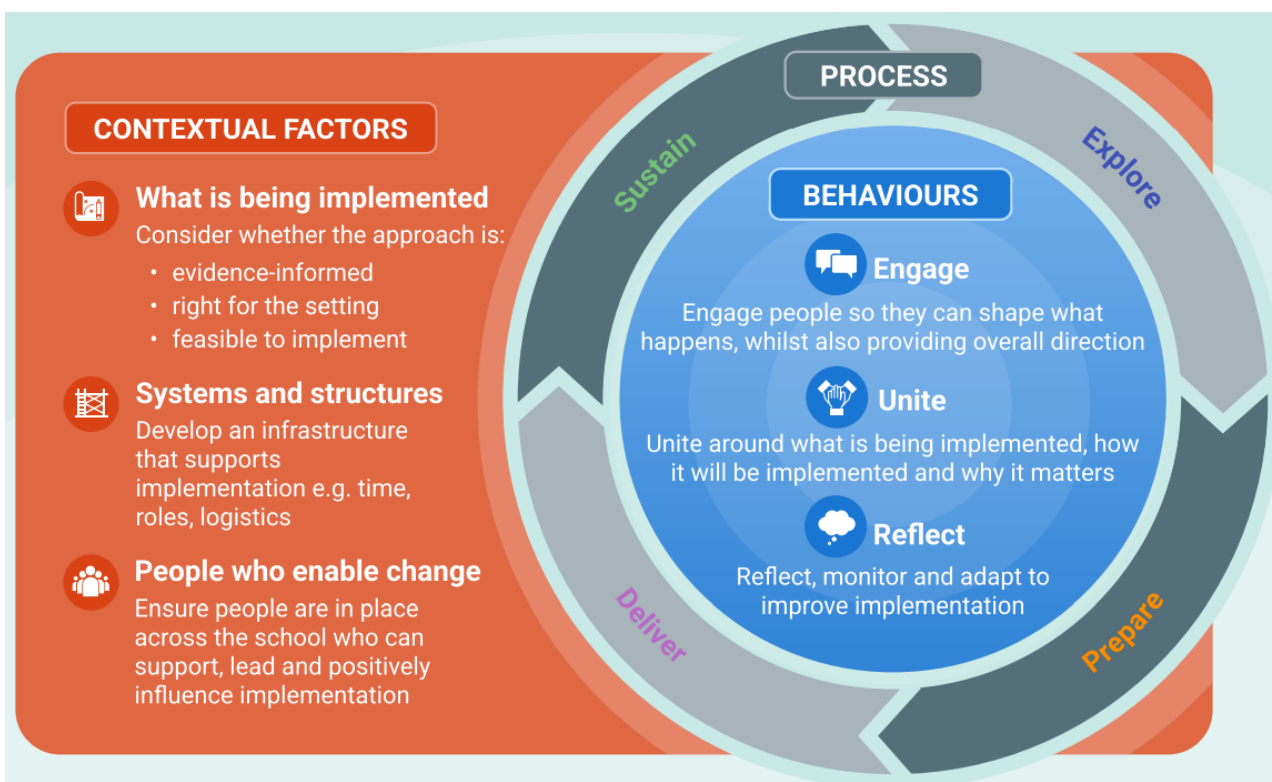
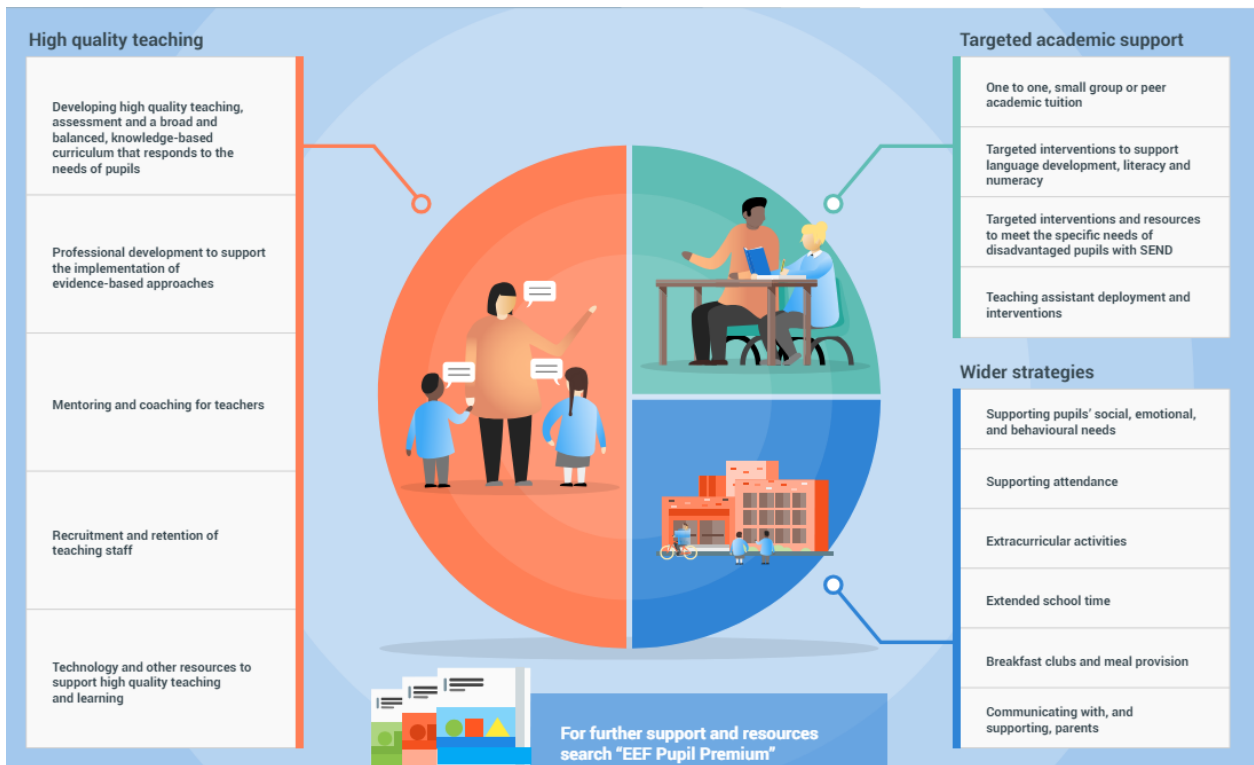


