

Pupil premium strategy statement



This statement details our school's use of pupil premium funding over a 3-year period 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 effect that last year's spending of pupil premium had within our school.

School overview 2025/2026

Detail	Data
School name	Hampton Hill Junior School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	$63/306 = 21\%$
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 2025/26 2026/27 (3 academic years)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ms Zoe Brittain (Federation Headteacher)
Pupil premium lead	Mr Marc Lowery (Head of School)
Governor / Trustee lead	Casey Mouton (Finance & Premises committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£100,705

Part A: Pupil premium strategy plan

Statement of intent

Our school vision encourages all our students to be resilient, aspirational, well-prepared, independent and respectful individuals. We believe that all children have a common entitlement to a broad and balanced curriculum which is accessible and reflective of their community context.

At Hampton Hill Junior School, we are committed to raising standards for all children and the targeted and strategic use of pupil premium will support us in achieving this. Our key objective is to use the Pupil Premium Grant to narrow the gap between pupil groups and extend the learning and wider opportunities of Pupil Premium pupils. The strategy also considers children who have arrived from the Ukraine in previous years who may also be identified as Pupil Premium children, Furthermore, we consider carefully the 'intersectionality' of children in our setting; this strategy considers children who may have more than one barrier to learning, for example, children who have a special educational need or disability, and may be new to English. Quality first teaching will mean that all children (including those who are eligible for the Pupil Premium Grant) experience high quality learning experiences that enable them to make progress and achieve the targets set. We invest significantly in coaching and supporting teachers to deliver quality first teaching so that children receive the support they need to make progress from their individual starting points. There is a clear cycle of CPD for all members of staff, in order to develop and maintain teaching standards in all phases.

Our main approaches fall into three categories: Firstly, we will provide high-quality teaching that will support and challenge our pupils. Secondly, a tailored intervention programme that will help our pupils develop skills that in turn will allow them to access the broad and diverse curriculum that we are proud of at HHJS. Finally, we will focus on wider approaches, such as ensuring that pupils have easy access to support networks, clubs that will broaden and develop a range of skills outside of the classroom, and all the resources needed to access everyday life at school. We are confident that this will help ensure our disadvantaged children make progress and achieve their full potential.

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching
- Targeted Academic Support
- Wider strategies

At HHJS, we want all those children in receipt of Pupil Premium to:

- make accelerated progress in relation to their starting points
- reach a good level of attendance and punctuality in line with National data; and
- follow the social, emotional and behavioural expectations of HHJS.

Our overall intention in using PPG funding is:

- To extend opportunities and to narrow the attainment and achievement gap between PPG and non-PPG children.
- To use whole school programmes and teaching approaches to enhance writing, maths and foundation curriculum subjects. These whole school approaches particularly benefit the achievement of the PPG pupils; these chosen programmes will jointly be agreed with our federated infant school, Carlisle Infants.
- To use a lesson study model where staff target an aspect of practice to refine and improve over a short number of weeks. One measure for each study is the progress made by groups of children, notably those that are PPG. Pupil Progress meetings will take place termly to identify progress for identified children and those who do not have known/significant barriers to learning. Teaching, learning and intervention support will be adapted to meet the needs of these individuals so that progress and attainment can be maximised.

Our approach will be responsive to the needs and potential barriers that we have identified for the disadvantaged pupils at HHJS. These are:

- Supporting our disadvantaged students to develop their language capabilities by prioritising the explicit development of language and communication skills, and developing their love of writing and reading.
- Supporting our disadvantaged students to improve their Maths skills and knowledge
- Develop curriculum accessibility for our disadvantaged students who are also on the SEN register for cognition and learning difficulties
- Supporting our disadvantaged students to develop their confidence and resilience.

Challenges

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

Challenge number	Detail of challenge
1	The school's outcomes are lower in writing and reading for PPG children than in other core areas such as maths.
2	Through observations, an increasing number of disadvantaged children have an identified specific learning difficulty. Early identification of specific learning difficulties through the SENCo and external professional ensures the individual needs are met early and appropriate actions can be taken to support each individual as soon as possible
3	Despite significant improvements in this area in recent years, attendance figures show that 25% of persistent absentees are children eligible for PPG funding; PPG attendance is below that of non PPG pupils overall.
4	There has been a year-on-year increase of cases of school-based anxiety, and mental health difficulties, which impacts on the school's capacity for pastoral and ELSA support; these can be barriers to children's 'readiness to learn'.

