



Highfield Primary School

Pupil Premium Strategy Plan

2025-26



Contents

- 3) [School and funding overview](#)
- 4) [Part A: Pupil premium strategy plan.](#)
 - [Statement of intent \(pages 4-5\)](#)
- 6) [Challenges](#)
- 7) [Intended outcomes \(pages 7-8\)](#)
- 9) [Activity in this academic year](#)
 - [Teaching \(pages 9-12\)](#)
- 12) [Targeted academic support \(pages 12-13\)](#)
- 13) [Wider strategies \(pages 13-17\)](#)
- 18) [Part B: Review of the previous academic year](#)
 - [Outcomes for disadvantaged pupils \(pages 18-21\)](#)
- 22) [Review of the previous three-year strategy \(pages 22-23\)](#)
- 23) [Service pupil premium funding](#)
- 24) [References](#)

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	420
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2025-26 2026-27 2027-28
Date this statement was published	Autumn 2025
Date on which it will be reviewed	July 2026 July 2027 July 2028
Statement authorised by	Jonathan Feeley
Pupil premium lead	Jonathan Feeley (Headteacher)
Governor / Trustee lead	Chris Cheng (Chair of Resources Committee and lead on Government Grants) Oliver Thorne (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33 330
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£33 330

Part A: Pupil premium strategy plan

Statement of intent

Together we are nurturing the citizens of today, the leaders of tomorrow. We are doing this as educators, parents and governors by fostering a love of learning regardless of the subject, discipline or activity. This allows each child to unlock their potential, achieve success, celebrate their talents and ultimately, to lead successful lives and become positive role models in society.

(Headteacher Welcome & Equalities Policy)

At Highfield we believe that every child has the right to equality of outcome and to achieve their full potential. To achieve equity, we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion. At Highfield we are committed to ensuring that every child has the opportunity to succeed by maximising potential, overcoming all barriers and closing gaps in achievement. We therefore use the Pupil Premium to make a difference to the lives of young people by setting out a comprehensive strategy to make the best possible use of the additional funding the Pupil Premium provides.

What is the Pupil Premium?

'Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.'

Department of Education (2022)

Pupil Premium funding was introduced in 2011 as a Government initiative to help support pupils from disadvantaged backgrounds. Pupils identified as being 'disadvantaged' often come from low-income families and research has shown that they are prone to underachievement when compared to their non-disadvantaged peers.

The Pupil Premium funding is allocated to local authorities and schools for students on roll who:

- have been eligible for free school meals any time in the last 6 years (FSM6)
- are in the care of the Local Authority (CLA)
- have been adopted from care
- are children of service men and women

Schools have the freedom to spend the Pupil Premium funding, which is additional to the underlying school's budget, in a way which they think will best support the raising of attainment of eligible pupils and closing the gap to their non-disadvantaged peers.

The school uses this funding to support systems and processes which:

- Have a direct impact on progress of disadvantaged students.
- Increase the achievement of all
- Encourage positive attitudes to learning, high standards of behaviour and high aspirations.
- Help to overcome cultural and socio-economic barriers, therefore promoting social mobility.

At Highfield, we recognise that disadvantage can be considered a vulnerability. It takes different forms and results from a complex interplay between a child's circumstances and their environment, which

can increase their level of risk. Disadvantage is dynamic and contextual, affecting each child differently and changing over time. At Highfield, we know our children and adopt a holistic approach to their development to meet these challenges—addressing physical, personal, social, emotional and spiritual wellbeing alongside cognitive aspects of learning. Our objectives for all children, including those eligible for Pupil Premium funding, are to:

- Ensure every child reaches their full potential.
- Promote and maintain good physical and mental health.
- Close the attainment gap, both nationally and within our school.
- Prepare children for the next stage of their education
- Raise aspirations and enable them to make a positive contribution to society.

Highfield's philosophy is about knowing every child, unlocking their potential and preparing them to thrive in education and society through an inclusive, supportive and enriching environment. Our approach to the Pupil Premium strategy is fully aligned with our school's philosophy and is underpinned by the four key drivers of our curriculum: Safeguarding; Reading; Respect, Equality and Diversity; and Enrichment (the wider curriculum). These drivers ensure that disadvantaged pupils receive targeted support within a safe and nurturing environment, develop strong literacy skills as a foundation for learning and experience an inclusive education that values diversity and promotes equality. By enriching the wider curriculum and providing opportunities to build cultural capital, we aim to broaden horizons, raise aspirations and equip every child with the knowledge, skills and confidence to thrive both academically and socially.

Strong strategic leadership, robust systems of assessment and organizational accountability ensure that all children are planned for, monitored and supported appropriately. The Headteacher supported by the Deputy Headteacher along with an identified governor, lead the implementation of the Pupil Premium Action Plan. They are then held accountable by the Governors resources sub-committee on the impact of spending. We take an evidence-informed approach to understanding the specific needs of our community. By using a range of data, we gain insight into the context of our families and identify the barriers that may prevent children from leading successful lives. Crucially, we also listen to the voices of our children, ensuring their perspectives help shape and inform this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Attainment – Pupil Premium children do not consistently achieve in-line with their peers nationally or within school. Pupil Premium children also have disproportionately higher special educational needs compare to their peers and 68% of the pupil premium group have one or more potential vulnerability.
2	The significant proportion of children who enter school with underdeveloped language skills and limited oracy abilities, which impacts their ability to communicate effectively, access the curriculum and engage confidently in learning activities.
3	Children's access to Social Capital and the limited opportunities our children have to build and benefit from networks, relationships and community resources that support their learning and wellbeing.
4	Children's access to Cultural Capital and the extent to which they can access knowledge, experiences and cultural resources that help them succeed academically and socially.
5	Wellbeing and Resilience Factors: Mental Health, Belonging, sense of self-worth, sense of connection, aspiration, adverse child experiences.

