



Pupil premium strategy statement – Highfields School

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	1304
Proportion (%) of pupil premium eligible pupils	31.9% (315 students)
1	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	A Marsh, SLT & Governors
Pupil premium lead	George Roberts (Director of Catch-up – Engagement)
Governor / Trustee lead	Emma Askew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,473
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>	£293,473

Part A: Pupil premium strategy plan

Statement of intent

Highfields School is an inclusive, comprehensive school. We are determined that each child will be the best they can irrespective of their socio-economic background. Since the pandemic we have seen both nationally and locally a disproportionately negative effect on progress and therefore life chances of students from more disadvantaged backgrounds. This only intensifies our resolve to further support PP students through our strategy below.

Our whole school improvement plan (Big 3) is itself biased towards making improvements which, if realised, will have a particularly positive effect on the outcomes of disadvantaged students. This plan is underpinned by evidence explored and evaluated by senior and middle leaders in the formulation phase of the plan in February-May annually.

We have two senior leaders, Director of Catch Up (Engagement) and Director of Catch Up (Curriculum), whose key focus is on closing the achievement gaps in the school, particularly those pertaining to disadvantaged students. These directors closely monitor the achievement and inclusion of PP students and the impact of school policy and practice on PP students. Furthermore, the Director of Catch Up (Curriculum) has spent much time focussing on the design of curriculum 25/26 on the needs of the least able and including our 315 PP students. They also seek to adjust other policies and practices to favour PP students. For example, we have adopted a mixture of virtual and in-person parents' evenings in Y7-11 because the virtual element makes attendance easier for some PP families who find it difficult to come into school for practical or psychological reasons. The software involved also allows us to track closely the attendance patterns of PP families. A second example of adapting policy to favour PP cohort is to be found in our 'fast track' early GCSE options interview process, in which we make productive matches between Y9 PP learners and their Y10 curriculum offer.

We know from benchmarking work across our trust of strong schools that disadvantaged students in many schools achieve in line with ours. However, the fact that this is a shared challenge makes us no less determined to take it on.

Our key focus is the quality of lessons as this is where we are most able to affect outcomes for disadvantaged students given that it accounts for 5 hours per day of intervention for up to 7 years. For some time, our CPD and QA regime has trained teachers to introduce and embed strategies which are likely to particularly influence the outcomes of disadvantaged students. For example, 'adaptive teaching' encourages teachers to use strategies such as modelling and scaffolding to help all students to reach the same level. Furthermore, 'cold call' and 'stop and search' techniques used in lessons ensure that teachers target key students (particularly disadvantaged) to check that they are understanding the key ideas of the lesson and to ensure that are actively engaged in the learning journey. This reduces passivity, promotes engagement and provides an early indication of PP students' misunderstanding, falling behind, or falling short of expectations. Senior leaders regularly visit lessons and report that the aforementioned techniques are consistently seen. In November/December 2025, PP students maintained their stronger approaches to learning (ATL) with all year groups achieving an average of more than 2.3. This is also demonstrated by a significant fall in the number of C2s for disruption to learning received by PP students.

Our wonderful year teams work tirelessly to ensure that PP students attend school consistently to enable them to access learning inside the classroom. As well as monitoring and celebrating strong attendance, our year teams aim to create strong working relationships with PP students and their families. Year teams are proud of their return to school conversations and use of restorative practices to break down barriers that some students may face and ensure they feel welcomed and included in our community.

We have invested in and developed our early help offer (EHO) which intervenes to arrest the cycles of underachievement in more deprived sections of our community. Our EHO manager supports a high number of families with PP children at Highfields.

We also play a role in local regeneration projects designed to address the effect that pockets of deprivation have on the life chances of many children growing up in those areas. In addition to this, we work in partnership with local universities to offer PP students the opportunity to be inspired by further education settings.

Our objective is to bring about a situation where socio-economic background does not limit students' learning, behaviour, aspiration, educational progression, happiness or inclusion at Highfields School.

Our targets are based not on arbitrary and unachievable figures but on steady improvement from our current positions.

