



# 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 (2025-2026) 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                                                                                      | 411                                 |
| Proportion (%) of pupil premium eligible pupils                                                                 | 4%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2024<br>2024-2025<br>2025-2026 |
| Date this statement was published                                                                               | September 2025                      |
| Date on which it will be reviewed                                                                               | July 2026                           |
| 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                                                                                                                         | £17,760 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £17,760 |

## Part A: Pupil premium strategy plan

### Statement of intent

At our school, we are committed to ensuring that every child has access to a broad, balanced, and high-quality curriculum, and that all pupils make strong progress. We closely monitor the attainment and development of all children, placing particular emphasis on identifying and addressing any gaps between pupils eligible for the Pupil Premium grant and their peers.

We use Pupil Premium funding strategically to close these gaps and raise standards across the school. Where attainment gaps do not exist, we use the funding to further enhance provision and improve outcomes for all pupils.

This includes investing in staff training and professional development to ensure high-quality teaching, as well as supporting children's health, wellbeing, and access to enriching experiences. This enables all pupils—including those in receipt of the Pupil Premium—to participate fully in opportunities such as music lessons, educational trips, breakfast clubs, counselling, and art therapy, ensuring that no child is left behind.

### Challenges

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

| Challenge number | Detail of challenge                                                                                            |
|------------------|----------------------------------------------------------------------------------------------------------------|
| 1                | To narrow any emerging attainment gaps.                                                                        |
| 2                | To ensure pupils in receipt of the Pupil Premium grant have equal access to enrichment opportunities.          |
| 3                | To strengthen the quality of teaching and outcomes in phonics.                                                 |
| 4                | To ensure all pupils make good progress in maths.                                                              |
| 5                | To support children's mental and physical health.                                                              |
| 6                | To build leadership capacity across all subject areas to ensure consistently high-quality curriculum delivery. |

### 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                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils achieve high standards in reading, writing, and maths.                                       | Lessons are engaging and well-planned.<br>Clear progression of knowledge and skills.<br>Ambitious targets and regular monitoring inform timely support.                                                              |
| Pupils in receipt of Pupil Premium can access curriculum enrichment and wellbeing services equally. | Provisions are in place to meet identified needs.                                                                                                                                                                    |
| Improved phonics outcomes.                                                                          | A well-taught, systematic phonics programme is embedded.<br>Phonics-linked reading books are used.<br>90% of pupils pass the Year 1 Phonics Check.<br>Pupils read with fluency and comprehension appropriate to age. |
| Improved progress in maths.                                                                         | Increased attainment and progress in mathematics across key stages.                                                                                                                                                  |
| Children are supported in their mental and physical wellbeing.                                      | Access to interventions and activities that support health.                                                                                                                                                          |
| High-quality curriculum delivered across all subjects.                                              | Subject leaders demonstrate curriculum knowledge and confidence in monitoring and improving teaching and learning.<br>Pupil feedback reflects knowledge and skills progression.                                      |

Our Pupil Premium Strategy aligns closely with the school's Development Plan priorities, including improving reading engagement and developing subject leadership. It is informed by evidence from the Education Endowment Foundation (EEF) and Department for Education guidance on best practice for supporting disadvantaged pupils.

We operate a **three-year strategy model**, with annual reviews to ensure responsiveness to pupil needs and school context. This long-term view allows for sustainable improvements and consistent monitoring of impact over time.

Progress is tracked through:

- Termly pupil progress meetings and internal data reviews
- Pupil voice feedback and well-being surveys
- Intervention records and impact logs
- Observations and lesson drop-ins
- Subject leader monitoring and feedback loops

Feedback from pupils and parents is regularly gathered to ensure that strategies remain appropriate and meaningful.

## 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: £4,000

| Activity                                                       | Evidence that supports this approach                                                                                         | Challenge number(s) addressed |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Focus on evidence-based strategies for Quality First Teaching. | DfE: <i>Supporting the Attainment of Disadvantaged Pupils</i> highlights that high-quality teaching raises outcomes for all. | 1, 2, 3, 4, 5, 6              |
| Training for teaching assistants.                              | Research supports that skilled TAs have a significant impact on learning outcomes.                                           | 1, 2, 3, 4, 5, 6              |

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

Budgeted cost: £ 3,750

| Activity                          | Evidence that supports this approach                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1:1 and small group interventions | Our interventions are selected based on research from the EEF Teaching and Learning Toolkit, ensuring we use approaches with a proven record of improving outcomes for disadvantaged pupils.<br>Observations, TA records, and pupil work demonstrate accelerated progress. | 1, 2, 3, 4, 6                 |
| Reading Plus programme            | Backed by research to improve fluency, comprehension, and vocabulary while boosting motivation to read.                                                                                                                                                                    | 1, 2, 3, 4                    |

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

Budgeted cost: £10,000

| 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. Creative expression has proven mental health benefits. | 5                             |
| Introduction of Daily Mile and playground running track | Promotes regular physical activity linked to improved wellbeing.                                                                                                                                                                     | 5                             |
| Building Block Therapy                                  | Improves communication, resilience, and social awareness.                                                                                                                                                                            | 5                             |
| Attention Autism                                        | Proven to enhance attention, social communication, and cognitive skills.                                                                                                                                                             | 5                             |
| 1:1 wellbeing mentoring                                 | Helps children feel emotionally ready to learn.                                                                                                                                                                                      | 5                             |
| Indoor lunchtime provision                              | EP recommendations show benefits of quiet spaces for regulation.                                                                                                                                                                     | 5                             |
| Funding for enrichment (trips, music, tech, clubs)      | Ensures equity of access to wider learning opportunities.                                                                                                                                                                            | 2                             |
| Widgit (social stories)                                 | Supports emotional regulation and reduces anxiety.                                                                                                                                                                                   | 5                             |

**Total budgeted cost: £ 17,760**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### Actual Allocation of Funds for 2024/2025

Funding was used to support a range of interventions from Attention Autism, Building Block Therapy and Social Communication Skills. This funding covered staff training and resources. Qualitative feedback from pupils, external professionals and staff has been positive and progress in the children's development in these areas can be seen. For example children from Nursery, Reception and Year 1 have been able to participate in a small group weekly intervention to support the development of social communication skills.

As reading continued to be a key focus funding supported the implementation of the *Reading Plus* programme, with additional technology provided for home access where needed. The funding was also used to purchase an *alternative sight word reading* programme, which benefitted a small group of individual children who had struggled to make progress using phonics as their only reading strategy, and in training for staff on using a *precision teaching model*. Children who had been struggling to make progress on the phonics reading scheme are now showing good progress, increased motivation and higher reading engagement.

#### Disadvantaged Pupil Progress for 2024/2025

| % of Pupils on track or higher | Pupil Premium | Not Pupil Premium |
|--------------------------------|---------------|-------------------|
| Reading                        | 76.9%         | 80.3%             |
| Writing                        | 76.9%         | 74.1%             |
| Maths                          | 69.2%         | 77.7%             |

## Further information

In addition to Pupil Premium-funded support, our broader strategic work includes curriculum development, staff collaboration, and evidence-led improvement planning, ensuring that our disadvantaged pupils are well supported through inclusive, aspirational teaching and learning.