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
<p>Improve reading and writing outcomes for PPG children from their individual starting points</p>	<p>Writing and Reading targets for PPG pupils</p> <p>24/25 academic year – Writing 70% expected+ Reading 75% expected+</p> <p>25/26 academic year – Writing 72% expected+ Reading 77% expected+</p> <p>26/27 academic year Writing 75% expected+ Reading – 80% expected+</p> <p>Combined outcomes for reading, writing and Maths to be at or above 80% for non-PPG in all 3 years of the new PPG strategy, with an improving combined picture for PPG children over this 3 year period so that combined outcomes are in-line with the national average (currently 61% nationally)</p>
<p>PPG children with additional needs (such as EAL or SEND) have needs met through QFT and make at least expected progress in the core areas of the curriculum.</p>	<p>All teachers are aware of their PPG children, their contexts, and any additional needs identified; Pupil Progress meetings occur in order to ensure adaptive teaching approaches and interventions maximise learning opportunities</p> <p>All teachers consistently use Rosenshine’s Teaching and Learning principles within their teaching and learning methodology to demonstrate QFT</p> <p>All PPG children make at least expected progress with some making accelerated progress in reading, writing and maths.</p>
<p>Improve attendance; reduce the overall number of children identified as persistent absentees</p>	<p>By the end of the 24-25 academic year, 91% of PPG children will be attending school regularly</p> <p>By the end of the 25-26 academic year, 93% of PPG children to be attending school regularly</p>

	<p>By the end of the 26-27 academic year, 95% of PPG children to be attending school regularly; this is in line with the attendance of non-PPG pupils</p> <p>Persistent Absenteeism will continue to reduce over time for both PPG and Non-PPG children; PPG persistent absenteeism will reduce to below 20% of all PA cases by the end of the 3-year cycle</p>
PPG pupils' emotional wellbeing is stable and developing over time in order to increase their readiness to learning and behaviours for learning (b4l)	<p>All teachers are aware of their PPG children, their contexts and any additional needs identified</p> <p>All teachers consistently use Rosenshine's principles within their teaching and learning methodology to demonstrate QFT</p> <p>Pastoral meetings and additional services take into account pupils' vulnerabilities; these are tracked and analysed over time.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching in all classrooms. QFT is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>(EEF toolkit)</p>	1, 2, 4
Mixed ability groups for core subjects across all year groups	Over 40 years a number of systematic reviews and meta-analyses have provided	1, 2, 4

	consistent evidence about the benefits of collaborative learning (EEF toolkit)	
CPD for all class teachers and subject leaders to ensure QFT Skills are shared with all teaching staff through weekly CPD sessions	CPD, which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality (Education Policy Institute)	1, 2, 4
CPD support for new subject leads and those who have been teaching for less than 3 years including CPD from AfC	CPD, which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality (Education Policy Institute)	1, 2
Oral language focus in classrooms (e.g. during whole class GR sessions)	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, whilst impacting significantly on writing. (EEF toolkit)	1,2
Writing focus across the whole federation. CPD for all teaching staff. Implementation of new writing system to sharpen focus on individualised learning needs, adaptive teaching and evidence-based outcomes for both progress and attainment	CPD, which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality (Education Policy Institute)	1, 2, 4

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

Budgeted cost: £35,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonic interventions from trained LSAs	Phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of an additional four months' progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Nessy – online phonics and spelling support programme for targeted children	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written (EEF toolkit)	
Roll out of Little Wandle catch-up provision Interventions to be completed in small groups with children with similar abilities Quality assurance of phonics intervention teaching, delivery and progress	In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4
Maths interventions – focusing on foundational skills and knowledge and milestone arithmetic skills needed to succeed within in Year group (HT and LSAs)	Tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach specific skills (EEF toolkit)	1, 2, 4
Booster classes in English (reading and writing) and Maths (Year 6 – SATS preparation)	Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment (EEF toolkit)	1, 2, 4
To support family engagement, regular coffee mornings, incorporating workshops for support at home PPG/EAL/SEND families will be held by staff	On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year.	1-4

subject leads and external professionals We will fund teacher release time to run the sessions.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Mental Health support for identified children and those with emerging needs. Use of Zones of Regulation to enable children to self-regulate and name feelings and emotions	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. They have a positive impact on average of 4 months' additional progress https://www.zonesofregulation.com/research-evidence-base.html	2,3,4
Sessions run by Mental Health Support Team (drop in sessions)		
Parent support networks / engaging with parents	Parental engagement has a positive impact on average of 4 months' additional progress (EEF toolkit)	1-4
Parental support with attendance from our Safeguarding, Admissions and Mental Health Lead	Good school attendance has enormous benefits and advantages: pupils can develop close friendships, make excellent progress in their learning, and not miss out on any educational or social experiences	3
Additional trips – opportunities to visit places of interest (both an inspirational focus, i.e. galleries and aspirational focus, i.e. places of work)	Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2-4