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
Above national average attainment and progress and achieving in-line with their Non-Pupil Premium peers.	<p>2026/27 outcomes demonstrate:</p> <p>End of KS2 data will show that the combined RWM percentage for disadvantaged pupils is at least in line with national average. End of KS2 data will evidence Pupil Premium children are closing or have closed the gap to their Non-Pupil Premium peers.</p> <p>The number of disadvantaged pupils consistently achieve the greater depth standard across the whole school.</p> <p>Disadvantaged pupils without identified additional learning needs will achieve in line with the national average as a minimum in the phonics screening check, Year 4 Multiplication Tables Check and in the KS2 SATs.</p>
All disadvantaged pupils to demonstrate age-appropriate oracy skills, confidently using subject specific vocabulary accurately	<p>Learning walks and lesson visits observe disadvantaged pupils actively contributing to class discussions and group tasks using full sentences and age appropriate, subject specific vocabulary.</p> <p>Pupil voice surveys show disadvantaged pupils feel confident speaking in front of peers and adults.</p> <p>Wider public speaking opportunities are afforded to disadvantaged pupils, such as presenting in assemblies and performing.</p>
Social Capital: To strengthen pupils' networks, relationships, and opportunities so they can thrive socially, academically, and personally, with equitable access for disadvantaged children.	<p>Success criteria for three strategic priorities for developing social capital</p> <p>Dignity & Belonging (bonding social capital-strong relationships through building trust, belonging and supportive peer and staff relationships within the school community):</p> <ul style="list-style-type: none"> ▪ ≥90% disadvantaged pupils report feeling safe and supported (pupil survey). ▪ ≥80% parents of disadvantaged pupils attend at least one school event. ▪ Reduction in social isolation incidents observed. <p>Economic Success (bridging social capital-expand horizons through connections beyond immediate peer group):</p>

	<ul style="list-style-type: none"> ▪ ≥70% disadvantaged pupils participate in at least one cross-year or community project. ▪ Pupil voice shows increased awareness of diversity and inclusion. <p>Power & Autonomy (linking social capital-access to networks of power and opportunity by connecting pupils and families to aspirational pathways and external support):</p> <ul style="list-style-type: none"> ▪ ≥30 disadvantaged pupils take part in leadership or ambassador roles. ▪ ≥90% disadvantaged pupils attend at least one aspiration-focused event annually. ▪ Governors receive termly reports showing no gap in participation between disadvantaged and peers.
<p>Cultural Capital: to establish a coherent, equitable offer that prioritises disadvantaged pupils' access to the essential knowledge, experiences and opportunities to become educated citizens with an appreciation of human creativity and achievement.</p>	<p>Three Strategic Priorities for Developing Cultural Capital</p> <p>Foundation & Access (build structures, remove barriers and embed cultural capital in curriculum):</p> <ul style="list-style-type: none"> ▪ Cultural Capital Map published and shared with staff/parents. ▪ ≥95% disadvantaged pupils attend all entitlement activities. ▪ Staff survey: ≥90% confident explaining cultural capital in their subject. <p>Deepening & Enrichment (expand experiences, embed oracy and diversity, strengthen parental engagement):</p> <ul style="list-style-type: none"> ▪ ≥70% disadvantaged pupils participate in at least one club. <p>Leadership & Sustainability (embed pupil leadership, monitor impact, and ensure long-term equity):</p> <ul style="list-style-type: none"> ▪ Leadership roles in school are held by disadvantaged pupils evidenced by representation in every group. Clear raising in their profile. ▪ No participation gap between disadvantaged and non-disadvantaged pupils.
<p>High levels of wellbeing and a clear sense of belonging and inclusion.</p>	<p>2026/27 evidence on wellbeing and belonging to include:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. <p>A significant increase in the participation of enrichment activities with all disadvantaged pupils engaging with at least one extra</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: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Driving a Culture of High Expectations and Equity for Disadvantaged Pupils:</p> <ul style="list-style-type: none">• <i>'To give the most vulnerable learners in the cohort the greatest opportunity to fulfil their learning potential'</i> is the first objective on every performance management.• Disadvantaged and vulnerable children are the focus of each internal scrutiny.	<p>The Department for Education¹ and Education Endowment Foundation² both highlight the importance of systematic focus on vulnerable learners in school improvement processes reducing attainment gaps. Furthermore, Cordingley et al.³ found that schools with a strong culture of collaborative, equity-focused professional development improve teacher effectiveness and retention, which benefits disadvantaged pupils. This strategic approach ensures accountability and raises the profile of our disadvantaged children.</p>	1
<p>Professional Development to support the implementation of evidence-informed approaches:</p> <ul style="list-style-type: none">• Attendance at the <i>Thinking Deeply about Primary Education Conference</i> (TDAPE)• Attendance at the <i>Research Ed National Conference</i> (London)• Explore the possibility of hosting a regional <i>Thinking Deeply about Primary Education Conference</i> at Highfield• Attendance at the <i>Next Decade</i> conference focusing on: <i>A Level</i>	<p>The most important school-level factor for pupil attainment is teacher effectiveness.⁴ Additionally, the EEF state that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key priority to success.⁵ We therefore prioritise the professional development of our teaching staff so that our children have exposure to the best possible practice. High-quality CPD improves teacher confidence and retention, which is vital in schools serving disadvantaged communities.⁶</p> <p>The selected conferences focus on curriculum coherence, subject-specific pedagogy - which research shows is critical for disadvantaged pupils who rely heavily on school for cultural and academic capital^{7&8} and often draw on cognitive science (e.g., retrieval practice, cognitive load theory, multimedia approaches, etc), which supports memory and understanding for all pupils, but especially those</p>	1, 2

