

# 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 Spen Primary
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	31%
Academic year that our current pupil premium strategy plan covers	2025-26
Date this statement was published	01.12.25
Date on which it will be reviewed	31.03.26
Statement authorised by	A.Firth
Pupil premium lead	A.Firth
Governor / Trustee lead	M.Cornish-Fleet

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,785

# Part A: Pupil premium strategy plan

## Statement of intent

At High Spen Primary we use Pupil Premium Funding to provide targeted support to specific pupils, including pupils who are entitled to FSM, children in care and those of armed service personnel. This support aims to improve access to our curriculum and to improve outcomes for identified children.

## Challenges

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

Challenge number	Detail of challenge
1	Average attainment of PP pupils is lower than non PP pupils.
2	Higher proportion of PP pupils have lower prior attainment, past or present involvement with outside agencies or are on the SEND register.
3	Attendance of PP pupils sits below that of non PP pupils.
4	Higher proportion of PP pupils than non PP pupils live in care or in households supported through TAFs/CIN/CP.

## 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 academic outcomes	Increased % of PP pupils meeting ARE
Stimulating, broad curriculum	PP pupils enjoy full access to the curriculum
Engaged families supporting learning	Targeted contact from school builds on support for improved attendance/academic performance

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased ratio of teaching support in identified pockets of school.	Review of pupil behaviour and staff wellbeing all point to the need for additional support for identified PP pupils awaiting EHCP or SEND Tribunal outcome.	1 & 2
CPD around Belong Project – trauma informed practice.	LA led whole school CPD around trauma informed practice – Belong Project will further develop good practice and support staff to best meet need.	1, 2, 3 & 4
Voice 21 - CPD around impact of enhanced Oracy in school.	Evidence shared by Voice 21, demonstrates increased importance of solid oracy pathways for children from disadvantaged backgrounds. 2025-26 is Y1 for our school. Dedicated CPD for Lead Teacher and Oracy Champion, who explore and disseminate impactful practice.	1 & 2
Continued investment in quality books and physical resources to run intervention – provision of ‘Blending Books’ and investment into Class/Main libraries.	To be used throughout school. ‘Blending Books’ - targeted delivery of materials linked to specific stage within our Phonics Pathway.	1 & 2

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

Budgeted cost: £30,000 (contribution towards staffing costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/L5 SEND TA (inc. funded CPD/release time).	2025-26 sees dedicated time created for training of our own ELSA and apprenticeship training of	1 & 2

	<p>existing TA to L5 Specialist SEND TA.</p> <p>This allows specific, quality assured, targeted intervention to support the Emotional Literacy amongst identified pupils.</p>	
<p>Targeted intervention sessions delivered by CTs/Tas.</p>	<p>Weekly pre/post teaching to support access and improve outcomes.</p> <p>Impact seen of quick intervention following issues identified in daily lessons – this better equips children to ‘keep up, not catch up’.</p> <p>Speech &amp; language in EY delivered by additional staff – 1:1 and small groups to accelerate progress of those with lower starting points.</p> <p>KS1 – additional staffing to provide targeted Sp &amp; L, phonics and basic skills. 1:1 and small group input.</p> <p>KS2 – additional staffing to provide top up phonics, reading fluency, HRS and basic skills.</p>	<p>1 &amp; 2</p>

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

Budgeted cost: £11,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance, expectations, aspirations and support for families.</p>	<p>Identified staff team to support with family intervention/engagement &amp; SEND.</p> <p>Dedicated non class time for ‘SEND TA’ to provide additional capacity to make timely referrals (OT, S&amp;L, HINT, TAF).</p>	<p>3 &amp; 4</p>
<p>Family engagement through shared learning.</p>	<p>Weekly Pickle Palace sessions. Accessible to all classes, allowing parents and carers to come in and cook from scratch with children.</p>	<p>1, 2, 3 &amp; 4</p>

**Total budgeted cost: £71,785**

**Further breakdown of specific actions can be found in our School Improvement Plan for [2025-26](#):**

# **Part B: Review of outcomes in the previous academic year**

## **Pupil premium strategy outcomes**

### **Average attainment of PP pupils is lower than non PP pupils.**

Although, end of KS2 outcomes were above the local & national picture in reading, performance of PP pupils remains lower than that of our non PP pupils and of the wider local & national PP cohort.

The overall performance of PP children improved during 2024-25 in Reading and Reading, Writing & Maths combined, however it fell slightly in Writing and significantly in Maths. It is important to be aware that 2024-25 was a small cohort of just 14 children – 6 of whom qualified for PPG.

### **Higher proportion of PP pupils have lower prior attainment, past or present involvement with outside agencies or are on the SEND register.**

Whilst this picture remains true, investment of significant additional resources (including human resource) means our children continue to be well supported. The strength of our work to support children with SEND and those whose families are supported by other agencies, is recognised in feedback from our families, our LA SIP and our last OFSTED.

Investment in additional staffing also continues to target the attainment gap at the earliest opportunity.

### **Attendance of PP pupils currently sits below that of non PP pupils.**

The impact of reviewing attendance monitoring arrangements on a termly basis has a positive impact on our work to improve attendance of all pupils. Attendance is monitored every 5wks by dedicated staff, with formal feedback to families shared in every tenth week of term. The vast majority of those families targeted through attendance monitoring arrangements continue to demonstrate improved attendance as the year progresses.

VYDE shows that attendance of children with FSM still sits below that of 'Non FSM' (91% to 96%), However, attendance of children with FSM has been better than 2023-24 in every term in 2024-25 & 2025-26.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Numbots	Maths Circle Ltd
Spelling Shed	Education Shed Ltd
Essential Letters and Sounds	Oxford University Press
Head Start Reading	Headstart Primary
Letter Join	Green and Tempest