

Pupil Premium Strategy Statement

July 2025 - September 2026

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 | Higham Primary School |
| Number of pupils in school | 211 |
| Proportion (%) of Pupil Premium eligible pupils | September 2025 (31/211) = 15.4% |
| Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | July 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Mrs C Grattan |
| Pupil Premium lead | Mrs A Dunn |
| Governor / Trustee lead | Mr B Maynard |

Funding overview

| Detail | Amount |
|--|-----------------------|
| Pupil Premium funding allocation this academic year | £46,165 (April 25-26) |
| Recovery premium funding allocation this academic year | £0 |

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|---|---------|
| 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 | £46,165 |

Part A: Pupil Premium strategy plan

Statement of intent

At Higham Primary School, we are committed to ensuring that every pupil, regardless of their background, receives high-quality teaching to help them fulfil their potential.

We achieve this by employing skilled, empathetic, and committed staff, applying a range of effective teaching strategies, and utilising diverse resources to make learning accessible for all. Our goal is for every child to make at least expected progress and to feel confident in their learning journey, enjoying their time at school making friends and taking part in extra-curricular activities.

In recent years, we have seen an increase in the number of emotionally vulnerable children. In response, our ongoing strategy focuses not only on closing academic gaps but also on supporting emotional well-being. To further meet the needs of our most vulnerable pupils, we provide comprehensive wrap-around care, including before and after-school provision.

Recently, we have enhanced emotional wellbeing provision by employing all TAs from at least 8.40am each day so that they can support our pupils who need a 'soft start' or additional wellbeing support before the school day begins. Additionally, we have increased the number of HLTAs within the school to ensure high quality cover in all classes when the class teacher is on PPA time or absent.

Attendance and punctuality continue to be a high priority and our headteacher and attendance officer meet regularly to address persistence absenteeism, following the appropriate pathways as required.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Emotional Well-being |
| 2 | Catch-up Academically |
| 3 | Quality Teaching (HLTAs appointed) |
| 4 | Attendance and Punctuality |
| 5 | Home Learning Opportunities / Support from Home |

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 |
|--|--|
| To offer all children, but particularly those who are most vulnerable, an opportunity to speak to their class TA first thing every morning for emotional support. | Pupils will have allocated time to speak to their class TA each morning and will be confident in accessing this support. TAs will be able to tailor support to better suit the pupil's needs as they will be familiar to them and will know them well. |
| To ensure all children, including those entitled to Pupil Premium funding, have access to good, quality first teaching which utilises the mainstream core standards. | PP children achieve at a similar rate to non-PP children and in line with national standards. Where there are gaps in learning these will be identified at termly pupil progress meetings and additional support put in place where required. |
| To remove barriers to learning for Pupil Premium pupils – eg: punctuality, behaviour, attendance, home support etc. | Pupil Premium children are at school, on time, and learning at a similar rate to their peers. Interventions and support is in place to address pupils individual needs. |
| To offer additional opportunities to Pupil Premium pupils such as extra-curricular activities and educational excursions. | Pupil Premium children are offered after-school and lunch time clubs, as well as support to reduce cost of educational excursions. |

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| Parents are supported through clear communication and practical resources to build confidence in supporting their child's learning at home. | Improved academic outcomes especially in maths and English and a narrowing of the disadvantage gap. |
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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, CPD, recruitment and retention)

Budgeted Cost - £5720

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------|---|---|
| Progress in Reading | <p>Whole class reading sessions to develop children's reading fluency and ability to comprehend a text.</p> <p>To develop inference and deduction skills.</p> <p>To use the Accelerated Reader scheme, to develop all children's reading ability and comprehension of text and to generate a love of reading.</p> | <p>2, 5 Accelerated reader - £1,770</p> |
| Progress in Writing | <p>To provide cross-curricular opportunities for writing to allow development of writing across all subjects.</p> <p>To use modelling effectively to demonstrate effective writing techniques. Alternative ways to record to be explored to ensure all children have the opportunity to share their ideas for writing confidently and competently.</p> <p>Interventions in place to support targeted development of strategies that are then used in whole class setting.</p> | <p>2 Grammarsaurus £418 Spelling Shed £175 Literacy Shed £319</p> |

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| Progress in Mathematics | Focus on the teaching of number and core number skills to develop problem solving. Use of technology to further develop number skills and a love of Maths including Times Tables Rockstars KS2, Numbots KS1 Mastering Number in Year R, 1 and 2 | 2 TTRS £283 |
| Progress in Phonics | Teaching using a validated systematic synthetic phonics programme (RWI) in EYFS and KS1 to ensure all children can segment and blend all phonemes by end of KS1. Preparation for Phonics Screening. Training of staff Use of Nessy online phonics programme to improve phonic and spelling knowledge | 2 Speechlink £774 RWI portal (see Ruth Miskin Phonics below) RWI refresher training (Online Subscription – see below) £285 Nessy |
| Progress across the curriculum | Curriculum for all pupils, with progression of knowledge and skills across all year groups. Opportunities to develop core skills of Reading, Writing, Phonics and Maths across the curriculum and apply skills learn in these lessons. | 1,5 Ruth Miskin Phonics £1,480 |