<p><i>Playing Field, Positive Regard and United in Inclusion</i></p> <ul style="list-style-type: none"> Assistant Head teacher Action Plan to focus on established teaching principles, such as formative assessment, feedback, questioning and whole class engagement <p>*Each of the above will then be used to guide our programme of in-house CPD</p>	<p>without home reinforcement. These areas of learning are outlined by the EEF as having a high impact for disadvantaged learners.²</p> <p>In addition, ResearchEd focuses on applying robust educational research in classrooms. Evidence-based strategies—such as explicit instruction, retrieval practice, and metacognition—are proven to close gaps for disadvantaged pupils. For example, Rosenshine's Principles of Instruction underpin many ResearchEd sessions, supporting structured explicit teaching that benefits pupils with less prior knowledge.⁹</p> <p>Our Pedagogy Lead actively engages in national and regional education conferences and opportunities for wide-ranging research to stay abreast of the latest research and best practice. Insights gained from these events are then disseminated through structured professional development sessions within school, ensuring that staff benefit from current evidence-based strategies. This approach strengthens teaching quality and promotes continuous improvement across the curriculum.</p>	
<p>Strategic investment in reading (curriculum key driver) and language development—through high-quality CPD for staff and targeted financial resources to enhance provision. Achieved through:</p> <ul style="list-style-type: none"> Whole staff Phonics training Investment in new reading books for Reception and KS1 All provision and attainment for disadvantaged children is tracked through Closing the Gap Action Plans led by the Deputy Headteacher Curriculum Subject Leaders ensure curriculum plans outline the key vocabulary to be taught Deputy Head teacher Action Plan to focus on ensuring environments 	<p>Reading ability is a key predictor of future educational attainment, employment, income, and even health outcomes. Literacy and life expectancy provides the first overview of the evidence linking literacy and life expectancy in England through the conduits of health and socioeconomic factors.¹⁰</p> <p>Therefore, the most important skill any child can leave primary school with is the ability to read independently and effectively for meaning.¹¹</p> <p>To achieve this target, it is vital children are supported from the earliest possible point. Point 3 of the EEF's <i>Improving Literacy in Key Stage 1</i> guidance focuses on prioritising language, teaching phonics systematically, and developing comprehension and vocabulary to build strong foundations for reading and writing in 5-7 year olds.¹² Phonics CPD and rigorous monitoring are therefore key elements of our strategy.</p> <p>The work of Lubliner et al.¹³ highlights how many researchers have examined the problem of achievement gaps extensively and “have identified limited vocabulary as an important factor in the underachievement of children from economically disadvantaged homes”. Therefore key vocabulary is outlined on all planning and taught explicitly. The full-time speech and Language key worker within school supports disadvantaged children by pre-teaching the key terms.</p>	1, 2

<p>including language support</p>		
<p>Continued focus and investment in speech, language and oracy development in the classroom</p> <ul style="list-style-type: none"> English Leaders to monitor, evaluate and feedback on language development and oracy following its focus as a School Development Priority (2023-25) Continue CPD and funding for a full-time Speech and Language key worker SENCo and Deputy SENCo oversee the caseload of the Speech and Language key worker to ensure disadvantaged children are correctly supported 	<p>Speech and language development has been significantly impacted by the pandemic,¹⁴ with many children starting school with delayed oracy skills that hinder learning across the curriculum. Addressing this gap is essential because strong language foundations are critical for reading, writing and overall academic success, making oracy a priority in our action plan. Furthermore, commenting on the Resolution Foundation findings,¹⁵ Hutchinson et al.⁴ state that '<i>The gap in school readiness has an impact on the duration of pupils' academic careers and subsequent opportunities. Given that language is the foundation of learning and social interactions, the stark disparity in language development is especially significant</i>'.¹⁵ Speech, language and communication skills are vital for all children. Without these skills they will not reach their full potential.¹¹ As a result, a speech and language specialist has timetabled time with identified disadvantaged children every week at Highfield. The Head, Deputy, SENDCo and speech and language coordinator meet to monitor the initiative and discuss the impact with classroom teachers.</p>	<p>1, 2, 3</p>
<p>CPD focused on our key driver of Respect, Equality, and Diversity</p> <ul style="list-style-type: none"> Staff to undertake the National College certificates in <i>Equality, Diversity & Inclusion</i>; and <i>Investment in CPD focused on Respect, Equality, and Diversity</i> Review and analysis of the current curriculum offer, e.g. does our core reading spine offer enough diverse texts which include and celebrate all our families? Highfield to apply for the Inclusion Quality Mark led by the Curriculum Leader 	<p>Campbell¹⁶ found that judgments of primary pupils' reading and maths attainment varied by family income, ethnicity, SEND status, spoken language and gender.¹⁶ Burgess & Greaves¹⁷ reported that Black and poor White British pupils were marked down relative to Key Stage test results, while Indian and Chinese pupils were marked up. Bias was more pronounced in areas with fewer Black or poor pupils, and assessments were partly influenced by prior group performance. At Highfield, respect, equality, and diversity are key drivers of our ethos and practice as well as a curriculum key driver. We are committed to embedding these principles into all aspects of school life, including our professional development programme. Our CPD ensures staff are equipped to recognise and address unconscious bias, fostering an inclusive environment where every child feels represented and valued. Furthermore, our curriculum is designed to reflect the richness of our community, incorporating diverse perspectives and experiences so that all pupils see themselves within the learning journey. Supporting children's upward mobility requires confronting and eliminating racial inequities.¹⁸</p>	<p>1, 3, 4, 5</p>