Challenges

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

Challenge number	Detail of challenge
1	<i>Disadvantaged students do not make as much progress in public exams as their non-disadvantaged peers</i>
2	<i>Disadvantaged students tend to not have the same ability to self-regulate and take ownership of their own learning as their peers including areas such as revision and exam preparation</i>
3	<i>Disadvantaged students need more feedback and a greater focus from their teacher than their non-disadvantaged peers</i>
4	<i>Disadvantaged students have a disproportionate number of consequences as a result of their disengagement with their learning and school community</i>
5	<i>Disadvantaged students tend to have lower aspirations than their peers and they are less likely to develop their interests through wider curricular opportunities.</i>
6	<i>Disadvantaged students are more likely to have lower attendance and PA than their peers.</i>
7	<i>Disadvantaged students from identified areas in school catchment are less likely to achieve their potential compared to their non-disadvantaged peers.</i>
8	<i>Disadvantaged students tend to not read with as much understanding or confidence as their non-disadvantaged peers and this affects their progress.</i>

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
1. <i>Disadvantaged students bridge the gap to make as much progress in public exams as their non-disadvantaged peers.</i>	<p>Disadvantaged students improve on their outcomes including at GCSE Source: SISRA/ Performance league tables <u>(Progress 8 data is not secure for 24/25 cohort as there was no KS2 data due to Covid-19)</u></p> <p>Y11 2023/24: Average total Attainment 8 (A8) 34.41 (non-PP 48.61). Average total Progress 8 (P8) -0.03 (non-PP 0.06). 9-7 English and Maths (EM) 4.4% (non-PP 13.0%). 9-5 EM 27.3% (non-PP 53.1%). 9-4 EM 43.2% (non-PP 79.0%).</p> <p>Y11 2024/25: Average total Attainment 8 (A8) 35.56 (non-PP 51.53). Average total Progress 8 (P8) -0.45 (non-PP 0.25). 9-7 English and Maths (EM) 8.8% (non-PP 14.5%). 9-5 EM 17.5% (non-PP 53.1%). 9-4 EM 49.1% (non-PP 75.9%).</p>
2. <i>Disadvantaged students are able to self-regulate and take ownership of their own learning including in areas such as revision and exam preparation.</i>	<p>Disadvantaged students' Approach to Learning (ATL) improves over time towards an average of 2.0</p> <p>Particular focus years below due to upcoming GCSE exams and percentage of PP in year group. All statistics below from Autumn 2025 data capture:</p> <p>Year 9 PP ATL – 2.2. Non-PP – 2.0 (26.7% PP in year group). Year 10 PP ATL – 2.2. Non-PP – 2.0 (26.2% PP in year group). Year 11 PP ATL – 2.3. Non-PP – 2.2 (26.3% PP in year group).</p>
3. <i>Disadvantaged students receive more feedback and a greater focus from their teachers than their non-disadvantaged peers</i>	<p>Attendance at Y7-11 parents' evenings improves over time. Directors of Catch up and year teams work tirelessly to engage PP families in parents' evenings. All statistics below from 24/25 academic year.</p> <p>Y7 PP - 70.8% (virtual). Non-PP - 92.6%. Y8 PP – 60.3 (virtual). Non- PP – 82.8%. Y9 PP – 77.2% (in-person with Y9 options evening). Non-PP – 89.7%. Y10 PP – 73.2% (virtual). Non-PP – 88.1%. Y11 PP – 72.7% (in-person). Non-PP – 85.2%.</p>

