



Highfields Spencer Academy

Pupil premium strategy statement

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	198
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	19/12/2025
Date on which it will be reviewed	01/12/2026
Statement authorised by	Brooke McCulloch
Pupil premium lead	Sarah Irvine
Governor / Trustee lead	Lee Swales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,501.50
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£75,501.50
<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>	N/A



Part A: Pupil premium strategy plan

Statement of intent

At Highfields Spencer Academy the pupil premium strategy is designed to ensure that all pupils premium children achieve their full potential and academic potential whilst non-pupil premium children also benefit from the strategies and funding in place. During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well and consider the ever-changing challenges which our children and families face. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium Funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

We base our decision making on our RISE values



This strategy all of our practice is firmly rooted in evidence-based research, particularly the EFF toolkit, DfE and Ofsted Reports, the work of Marc Rowland and the Sutton Trust.

Our guiding principles, over the course of this strategy are tightly linked to our current SDP priorities. We aim to support all children through our strategy, particularly our most disadvantaged.

Our ultimate objectives are:

- To narrow the gap in attainment between disadvantaged and non-disadvantaged children.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To allow disadvantaged children to have opportunities which are suitable for their age and phase to build cultural capital.

We apply a three-tiered approach to addressing disadvantage:

- Whole school approaches using quality first teaching to raise attainment.
- Targeted support which addresses gaps in learning.



- The holistic whole child view, which permeates our culture.

This will be achieved by using the following key ingredients:

- Teaching and learning opportunities meet the needs of all the pupils and interventions are applied swiftly when needed.
- Diagnostic assessment enables swift intervention.
- Personalised provision addressing the increasing SEMH needs of children and their families so that they can be successful learners.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils lack awareness of themselves as learners and the strategies in becoming independent, resilient, self-regulated learners
2	Core literacy skills in reading and writing inhibit progress for some of our pupil premium pupils in achieving the expected standard. 50% of our disadvantaged children reached the expected standard for reading (KS1) in comparison to 75% of our non-pp children. 33% reached the expected standard for writing (KS1). This is 30% lower than our non-disadvantaged children.
3	Fluency of basic skills (times tables, number bonds) in maths inhibits performance. 67% of our disadvantaged children reached the expected standard for maths. This is 8% lower than our non-disadvantaged children.
4	Poor oral language skills, including pupil's limited range of vocabulary, linked to limited life experiences and availability of quality texts
5	Some children arrive at school with different and sometimes more limited experiences beyond their immediate environment this impacts on their knowledge and understanding of the world in which they live

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
Children demonstrate independence and resilience in their learning	Wellbeing data (Boxall) shows that children are attaining in line with their non-disadvantaged peers
Children's writing shows progress and gap narrowed between PP and Non-PP children.	Gap in writing narrows from the 30% difference for the 2023/24 academic year.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that the attainment gap has narrowed from the 2023/24 KS1 outcomes (25% gap)
Improved early reading attainment among disadvantaged pupils	Y1 Phonics outcomes in 2024/25 show that the attainment gap has narrowed (from 38% and significantly increased for disadvantaged pupils from 53%)
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2025/26 show that maths attainment continues to increase and therefore narrow the 8% gap to non-dp children (KS1 outcomes) achieving the expected standard of the previous academic year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for 24/25 demonstrated by: • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no larger than 2%. • the percentage of all pupils who are persistently absent is below national (FFT 19%) and demonstrates progress from the school's previous year rate of 10%. • the persistently absent gap between disadvantaged pupils and non-disadvantaged pupils is no larger than 3%



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: £11,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PIRA/PUMA/ GAPS diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Summative assessments using standardised testing can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction as well as aiding lesson design: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3
Purchase of Little Wandle to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF DFE Reading Framework Little Wandle Efficacy	2, 4
Purchase of Reading Plus programme to support reading skills with a focus on	Reading comprehension strategies are high impact on average (+6 months). It is important to identify the appropriate level of text difficulty.	2



reading fluency and comprehension.	EEF Reading Comprehension Reading Plus Efficacy	
Purchase of Times Tables Rockstars online programme to support the fluidity and basic skills of children	EEF suggest ensuring children develop a fluent recall of facts as knowing number facts aids cognitive load and working memory in relation to understanding mathematical concepts in later studies. Improving Mathematics in Key Stages 2 and 3	3
Learning by Questions- an online platform which can be used to support children's learning in a variety of subjects.	Formative assessment delivered in a timely manner enabling effective feedback. Feedback Guidance Report Technology can both impact pupil practice and improve feedback and assessment. Digital Technology	1, 2, 3, 4
CPD with a focus on mechanics of effective CPD in line with the EEF guidance	Effective professional development develops teaching quality and can impact the outcomes of pupils. Effective Professional Development	