<p>Extra-curricular clubs / trips / music lessons funded through PP grant</p>	<p>Arts (including dance, drama, music, painting, or sculpture) participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>There is a small positive impact of physical activity (including sports, dance, or any kind of physical exercise) on academic attainment (+1 month).</p> <p>(EEF toolkit)</p>	<p>2-4</p>
<p>Attachment Aware Platinum award; we will continue to build on the awareness all staff have developed this year and ensure all new staff have the correct training too.</p> <p>An emphasis on the language used and modelled with the pupils and the pupils themselves being able to manage their emotions better</p>	<p>AfC Virtual School is working with 44 schools across Achieving for Children in collaboration with EPS in both Operational Areas to deliver the Attachment Aware Schools Award. The approach is based on research from Bath Spa University, the REES Centre and successful Attachment Aware Schools Award projects in other authorities.</p> <p>https://www.bathspa.ac.uk/media/baths-paacuk/education-research/attachment-aware/Attachment-Aware-Evaluation-Report-BNES.pdf</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. They have a positive impact on average of 4 months' additional progress</p> <p>(EEF Toolkit)</p>	<p>2-4</p>

Total budgeted cost: £100,705

Part B: Review of outcomes in the previous academic year (2024/2025)

Pupil premium strategy outcomes

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

	Reading	Writing	Maths	Combined (R, W, M)
National	75%	72%	74%	62%
HHJS	93%	86%	91%	81%
HHJS disadvantaged	81%	57%	75%	50%

We are delighted with our overall KS2 attainment outcomes for 2024/2025 which places HHJS in the **top 10%** of schools nationally. We are also extremely pleased that our PPG outcomes in the areas of Reading and Maths are above the national average. Writing remains an area for further development for our disadvantaged pupils, with additional support sought from specialist advisors within the local authority; the PPG writing outcomes impact significantly on the overall combined picture and against the national averages. The 2025/2026 academic year will further develop the above outcomes through a more rigorous approach to developing our school federation's teaching and learning principles, and writing assessment frameworks in order to bridge the writing gap further between PPG and Non-PPG pupils.

We believe our reading outcomes for both PPG and Non-PPG have improved, partly due to our continued delivery of high-quality whole class guided reading sessions (commented on positively during our 2023 Ofsted inspection); our drive to ensure all children access relevant and stimulating class texts (for pleasure and as part of their writing units) and through the explicit teaching of Tier two vocabulary. In addition to this, we have continued to seek out opportunities for our pupils to have live experiences with current children's authors. The school had 2 visits with renowned children's authors in the Autumn and Spring term. The Year 3 pupils attended the Barnes Literature Festival. A successful Readathon organised by our PTA encouraged a real enthusiasm for reading and allowed the acquisition of books that the children chose, to add to our library which has fuelled new excitement about reading. We continue to analyse both formative and summative data throughout the academic year so that interventions and teaching approaches can be adapted to meet the emerging needs of our pupils and overcome gaps in skills and knowledge. The LSA team have had additional training in our Little Wandle phonics scheme, the delivery of which has shown pupils making significant progress from their starting points. The whole school CPD will continue to focus on QFT in every classroom and in every lesson. Having a greater understanding of our pupil's needs and developing strategies to further the support they are given, has continued to allow for progress for our disadvantaged pupils.

Our 2-day in-school counselling service (Place to Be) has been a safe-haven for many of our pupils over the year, with 100 pupils across the school taking part in either the 'Place 2 Talk' sessions or one-to-one counselling sessions, discussing areas such as:

- Friendship difficulties
- SATs anxiety
- Worry and low mood
- Resilience

Place2Be has provided a space for pupils to have prearranged counselling sessions as well as more informal drop-in sessions when required. The numbers of students accessing both of these services remains high, but there has been a 20% reduction in these services being utilised by PPG pupils over the academic year, indicating improvements in the school's in-house pastoral approaches and adaptive teaching approaches and support within individual classrooms. HHJS has made the decision to end the Place2Be service and focus its energy on developing the school's in-house ELSA, Mental Health First Aid and pastoral services which can be made readily available across each and every school day.

PPG attendance and 'Persistent absenteeism' remains a key focus and area for improvement at HHJS. From 50% persistent absenteeism for PPG children in 2022, the rate of absence is decreasing year-on-year. In 2023/24, persistent absenteeism or PPG children had reduced to 32%. At the end of 2024/25, this had reduced further to 29%. Overall attendance for PPG pupils was 91% for 2024/5 academic year and in line with our PPG strategy targets; the aim being to improve this further to 93% by the end of the 2025/26 academic year and further drive down persistent absenteeism for all groups of learners. We continue to work closely with our key families to identify those who are, or are at risk of becoming PA. We meet our Educational Welfare Officer (EWO) on a termly basis to ensure all PA families are identified and appropriate actions are implemented to support improved attendance over time.

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
Kapow - Music and RE curriculum	Kapow Primary
Get Set PE - PE curriculum	GetSet4Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service funding
What was the impact of that spending on service pupil premium eligible pupils?	No service funding