4. Disadvantaged students receive a reduced number of consequences as a result of their increased engagement with their learning and school community	<p>Fewer disadvantaged students are suspended and permanently excluded as a proportion of the school population</p> <p>Source: census/SIMS</p> <p>23/24: 51.0% of suspensions were PP students (51/100).</p> <p>24/25: 66.2% of suspensions were PP students (86/130), with 16 of these repeat suspensions.</p> <p>YTD (Nov. 2025): 41.2% of suspensions are PP students (7/17), with none of these repeat suspensions.</p> <p>Disadvantaged students are less and less represented in disruption to lessons and learning:</p> <p>23/24: 37.1% of C2s were given to PP students and 48.6% of C3s.</p> <p>24/25: 40.8% of C2s were given to PP students and 54.8% of C3s.</p> <p>YTD 25/26: 33.7% of C2s have been given to PP students and 53.7% of C3s.</p>															
5. Disadvantaged students' aspirations will be more in line with their peers and they are more likely to develop their interests through wider curriculum opportunities	<p>More disadvantaged students progress into challenging KS4 qualifications (incl. EBacc), sixth form and higher education.</p> <p>Source: Internal data from Director of Catch Up - Curriculum</p> <table><tr><td>Y11 22-23 Y11 23-24 Y11 24-25 Y11 25-26</td><td>PP students</td><td>Non-PP students</td></tr><tr><td>Cohort</td><td>45 46 58 56</td><td>161 161 145 168</td></tr><tr><td>EBacc</td><td>12 (26.7%) 12 (26.1%) 16 (27.6%) 20 (35.7%)</td><td>71 (44%) 91 (56.5%) 66 (45.5%) 54 (32.1%)</td></tr><tr><td>Triple Science</td><td>7 (15.5%) 9 (19.6%) 13 (22.4%) 18 (32.1%)</td><td>63 (39.1%) 75 (46.6%) 62 (42.8%) 69 (41.1%)</td></tr><tr><td>Languages</td><td>25 (55.5%) 22 (47.8%) 24 (41.4%) 28 (50.0%)</td><td>104 (64.6%) 103 (64.0%) 87 (60.0%) 96 (57.1%)</td></tr></table> <p>Y13 24-25: 108 students: 2 bursary students, 2 disadvantaged students, 2 EAL students and 2 FSM Ever 6 students.</p> <p>2 bursary students - C+ average grade (non-disadvantaged B-) - VA +0.10. 2 EAL students - B average grade – VA +0.50. 2 FSM Ever 6 students – B+ average grade – VA +0.44 (non-FSM C+ - +0.27).</p> <p>Y13 2026 Leavers: 102 students:</p>	Y11 22-23 Y11 23-24 Y11 24-25 Y11 25-26	PP students	Non-PP students	Cohort	45 46 58 56	161 161 145 168	EBacc	12 (26.7%) 12 (26.1%) 16 (27.6%) 20 (35.7%)	71 (44%) 91 (56.5%) 66 (45.5%) 54 (32.1%)	Triple Science	7 (15.5%) 9 (19.6%) 13 (22.4%) 18 (32.1%)	63 (39.1%) 75 (46.6%) 62 (42.8%) 69 (41.1%)	Languages	25 (55.5%) 22 (47.8%) 24 (41.4%) 28 (50.0%)	104 (64.6%) 103 (64.0%) 87 (60.0%) 96 (57.1%)
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	<p>Non-bursary/non- disadvantaged C+ (VA +0.60). 16 bursary students, 2 disadvantaged students, 2 EAL students and 2 FSM Ever 6 students</p> <p>16 bursary students – B- average predicated grade (VA +0.60). Non-bursary also predicted B-. 13 disadvantaged students – B- average predicted grade (VA +0.78). 4 EAL students – B- (VA +0.58). 13 FSM Ever 6 students – B+ average predicated grade (VA +0.78). Non-disadvantaged – C+ predicted grade (VA +0.27).</p> <p>More disadvantaged students will attend wider curriculum opportunities which build their engagement with the school community.</p> <p><i>Source: Internal data from Director of Engagement. December 2025: Y7 PP 71.0% (non-PP 80.10%), Y8 PP 71.1% (non-PP 68.8%), Y9 PP 41.0% (non-PP 54.5%), Y10 PP 46.2% (non-PP 47.14%), Y11 PP 57.1% (non-PP 68.8%). (Please note that we are awaiting interform competitions data for years 9 and 10. Based on past participation in these events, PP students' overall participation in the wider curriculum will increase).</i></p>
6. <i>Disadvantaged students' attendance improves and PA decreases</i>	<p>Attendance of disadvantaged students as a group improves towards 96% Internal attendance data:</p> <p>23/24: ALL 92.2% (national 90.8%), PP 88.4% (national 85.4%). 24/25: ALL 92.9% (national 91.3%), PP 88.7% (national 86.2%). 25/26 YTD: ALL 94.1% (national 92.7%), PP 91.3% (national 88.3%)</p>
7. <i>Disadvantaged students from key areas in school catchment are less likely to underachieve against their non-disadvantaged peers</i>	<p>Our school supports the achievement of the Hurst Farm Regeneration Project objectives. Currently 118 Highfields students live on the Hurst Farm estate. This is 9.0% of the school population. Of the 118 students, 71 are PP. This is 60.2% of the Hurst Farm students.</p>
8. <i>Disadvantaged students read with as much understanding and confidence as their non-disadvantaged peers, which will have a positive impact on their progress and enrichment.</i>	<p>Reading ages of PP students improve significantly from beginning of Y7 to end of Y8:</p> <p>2023: Y7 PP average reading age: 11 years 1 month Y8 PP average reading age: 12 years 1 month</p> <p>Nov. 2024: Average PP reading age of students tested (not all) in years 7-9 with some Y10 & 11 added: 11 years 2 months. Non-PP average of those tested in year groups stated above: 12 years 4 months. <i>We are just finalising reading age data (December 2025) and will add these figures shortly.</i></p>