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

Budgeted Cost: £216

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Reading</p> | <p>Reading interventions to focus on children who have fallen behind and who do not read at home. These children are identified by the teacher as part of their on-going formative assessment, and also at termly pupil progress meetings. AR tests to track progress and to fill any gaps identified through data analysis. Class teachers and TAs to listen to individual readers, targeting those first who do not read at home.</p> <p>Large proportion of pupils who have access to the Nessy Spelling and Reading programme are from the PP cohort.</p> <p>RWI booster work including 1:1 support sessions.</p> | <p>1, 2, 4, 5</p> |
| <p>Writing</p> | <p>Writing interventions to focus on children who have fallen behind. These children are identified by the teacher as part of their on-going formative assessment, and also at termly pupil progress meetings. This involves small group intervention, early work in class and 1:1 pupil support where required.</p> <p>Additional writing stimulus to engage and motivate pupils to write.</p> <p>Use of outdoor environment to further support learning opportunities.</p> | <p>1, 2, 4, 5</p> |

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| <p>Maths</p> | <p>Maths Interventions to focus on children who have fallen behind and support children's understanding of new strategies. Focused teaching and interventions in place to support the closing of gaps in pupil knowledge. These children are identified by the teacher as part of their on-going formative assessment, and also at termly pupil progress meetings.</p> <p>1:1 Maths intervention for identified, vulnerable Pupil Premium children. Daily – 60 mins per day.</p> <p>Use of outdoor environment to further support learning opportunities.</p> <p>Children develop a strong sense of mastering Number in reception, Year 1 and Year 2 to help children develop good number sense.</p> | <p>1, 2, 4, 5</p> <p>White Rose Maths - £216</p> |
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| <p>Maths and English</p> | <p>Pupil progress meetings termly to discuss and analyse Pupil Premium data with a focus on support required and strategies to help pupils make progress.</p> <p>Staff CPD to ensure the planning, teaching and assessment of effective interventions.</p> <p>Assessment tests at least twice a year to check progress but more regular informal testing to check progress of pupils throughout the year.</p> | <p>1, 2, 4, 5</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £8709

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| Reading | Use of merits and house points to celebrate and encourage home reading. Adults to share what books they are reading through display around the school. | 1, 2, 5 |
| Emotional well-being | TAs given additional time specifically to support emotional wellbeing of pupils first thing every day. Celebration assemblies, display of work. Links with NHS partners and Kooth as appropriate. | 1, 4 |
| Interventions | SEN interventions including – Lego Therapy, Sensory Circuits, 5 point scale, and regular well-being check ins for identified vulnerable children. | 1, 2, 4, 5 38 weeks per year £6,426 |
| Extra-curricular | Extra-curricular clubs and activities Breakfast Club and After school provision. Science club, sports clubs. | 1, 3, 4 |
| Attendance | Attendance Pup, exciting and stimulating curriculum means pupils want to be at school. Close monitoring of attendance figures and timely action taken when needed. | |
| School Trips / residential | Money available to support PP children so none are excluded. | PGL £1,125 Swimming £198 |

Total budgeted cost: £ 14645

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.

Teachers undertake formal class assessment tests 3 times a year. These are analysed thoroughly to assess any gaps in learning and the following plans and topics are adjusted accordingly.

Teachers undertake on-going assessment for learning through questioning, marking and feedback and other day-to-day teaching strategies which allows them to constantly follow the plan-review-do process.

STAR assessments for the Accelerated Reader Programme allow the teachers to give the children a reading age and ensures children are accessing books at a challenging but appropriate level

RWI assessments are undertaken at least 6 times per year. The children are then regrouped accordingly.

All of the above ensured that all children were monitored but, in particular, Pupil Premium children, were supported accordingly to ensure they made progress in line with their peers.

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

| Programme | Provider |
|----------------------------------|---------------------------|
| Accelerated Reader | Renaissance Learning |
| RWI spelling | Ruth Miskin |
| Maths Hub Learning and Resources | Kent and Medway Maths Hub |
| White Rose Maths | White Rose Education |
| Boxall Profile | NurtureUK |
| Nessy Spelling and Reading | Nessy Learning Ltd. |

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|------------------------------------|
| How did you spend your service Pupil Premium allocation last academic year? | <i>No service pupils in school</i> |
| What was the impact of that spending on service Pupil Premium eligible pupils? | <i>No service pupils in school</i> |

Further information (optional)

Higham Primary School prides itself on being fully inclusive of all children, and we recognise the need for children to be supported emotionally as well as academically. The school staff get to know the children and families well, and there is regular liaison with home and between all staff, to identify any vulnerable children. Any necessary interventions are swiftly put into place and regularly reviewed. Pupil Progress Meetings at least 3 times per year and vulnerable children, including Pupil Premium children, are discussed and support is implemented where needed. There are high expectations for all and we strive for all children to reach their potential regardless of their background. Interventions in the last academic year included:

Dog Mentoring, transition support, well-being check-ins, social skills, self-esteem work, emotional regulation including 5 Point Scale, Nessler Spelling and Reading, Sensory Circuits for KS1 and KS2, Lego therapy and friendship groups. These interventions are available to any child who needs them but Pupil Premium children are often prioritised.

There is also regular liaison with, and support from, outside agencies and again, our Pupil Premium children are carefully considered when this support is requested.