4.
3	Attendance Attendance for disadvantaged children in 2024-25 was 91.7%. This was a 4.3% gap between PP and non-PP. These figures are broadly consistent over the past few years. PP persistent absence was 7.52%, which has lowered from the previous year where it was 10.5%.
4	Access to wider opportunities Through conversations with staff, pupils and parents, it is known that there is a disparity between the cultural experiences of disadvantaged and non-disadvantaged children.
5	Parental engagement Historically, the engagement of families whose children are in receipt of Pupil Premium is lower than other families. This is shown by parents not attending meetings, such as parents evening or SEN meetings. Many parents/carers also have their own social, emotional and mental health difficulties which impacts on their ability to support their children’s learning. It is also a challenge to identify PP children as all children are in receipt of free school meals.

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
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<p>1.</p> <p>To continually narrow pupil premium attainment gaps at the expected standard in writing in years 3, 4 and 5.</p> <p>To continually narrow pupil premium attainment gaps at the expected standard in reading in years 3 and 5.</p> <p>To increase the percentage of pupil premium children achieving greater depth in reading.</p>	<p>Long term goal:</p> <p>Writing: PP gap is less than 15% across all year groups.</p> <p>Reading: PP gaps is less than 20% across all year groups.</p> <p>At least 20% off PP children achieve GD in reading across all year groups.</p> <p>Steps to Success:</p> <p>PP pupils making an average of 1.5 times the expected progress in core subjects where the current gap exceeds 30%.</p>
<p>2.</p> <p>For all disadvantaged pupils to attend school regularly and on-time.</p>	<p>Average attendance of PP pupils has increased to over 96%.</p> <p>The gap of average attendance between the PP pupils and non-PP pupils has reduced to less than 4%.</p> <p>PP persistent absence is no more than 5%.</p> <p>The FSW and attendance committee will specifically target pupils below the 94% threshold <i>with a specific focus on pupils with historical persistent absence records</i> to drive the target toward 96%.</p>
<p>3.</p> <p>To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing and the reduction of negative behaviour incidents (linked to SEMH) demonstrated by:</p> <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations. ● An increase in enrichment activities among disadvantaged pupils. ● A measurable increase in time spent engaged in classroom learning rather than requiring withdrawal support. <p>ELSA/Nurture support and external professional support (e.g. SALT) as required enabling them to make progress in their areas of difficulties.</p> <p>Log of work undertaken by Family Support Worker.</p>
<p>4.</p> <p>To establish and maintain strong, measurable parental partnership and engagement.</p>	<p>Increase parental attendance at structured academic meetings (e.g., Parents' Evenings, SEN reviews) by 10% year-on-year.</p> <p>Documented use of FSW support resulting in 75% of referred PP families accessing identified external community services.</p>
<p>5.</p> <p>To increase the wider opportunities that children have beyond academic learning so</p>	<p>Pupil premium children attend residentials, receive music tuition, attend school trips and take part in school workshops and</p>



<p>that pupils have rich experiences which support them to understand more of the curriculum.</p>	<p>participate in extra curricular activities. This will allow them to develop more effective learning behaviours that support academic success, such as; resilience, problem solving, teamwork, perseverance, oracy and independence. Success will be measured through increased PP participation rates in enrichment activities, improved attendance and attitudes to learning, and demonstrable impact on academic outcomes, including reduced PP/non-PP attainment gaps and accelerated progress over time.</p>
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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, PD, recruitment and retention)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff PD for writing</p>	<p>High quality staff PD is essential to follow EEF principles. Consideration of pedagogy in-line with EEF five a day and modelling. This is followed up during staff development meetings and INSET. All staff to lead effectively are released regularly.</p> <p>Introduction of disciplinary writing to ensure writing across the curriculum.</p> <p>Ensuring children have strong foundations in writing, fine motor skills and writing practise in EYFS and following handwriting scheme throughout Key Stage 1 and 2.</p> <p>Release English Leader to visit high performing schools, network with lead schools implementing Talk for Writing. Use this to inform the update of the writing policy and provide CPD to staff.</p>	<p>1,2</p>



