



Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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.

Detail	Data
School name	Alsager Highfields Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24-2026/27 Current year 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Woollam Headteacher
Pupil premium lead	Marianne Dyde Assistant Head
Governor / Trustee lead	Vanessa Howard Governor lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,045
Recovery premium funding allocation this academic year	£0
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	£65,045

Part A: Pupil Premium Strategy Plan

Statement of intent

When making decisions about using Pupil Premium funding, we believe it is important to consider the context of the school, and the subsequent challenges faced; the research conducted by the EEF and common barriers to learning for disadvantaged children. Such common barriers can be less support at home where there is weak language and communication skills; lack of confidence in supporting children with their learning; behavioural difficulties, lower aspirations; attendance and punctuality issues and less access to culturally rich experiences. Our intention is that all pupils, irrespective of their background or the varied challenges they face, make good progress and achieve high attainment across all subject areas. The key focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefits the non-disadvantaged pupils in our school. This approach will widen opportunities for all children. Within each intended outcome, there is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through targeted interventions, we are working to eliminate the challenges towards learning and progress. For all children, our aim is to ensure that they make as much progress as possible, which is then sustained to reach age-related expectations and beyond as they move through the school.

We use the EEF's Teaching and Learning Toolkit to prioritise areas for development, such as mastery learning (we are part of the North West Maths Hub) and teacher/teaching assistant-led interventions.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions. The approaches we have adopted complement each other. Our approach also reflects the increased need to support the social and emotional development, academic progress, access to enrichment opportunities and support for our vulnerable families. To ensure our approaches are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point where need is identified
- adopt a whole school, approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, being involved in analysis of data and identification of pupils.

School Context: Alsager is ranked amongst the top 20% of most deprived neighbourhoods in the country on the IDACI index. Currently 22% of our pupils are PP and in receipt of FSM (NA is 25%); 39% of our PP Pupils are SEN, with 2% (1 pupil) on EHCP. The school serves a high number of vulnerable families. Children join us from various settings and often join throughout the school year, or from a different starting point other than Reception, therefore the profile of each cohort is not stable and reflects many changes due to in year growth. School leaders review and allocate staffing accordingly to ensure, wherever possible, all pupils needs are well met.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest a reduction in phonetical awareness. Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, although there has been a significantly marked improvement last year due to implementation strategies.
3	Assessments, observations, and discussions with pupils and staff indicate that disadvantaged pupils have greater reading difficulty than their peers and that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Data analysis includes those who are SEN pupils.
4	Assessments, observations, and discussions with staff indicate that the process of writing has been affected; a picture which is supported both locally and nationally. This is most notably evident in KS2.
5	Assessments and observations indicate that maths attainment among our disadvantaged pupils is below that of non-disadvantaged. This is most evident in KS2. There has also been a marked impact on the overall attainment of pupils in Y2.
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher and parental requests for additional support have increased due to rising costs of living, which include support for social and emotional needs. These findings are supported by National Studies.</p>

7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils; although there has been significant improvement in this area, it remains a challenge.</p> <p>Our assessments and observations indicate that absenteeism has a negative impact on both disadvantaged pupils' progress and attainment.</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
Improved oral language skills and vocabulary among disadvantaged pupils. (1)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, engagement in collaborative learning opportunities, reading group observations, book scrutiny and ongoing formative assessment.
Improved attainment in phonics. (2)	Phonics outcomes in 2025/2026 continue to show that all disadvantaged pupils (not SEN) achieve at least expected outcomes, if not above with those disadvantaged nationally.
Improved reading attainment among disadvantaged pupils. (3)	Reading outcomes in 2025/26 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain at least in line, if not above with those disadvantaged nationally.
Improved writing attainment for disadvantaged pupils at the end of KS2. (4)	Writing outcomes in 2025/26 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain at least in line, if not above with those disadvantaged nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2. (5)	Maths outcomes in 2025/26 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain at least in line, if not above with those disadvantaged nationally.
To achieve and sustain improved wellbeing, supporting social and emotional provision for all pupils in our school, through access to appropriate interventions. (6)	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • Boxall profiles where applicable • SDQ profiles • Continued increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (7)	Sustained high attendance from 2025/26 shown by an overall attendance of at least 97% among our disadvantaged group of pupils.