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: £287,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Operation Best of The Best (Big 3 project 25/26 with a focus on the celebration of students' achievements as we aim for all students to be the best they can be).</i></p> <p><i>Operation Pleasure to Teach (STAR – students trained to Sit up, Track the speak, Ask and Answer questions and show Respect).</i></p> <p><i>Operation Pitch it Up 2 (Big 3 project 25/26 - 3 key techniques taught to staff during regular CPD to increase the intensity and quality of learning in classrooms).</i></p>	<p>Teaching Walkthrus, Tom Sherrington & Oliver Caviglioli.</p> <p>EEF Toolkit: Individualised instruction (+4 Moderate impact for low cost based on limited evidence)</p>	<p>1, 2, 4, 5</p> <p>1, 2, 4</p> <p>1, 2, 4, 7</p>
<p><i>Feedback: Cold call</i> <i>Next steps</i> <i>Targeted book looks</i></p>	<p>EEF Toolkit: Feedback (+6 score, very high impact for very low cost based on extensive evidence) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1,3
<i>Virtual parents' evenings</i>	As above EEF Toolkit Feedback EEF (+6 score, very high impact for very low cost based on extensive evidence)	1,3
<i>Think pair share and other discursive and collaborative techniques</i>	EEF Toolkit: Collaborative learning Approaches (+5 score, high impact for very low cost based on limited evidence)	1, 2
<i>Restorative approaches</i>	EEF Toolkit Behaviour interventions (+4 score, moderate impact for low cost based on limited evidence)	1, 2, 4
<i>Self-regulation: approach to learning</i>	EEF Toolkit: Metacognition Self-regulation EEF	1,2, 4

<i>Metacognition Stretch and challenge Worked examples/ modelling</i>	(+7 score, very high impact for very low cost based on extensive evidence)	
<i>Wolfpack (a common and consistent approach to management of behaviour and AtL in lessons) Restorative approaches- self regulation</i>	EEF Toolkit: Behaviour interventions (as above) EEF Toolkit Metacognition (as above)	1, 2, 4
<i>Plan for Reading Y7, Y8 & Y9 Book Buzz Recognising and rewarding reading aloud in lessons.</i>	EEF Toolkit: Reading comprehension strategies (+6 Very high impact for very low cost based on extensive evidence) EEF Toolkit: Oral Language Interventions (+6 Very high impact for very low cost based on extensive evidence) Alex Quigley, Closing the Reading Gap, Closing the Literacy Gap	1, 8
<i>Seating strategy</i>	EEF Toolkit: Behaviour interventions (As above)	1, 4
<i>Additional planning time (30 mins above minimum PPA) to enhance quality of teaching</i>	EEF Toolkit: Feedback and other core teaching techniques (as above)	1