Headteacher strategic lead time	Specification of responsibilities: Monitor the progress and provision for this learner group, classroom observations and drop-ins, book scrutiny, formation of the Pupil Premium Action Plan, support and manage the teachers delivering 1:1 tuition, map provision of Pupil Premium children across school, allocate funding, report to the Head and relevant governing bodies.	1, 2, 3, 4 & 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching: • Maths tutoring before school • Extra-Curricular Maths Club After School	<p>Across the four-year assessment period detailed in the review section of this document, Maths consistently shows the lowest attainment for Highfield Pupil Premium pupils at the end of Key Stage 2, averaging 57.5%, compared to 78.3% in Reading and 75% in Writing. This persistent gap to their advantaged peers suggests that disadvantaged pupils face greater challenges in developing mathematical fluency and problem-solving skills than in literacy-based subjects.</p> <p>Research¹⁹ involving low-income preschool children enrolled in a 4-days-per-week, 24-week math tutoring program found significant gains in informal mathematical knowledge and numerical understanding compared to a control group. Further studies²⁰ found consistent, substantial improvements in math in maths tutor groups.</p> <p>In response to this evidence, specific children at Highfield are invited to join a 4-day per week offer of maths teaching for 30mins before school. The teaching is delivered by the maths and pedagogy lead because ‘tuition has the greatest impact when it is additional to and explicitly linked with normal lessons and those delivering the intervention are well trained’.²¹ The sessions aim to address the gap in mathematical fluency and problem-solving skills through lesson content.</p>	1, 2
Intervention: Speech and Language Support Time	Speech, language and communication skills are vital for all children. Without these skills they will not reach their full potential. ²² Furthermore, the Communication Trust ²³ highlight that ‘the development of speech, language and communication in the early years has a profound and far-reaching impact on a child’s life	1, 2

	<p>chances'. As a result, a speech and language specialist has timetabled time with identified disadvantaged children every week at Highfield. The pre-teaching of subject-specific vocabulary is focus of these sessions so that children enter lessons with prior knowledge and confidence enabling them to fully access the learning. The Head, Deputy, SENDCo, and speech and language coordinator meet to monitor the initiative and discuss the impact with classroom teachers.</p>	
Phonics Intervention across school	All children who do not achieve the phonics pass mark are tracked and continue to be taught phonics.	1
Targeted interventions: Touch typing, Power of 2 (maths), Write from the Start (handwriting), Times Table Rock Stars, Key Word Readers, Beat Dyslexia, Colourful Semantics	Specific interventions targeting key skills.	1

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

Budgeted cost: £6 330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training: <i>Supporting children with SEMH in the classroom</i> delivered by link Educational Psychologist	<p>The Impact of Attachment, ACEs, and SEMH on Learning</p> <p>In families with complex needs, up to two-thirds of children may be insecurely attached; poor attachment is strongly associated with worse resilience, socio-emotional and behavioural problems and early school leaving.²⁴ The impact of toxic stress resulting from adverse childhood experiences (ACEs*) on children's brains is highly significant and has been shown to have lifelong effects.²⁵ Almost half of participants in a 2014 nationally representative English survey reported experiencing at least one ACE.²⁶ In a school context, ACEs can act as a barrier to concentration and learning.²⁷</p> <p>Social, emotional and mental health (SEMH) training is vital in primary schools because early identification and support for emotional needs significantly improves learning, behaviour and long-term wellbeing. Research shows that pupils with unmet SEMH needs are at greater risk of low attainment and exclusion,</p>	5

