



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 (2026-2027) 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	420
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
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	£24,240
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	£24,240

Part A: Pupil premium strategy plan

Statement of intent

At HJPS, 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 from their individual starting points. We monitor the attainment, progress and wellbeing of all pupils closely, with particular attention given to those eligible for Pupil Premium funding.

Our disadvantaged cohort is small and varies from year to year. We therefore use both attainment data and individual pupil progress to identify barriers to learning and evaluate the impact of our provision. We recognise that disadvantaged pupils do not all face the same challenges and that some pupils experience additional barriers, including SEND, communication and language needs or social and emotional needs. Our approach is therefore based on identifying individual needs and providing timely, targeted support alongside high-quality classroom teaching.

Over the next three years, our main priority will be to improve writing outcomes for disadvantaged pupils through high-quality teaching, the explicit development of oracy and vocabulary, and carefully planned intervention. This reflects our analysis of current attainment and aligns with our School Development Plan. We will also continue to provide appropriate support for disadvantaged pupils with additional needs and ensure that all disadvantaged pupils can access the wider curriculum, enrichment opportunities and pastoral support available within school.

Our strategy is informed by evidence from the Education Endowment Foundation (EEF), which identifies high-quality teaching as having the greatest impact on improving outcomes for disadvantaged pupils. Targeted academic support and wider strategies will complement excellent classroom practice, enabling pupils to make good progress academically while supporting their wellbeing and readiness to learn.

The impact of our strategy will be reviewed regularly through pupil progress meetings, assessment information, intervention evaluations and discussions with pupils, ensuring that funding continues to be used effectively and responsively to meet the needs of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Improve writing outcomes for disadvantaged pupils through high-quality teaching, explicit development of oracy and vocabulary, and targeted intervention
2	Address the additional barriers faced by disadvantaged pupils with SEND and other vulnerabilities.
3	Support disadvantaged pupils' wellbeing and ensure equitable access to the wider curriculum and enrichment opportunities.

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
Improved writing attainment and progress for disadvantaged pupils.	High-quality writing and oracy teaching is consistently evident across the school. Lesson observations and work scrutiny demonstrate improvements in vocabulary development, oral rehearsal, sentence construction and writing composition. The proportion of disadvantaged pupils achieving age-related expectations in writing increases over the three-year strategy period. Pupils receiving targeted writing intervention make accelerated progress from their individual starting points, with intervention records and assessment

	data demonstrating sustained improvement.
Disadvantaged pupils with additional barriers, including SEND, make strong progress from their individual starting points.	Individual provision is closely matched to pupils' needs and reviewed regularly. Assessment information, intervention records and pupil progress meetings demonstrate that disadvantaged pupils with SEND are making good progress from their starting points. The impact of interventions is monitored termly and provision is adapted where necessary.
Disadvantaged pupils are fully included in school life and are ready to learn.	Disadvantaged pupils are fully included in school life and have equitable access to enrichment opportunities, educational visits and wider curriculum experiences. Pupil voice, wellbeing information and pastoral records demonstrate that pupils feel supported, engaged and able to participate fully in school life. Pupils access enrichment opportunities, educational visits and wider curriculum experiences alongside their peers. Pupil voice, wellbeing information and pastoral records demonstrate that pupils feel supported, engaged and able to participate fully in school life.

Our Pupil Premium Strategy is closely aligned with the priorities identified in the School Development Plan, with a particular focus on improving writing outcomes through high-quality teaching and targeted intervention. The strategy is informed by evidence from the Education Endowment Foundation (EEF) and the Department for Education's guidance on supporting disadvantaged pupils.

As our disadvantaged cohort is small and can vary from year to year, the impact of our strategy is evaluated using both cohort attainment and the progress of individual pupils. This enables us to identify emerging barriers quickly, adapt provision where needed and ensure that funding is targeted effectively.

We operate a three-year strategy, which is reviewed annually to ensure that it remains responsive to the changing needs of our pupils and reflects the school's priorities.

The impact of our strategy is monitored through:

- Termly pupil progress meetings and assessment reviews
- Analysis of attainment and progress data
- Intervention records and impact evaluations
- Writing moderation, work scrutiny, lesson visits and monitoring of oracy across the curriculum
- Attendance, behaviour and wellbeing monitoring
- Pupil voice and parent feedback

This ongoing evaluation enables leaders and governors to monitor the effectiveness of the strategy and ensure that Pupil Premium funding continues to have a positive impact on pupils' outcomes and wider school experience.

