



HJPS Pupil premium strategy statement

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 (2024-2025) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	HJPS
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rita Alak-Levi
Pupil premium lead	Alison Waller
Governor / Trustee lead	Judy Greenberg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,200

Part A: Pupil premium strategy plan

Statement of intent

We want all of our children to have access to a broad and balanced curriculum and to make good progress. We monitor carefully the attainment of all children and pay particular attention to any attainment gaps between children in receipt of this grant and other children. We use the Pupil Premium grant to close these gaps and as these do not exist for all children we use this funding to raise standards across the school and improve outcomes for all children e.g. The Pupil Premium is used to fund training and professional development for staff to improve the impact of teaching on learning for all pupils. The Pupil Premium is used to support children's health and wellbeing and ensure that no child misses out on being able to participate in music lessons, educational trips, breakfast clubs, counselling and art therapy.

Challenges

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

Challenge number	Detail of challenge
1	To narrow the attainment gap.
2	To ensure children in receipt of the Pupil Premium grant receive the same opportunities as other children and access to curriculum enrichment.
3	To strengthen teaching and outcomes in phonics.
4	To continue to develop an engaging, progressive and effective reading curriculum
5	To develop children's self-esteem and reduce anxieties
6	To build leadership capacity in all subject leaders to ensure that the curriculum delivered is at a high standard.

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 continue to meet their potential and achieve high standards in reading, writing and maths.	Lessons are carefully planned to enthuse and engage children. There is a clear progression of knowledge and skills.

	Targets are ambitious and progress is monitored regularly so that provision can be put in place to support each child in meeting their potential.
Children in receipt of the Pupil Premium grant can access curriculum enrichment or wellbeing services in line with their peers.	Appropriate provisions are made to meet children's needs.
Improved outcomes in phonics.	There is an effective, systematic, synthetic phonics programme securely embedded that is well taught. Reading books connect with the phonic knowledge children are taught. 90% of children pass the phonic check in Year 1. Children read easily, confidently and often, with fluency and comprehension appropriate to their age.
Improved outcomes in reading.	Reading is prioritised to allow children (including the lowest 20% of readers) access to the full curriculum offer. A sequential reading curriculum is developed. Reading Plus has been introduced from Year 2. Where required, all pupils are given a Chromebook to use at home. Children read widely and often, with fluency and comprehension appropriate to their age. Children develop a love of reading for its own sake.
A broad, high quality curriculum is offered to all children.	Subject leaders are up to date on the latest research and thinking about their subject. Subject leaders are confident about undertaking a variety of monitoring and evaluation activities and are able to provide effective feedback to staff and give guidance on how provision (including teaching strategies and planning) can be improved. Feedback from children shows they have acquired new knowledge and skills which have built upon previous learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Training for teaching assistants.	High quality teaching raises attainment for all, DfE Supporting the Attainment of Disadvantaged Pupils.	1,2,3,4,5,6

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

Budgeted cost: £ 14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group interventions with TAs	TA impact sheets, observations and children's books show that children make progress as a result of these sessions and ensure all children reach their full potential.	1,2,3,4,5
Reading Plus programme	The Reading Plus program is based on research from academic and research institutions. It focuses on fluency, comprehension, and vocabulary to help children become proficient readers. The program brings in the additional essential dimension of motivation for reading by measuring each student's self-improvement belief, confidence, and interest in reading, and by increasing students' intrinsic motivation for reading.	1,2,3,4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapy	The art therapist uses a variety of methods to encourage the children to express themselves creatively in order to reduce stress and have a positive effect on mental health.	5
Boxall Profiles	Provides a way to measure children's social, emotional and behavioural development so that effective triage of children's needs can be put in place.	1,5
Building Block Therapy	The National Autistic Society cite that this intervention led to a significant development of listening skills, turn taking, joint attention, resilience, patience, perseverance and problem solving. Children also show a greater awareness of social expectations and learn to develop a team approach to problem solving, using mainly the strategy of turn taking.	5
Attention Autism	Overwhelming research shows that this programme, when implemented effectively, can lead to improvements in: Joint attention and shared focus; Communication skills and expressive language; Social initiation and reciprocity; Imitation and motor skills; Cognition, memory, and problem solving; Reduced restricted/repetitive behaviours.	5
1:1 Well-being mentoring from well-being practitioner	Children feel secure and supported and emotionally ready for learning.	5
Indoor provision at lunchtime	EP advice from Hertfordshire suggests that some children benefit from a quieter environment at lunchtime so they are regulated and ready to learn.	5
Funding for school trips, residentials,	Pupils access curriculum enrichment in line with their peers.	2

swimming lessons, clubs, technology and music lessons.		
Widget	Social stories are written for children to help reduce anxieties.	5

Total budgeted cost: £ 22,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Actual Allocation of Funds for 2023/2024

Reading progress has been a concern for the school and we have seen a drop in levels of engagement in reading from the children. Therefore, Pupil Premium funding has been used to support the purchase of an on-line reading programme – Reading Plus. Where required children in receipt of the Pupil Premium have been provided with technology to enable them to access the programme at home. Early research is showing positive improvements in both reading attainment and progress and in the children's engagement with reading.

Disadvantaged Pupil Progress for 2023/2024

% of Pupils on track or higher	Pupil Premium	All Pupils
Reading	83%	82%
Writing	83%	77%
Maths	92%	78%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.