	<p>while targeted interventions enhance engagement and resilience.²⁸ High-quality staff training ensures consistent strategies and a nurturing environment, which are key to closing gaps for vulnerable learners.²⁹</p> <p>Across practically every health outcome, disadvantaged children are worse off; notably, MCS children from low-income families are four times as likely to have mental health difficulties and evidence suggests that social inequalities in behavioural and socio-emotional difficulties have worsened in the UK over time.³⁰⁻³³ There is also a strong link between poverty and special educational needs or disabilities; over a quarter of pupils eligible for FSM are identified with SEND.³⁴</p> <p>*ACEs include: physical, sexual or emotional abuse, physical or emotional neglect, domestic violence, household substance abuse, household mental illness, parental separation or divorce, or an incarcerated household member.⁴</p>	
<p>Investment in children's mental well-being:</p> <ul style="list-style-type: none"> • Emotional Literacy Screening and SEMH support • Learning Mentor participation in "The Story Project" which supports children's emotional wellbeing through carefully selected fictional stories • Therapeutic Writing • Stitching Club, Games Group, Lego Club 	<p>Research³⁵ found that 'The mental health and wellbeing needs of vulnerable young people have been exacerbated by the Covid19 pandemic'. Furthermore, the DfE's COVID-19 Parent and Pupil Panel surveys^{36&37} found that parents whose children (primary- or secondary-aged) were eligible for FSM reported lower happiness and higher anxiousness scores for their children than parents of non-disadvantaged children.³⁸</p> <p>Disadvantaged children are prioritised for emotional literacy screening and social, emotional and mental health support with our learning mentor. They are also prioritised and offered specific clubs such as Lego, Stitching Club and Therapeutic Writing. Well-being is prioritised at Highfield.</p>	5
Building Social and Cultural Capital:	Definitions of disadvantage vary across the literature; a comprehensive understanding encompasses not only income poverty, but also a lack of social and cultural capital and control over decisions that affect life outcomes. ⁴ Among these factors, social capital—the benefits we derive from our relationships—is one of the strongest predictors of economic mobility, particularly when it is formed across socioeconomic status. ³⁹	3, 4
Building Bonding Social Capital:	Social capital strengthens a sense of belonging by fostering trust, shared norms and supportive networks within a community. This sense of belonging is critical: findings from experimental studies suggest that belonging is one of the most important determinants of whether an individual decides to enter, continue, or	3, 4
Building Bridging Social Capital:		3, 4

<ul style="list-style-type: none"> • Mixing classes, mixed-aged enrichment clubs (e.g. choir, gardening, drama, sports), cultural celebration days, transition activities • Social-skills groups: School Council, Mindmate Ambassadors, Peer Mediators, Reading Ambassadors 	<p>abandon a pursuit.⁴⁰ Furthermore, belonging is associated with positive attitudes towards school, which are in turn positively predictive of attainment.^{41&42}</p> <p>Social connection is the foundation upon which social capital is built. Developing these relationships—especially with those outside our immediate circle—requires spaces and activities where individuals from diverse networks and socioeconomic backgrounds can meet and interact.⁴³ However, research shows that people with higher socioeconomic status (SES) tend to have more diverse and influential social networks, which increases their social capital. Low-SES individuals have far fewer high-SES friends, while high-SES individuals have many more cross-status connections. Areas with more cross-SES friendships display higher levels of intergenerational economic mobility, meaning higher adult earnings for children growing up in disadvantaged families. Most of the difference in connectedness to high-SES individuals between low- and high-SES individuals is due to friending bias—the tendency of people to befriend others similar to themselves, even when exposed to diverse networks.⁴⁴</p>	
<p>Building Linking Social Capital:</p> <ul style="list-style-type: none"> • Parental engagement through SEND Coffee mornings, Watch Us Learn, Book Looks, Stay & Play, Christmas Crafts, Pedagogy Evenings, Year Group Curriculum Presentations • Community visitors: PCSO, Fire Brigade, parental role models, Alwoodley Climate Action, Charities, Care Homes, Lord Mayor • Local Trips: see the Wider Curriculum Map 	<p>Studies show that when children from disadvantaged backgrounds grow up in communities where they form friendships with higher-income peers, they are more likely to achieve higher earnings in adulthood. This means:</p> <ul style="list-style-type: none"> ▪ Social capital can act as a bridge between social groups. ▪ These bridges can help reduce inequality over time. ▪ We can increase people's social capital and cross-economic connections.⁴⁴ <p>We as a primary school offer unique opportunities for cross-economic mixing between children and between parents and carers. These connections could be leveraged to strengthen social capital.⁴⁴</p>	3, 4
<p>Building Cultural Capital:</p> <ul style="list-style-type: none"> • Review and analysis of the current Wider Curriculum Key Driver offer • Ensuring disadvantaged and vulnerable children are given priority access to clubs and financial 	<p>Cultural capital refers to the non-financial social assets—such as language proficiency, cultural knowledge, behaviours and attitudes—acquired through family and community socialization, which help children navigate and succeed within educational settings.^{45&46} It is especially important in primary schools, where fostering cultural capital through structured experiences, rich vocabulary exposure and an appreciation of diverse traditions enhances pupils' academic achievement, socio-cultural integration and long-term social mobility.^{45&47}</p> <p>A range of studies show that educational experiences outside of the classroom benefit attainment and skills</p>	3, 4