Pupil Premium Strategy Statement

High View School 2025 - 2028



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 School
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tessa Saunders
Pupil premium lead	Rebecca Lawrence
Governor / Trustee lead	Kathy Hancock

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£176 181
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	£176 181

Part A: Pupil premium strategy plan

Statement of intent:

At High View School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the School.

We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, using robust diagnostic assessments, to ensure early action and intervening at the point of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding.

We recognise that Service children have their own unique needs and use the funding to support these effectively.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE), especially in English and maths.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (Beneficial to all, harmful to none). Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment and progress will also be further improved alongside that of their disadvantaged peers.

Funded interventions may include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies).

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Governors and pupils and their families, to support our strategy.

Pupil Premium pupils are everyone's responsibility.

Challenges:

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

Challenge number	Detail of challenge
1	<p>Low entry points Oral Language and Vocabulary: Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gap among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, is more prevalent among our disadvantaged pupils than their peers. This negatively impacts their acquisition and understanding of vocabulary and their understanding of reading.</p> <p>In 2025 GLD in Speaking and Listening and Attention was 82% for the cohort the percentage for disadvantaged pupils in Speaking was 86% and Listening and Attention was 79%</p>
2	<p>Early Reading and Phonics: Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>The pass rate percentage for the Year 1 phonics test in 2025 was 73% for the cohort whilst only 50% of the disadvantaged pupils passed the assessment</p>
3	<p>Low entry points in mathematics: Internal and external assessments indicate that mathematic attainment among disadvantaged pupils is below that of non-disadvantaged pupils, and significantly below on entry and below in other year groups across the school.</p>
4	<p>Attendance: Our attendance data, for 2024 – 25, indicates that attendance among disadvantaged pupils at High View is 2.8% below national (94.8%). With the whole school's percentage being 0.7% below national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Social, Emotional, Mental Health: Our wellbeing and safeguarding team have identified social and emotional issues for many pupils and their families, including service children. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