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD to develop high-quality writing and oracy teaching, including explicit vocabulary instruction, dialogic talk, oral rehearsal, modelling, scaffolding, feedback and adaptive teaching.	The EEF states that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Improving teacher expertise benefits all pupils while having the greatest impact on those who need it most.	1,2
Training and coaching for teaching assistants to deliver high-quality classroom support and evidence-informed writing interventions.	EEF guidance recommends that teaching assistants have the greatest impact when they are well trained, deliver structured interventions and complement, rather than replace, teacher instruction.	1,2
Release time for teachers to undertake writing moderation, collaborative planning and coaching.	Collaborative professional development improves consistency of teaching, assessment accuracy and expectations across the school.	1

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and 1:1 writing interventions for identified disadvantaged pupils.	Structured, targeted interventions are most effective when closely linked to classroom learning and carefully monitored.	1,2
Targeted vocabulary, oracy and sentence construction interventions, including oral rehearsal to support writing.	Oral language, vocabulary development and retrieval practice have a positive impact on writing outcomes, particularly for disadvantaged pupils.	1
Precision teaching and targeted support for pupils with SEND or additional barriers to learning.	Carefully targeted interventions help pupils secure essential knowledge and skills while improving confidence and independence.	2
Reading fluency and vocabulary programme (Reading Plus) to maintain reading fluency and vocabulary where appropriate.	Strong reading fluency and vocabulary support writing development and wider curriculum access.	1,2

Wider strategies

Budgeted cost: £9,740

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.	2,3
Introduction of Daily Mile and playground running track	Promotes regular physical activity linked to improved wellbeing.	3
Building Block Therapy	Improves communication, resilience, and social awareness.	2
Attention Autism	Proven to enhance attention, social communication, and cognitive skills.	2
1:1 wellbeing mentoring	Helps children feel emotionally ready to learn.	2,3
Indoor lunchtime provision	EP recommendations show benefits of quiet spaces for regulation.	2,3
Funding for enrichment (trips, music, tech, clubs)	Ensures equity of access to wider learning opportunities.	3
Widgit (social stories)	Supports emotional regulation and reduces anxiety.	2

Total budgeted cost: £ 24,240

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 2025 to 2026 academic year.

During the 2025–2026 academic year, Pupil Premium funding was used to provide a range of targeted academic and pastoral support, including Reading Plus, precision teaching, Attention Autism, Building Block Therapy, social communication interventions and wellbeing support. Funding also contributed to staff training and resources to strengthen classroom practice and targeted intervention. Internal assessment showed that 76.9% of disadvantaged pupils were working on track or above in both Reading and Writing, compared with 80.3% and 74.1% respectively for pupils who were not disadvantaged. In Mathematics, 69.2% of disadvantaged pupils were working on track or above compared with 77.7% of their peers.

Given the very small size of our disadvantaged cohort, outcomes were evaluated using both cohort attainment and individual pupil progress. Further analysis showed that the majority of disadvantaged pupils without identified SEND were achieving age-related expectations, with the greatest barriers to attainment experienced by the small number of pupils who were both disadvantaged and had identified SEND. This has reinforced the importance of carefully targeted intervention and personalised support alongside high-quality classroom teaching. Reading continued to be a strength. Reading Plus, precision teaching and targeted reading support contributed to improvements in reading fluency, confidence and engagement, enabling pupils to access learning more successfully across the curriculum. Therapeutic interventions, social communication support and pastoral provision also had a positive impact on pupils' wellbeing, confidence and readiness to learn.

The evaluation of our previous strategy has directly informed our priorities for the next three years. While outcomes for disadvantaged pupils remain positive overall, writing has been identified as the key priority for further improvement. Our revised strategy therefore places a greater emphasis on improving writing through high-quality teaching, the explicit development of oracy and vocabulary, and carefully targeted intervention. We will continue to provide personalised support for disadvantaged pupils with additional barriers to learning and regularly review the impact of our provision to ensure that funding continues to be used effectively.

Further information

The school's approach to supporting disadvantaged pupils is embedded within our wider school improvement work and is not solely dependent on Pupil Premium funding. High-quality teaching remains our priority for all pupils, supported by a curriculum that promotes high expectations, inclusion and equal opportunities.

Our disadvantaged cohort is small and changes over time. We therefore place significant emphasis on understanding the individual needs of each pupil and regularly review the impact of our provision through assessment, pupil progress meetings and discussions with pupils and families. This enables us to adapt support quickly and ensure that funding is used where it will have the greatest impact.

This strategy aligns closely with our School Development Plan priorities, particularly our focus on improving writing through the explicit teaching of oracy, vocabulary and writing, alongside high-quality professional development for teachers and teaching assistants. It is informed by the Education Endowment Foundation's guidance on supporting disadvantaged pupils and reflects our commitment to using evidence-informed approaches to improve outcomes for all.