support to access them if required.	crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap. ⁴⁸ Life enriching experiences are essential for the wellbeing and development of young people. Therefore, no child will miss out due to hardship. This includes the residential trips to Whitby and Marrick Priory in North Yorkshire. Every year group also enjoys educational visits to enrich the curriculum and support our topics taught in class.	
Classes are mixed to ensure children have the opportunity	Emerging research on structural social capital reveals the importance of network building, which is highly influenced by investments in infrastructure, community spaces and neighbourhood construction. This dimension of social capital is requisite for making high-quality connections and for social capital to develop among people and across communities. Although class-based segregation and a lack of quality connections affect economic connectedness, systems that prioritize people can play a vital role in an individual's ability to climb the economic ladder. ⁴⁹	3
Helping to close the material deprivation gap: • Nutrition • Support materials	Lacking sufficient money has a direct impact on the resources families can access to support child development and learning. These include basic items like nutritious food – critical for healthy brain development - and toys and books that promote cognitive stimulation. ⁵⁰ Breakfast, fruit and healthy snacks are available to children who require it. Any additional materials which could facilitate the learning process for the individual learner, such as reading overlays, test preparation materials, individualised books/workbooks, magnifying rulers, IT software, IT hardware, sports equipment for school clubs, etc.	1, 5
Support for the learning mentor to improve parental engagement and attendance	The EEF Toolkit 'Parental Engagement' ⁵¹ states that: 'Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.' The learning mentor supports class teachers to forge strong home-school links and provide wrap-around care that is essential to ensuring the well-being of the	2, 5

	child. This includes regular communication, IT support (including lending equipment free of charge), access to clubs and enrichment activities as well as avenues of external support.	
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Total budgeted cost: £ 33 330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Headline Data for the school year 2024-25

Where data had not been published at the time of reporting, the nearest relevant available data from Perspective Lite has been used to allow for comparison. The Pupil Premium cohorts at Highfield are not deemed large enough to be statistically significant in any year group. Cohort numbers are not given to protect identities. Therefore other measures are used to compare, e.g. averages over four years.

Year 1 Phonics:		Phonics Pass
2021-22	Highfield Pupil Premium	100%
	Highfield Non-Pupil Premium	76%
2022-23	Highfield Pupil Premium	67%
	Highfield Non-Pupil Premium	83%
	National Non-Pupil Premium (ASP)	83%
2023-24	LA Non-Pupil Premium	82%
	Highfield Pupil Premium	67%
	Highfield Non-Pupil Premium	91%
2024-25	LA Non-Pupil Premium	83%
	Highfield Pupil Premium	100%
	Highfield Non-Pupil Premium	90%
	LA Non-Pupil Premium	84%

Year 1 Phonics outcomes show near overall parity at Highfield over four years (average pass rates: Pupil Premium 83.5% vs Non-PP 85.0%, an average gap of just 1.5 percentage points), but with much higher volatility for PP (standard deviation 16.5pp vs 6.0pp), due to the small cohorts; the best Pupil Premium performance came in 2024-25 (100%) when Pupil Premium children also outperformed the Local Authority Non- Pupil Premium benchmark by 16pp (84%). Non- Pupil Premium is consistently strong and stable, typically at or above LA/National Non- Pupil Premium benchmarks where available. The aspirational target moving forward therefore is for Pupil Premium children to continue attaining in-line with their Highfield peers.

Year 2 Phonics:		Phonics Pass
2021-22	Highfield Pupil Premium	60%
	Highfield Non-Pupil Premium	86%
2022-23	Highfield Pupil Premium	100%
	Highfield Non-Pupil Premium	70%
	LA Non-Pupil Premium	70%
2023-24	Highfield Pupil Premium	50%
	Highfield Non-Pupil Premium	70%
	LA Non-Pupil Premium	54%
2024-25	Highfield Pupil Premium	100%
	Highfield Non-Pupil Premium	67%
	LA Non-Pupil Premium	49%

Year 2 Phonics results at Highfield show Pupil Premium pupils slightly ahead on average over four years (77.5% vs 73.25%, a -4.25pp gap in Pupil Premium children's favour) but with far greater volatility (PP SD 22.8pp vs Non-PP 7.5pp) but small cohort sizes amplify percentage swings; where

Local Authority benchmarks are available, Pupil Premium ranges from 4pp below (2023–24) to 51pp above (2024–25), while Non- Pupil Premium sits consistently at/above LA, again indicating that the aspirational target moving forward is for Pupil Premium children to continue achieving in-line with their advantaged peers at Highfield.

In the last school year, Pupil Premium children surpassed Non-Pupil Premium phonics scores however, the four-year overview is more indicative because of the greater numbers of children involved and the consistency of scores. Over the four years, Year 1 Pupil Premium children are 1.5percentage points behind their peers (83.5% Vs 85%) but above both Local Authority and National figures. In Year 2 Pupil Premium children are 4.25percentage points ahead (77.5% Vs 73.25%). These basic measures would indicate the core approach to phonics used at Highfield is working for our children.

Key Stage 1 Attainment:		Combined	Reading	Writing	Maths
2021-22	Highfield Pupil Premium	14%	43%	14%	14%
	Highfield Non-Pupil Premium	73%	75%	73%	83%
2022-23	Highfield Pupil Premium	0%	100%	50%	50%
	Highfield Non-Pupil Premium	56%	69%	61%	69%
	National All (ASP)	Unavailable	68%	60%	70%
	LA Non-Pupil Premium	60%	71%	63%	74%
2023-24	Highfield Pupil Premium	33%	83%	33%	83%
	Highfield Non-Pupil Premium	67%	80%	70%	83%
2024-25	Highfield Pupil Premium	0%	0%	0%	100%
	Highfield Non-Pupil Premium	74%	79%	81%	85%