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

Budgeted cost: Included in teaching costs above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Y11 form times on a rota of Maths, English and Science – whole year group intervention.</i>	Outcomes 2025 in Maths and Science.	1, 3, 5
<i>English and Maths day - at least 50% PP</i>	PP outcomes 2025 in English and Maths PP lower than non-PP.	1
<i>Team Y11 & Team Y10 (60% PP) – mentoring and weekly learning walks from Senior Leaders</i>	EEF mentoring	2
<i>Blend of virtual and face-to-face parents' evenings</i>	EEF Feedback EEF Parental engagement	3

<i>Y11 Maths PP revision group (100% PP)</i>	PP Outcomes 2025 not in line with their non-PP peers EEF mentoring	1 3
<i>PP students in Year 9 prioritised for GCSE Options Interviews to ensure correct subject choices are made to increase attainment and engagement.</i>	PP Outcomes 2025 not in line with their non-PP peers	1
<i>Buddy Reading/Mentoring: PP students in Y9 with low reading ages reading with a sixth former</i>	EEF mentoring/one to one tuition/peer tutoring	2, 8
<i>Y11 Study Space - PP and Team Y11 students targeted with invites to our daily after-school revision space.</i>	EEF Extending school time / Homework	1, 2, 7
<i>Buddy Breakfast – Some PP students have a sixth form mentor who they meet weekly to support them to develop their transferrable skills or to help with their studies.</i>	EEF mentoring/one to one tuition/peer tutoring	2, 5

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted SNAAP Attendance Intervention Groups</i>	Evidence suggests that PP families present with more domestic challenges and attendance issues (the latter often caused by the former)	6
<i>Rise High – Project with Derby University focusing on raising aspirations and promoting higher education (HE). Y8 – 25 students, 36% PP and all from disadvantaged postcodes.</i>	EEF	5
<i>Discover Us: A programme working with the University of Sheffield raising</i>	Progression figures nationally show that fewer PP students' progress to university that their non-disadvantaged peers.	5

<i>aspirations and promoting HE. In 25/26, 6 students in year 9 (5 of these PP students (83.3%). In Y10, 6 students (4 PP – 66.7%).</i>		
<i>Involvement in Hurst Farm Regeneration Project. This involves working with the community centre to build relationships with the local area. Students from Hurst Farm are also involved in the decisions made and opportunities available at the centre.</i>	Evidence suggests that PP families struggle to access events involving transport without support	7
<i>Enhanced offer from early help team and year teams for attendance and wellbeing</i>	Evidence suggests that PP families present with more domestic challenges and attendance issues (the latter often caused by the former)	6
<i>Transport costs for certain students</i>	Evidence suggests that PP families struggle to access events involving transport without support.	5
<i>Support with school trips</i>	Evidence suggests that PP families struggle to access school trips without support.	5
<i>Highfields Community Award - Run by Director of Catch Up, this award encourages and rewards involvement in lessons, wider curriculum and leadership opportunities.</i>	Evidence in schools suggests that PP students are far less likely to access wider curriculum events which we have found to enhance students' relationship with school and its staff.	5
<i>Funding uniform</i>	Evidence suggests that PP families can struggle to meet the costs of uniform and this can create conflict between students and staff.	2
<i>Student Leadership (Student Ambassadors) 20% of Y7-11 Ambassadors are PP students. These students create opportunities for PP students to engage in the Highfields Community.</i>	EEF Toolkit: Peer Tutoring (+5 – high impact for very low cost based on extensive evidence). Evidence suggests that PP students are less likely to take up leadership roles due to a potentially reduced sense of belonging to the school.	3, 4
<i>Music lessons for PP students</i>	Arts participation EEF	5

<i>Funding or part-funding of revision guides for PP Y11 students</i>	EEF Self-regulation	2
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Total budgeted cost: £293,473

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of outcomes of previous 3-year pupil premium strategy plan