<p>Staff PD for reading</p>	<p>Reading Lead to research up to date pedagogy in the efficacy of teaching whole class reading (Chris Such). This promotes effective whole class reading strategies that supports fluency, prosody and comprehension. Pilot scheme to trial approaches and consider feedback.</p> <p>PD for all staff to introduce the pedagogy in small steps, whilst monitoring continually. Strong focus on teacher modelling to develop independence and a love of reading.</p> <p>Promote reading across the curriculum through training around choosing texts that build schema. Reading progression document has been produced as a tool to promote this.</p>	
<p>Leadership time</p> <p>Able to access additional non-contact time for all leaders to monitor provision and progress of PP children in their subjects.</p> <p>Non-contact time for Phase Leaders to improve provision for PP children to accelerate progress.</p>	<p>Leaders need to monitor the impact of this strategy and make sure that we are responsive to changes as needed. Additionally, robust monitoring of teaching and learning and progress of particular children needs to take place to improve outcomes.</p> <p>Book scrutinies specifically monitoring PP children's outcomes and attainment.</p> <p>Data moderation meetings ensure protected tim to monitor PP children's outcomes and attainment.</p>	<p>1</p>
<p>Ensure teachers meet the needs of their disadvantaged pupils through careful lesson planning and high-leverage adaptive teaching strategies, especially in years 2, 3 and 4. This is supported through diagnostic assessment, curriculum reviews and regular lesson visits.</p>	<p>Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. Evidence adaptive teaching comes from a range of different sources, including the EEF 5 a Day, such as explicit instruction and scaffolding.</p> <p>Develop the use of adaptive tools, to include technology, to improve access to the curriculum for all learners.</p>	<p>1</p>
<p>Purchase of standardised diagnostic assessments.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p>	<p>1,2</p>



<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Diagnostic assessment EEF</p> <p>Training to provide access arrangements to support the most vulnerable children, including those with additional needs.</p> <p>Training for maths, English, reading, phonics and EYFS leaders to analyse whole school data.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focussed interventions before school starts, targeted at closing specific gaps in learning, through the allocated hours of a highly trained TA to deliver Precision Teaching, targeting pupils in Years 2, 3, and 4 to close the large Reading and Writing gaps (42-47% gaps).</p>	<p>Closing the gap in reading at as early age as possible.</p> <p>Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.</p> <p>Precision teaching is a highly focused, evidence based intervention. Training on precision teaching can be delivered by an Educational Psychologist. The interventions can then be delivered by a trained individual such as a teacher, SENCo, HLTA or teaching assistant..</p>	1
<p>Early Talk/Talk Boost/NELI</p> <p>To meet the identified need for strong foundations in EYFS and Key Stage 1, training costs and material purchases for these evidence-based interventions are covered under this budget line.</p>	<p>A higher than average percentage of children have poor communication and language skills upon entry to Early Years Foundation Stage (EYFS).</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the</p>	1



	approach, working with a small group of children or individually to develop spoken language skills.	
Attendance	<p>Rigorously identifying children who are at risk of low attendance, below 94%. Children below 90% is a serious concern and Attendance Lead to meet with parents.</p> <p>Attendance committee to discuss each case individually, held to account by governors.</p> <p>Meet and challenge parents.</p> <p>Fines for unauthorised absences.</p> <p>Referral to FSW to offer additional support, including identification of Young Carers.</p> <p>Improved provision in identifying and supporting Young Carers in order to increase attendance and outcomes.</p> <p>Regularly update staff about whole school attendance. Celebrate children and classes with strong attendance e.g. 100% over one, two and three terms, as well as weekly whole school celebrations.</p>	
Online English and Maths programmes, deployed strategically based on diagnostic assessment, ensuring they target the specific deficits identified.	Support learners to close the gaps by working independently on programmes.	1

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two full-time ELSA/Nurture practitioners, highly trained with access to support from an EP.	<p>There are a high number of children struggling to access learning due to their social, emotional and mental health needs.</p> <p>The average impact of successful SEMH interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	2, 3, 4
Family Support Worker (FSW), whose role is heavily weighted towards addressing the specific challenges of low parental engagement	<p>A lot of families are affected by issues in the wider community and need support to access services in order to best engage with their children.</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	2, 3, 4



(Challenge 4) and addressing chronic attendance issues (Challenge 3), including the specific focus on identifying Young Carers to increase attendance and outcomes.		
Free School Meals and milk	Research shows that hungry children do not perform as well.	2, 3, 4
Uniform subsidies	Children will feel included and part of the community.	2, 3, 4
Extra-curricular club/trip subsidies	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	2, 3, 4

Total budgeted cost: £98,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Strategy aims for disadvantaged pupils