To provide financial support for trips, visits, extra-curricular activities, residentials, instrumental and uniform provision, along with other school costs to ensure inclusion	<p>Improved wellbeing, social interaction and developed friendships ensuring inclusion for all PP pupils alongside their peers.</p> <ul style="list-style-type: none"> Gather pupil voice and pupil questionnaires
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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: £75,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests 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:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4, 5,
<p>RWI CPD / RWI Groups Staff Development Days</p> <p>Staff, including those new to role, receive on-going training to deliver phonics effectively and embed practice across school, including resources a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Language</p> <p>Embedding activities across the school curriculum which develop pupils' language capabilities. These can support pupils to articulate key ideas, become involved in collaborative learning, develop fluent reading and comprehensive</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. CPD ensures quality first teaching.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4,

<p>skills, consolidating understanding and extend vocabulary.</p> <p>We will fund ongoing teacher training and release time, ensuring CPD in reading is provided through either the English lead, RWI lead or the headteacher to improve teaching and outcomes.</p> <p>Subject leadership time is also funded to allow for vocabulary acquisition to become progressive throughout the curriculum.</p>		
<p>Reading</p> <p>Develop reading across the school. Enhance RWI in R, Y1 and Y2. Ensure provision throughout the school for those who require further phonics intervention.</p> <p>Further develop resources in the library, ensuring access for all classes and material for class reading areas.</p> <p>Purchase of specific RWI Comprehension materials – DfE validated system of reading comprehension with the aim being to reduce the vocabulary gap and therefore improve encoding once they are proficient decoders.</p> <p>Leadership time will also be funded.</p>	<p>Evidence suggests that reading comprehension strategies focus on children's understanding of written text. Children learn a range of techniques which enable them to comprehend the meaning of what they read and enable children to monitor their own comprehension and then identify and resolve difficulties for themselves. This benefits especially our disadvantaged learners. CPD ensures quality first teaching.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Writing</p> <p>Embedding activities across the school curriculum which develop pupils' language capabilities. These can support pupils to use writing composition strategies through modelling and supported practice. Funded leadership time to support writing</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: CPD ensures quality first teaching</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	4

<p>Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE recommended schemes and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD for any staff member including those new to school (including Teaching for Mastery training).</p> <p>Purchase of MNP resources</p> <p>Funded Leadership time</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	5
<p>SEMH</p> <p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

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

Budgeted cost: £6,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI Intervention and Leadership</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and include provision for the Trust Early Reading Lead to assess and analyse data.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions are more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Encouraging wider reading and developing reading for pleasure. Quality books for Guided Reading are purchased. Funding for the library is supported.	Evidence suggests that building cultural capital and increasing experiences for our disadvantaged children can have a positive impact on outcomes https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf Millionaires are celebrated across the school, along with smaller milestones	3
Speech and Language Oral language interventions which emphasise the importance of spoken language and verbal interaction in the classroom will support learners in the use of vocabulary, the articulation of their ideas and spoken expression.	There is strong evidence that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk) Speech and Language interventions take place to increase the proportion of children achieving ELGS in speaking, improvement in phonics awareness and in KS2, rapidly accelerating children's vocabulary acquisition and application. Impact on both reading and writing.	2, 3, 4

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

Budgeted cost: £6,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Nurture groups / ELSA sessions for disadvantaged children.	Targeted interventions which can have positive overall effects on the attainment both academically and socially of our children Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6

<p>Wider Opportunities</p> <p>Improving the opportunities for pupils to engage in enrichment opportunities, developing their lived experiences.</p>	<p>Enrichment opportunities which occur as either part of the curriculum or as extra-curricular activities have been shown to be beneficial for core academic attainment in other areas of the curriculum.</p> <ul style="list-style-type: none"> • Weekly instrument hire and lessons for all • After school clubs or activities, paid for by school, promoting social interaction and support • Breakfast clubs and morning snack and / or a lunchtime club • DT workshops being provided after school in conjunction with High School and use of their resources, incorporating food tech, product design, and textiles • Enrichment activity days • 50% contribution towards cost of school visits, trips, visitors, and residentials • Uniform provision / vouchers <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Embedding principles of good practice set out in the DfE's advice.</p> <p>This will ensure the availability and use of an attendance / support officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK</p>	7
<p>Regular conversations with families where attendance is a concern</p>	<p>Supporting our families where attendance is a concern and can improve thereby improving outcomes for our children. Use of a Family Liaison Officer across the Trust addressing emotional well-being as well as stability for home life and value of education.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £88,743

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.