	<p>Teacher referrals for support have markedly increased following the pandemic with more children currently requiring additional support with social and emotional or learning needs.</p>
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	<p>Investment into SEMH support has increased significantly with the introduction of a Family Liaison Officer and Children and Family Worker.</p>
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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
<p>High quality teaching & learning</p>	<p>Evidence informed effective teaching in the classroom will be refined and developed through a tailored and high quality CPD package, including coaching, NPQs, enabling the acceleration of progress towards ARE (Reading, Writing, Maths and Oral Language).</p> <p>Measure: <i>Staff pupil voice, evidence of CPD strategy, coaching records and internal QA records</i> <i>Termly test data</i> <i>Pupil progress meeting to tract monitor and discuss pupils with a focus on pupil premium children</i> <i>End of Key Stage performance data</i> <i>Monitoring books, planning and lesson to triangulate the information</i></p>
<p>High quality in school support and intervention developing adaptive teaching</p>	<p>Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE (Reading, Writing, Maths and Oral Language), social, emotional support for children, leading to increased resilience and regulation ensuring children are ready to learn.</p> <p>Measure: <i>Impact evidence from school staff, subject specialists, MAST support professionals and HLTAs</i> <i>Termly data</i> <i>Pupil progress meeting to tract monitor and discuss pupils with a focus on pupil premium children</i> <i>Focus on RWI interventions and Fast Track tutoring</i> <i>End of Key Stage performance data</i> <i>Monitoring books for adaptation</i></p>
<p>To achieve high attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% (95% average attendance). Target = 95% • The percentage of all pupils who are persistently absent being no more than 20%
<p>To continue to improve oral language and vocabulary development for PP children in EYFS and across school</p>	<ul style="list-style-type: none"> • Pupils across school are confident in their speaking, listening and communication skills. Key focus as part of EYFS provision • Oracy continues to be embedded across the curriculum and is an expectation in all lessons including the wider curriculum • Language and sentence stems within the learning environment support children's oracy skills • Adaptive activities support oracy discussions • MAST S&L therapist to help assess pupils needs and suggest targeted intervention (focus on EY pupils)

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: £48,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing and Teaching:</p> <p>Increase/adaptation of in class teaching capacity</p>	<p>Sustain roles of dedicated non-teaching (School INCo) effectively targeting their support accordingly</p> <p>Sustain a healthy ratio of TA and HLTAs in all teaching teams across the school, and target their support accordingly</p> <p>Sustain role of focussed 'Nurture Group Teacher' for year 6, and target their support accordingly</p> <p>Establish a well-planned whole CPD schedule for all teaching staff, targeted on further developing whole school priorities around quality of curriculum, teaching, assessment and feedback practices</p> <p>Engage with high-quality CPD opportunities for subject and senior leaders, including sustaining and/or developing involvement with recognised professional bodies where appropriate, such as NPQs, the NCETM and the PSHE Association</p> <p>Support our ECTs to fully engage with the range of CPD opportunities available to them</p>	<p>1 - 6</p>
<p>Oral Language, Reading and Vocabulary</p>	<p>Targeted and Academic Support</p> <p>S&L Screening: EYFS (early identification and immediate action) Targeted Speech and Language support (Livewell). Key workers plan interventions and adapt personalised plans using the Speech and Language therapist's expertise.</p> <p>Develop the exposure to -and the specific teaching of- disciplinary vocabulary across all subjects</p> <p>Continue to develop dialogic classroom opportunities across the school, to support pupils to articulate key ideas, consolidate understanding and extend their vocabulary and oracy abilities</p> <p>Further develop reading opportunities for all children across the school, throughout both exposure to taught reading comprehension opportunities (e.g. reading lessons; across</p>	<p>1, 2, 3</p>

