

# Pupil premium strategy statement – Highters Heath Community School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	167
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2025 - 2026 2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Julie Aulton
Pupil premium lead	Julie Aulton
Governor / Trustee lead	Pam Garrington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,130
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£154,130

# Part A: Pupil premium strategy plan

## Statement of intent

Highters Heath Community School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have an established and experienced senior leadership team and a school ethos of high expectations with children and staff at the heart of all we do.

We are a one-form entry primary school in Warstock, South Birmingham, in an area of significant deprivation.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance, which is purposeful, transparent, and focussed on the main thing, improving teaching and learning.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF.

Our key principles:

- We will adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations and aspirations.
- We will ensure high-quality teaching and learning is supported through robust research-based approaches in developing both staff and children.
- We will ensure disadvantaged children are challenged in the learning they are set.
- We will ensure wider experiences are available for all disadvantaged children.

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and child or group of children the school legitimately identifies as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to reception, particularly with literacy and communication skills. Many children enter reception below age-related expectations.
2	MAT disadvantaged review, assessments, observations and discussions with children show stronger staff AfL could further impact on attainment and progress of disadvantaged pupils.
3	Our observations and discussions with children and families have identified social and emotional issues for many of the children.
4	MAT disadvantaged review shows pupils have low cultural capital.
5	School attendance and punctuality.

## 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 oracy skills and vocabulary of disadvantaged pupils.	Improved oracy skills and vocabulary of disadvantaged pupils. There is a significant improvement in oracy for disadvantaged pupils along with a significant improvement in the range of vocabulary used for all forms of communication. Children are able to communicate their learning in depth. This is evident across the curriculum when triangulated with other sources of evidence, including engagement, book scrutiny and ongoing formative assessment Improved reading attainment of disadvantaged pupils.

Improved reading attainment of disadvantaged pupils.	100% of children are fluent readers at the end of KS1. Attainment for disadvantaged pupils in reading at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils. By 2025/2026, the gap between disadvantaged pupils and all other pupils has closed.
Improved attainment at the end of each Key Stage in reading, writing and maths, particularly for disadvantaged children.	Attainment for disadvantaged pupils in writing at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils. By 2025/2026, the gap between disadvantaged pupils and all other pupils has closed.
To achieve and sustain improved wellbeing for all children in our school, particularly among disadvantaged children.	Sustain high levels of wellbeing has improved and the number of behaviour incidents and exclusions is reduced.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	The overall absence rate for all children being no more than the national average, and the attendance gap between disadvantaged children and non-disadvantaged children is reduced. The percentage of all children who are persistently absent being below the national average and the gap between disadvantaged children and their peers reducing.

## 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, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed high quality teaching in all year groups for all	There is strong evidence that quality first teaching is pivotal in improving children's outcomes through narrowing the disadvantage gap. Research shows that promoting effective professional development improves	1, 2, 3, 4

<p>subjects by providing be-spoke CPG for all teaching staff based on pedagogical research. As part of this, we will focus on enhancing feedback, assessment, disciplinary knowledge in foundation subjects and scaffolding.</p> <p>CPG focus on disciplinary knowledge in foundation subjects and habits of mind.</p> <p>Use of release time to support paired teaching.</p> <p>Coaching for all teachers.</p> <p>Planning clinics.</p>	<p>classroom practice and pupils outcomes. High quality first teaching has the greatest impact on closing the gap between disadvantaged pupils and all other pupils. There is strong evidence to indicate that high quality feedback has a significant impact on progress and attainment of all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
<p>Enhance children's metacognition and self-regulation skills using the EEF metacognition and self-regulation toolkit.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practice and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenge themselves in the future.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1,2,3,4</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1-1 daily reading sessions targeted at the bottom 20% of readers in all year groups.	<p>Additional 1-1 daily reading sessions targeted at the bottom 20% of readers in all year groups. BRP for Regular reading on a 1-1 has a strong impact on reading and leads to rapid and sustained progress for all readers. “Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success.” – DFE The Reading Framework</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,4
Additional 1:1 phonics tuition targeted at pupils who require further phonics support.	<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://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2,3,4

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

Budgeted cost: £24,130

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and also fund the learning mentor to provide compensatory teaching for children who have missed learning through absence. Embed the MAT strategy for improving school attendance.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later in life.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5
Use of pastoral interventions to support children with acute SEMH needs including one to one interventions by Malachi.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later in life.</p>	

**Total budgeted cost: £154,130**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

Aim	Outcome	Evaluation															
Improved oral language skills and vocabulary among disadvantaged children.	Data and observations show that standards of oracy have improved for our disadvantaged pupils.	Oracy is becoming a strength of the school and our aim is to continually build on existing practice in school to further enhance outcomes for all pupils.															
Improved phonics attainment among disadvantaged children.	Highters Heath All – 92% Highters Heath disadvantaged – 88% National disadvantaged – 80%	Although the data at Highters Heath is strong and exceeds national data, our aim is to ensure the gap between disadvantaged and non-disadvantaged pupil groups remains a focus.															
Improved attainment at the end Key Stage 2 in reading, writing and maths, particularly for disadvantaged children.	<p>KS2 data:</p> <table border="1" data-bbox="465 1379 978 1821"> <thead> <tr> <th></th> <th>National disadvantaged</th> <th>Highters Heath disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading ARE</td> <td>48.3%</td> <td>71%</td> </tr> <tr> <td>Writing ARE</td> <td>58%</td> <td>76%</td> </tr> <tr> <td>Maths ARE</td> <td>58.6%</td> <td>76%</td> </tr> <tr> <td>Combined ARE</td> <td>45%</td> <td>62%</td> </tr> </tbody> </table>		National disadvantaged	Highters Heath disadvantaged	Reading ARE	48.3%	71%	Writing ARE	58%	76%	Maths ARE	58.6%	76%	Combined ARE	45%	62%	<p>Pupil outcomes in reading, writing and maths are strong and pupils make good progress from their starting points.</p> <p>The focus now is to continue improve outcomes and close the gap between disadvantaged and non-disadvantaged groups of pupils.</p>
	National disadvantaged	Highters Heath disadvantaged															
Reading ARE	48.3%	71%															
Writing ARE	58%	76%															
Maths ARE	58.6%	76%															
Combined ARE	45%	62%															
To achieve and sustain improved wellbeing for all	Pupil behaviour, attitudes and wellbeing is a key strand on our school improvement plan 24-25. At	Improved and sustained wellbeing for all pupils will remain a high priority															

children in our school, particularly among disadvantaged children.	Highters Heath, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the Highters Heath community. We all hold our families in very high regard, irrespective of background and staff try to develop 'conversations,' and a sense of belonging rather than expecting all families to behave in the same way.	particularly among disadvantaged children
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<p>National attendance for 2024 – 2025 – 92.5%</p> <p>Overall attendance for 2024 – 2025 – 93.12%</p> <p>Attendance for disadvantaged pupils at Highters Heath – 92.25%</p>	Attendance will remain a priority at Highters Heath.

## Externally provided programmes

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

Programme	Provider
Wellcomm	GL Assessment
TT Rockstars	TT Rockstars

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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