2024/25 marked the end of our previous 3-year pupil premium strategy plan. Outcomes for our PP students improved markedly from -0.58 P8 in 21/22 to -0.32 in 22/23 and -0.03 in 23/24. At that stage, PP students were performing only very slightly behind their non-disadvantaged peers and we had bridged the gap. Progress data of 24/25 cohort is difficult to judge with certainty due to the lack of KS2 assessment data for these students following the Covid-19 pandemic, however, they achieved a higher Attainment 8 score of 35.56 compared to the previous year (34.41). PP Students achieving 9-7 in English and Maths improved to 8.8% from 4.4% the previous year, and those achieving 9-4 EM improved to 49.1% from 42.2%. Our PP students 24/25 bettered the previous cohort in all areas (including in the Open bucket and EBacc) apart from 9-5 EM. Our High Prior-Attaining students did achieve better results in 24/25 (51.53) compared to the previous year (48.61), so the achievement gap has widened in that sense. In addition, based on other cohort comparisons of KS2 data, reading ages and KS4 outcomes, our 24/25 PP cohort achieved in line with the previous year group, despite their disrupted end to primary school and start to Highfields due to the pandemic. Our outcomes are in line with other schools in our trust.

We have reviewed the progress made by PP students in our different intervention groups:

Our Maths and English intervention groups, made up of PP students and SARU (students at risk of underachievement) had a positive impact on their progress. On average, this intervention improved their results by 0.2% of a grade. This is one of the reasons why we have chosen in 25/26 to roll out a whole year group intervention for form times for Y11 students. Instead of our previous programme, all Y11 students now have extra English, Maths and Science during form times. These are targeted sessions to reteach and revise prior learning and address common misconceptions.

Our Team Y11 intervention (33% PP) also had a positive impact – these students improved by almost half a grade on average. We will continue with this intervention in 25/26 and also roll out the same process for Y10 SARU.

Our year teams have SNAAP attendance intervention groups which target PP students with poor attendance. This group of students achieved over half a grade improvement on average compared to where they started.

Examination outcomes for our Y11 2024/25 cohort (57 disadvantaged students):

Progress 8 score ALL 0.05

Progress 8 score PP -0.45 (23/24 -0.03) (22/23 -0.32) (21/22 -0.58).

24/25: 19 PP students (33.3%) had a positive Progress 8 score

23/24: 24 PP students (58.5%) had a positive Progress 8 score

22/23: 18 PP students (43.9%) had a positive Progress 8 score

24/25: 10 PP students (17.5%) achieved strong passes at grade 9-5 in both English and Maths

23/24: 12 PP students (26.7%) achieved strong passes at grade 9-5 in both English and Maths

22/23: 9 PP students (21.4%) achieved strong passes at grade 9-5 in both English and Maths

24/25: 23 PP students (40.4%) achieved a strong pass in English and 17 PP students (29.8%) achieved a strong pass in Maths
23/24: 16 PP students (35.6%) achieved a strong pass in English and 16 PP students (35.6%) achieved a strong pass in Maths
22/23: 18 PP students (42.9%) achieved a strong pass in English and 11 PP students (26.2%) achieved a strong pass in Maths

24/25: 28 PP students (49.1%) achieved standard passes at grade 4 or above in both English and Maths.
23/24: 19 PP students (42.2%) achieved standard passes at grade 4 or above in both English and Maths.
22/23: 22 PP students (52.4%) achieved standard passes at grade 4 or above in both English and Maths. 9.2% above the 21/22 figures.

24/25: 36 PP students (63.2%) achieved a standard pass in English and 29 students (50.9%) achieved a standard pass in Maths.
23/24: 28 PP students (62.2%) achieved a standard pass in English and 21 students (46.7%) achieved a standard pass in Maths.
22/23: 26 PP students (61.9%) achieved a standard pass in English and 26 students (61.9%) achieved a standard pass in Maths. 5.1% and 9.6% respectively above 21/22 figures.

24/25: 16 PP students (28.1%) entered the EBacc, and 24 PP students (42.1%) entered a language.
23/24: 12 PP students (26.7%) entered the EBacc, and 19 PP students (42.2%) entered a language.
22/23: 12 PP students (28.6%) entered the EBacc, and 29 PP students (59.5%) entered a Language (well above the national entry of all students for Languages of 43.4%).

