

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hampton Hill Junior School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	60/337 = 18%
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	September 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	£87,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£87,300

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 of Pupil Premium pupils. The strategy also considers children who have arrived or will arrive from the Ukraine 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 pupil's 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 phonics 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.

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 develop their love of writing and reading.
- Supporting our disadvantaged students to improve their Maths skills.
- 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	Writing outcomes are in line with the national picture (73%), but the school's outcomes are lower in writing than in other core areas such as reading and maths, particularly for PPG children.
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 PPG.
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 writing outcomes for PPG children from their individual starting points</p>	<p>National writing outcomes for like-for-like PPG are met, and exceeded:</p> <p>24/25 academic year – 75% expected+ 25/26 academic year – 78% expected+ 26/27 academic year – 80% expected+</p> <p>Combined outcomes for reading, writing and Maths to be at or above 70% in all 3 years of the new PPG strategy</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</p> <p>All teachers consistently use Rosenshine’s principles within their teaching and learning methodology to demonstrate QFT</p> <p>All children to 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, 92% of PPG children to be attending school regularly</p> <p>By the end of the 25-26 academic year, 94% of PPG children to be attending school regularly</p> <p>By the end of the 26-27 academic year, 96% of PPG children to be attending school regularly</p> <p>Persistent Absenteeism will continue to reduced over time for both PPG and Non-PPG children; PPG persistent absenteeism will reduce to below 20% of all PA cases</p>
<p>PPG pupils’ emotional wellbeing is stable and developing over time in order to increase their readiness to learning and behaviours for learning (b4I)</p>	<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>All children to make at least expected progress with some making accelerated progress in reading, writing and maths.</p>
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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: £33,400

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.	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. (EEF toolkit)	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 consistent evidence about the benefits of collaborative learning (EEF toolkit)	1, 2, 4
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	CPD, which can include training courses, mentoring, seminars and peer review, can	1, 2

years including CPD from AfC	play a crucial role in improving teaching quality (Education Policy Institute)	
Purchase of Little Wandle (DfE approved SSP) to secure stronger phonics teaching for pupils	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF toolkit)	2, 3
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Writing focus across the whole federation. CPD for all teaching staff. Transition writing project in place from Year 2 (CIS) to Year 3 (HHJS)	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: £32,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic interventions from lead teacher (SENDCo) and 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	1, 2
Nessy – online phonics programme for targeted children	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Roll out of Little Wandle catch-up provision from September 2024</p> <p>Interventions to be completed in small groups with children with similar needs</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 4
Maths interventions – focusing on Rainbow	Tuition in small groups is often provided to support lower attaining learners or	1, 2, 4

Maths and the arithmetic skills needed to succeed through the levels (HT and LSAs)	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	
EAL pre-teach sessions in core and foundation subjects (delivered by the Multilingual Lead)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4 1, 2, 4
Booster classes in English and Maths from January 2024 (Year 6 – SATS preparation)	Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4
To support family engagement, regular coffee mornings, incorporating workshops for academic support at home PPG/EAL/SEND families will be held by staff subject leads and external professionals We will fund teacher release time to run the sessions.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1-4

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

Budgeted cost: £22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Place to Be – targeted support for individual children</p> <p>Place to Talk – drop in sessions (weekly service)</p> <p>Sessions run by Mental Health Support Team (drop in sessions)</p>	<p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,3,4
<p>Mental Health Champions – initiative run by our Safeguarding, Admissions and Mental Health Lead.</p> <p>The Champions receive training to provide them with the skills to listen, support and signpost their fellow pupils</p>	<p>From our Trailblazer audit and work with Place to Be our trained Mental Health Champions support fellow pupils on a daily basis (e.g. in the playground).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4
<p>Parent support networks / engaging with parents</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1-4
<p>Parental support with attendance from our Safeguarding, Admissions and Mental Health Lead</p>	<p>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</p>	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Additional trips – opportunities to visit places of interest (both an inspirational focus, i.e. galleries and aspirational focus, i.e. places of work)	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	2-4
Extra-curricular clubs / trips / music lessons funded through PP grant	<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/aspiration-interventions</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	2-4
FUEL – activities programme over holidays (ensuring all families have information relating to this)	See above	2-4
<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>(AfC)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of</p>	2-4

	<p>emotions, rather than focusing directly on the academic or cognitive elements of learning.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
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Total budgeted cost: £87,300

Part B: Review of outcomes in the previous academic year (2023/2024)

Pupil premium strategy outcomes

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

We have analysed our internal data, which indicates that 100% of our disadvantaged pupils have either met/ exceeded the expected progress in Maths in Years 3 and 5 and 87% in Year 4; pupils who have met/ exceeded end of year expectations in reading are as follows: Y3 = 56%, Y4 = 50%, Y5 = 71%; and for writing progress the pupils who have met / exceeded are as follows: Y3 = 100%, Y4 = 100%, Y5 = 95%. This is in line with our intended outcome that the end KS2 maths outcomes in 2023/24 will show that more than 80% of disadvantaged pupils meet the expected standard (in line with 2019 data).

	Reading	Writing	Maths	Overall
National	74%	72%	72%	60%
HHJS	80%	73%	85%	71%
HHJS disadvantaged	86%	86%	86%	79%
HHJS disadvantaged no SEN	92%	92%	92%	92%

We are delighted this year to have observed that the increase in the number of disadvantaged pupils accessing our school library and in-class libraries more frequently has been maintained and a number of our disadvantaged pupils in Year 6 have acted as librarians in the school library. We believe this is partly due to our continued delivery of high-quality whole class guided reading sessions (commented on positively during our 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 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. Year 4 and Year 6 had visits with renowned children's authors in the autumn 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 fully support our disadvantaged / SEN pupils to ensure they fulfil their potential and continue to make good progress. In order to do so, our SENCO has provided class teachers with specific CPD training opportunities over the school year (covering areas of need such as Dyslexia). The LSA team also had additional training in a new phonics scheme, the delivery of

which has shown pupils making significant progress. Our school's commitment to being an Attachment Aware school continues, and we were delighted to have been awarded the Gold Award this year. Whole school CPD continues to focus on QFT in every classroom and in every lesson (Rosenshine's Principles have continued to be a focus for our staff CPD schedule). 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 / SEN pupils.

Our established in-school counselling service (Place2Be) has continued to be a safe-haven for many of our disadvantaged pupils over the year. It provides a safe space for them 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, demonstrating to us that it is an invaluable service that we will continue next academic year. However, the number of children accessing the services, for our disadvantaged pupils, has dropped term on term, showing us that improvements have been made in their mental wellbeing, especially in terms of confidence and resilience.

Persistent absenteeism remains an issue for our disadvantaged pupils. Work continues to support these families and a range of activities to engage with them are in place. We have offered parent coffee mornings and parenting courses as well as access to parent counselling. We have seen an improvement since Autumn 2021 from 50% to 32% of our persistent absentees being disadvantaged pupils.

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
Online phonics program	Nessy
FUEL holiday / food programme	Individual providers

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