



High Lane Primary School – Pupil Premium Strategy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	164 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 Review 2025-2027 Plan
Date this statement was published	21 st December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs A Humphries Headteacher
Pupil premium lead	Mrs A Humphries
Governor / Trustee lead	Mrs R Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this year	£25,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£25,755



Part A: Pupil premium strategy plan

Statement of intent

At High Lane Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Ensure full access to a broad and rich curriculum

Our context:

In September 2025, 17 (10.4%) of pupils are eligible for Pupil Premium Funding in comparison to 25.7% nationally. This is down from 13% in September 2024

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 support
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences



- Provide opportunities for pupils to participate in enrichment activities including sport and music
- Provide appropriate and wide-ranging nurture support to enable pupils to access learning within and beyond the classroom.
- Build capacity for the school to offer more regular Forest School activities to all children.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles:

Our key principles centre around identifying and breaking down barriers to achievement. We work in co-production with pupils, parents and carers to ensure their voice is heard and understood. We ensure that effective teaching, learning and assessment meets the needs of all learners. Class teachers identify support for individual pupils which is reviewed termly. Alongside academic support, we ensure that those pupils who have social, emotional and mental health needs are offered access to additional support.

Challenges

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

Challenge number	Detail of challenge
1	Some of our pupil premium children have a lower prior attainment, and make slower progress compared to non-PP eligible
2	There is significant risk that the current national economic pressures will have a significant and disproportionate impact on our disadvantaged learners.
3	A third of children eligible for Pupil Premium, also have other significant challenges (eg SEND, Attendance below 90%, involvement of services)
4	A significant proportion of our disadvantaged pupils present with increased levels of anxiety and dysregulation. With a small number of pupils, this has led to increased absence
5	A significant proportion of our PP eligible children in upper KS2 have transitioned to HLPS in the last 2 years.



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 in EYFS and KS1 make good progress in early reading and phonics from their relative starting points. Children's attainment in Reading, Writing and Maths by the end of KS2 is good	The proportion of eligible pupils meeting National expectations in phonics reading, writing and maths is at above National attainment for this group of pupils. Where pupils have fallen behind, their progress is accelerated Any remaining gaps in learning due to the Covid pandemic continue to reduce
Children understand and use appropriate strategies to self-regulate their emotions and manage their anxiety.	Children report an increased ability to understand and use tools to manage and regulate their emotions.
Families are supported financially, where necessary, to enable children access to the resources and opportunities that have benefit on their development and learning.	The school is able to offer experiences, trips and visits to all classes. Eligible pupils attend residential visits Eligible pupils in KS2 are offered opportunities to learn a musical instrument Eligible pupils in KS2 are offered the opportunity to attend a range of after school activities.
Eligible children with additional barriers are identified and appropriately supported.	Children's rate of progress is improved. Gaps between children who are eligible for PP and those who aren't with similar additional barriers are closed.
Forest school offer is developed in HLPS	Some children are able to access Forest School activities in 2025/6 By 2026/7, all children have some access to Forest School



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing training for teachers and TAs to further improve phonics in EYFS, Year 1 and Year 2 – continue to embed the HLPS phonics approach</i>	High quality CPD for all staff is essential	1
<i>Staff (and particularly those in EYFS) to engage in a range of high quality CPD around speech, language and communication</i>	EEF – very high impact for low cost	1,3,4
<i>Embed a strong focus on training for inclusion and improving the universal offer across the school</i>	High quality Inclusion CPD for all staff is essential	1, 3
<i>Teachers to engage in Mastery in Number Programme, as appropriate</i>	NECTM – Evidenced based approach with high impact	1
<i>Continue to train staff to embed emotional regulation training and the HLPS approach</i>	Wide body of evidence supports this approach. Senior Mental Health Lead and Stockport inclusion trainers recommended. EEF High impact for very low cost.	4
<i>One TA is trained to Level 3 in delivering Forest School</i>	Wide range of evidence to support this approach	4



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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TAs to provide planned 1-1 and group support for targeted individuals/groups in maths, reading (including phonics) and writing</i>	Interventions may be proven research-based interventions (eg Motivational Maths) or teacher planned interventions to close specified gaps in learning related to individual/group targets.	1,3,5
<i>Continue to reduce ratios of staff to pupils in Phonics, English and Maths lessons</i>	Enables pupils to work in smaller groups for phonics – particularly those at risk of falling behind. Enables teacher to focus targeted support while TA maintains other children on task as needed. Moderate impact for relatively low cost (EEF)	1,3,5
<i>TAs to support Maths and English lessons in the mixed age Year 4/5 class to enable differentiated curriculum and small group tuition</i>	Enables Year 4 and Year 5 curriculum to be effectively delivered in a mixed age environment with significant levels of disadvantage and SEND. Moderate impact for relatively low cost (EEF)	1,3,5
<i>Assessment – PM benchmark to be used to assess pupils reading. TAs to support classes to enable teachers to deliver.</i>	LSS recommended. Research based evidence suggests that this is an excellent tool for evaluating gaps in reading.	1,3,5
<i>TA is available to deliver Forest school to targeted groups</i>	Research shows Forest School participation leads to significant improvements in English, maths, and attendance, often exceeding expected progress. Studies indicate 18% improvement in writing and 27% in reading and maths, alongside increased attendance (2.4% mean increase) and improved engagement, particularly for previously disengaged learners	1,4





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

Budgeted cost: £ 3755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA is available to deliver Forest school to targeted groups</i>	Evidence shows Forest School participation leads to significant improvements in English, maths, and attendance, often exceeding expected progress. Studies indicate 18% improvement in writing and 27% in reading and maths, alongside increased attendance (2.4% mean increase) and improved engagement, particularly for previously disengaged learners	1,4
<i>Families are offered financial support to enable engagement in wider opportunities</i>	Research shows that engaging in wider opportunities improves behaviour and wellbeing, increases attendance and has a moderate impact on learning for low cost (EEF, Centre for Young Lives)	2

Total budgeted cost: £ 25,755



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data 2024/ 2025

Total Funding Oct 2023 census: £17,760, Total funding Oct 2024 census £25,775

EYFS Headlines

Good Level of Development 71.4% (National 67.7%). No eligible PP in this cohort.

KS1 Headlines

Year 1 Phonics Screening Check: 86% (National 80%) No eligible PP in this cohort

End of KS1	HLPS	National (est)	PP HLPS
Reading	77%	74%	100%
Writing	65%	72%	100%
Maths	81%	72%	100%

KS2 Headlines

End of KS2	HLPS EXS	National EXS	HLPS PP EXS	HLPS GDS	National GDS	HLPS PP GDS
Reading	86%	74%	88%	34%	29%	38%
GPS	90%	72%	88%	45%	32%	63%
Writing	83%	72%	88%	14%	13%	12.5%
Maths	86%	83%	88%	17%	24%	25%

Attainment of pupils eligible for PP at the end of KS2 was high in comparison to the National figures.

Attendance: Overall: 97% Pupil Premium: 96%



A Humphries December 2025