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

Budgeted cost: £17,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning by Questions in use across KS2 for planned interventions, whole class teaching and retrieval activities.	Teachers are able to use technology to increase the benefits of practice to improve fluency or retention of information. Teaching and Learning Toolkit EEF Metacognition EEF Guidance Report - Maths EYFS/KS1 EEF	3



	Guidance Report- Maths KS2 EEF	
Shine interventions are directly linked to summative assessment GAP analysis.	Diagnostic assessments can indicate areas for development and individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. EEF Diagnostic Assessment Assessing Learning EEF	2,3
TA employed to carry out phonics and reading based interventions across school.	Interventions targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind. Small Group Tuition Guidance EEF Guidance Report KS1 Literacy EEF Guidance Report KS2 Literacy EEF	2, 4

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

Budgeted cost: £46,449.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupil premium children to be invited to a midday or after school club targeted to their interests.	By accessing clubs children can build on attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. There is growing evidence that these skills are important to children's later outcomes. Life Skills and Enrichment Guidance EEF	1, 5
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	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5



develop and implement new procedures and appointing attendance/support officers to improve attendance.		
Level 4 TA Pastoral Lead role to lead attendance, nurture, family support and our Early Help offer.	Parental Engagement Social Emotional Learning Attendance Interventions	1, 2, 3, 4, 5
Forest School	Forest schools can be beneficial in developing self-esteem.	1, 5
Social and Emotional Learning interventions through Catharis, ELSA, Bridge the Gap and Building Sound Minds	Targeted sessions based around SEL for children with more complex needs. Social Emotional Learning Art therapy can be used to stimulate positive change. Art Therapy For Children With the help of ELSA, children can learn how to build secure and healthy relationships. ELSA	1, 5
Discounted visits	Children are given access to a range of visits which may broaden their life experiences Outdoor Learning	1, 5
Music Tuition	Access to music tuition to expose children to a range of experiences through the arts. Arts Participation	5
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5



Total budgeted cost: £75,501.50



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2024–25, the profile of pupils eligible for Pupil Premium at Highfields Spencer Academy continued to evolve as the school cohort increased. A significant proportion of disadvantaged pupils also present with additional needs, particularly in relation to speech and language, SEMH and self-regulation.

While attendance for disadvantaged pupils remains a strength, assessment outcomes indicate that gaps in early reading and writing persist, particularly where pupils also have additional needs. As a result, the strategy continues to prioritise high-quality teaching, early identification of need and targeted academic and pastoral support.

Desired Outcome	Impact
Children demonstrate independence and resilience in their learning.	Improvements in EYFS outcomes for disadvantaged pupils (GLD increasing from 43% to 60%) indicate that pupils are increasingly ready to engage with learning routines and expectations. Wellbeing and pastoral monitoring indicate that disadvantaged pupils are increasingly able to engage with learning routines and expectations. Nurture provision, pastoral support and consistent classroom practice have supported pupils' emotional readiness to learn. This remains an ongoing focus, particularly for pupils with additional SEMH needs.



Children's writing shows progress and the gap between PP and non-PP pupils is narrowed.	In KS1, 29% of disadvantaged pupils achieved the expected standard in writing, compared to 77% of non-disadvantaged pupils. While pupils are making progress from starting points, this data indicates that the attainment gap in writing remains significant. Strengthening early writing, transcription and sentence construction will be a priority for the next phase of the strategy.
Improved reading attainment among disadvantaged pupils.	Reading outcomes for disadvantaged pupils in KS1 increased from 50% to 53% achieving the expected standard. Although the gap to non-disadvantaged pupils remains wide, this indicates a small but positive improvement. Continued focus on reading fluency, comprehension and consistent attendance is required to further accelerate progress.
Improved early reading attainment among disadvantaged pupils.	Phonics outcomes for disadvantaged pupils show improvement in Year 1 (53% to 57%), alongside strong EYFS gains. Year 2 phonics outcomes reduced from 100% to 82%, reflecting cohort-specific need. Phonics provision is now consistently embedded across the school, providing a stronger foundation for future cohorts.
Improved maths attainment for disadvantaged pupils.	In KS1, 65% of disadvantaged pupils achieved the expected standard in maths, broadly in line with the previous year (67%). Although the gap to non-disadvantaged pupils remains, maths outcomes are comparatively stronger than reading and writing. Targeted support and whole-class approaches will continue to focus on securing fluency and reasoning.



To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Attendance for disadvantaged pupils remains strong at 96.2%, above the national average. This has supported access to learning and underpins progress across the curriculum.
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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