24/25: Progress 8 scores in the different 'buckets': -0.32 in English, -0.36 in Maths, -0.58 for the 'open' bucket and -0.47 for EBacc.
23/24: Progress 8 scores in the different 'buckets': 0.12 in English, 0.08 in Maths, -0.10 for the 'open' bucket and -0.16 for EBacc.
22/23: Progress 8 scores in the different 'buckets': -0.29 in English, 0.05 in Maths, -0.64 for the 'open' bucket and -0.27 for EBacc.

Progression outcomes

Out of the 20 PP students who achieved an average of grade 4 or above, 18 came to sixth form. Most others were successful in entering their first choice of next destination, ranging from apprenticeships in trades to different colleges.

The estimated performance of 56 disadvantaged students in our current Y11 in November 2025 is looking more positive. We continue to work tirelessly to ensure the best outcomes for our disadvantaged students through our Big 3 strategic plan and a range of newly targeted interventions.

In our current Y10, we have 61 disadvantaged students. We are awaiting their first data capture results to give us an accurate prediction of their potential outcomes.

Reading outcomes

In October 2023, average reading age of current PP students in Y8 was 12 years 1 month, with Y7 at 11-year 1 month. In November 2024, out of the students tested in years 7-9 (with some added year 10 and 11 students), the average PP reading age was 11 years 2 months compared to non-PP average of those tested of 12 years 4 months.

We will add 2025 reading age data here when it has been collated.

Taking all qualitative and quantitative feedback into account, we feel that our continued focus on reading is more likely than not to raise the achievement of disadvantaged students moving forward and this explains our reinvestment in this strategy.

In July 2024 we appointed a Lead Practitioner in Literacy and Pedagogy to further enhance and celebrate students' engagement in reading. We have seen hundreds of rewards given to students on a weekly basis for reading aloud in lessons. In assemblies we celebrate this reading engagement and reward a reader of the week - PP students have been well represented in these thus far.

Wider Curriculum Outcomes

To improve engagement and attendance in wider curricular activities, with a particular focus on PP and SARU students, in September 2024 we introduced a raffle ticket system. We have observed that as a result, PP students are more involved in the wider school community. To address a dip in club attendance during years 9 and 10, in July 2025 we appointed a Sports Ambassador Co-Ordinator who works with a team of Student Sports Ambassadors to create and run interform competitions for students. In the past, such competitions have increased participation from PP students. We are awaiting this data to add to the below.

Y7 PP 71.0% (non-PP 80.10%), Y8 PP 71.1% (non-PP 68.8%), Y9 PP 41.0% (non-PP 54.5%), Y10 PP 46.2% (non-PP 47.14%), Y11 PP 57.1% (non-PP 68.8%).

(Please note that we are awaiting interform competitions data. Based on past participation in these events, PP students' overall participation in the wider curriculum is predicted to increase).

In addition, we are running Highfields Student Ambassadors, with 20% of those ambassadors PP students from Years 7-11. This project aims to improve the experience of all students at Highfields, particularly those from disadvantaged backgrounds.

Attendance Outcomes

Our PP attendance continues to be well above national level and we are extremely proud of the attendance rewards we have received. Our year teams work tirelessly to ensure that our disadvantaged students attend school daily and intervene when they do not. They work closely with families to ensure that PP students are understood, and that they receive equal opportunities to non-PP students. Where we have attendance concerns, we set up SNAAP attendance intervention groups which are very successful in reducing persistent absenteeism.

23/24: ALL 92.2% (national 90.8%), PP 88.4% (national 85.4%).

24/25: ALL 92.9% (national 91.3%), PP 88.7% (national 86.2%).

25/26 YTD: ALL 94.1% (national 92.7%), PP 91.3% (national 88.3%).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Discover Us and Rise High programmes detailed in wider strategies section and fully	The University of Sheffield and University of Derby.

funded but we provide transport for some of these events.	
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We have 5 students in receipt of this funding and respond to all requests received for items required by the student or the family.
The impact of that spending on service pupil premium eligible pupils
This funding supports the teaching of these students and enables us to respond to any requests from families for resources.