Teaching Priorities

- Pupil progress meetings were held termly with the line manager (HT) and the CT
- Phonics with RWI continued along with the implementation of assessment, which enabled the identification of specific groups of children. Adults running phonics received training from the phonics lead, who in turn received quality phonics support. The RWI programme has had a huge impact on phonics, with 92% achieving their phonics. 100% of PP pupils met the required level in phonics. In EYFS, 86% met EXS in Reading ELG (40% PP children) 73% in Comprehension (40% PP children). In Number 78% met EXS in ELG (30% PP children). In Y2, 86% met EXS in Reading, with 75% of PP meeting EXS. In Writing, whilst 68% met the EXS, only 38% of PP children met this. In Maths, 82% of children met EXS; however only 50% of PP children met this level.
- Phonics interventions also proved beneficial, as indicated by the results, as pupils were able not only to keep up, but also catch up.
- English lead provided support where possible, mentoring, coaching and team-teaching colleagues, with dedicated time provided for this. The English lead also met as part of the Trust, along with other English leads, and this culminated in leading the way on an agreed set of TAFs for writing, within each year group, which are now utilised across the Trust.
- MNP was implemented for another consecutive full academic year. This was supported by the provision of CPD for staff through the Maths Hub, Sustaining Mastery Programme and also CPD led by the Maths Lead, alongside coaching or mentoring in the delivery of Maths lessons.
- MNP Assessment was conducted using INSGHTS, a set of materials aligned to the MNP curriculum. This has provided a comparison to National Data across different ages throughout KS2. This also provided an accurate assessment of knowledge and understanding for the pupils.
- Sustaining for Mastery attended, and information shared with the rest of the staff, including the importance of oracy within the maths lesson, the use of the Explore section at the beginning to expose mathematical thinking, misconceptions and ongoing assessment, and journalling. In addition to this, introducing problem-solving scenarios earlier within each topic was a success, and children were tackling these types of questions with increased confidence, as seen in the results across the school.
- CPD for MNP was shared amongst staff through staff meetings and by observing Maths lessons for staff.

Targeted Academic Support

- As above with regards to RWI
- Data for reading, writing and maths are indicated in the tables below.

Review of achievement last academic year and over time												
EYFS 2024-2025			KS1 2024-2025				KS2 2024-2025					
Reading	Not met	Met	Reading	WTS	EXS+	GDS	Reading	WTS	EXS+	GDS		
National 2024	24%	76%	National 2023	32%	68%	19%	National 2025	26%	74%	33%		
School 2025	17%	83%	School 2025	14%	86%	28%	School 2025	17%	83%	45%		
School 2024	21%	79%	School 2024	12%	88%	12%	School 2024	27%	73%	36%		
School 2023	19%	81%	School 2023	30%	70%		School 2023	43%	57%	19%		
Writing	Not met	Met	Writing	WTS	EXS+	GDS	Writing	WTS	EXS+	GDS		
National 2024	29%	71%	National 2023	40%	60%	8%	National 2025	28%	72%	13%		
School 2025	30%	70%	School 2025	32%	68%		School 2025	22%	78%			
School 2024	21%	79%	School 2024	34%	66%		School 2024	18%	82%	6%		
School 2023	33%	67%	School 2023	43%	57%		School 2023	50%	50%	2%		
Maths	Not met	Met	Maths	WTS	EXS+	GDS	Maths	WTS	EXS+	GDS		
National 2024	22%	78%	National 2023	30%	70%	16%	National 2025	26%	74%	26%		
School 2025	22%	78%	School 2025	18%	82%	17%	School 2025	24%	79%	22%		
School 2024	21%	79%	School 2024	22%	78%	12%	School 2024	21%	79%	15%		
School 2023	30%	70%	School 2023	27%	73%	17%	School 2023	43%	57%	7%		
GLD	National 24	67%	Phonics	National '25	82%		Combined RWM	National '25	62%			
	School 2025	65%		School '25	92%			School 2025	72%			
	School 2024	66%		School '24	96%			School 2024	64%			
	School 2023	52%		School '23	97%		National disadvantaged gap		3.14%			
Outcomes in the Early Years have consistently been in line with national figures across the core areas over recent years. While the Good Level of Development (GLD) is often affected by lower starting points in personal, social, and emotional development (PSHE), the strong progress made reflects the impact of carefully planned, rigorous, teacher-led provision. Many of our Reception pupils begin school without being fully school-ready, making these outcomes particularly significant. We anticipate that the recent opening of our own pre-school will help to ease some of this pressure by better preparing children for the transition into Reception.			Results in the core subjects at Key Stage One have shown steady improvement over the past three years. Our strong commitment to reading is evident in both the Phonics Screening Check outcomes and end-of-key-stage reading results. The introduction of RWI Comprehension in 2024 has had a particularly positive impact on reading attainment. Similarly, the use of Maths — No Problem! (MNP) has contributed to improved outcomes in mathematics. This year, our focus will be on raising attainment in writing to bring it more in line with the strong progress seen in reading.				The consistently strong teaching and sustained focus on core subjects over the past few years are now clearly reflected in our end of Key Stage Two results. We are particularly pleased with the significant growth in the number of pupils achieving Greater Depth in reading, which highlights both our ongoing commitment to this area and the strength of our reading culture. With pupils entering Key Stage Two showing stronger prior attainment, we are well positioned to build on the successes of the past two years.					