	<p>curriculum subject lessons), and also within opportunities for pupils to consistently positively engage with high quality texts within their home reading</p> <p>EEF: Early Years Communication and Language Approaches Intervention +6</p>	
<p>Extended day teaching before and/or after school</p>	<p>Breakfast Club/After School Club</p> <p>EEF: NSBP Breakfast +2 months</p> <p>Targeted and Academic Support Targeted/ Vulnerable pupils receive additional core subject teaching during the extended school day</p> <p>ARROW – before school (INCo provides this offer)</p> <p>Booster Club – Y6 teacher provide targeted maths support to a small group of children.</p> <p>Booster Club – Y6 teacher (and wider team) provide targeted support to the whole cohort to prepare them for their end of key stage assessments.</p> <p>EEF: Extending School Time</p> <p>School +2 months</p>	<p>1,2,3,4,5</p>
<p>Social, Emotional and Behaviour (Pastoral Support)</p>	<p>Continue to develop staff understanding of trauma and mental health informed practice</p> <p>Further develop our provision of self-regulation and emotional resilience support for all pupils, through the consistent use and application of the Positive Behaviour Policy.</p> <p>Support the development of the Pastoral resource through the additionality of a FLO (Family Liaison Officer) targeting their support where needed, but largely to support with the SEMH needs of our disadvantaged children.</p>	<p>5</p>

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

Budgeted cost: £95,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech, Language and Reading	<p>Continue to purchase and use the structured A.R.R.O.W. intervention program to target individuals across the school to further improve their reading and spelling abilities</p>  <p>Further engage with and develop targeted speech and language interventions in the Early Years (e.g. Elklan, NELI)</p> <p>Continue to purchase and access high quality speech and language support to target individuals across the school</p> 	1, 2, 3
Targeted small group intervention	<p>Targeted and Academic Support Additional staff target pupil's misconceptions in English and Maths (pre and post teach opportunities / 1:1 / small groups) enabling release time for teachers to work in a more focused way with specific groups of children, on specific concepts.</p> <p>EEF: Small Group Tuition +4</p>	1,2,3,4
TA Support	<p>Targeted and Academic Support Additional staff target pupil's misconceptions in English and Maths, supporting learning both within the classroom and outside in smaller groups to target misconceptions on the spot (1:1 / small groups)</p> <p>EEF: Small Group Tuition +4</p>	1,2,3,4
1:1 fast track tutoring RWI	<p>Targeted intervention designed by phonics lead to support RWI pupils and use of RWI materials.</p> <p>Read Write Inc Fast Track Tutoring</p>	1,2,5

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

Budgeted cost: £32,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion and Child Protection strategies	Keeping Children Safe in Education High proportion of families deemed as deprived.	4,5
Family Liaison Officer & Children and Families Worker	Keeping Children Safe in Education High proportion of families deemed as deprived. Offering pastoral support to both children and their wider families, in addition to targeted SEMH support through 1:1 sessions.	4,5
Educational Psychologist or other MAST specialist services (including speech and language therapist)	Keeping Children Safe in Education High proportion of families deemed as deprived. Offering school and families advice with regards to behaviour, attendance and emotional well-being. A number of children continue to access MAST support via a therapist or S&L Therapist from MAST	1, 5
Education Welfare Officer	Keeping Children Safe in Education High proportion of families deemed as deprived. <div data-bbox="552 1361 919 1541" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities</p> </div> EWO liaises with attendance officer regularly throughout the year via formal meeting and for advice as needed	4
Residential and enrichment experiences	Ensuring that all children have equal access to social and cultural capital opportunities. Subsidised trips for PP children. Delivering Effective Enrichment	1,2,4, 5

<p>Service Pupil Premium:</p> <p>Use of the Service Pupil Premium to provide pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment</p>	<p>Guidance Service Pupil Premium: what you need to know <small>Updated 8 September 2021</small></p> <p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know</p>	<p>1, 4, 5</p>
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Total budgeted cost: £176 181

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 2022 to 2023 and 2023 to 2024 academic years.