Outcome	Impact							
Achieve outcomes in-line with or above the national average by the end of KS2	KS2 National and Local Data 2024-2025							
		23% PP in this cohort	National		Local		High View	
			ARE+	GD	ARE+	GD	ARE+	GD
	R	All	75%	33%	83%	47%	82%	37%
		PP	63%	21%	67%	28%	67%	21%
		Non-PP	81%	39%	87%	52%	85%	41%
	W	All	72%	13%	78%	24%	70%	25%
		PP	59%	7%	60%	11%	53%	0%
		Non-PP	78%	16%	82%	27%	74%	33%
	M	All	74%	26%	83%	46%	78%	35%
		PP	53%	15%	66%	21%	61%	7%
		Non-PP	80%	32%	87%	52%	85%	43%
	Outcomes for PP children were in-line or above both national and local in reading (EXS and GD) and maths (EXS). Writing was slightly below national and local for both EXS and GD and below for GD in maths.							



End of Year Assessment High View 2024-2025 (%)

Year Grp		1 (3 chn)		2 (10 chn)		3 (11chn)		4 (11chn)		5 (7chn)		6 (14chn)	
	%	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
R	All	88	29	75	23	83	30	83	30	75	27	82	37
	PP	75	0	40	0	67	25	58	17	67	17	67	21
	Gap	22	31	42	29	21	6	35	15	4	15	9	17
W	All	88	20	79	18	75	18	75	12	63	20	70	25
	PP	75	0	40	0	58	0	50	8	67	0	53	0
	Gap	22	22	47	22	23	23	25	3	-9	23	12	33
M	All	92	29	84	33	83	25	83	35	78	43	78	35
	PP	75	0	60	10	67	0	50	17	83	33	53	7
	Gap	26	31	29	28	21	31	35	21	-9	-1	21	37

Gap = between PP and non-PP

There continues to be gaps between PP and non-PP outcomes across all year groups, although gaps largely closed in year 5 (now year 6).

Reading (R)

- PP pupils perform significantly lower in several year groups (make this a focus for 2025-2028).
 - Largest gaps:
 - Year 2 (42% gap at ARE+)
 - Year 4 (35%)
 - Year 1 and 6 also show notable GD gaps (31% and 17%).

Writing (W)

- PP gaps widely vary, some quite high (e.g. 47% in Year 2).
- PP gaps are inconsistent but problematic in Y2, Y3, Y4.
- Y5 shows a negative gap, meaning PP did better than non-PP.

Maths (M)

- PP gaps are variable, but several year groups show large gaps (21–37%).
- Some very large PP gaps (e.g. Y3 GD 31%, Y6 GD 37%).
- A couple of year groups show negative gaps at ARE+ (Y5 and Y6), meaning PP matched/exceeded peers.

Achieve above national average in phonics screening

Although national data has not yet been published (25.11.25), 100% of pupil premium children passed the phonics screening in 2025, which is expected to be significantly above the national average and an increase on previous years data.



check in year 1																
Ensure attendance of disadvantaged pupils is 98% or above	Pupil Premium attendance has remained stable over the past three years, at approximately 92%, and is in line with national PP attendance. However, pupil premium persistent absence has decreased in the past year.															
Monitor the wellbeing of children through the use of SEMH interventions and the Family Support Worker.	<p>SEMH 2024-2025</p> <table border="1"> <thead> <tr> <th></th> <th>ELSA</th> <th>Nurture</th> <th>Sensory Circuits</th> <th>Family Support Worker</th> </tr> </thead> <tbody> <tr> <td>No. of Chn</td> <td>39</td> <td>56</td> <td>35</td> <td>11</td> </tr> <tr> <td>No. of PP Chn</td> <td>15</td> <td>30</td> <td>14</td> <td>7</td> </tr> </tbody> </table> <p>Boxall Profile, pupil voice and parent voice showed that these interventions supported children's wellbeing, thus allowing them to be regulated and able to access and engage in their learning.</p>		ELSA	Nurture	Sensory Circuits	Family Support Worker	No. of Chn	39	56	35	11	No. of PP Chn	15	30	14	7
	ELSA	Nurture	Sensory Circuits	Family Support Worker												
No. of Chn	39	56	35	11												
No. of PP Chn	15	30	14	7												
Ensure all children are able to participate in a broad range of extra-curricular activities.	60% of PP children attended an extra-curricular club. Alongside the enrichment curriculum, this has meant that the children's cultural capital has been significantly enhanced.															

Externally provided programmes

Programme	Provider
Bug Club	Pearson
Nessy	Net Educational Systems
RM Easimaths	RM
TT Rockstars	TT Rockstars
FFT Aspire	FFT
Doodle Maths	



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.