Key Stage 1 outcomes show a very large overall attainment gap in combined scores (Highfield Pupil Premium children average 11.8% vs Non-PP 67.5%, a 55.8pp gap), driven by weaker Pupil Premium Writing (Pupil Premium children average 24.3% vs Non-PP 71.3%, 47.0pp gap) while Non- Pupil Premium children are consistently stronger across subjects; the worst gaps occur in 2024–25 for Reading (79pp), Writing (81pp) and combined (74pp), and in 2021–22 for Maths (69pp), indicating that although Pupil Premium children can reach very high subject results in some years (e.g., PP Reading 100% and PP Maths 83–100% in selected years), Writing remains the limiting factor for the combined measure (e.g., PP combined 0% in 2022–23 and 2024–25 despite strong single-subject scores); overall this would indicate KS1 need to examine if this was cohort specific issue and/or how the barriers for Pupil Premium children can be removed in writing to lift combined scores.

Year 4 Multiplication Tables Check:		Average Score (/25)
2021-22	Highfield Pupil Premium	22.2
	Highfield Non-Pupil Premium	21.4
	Local Authority (All children)	19.9
	National (All children)	19.8
2022-23	Highfield Pupil Premium	17
	Highfield Non-Pupil Premium	22
2023-24	Highfield Pupil Premium	13
	Highfield Non-Pupil Premium	22
2024-25	Highfield Pupil Premium	24
	Highfield Non-Pupil Premium	21

Year 4 MTC results at Highfield show Non-PP consistently strong and stable (average 21.6/25, SD 0.42), while PP outcomes are more volatile (average 19.05/25, SD 4.34), producing intermittent gaps (largest 9 points in 2023–24) but also clear evidence of high potential (PP 24/25 in 2024–25 and above LA/National in 2021–22). The four-year average for Pupil Premium children remains 2.55percentage

points behind their peers. Overall, the strategy for multiplication fluency appears effective: practice is daily, targeted and timed, using regular fluency/response-time checks. However, there is a gap to be targeted through intervention for Pupil Premium pupils to bring them in-line with their within-school peers.

Key Stage 2 Attainment:		Combined	Reading	Writing	Maths
2021-22	Highfield Pupil Premium	25%	63%	50%	38%
	Non-Pupil Premium	77%	85%	84%	87%
2022-23	Highfield Pupil Premium	67%	100%	100%	67%
	Highfield Non-Pupil Premium	67%	74%	77%	86%
	National All (ASP)	59%	73%	71%	73%
	LA Non-Pupil Premium	66%	77%	76%	79%
2023-24	Highfield Pupil Premium	38%	50%	75%	50%
	Highfield Non-Pupil Premium	74%	89%	83%	79%
	LA Non-Pupil Premium	67%	79%	76%	80%
2024-25	Highfield Pupil Premium	75%	100%	75%	75%
	Highfield Non-Pupil Premium	80%	84%	89%	87%
	LA Non-Pupil Premium	70%	81%	78%	82%

Key Stage 2 outcomes at Highfield show a persistent but narrowing gap between Pupil Premium (PP) and Non-Pupil Premium pupils. In 2024-25, the Combined measure shows PP at 51.3% compared with 74.5% for Non-PP, a gap of 5 percentage points. This represents a significant improvement from 2021-22, when the gap was 52 percentage points. However, year-on-year fluctuations should be interpreted with caution, as Pupil Premium cohort sizes are consistently very small (fewer than 10 pupils) and are therefore not statistically significant. Non-PP outcomes remain consistently strong and significantly above National, setting the benchmark to aspire to for our Pupil Premium children. Subject analysis reveals Maths as the weakest area for PP (average 57.5%), which is why the current plan focuses on maths for specific intervention, whereas Reading and Writing show high potential (two years at 100%). By 2024-25, PP Combined exceeds National (59%) and LA Non-PP (70%), proving that targeted interventions can close gaps, but sustained improvement depends on locking in the conditions that drove success in 2022-23 and 2024-25—notably early identification, precision teaching, and consistent support for Maths fluency.

Key Stage 2 Progress:			Reading	Writing	Maths
2021-22	Highfield Pupil Premium	-1.88	-0.05	-0.03	
	Highfield Non-Pupil Premium	+3.43	+4.05	+3.98	
	LA Non-Pupil Premium	+1.20	+1.26	+1.76	
2022-23	Highfield Pupil Premium	+4.62	+4.31	+1.06	
	Highfield Non-Pupil Premium	+1.46	+2.80	+3.08	
	LA Non-Pupil Premium	+0.76	+1.01	+1.20	
2023-24	Highfield Pupil Premium	No progress measures due to COVID			
2024-25	Highfield Pupil Premium	No progress measures due to COVID			

Whole School Attainment:		Combined	Reading	Writing	Maths
2024-25	Highfield Pupil Premium	38%	0%	78%	5%
	Highfield Non-Pupil Premium	71%	12%	82%	32%

Whole-school attainment for 2024-25 shows a 33pp gap in combined outcomes (PP 38% vs Non-PP 71%), driven by low PP performance in Writing (43% vs 75%), particularly in Key Stage 1, and absence of Greater Depth attainment across all subjects. Reading at Expected Standard is relatively strong (PP 78% vs Non-PP 82%) and reinforces the view that the school approach to reading is a successful one.