Outcomes for disadvantaged pupils

2022-23 Statutory KS1 PP Data:

	HVS PP	National PP	National All
READING % Achieving ARE+	42%	54%	68%
WRITING % Achieving ARE+	33%	44%	60%
MATHS % Achieving ARE+	50%	56%	70%

- **READING and WRITING:** HVS PP children were *below* the NA PP.
- **Maths:** HVS PP children were *just below* the NA PP.

2022-23 Statutory KS2 PP Data:

	HVS PP	National PP	National All
READING % Achieving ARE+	79%	60%	73%
WRITING % Achieving ARE+	79%	58%	71%
MATHS % Achieving ARE+	74%	59%	73%
RWM COMBINED % Achieving ARE+	74%	44%	59%
SPAG % Achieving ARE+	79%	59%	72%

- **Reading, Writing, Maths and SPaG:** HVS PP children *significantly outperformed* the NA PP and the NA for all pupils.

2022-23 Internal School PP/NPP Data:

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Year 1	58%	65%	37%	65%	37%	65%
Year 2 (KS1 SATs)	42%	70%	33%	67%	50%	79%
Year 3	60%	80%	56%	75%	56%	85%
Year 4	62%	95%	54%	89%	58%	95%
Year 5	81%	74%	73%	68%	73%	79%
Year 6 (KS2 SATs)	79%	91%	79%	83%	74%	100%

- There is a significant gap between PP and NPP in years 1, 2, 3 and 4 in all subjects.
- There is a significant strength in PP in years 5 and 6 in all subjects.

2022-23 PP Attendance Data:

Year group	% Attendance Figures for 2022-23 <i>Final rolling figures for all pupils: HVS= 94.6% England= 94.5%</i>	
	NPP	PP
Reception	96	91.4
Year 1	95.7	93.7
Year 2	96.9	94.9
Year 3	93.5	94.2
Year 4	96.4	92.1
Year 5	96.1	93.5
Year 6	95.5	92.7
Whole School	95.5	93.2

Due to the impact of the targeted strategies implemented last year, the overall attendance gap between PP and NPP has reduced from 4.1% to 2.3%, and the overall PP attendance figure has increased from 90.3% to 93.2%.

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.

Outcomes for disadvantaged pupils

EYFSP

100% of disadvantaged children achieved ARE in reading

93% of disadvantaged children achieved ARE in writing

100% of disadvantaged children achieved ARE in maths

79% of disadvantaged children achieved Good Level of Development

Y1 Phonics

Y1 – 50% of disadvantaged children passed the screen

Y2 - 38% of disadvantaged children who took the resit passed.

MTC

Average score for disadvantaged children in Y4 for the MTC = 19.8

KS2 SATs

74% of disadvantaged children achieved ARE or higher in Reading

68% of disadvantaged children achieved ARE or higher in Writing

74% of disadvantaged children achieved ARE or higher in Maths

74% of disadvantaged children achieved ARE or higher in Reading, Writing and Maths combined

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
A.R.R.O.W.	A.R.R.O.W. Tuition
Numbots	Numbots
Mastering Number	NCETM
Read Write Inc	Oxford University Press
Read Write Inc -Freshstart	Oxford University Press
Read Write Inc -Comprehension Express	Oxford University Press
Times Table Rockstars	TT Rockstars
White Rose Maths	White Rose

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We provided a range of opportunities for Service Pupils across the school, including:</p> <ul style="list-style-type: none"> ● Regular access to our MKC Heroes Club ● Targeted access to school ELSA support as necessary ● Engagement with a range of curriculum and pastoral enrichment opportunities (e.g. engagement with Remembrance events; trips and further opportunities) ● Targeted academic support as appropriate
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service pupils continue to achieve well academically, and their social and emotional well-being continues to be effectively supported.</p>