- HLTA / TA support was distributed to the classes, identifying those with most need, after identifying those who required 1-1 cover or hours supported through EHCP.
- Speech and Language sessions were successful and visits from SALT confirmed progress of children, some taken off the register and some placed on after concerns were raised.
- Recovery money utilised for in-school tutoring for those PP pupils and others below ARE.
- See summary tables of data across the school for different year groups shown below.

Primary School	Yr 1 phonics (Target) (PP) (SEND) 2024	KS1 Reading (Target) (PP) (SEND) 2024	KS1 Writing (Target) (PP) (SEND) 2024	KS1 Maths (Target) (PP) (SEND) 2024	KS2 Reading (Target) (PP) (SEND) 2024	KS2 Writing (Target) (PP) (SEND) 2024	KS2 Maths (Target) (PP) (SEND) 2024	KS2 RWM (Target) (PP) (SEND) 2024
Alsager	2025 =	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+
Highfields	92%	86%	68%	82%	83%	73%	76%	69%
PP	(90%)	(86%)	(76%)	(83%)	(72%)	(59%)	(69%)	(59%)
Yr1=6	83%	75%	38%	50%	86%	71%	57%	57%
Yr 2=8	100%	0%	0%	0%	0%	0%	0%	0%
Yr 6=7	96%	88%	66%	78%	73%	82%	79%	67%
SEN		GDS	GDS	GDS	GDS	GDS	GDS	
Yr 1= 1		28%	0%	17%	41%	0%	21%	
Yr 2 = 2		(10%)	(0%)	(24%)	(14%)	(0%)	(21%)	
Yr 6= 4		12%	0%	12%	36%	6%	15%	

EYFS	GLD	PP
Alsager Highfields	65%	10%
ELGs		
Word reading	86%	40%
Comprehension	73%	40%
Number	78%	30%
Number patterns	76%	30%

Year 5 PP (4)	
Reading	25%
Writing	25%
Maths	50%
Year 4 PP (12)	
Reading	83%
Writing	58%
Maths	91%
MTC	22.5
Year 3 PP (6)	
Reading	67%
Writing	32%
Maths	66%
Year 1 PP (6)	
Reading	83%
Writing	67%
Maths	67%
Phonics	100%

Year 5 draw results from 2016 KS2 SAT's reading paper, NFER tests for EGP, teacher assessment in writing and INSIGHTS for Maths.

Y3 and 4 draw results from NFER tests for reading, EGP, teacher assessment in writing and INSIGHTS for Maths.

Y1 draw results from RWI for reading, teacher assessment in writing and end-of-unit tests for Maths.

MTC in Y4. The National average was 21.0. Alsager Highfields scored 21.8. The National percentage of eligible pupils who scored 25 marks was 37%. Alsager Highfields achieved 38%. The National percentage for Disadvantaged pupils was 19.3. Alsager Highfields achieved 22.5

Wider Strategies

- Needs of groups of children were identified during pupil progress meetings and during classroom observations. It was noted how these needs were being met or what could be done to address them.
- 50% of costs for residential visits were covered, which included a residential run for one night at Llandudno, and those which run for two nights, one at the Quinta Centre and one on HMS Belfast, London.
- 50% of visits / trips were covered.
- All PP families accessed uniform vouchers of £40.
- Several PP children, including music lessons, extra-curricular provision and educational services accessed bespoke professional services.
- Resources bought were extended to the whole school; all children had access to Doodle, Test Base and Spelling Shed.

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
Sustaining Mastery	Maths Hub
RWI	Ruth Miskin
IDL	IDL
Doodle	Doodle Learning
Test Base	Test Base
Spelling Shed	Ed Shed
Access Art	Access Art
Sparkyard Music	Sparkyard
PLN	Primary Language Network
Get Set for PE	Get Set 4 PE
Plymouth Science	Plymouth Science
Kapow Schemes Foundation Subjects	Kapow Schemes Foundation Subjects
AR	Renaissance Accelerated Reader
See Saw	See Saw

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising funds for workshops improving access to cultural experiences, visitors to school, visits across the Trust to the High School, raising aspirations for all. Such as Basketball – Paul Sturgess, Britain's Tallest Man; Status Quo – Drumming Workshop

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why the activities undertaken in previous years had not had the expected impact.

We triangulated evidence from multiple sources of data, including assessments, engagement in class book scrutiny, families, students, and teachers, in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies, and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.