Maths shows moderate gaps (16pp). Unconscious bias in teacher assessment may be influencing outcomes, particularly in Writing; therefore, bias-awareness and moderation training has been added to the improvement plan alongside targeted interventions for Writing and strategies to increase Greater Depth attainment for disadvantaged pupils.

Attendance:		
2021-22	Highfield Pupil Premium	93%
	Highfield Non-Pupil Premium	95%
2022-23	Highfield Pupil Premium	94%
	Highfield Non-Pupil Premium	96%
	National (All children)	95%
2023-24	Highfield Pupil Premium	93%
	Highfield Non-Pupil Premium	96%
2024-25	Highfield Pupil Premium	94%
	Highfield Non-Pupil Premium	97%
	National (All children)	95%
	National (Pupils Not Eligible for Free School Meals)	95%

Review of the previous three-year strategy

To support Pupil Premium learners' achieve their full potential, all provision is mapped and tracked using 'Closing the Gap' action plans. All Pupil Premium learners are identified on each year group plan and their individual provision outlined. This robust, accountable approach to interventions continues to make a positive impact on standards, progress and attitudes to learning. Interventions in Reception and Key Stage One prioritise phonics using our Floppy phonics scheme. Individual gaps are addressed and result in the excellent pass rate as children move through Key Stage One. Children who do not meet the pass mark continue to receive phonic intervention through Key Stage Two appropriate to their needs.

The school's approach to phonics is rigorous. In key stage 1, pupils secure the phonics knowledge they need to be successful readers. If they fall behind, staff act quickly to give them extra support. Staff have all been trained, so they teach phonics consistently. This helps to ensure that the teaching of phonics is effective, resulting in outcomes above the national average.

(Ofsted, 2024)

Reading is one of our four key drivers of the Highfield Curriculum and all staff understand its importance in reading as a foundational skill that significantly influences life chances. It not only facilitates educational success but also enhances cognitive abilities, critical thinking, and the capacity for lifelong learning. A strong foundation in reading opens doors to diverse opportunities and contributes to personal and societal development. Reading at Highfield was highly praised by Ofsted in their inspection during the course of this 3-year Pupil Premium Strategy:

The school promotes a love of reading. Reading underpins the whole curriculum. Pupils who are assigned the role of reading ambassadors instil a love of reading through their book recommendations. Staff have thoughtfully chosen books to build pupils' vocabulary and unlock doors into wider learning and the world. In lessons, pupils skilfully explore and analyse a wide range of texts. Teachers expertly use their questioning skills to deepen and check pupils' understanding. By the end of Year 6, pupils are confident readers and achieve highly.

(Ofsted, 2024).

In the years that the previous Pupil Premium Strategy was implemented (2022-2025), the School Development Plan has focused on: pedagogy, e.g. principles of assessment, cognitive architecture; planning, teaching, learning, assessing (2 year plan); oracy and its implementation in the classroom to support learning (2 year plan); writing and the planning structure of lessons; to teach, learn and develop a love of Music; and curriculum coherence. By having whole school approaches that prioritise high-quality teaching, clear planning and focus on understanding approaches to assessment, we have created an environment which is inclusive and ambitious for all our learners. Research provided in this plan outlines how high-quality teaching has the greatest impact on pupil-level attainment and outcomes would reflect that this is our priority.

At Highfield, our approach to developing children's wider experiences and cultural capital is rooted in a commitment to respect, equality and diversity, ensuring that every pupil feels valued and included. Through our enrichment programme, which includes a carefully planned sequence of educational visits, workshops, and cultural experiences across all year groups, we provide opportunities for pupils to engage with a broad range of perspectives and contexts beyond the classroom. These experiences are designed to deepen understanding of the world, foster curiosity, and build confidence, while promoting social and cultural awareness. By embedding these principles into our curriculum and

long-term planning, we aim to equip all children—particularly those who are disadvantaged—with the knowledge, skills, and experiences that broaden horizons and prepare them for life in a diverse society. Participation in extra-curricular clubs currently exceeds 75% for disadvantaged children in addition to all the experiences enjoyed as part of our core curriculum offer. By prioritising places for our Pupil Premium children, we ensure they have the opportunities to build their cultural capital and access “*the best which has been thought and said in the world*”.

The school is proud of its work with pupils beyond the academic, and rightly so. Meaningful experiences are strategically woven into the curriculum. These include ballet workshops, visits to museums and inspirational visitors to speak to pupils. The school makes sure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) never miss out. All of this work contributes to an inclusive and aspirational experience for all.

The school’s work to broaden pupils’ talents and interests is excellent. For example, pupils try new sports, have the opportunity to join a choir and take part in drama productions. By contributing to the local community, pupils make a tangible difference to the lives of others. Pupils visit different places of worship to develop a thorough understanding of different religious beliefs and cultural communities. They talk confidently about how the law protects people with different characteristics.

The school ensures that pupils grow into active and responsible citizens. Pupils are very proud of their roles in school, which include reading ambassadors and peer mediators.

(Ofsted, 2024)

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
Maths No Problem! KS1 Textbooks	Maths No Problem!

Service pupil premium funding (optional)

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

Targeted reading and maths support through one-to-one and small group interventions delivered by teachers.

The impact of that spending on service pupil premium eligible pupils

The interventions were successful in helping accelerate the progress of the children in reading and maths, all of whom are attaining at the expected standard in reading, writing and maths.

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