

Pupil premium strategy statement 24/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Hart Plain Junior School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	48% (108)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2027 (3 years)
Statement authorised by	Charlotte Faithfull
Pupil premium lead	Sophie Jones (DHT)
Governor / Trustee lead	Carl Stanton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,500
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	£150,500

Part A: Pupil premium strategy plan

Statement of intent

At Hart Plain Junior School, we firmly believe that the pupil premium is a vital tool to ensure that our most vulnerable pupils and families get the support they need to thrive both academically and personally: for these pupils an excellent education matters most.

Our ultimate aim is for all children, including disadvantaged pupils, to attain in line (or better) than those nationally and to prepare them to be a valuable member of society. We believe that teaching and learning should meet the needs of all pupils. Due to higher than national levels of pupils in receipt of the pupil premium funding it is vital that our curriculum is engaging, exciting and memorable. This enables us to fulfil our ultimate aim of instilling a lifelong love of learning.

At Hart Plain Junior School, we ensure that appropriate provision is in place to support pupils both academically and socially, whilst also recognising that with additional societal pressures that more of our pupils are socially disadvantaged than are classified, therefore we allocate pupil premium funding to support any pupils or groups of pupils that the school has identified as disadvantaged.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

There is great focus on reading. This is proven to have the greatest impact on closing the disadvantage gap and will also benefit all. Additionally, we know that this unlocks the key to other curriculum areas and is a fundamental life skill. CPD to support this is outlined in the School Improvement Plan with a focus on fluency, comprehension and vocabulary acquisition.

As well as ensuring high-quality teaching improves outcomes of disadvantaged pupils, we also allocate the pupil premium grant strategically to support the children's emotional and behavioural needs in order for them to access their learning. We use the funding to ensure staff have the required skills to support pupils as well as an effective pastoral structure to meet a range of pupil needs.

Our approach is responsive to key challenges in our school and individual needs of pupils, rooted in robust diagnostic assessment, not assumptions about the impact of

disadvantage. The approaches we have adopted aims to ensure our pupils excel despite their lower starting points.

Challenges

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

Challenge number	Detail of challenge
1	Lack of reading and support at home; leading to a reading attainment gap
2	Poor vocabulary and oracy skills
3	Low attainment in reading, writing and maths
4	Undeveloped self-regulation skills for pupils to understand and manage their behaviour
5	Poor mental health and wellbeing and low levels of resilience
6	Attendance and punctuality issues
7	Lack of opportunity/cultural capital

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 are more resilient and have the skills to problem solve to overcome challenges. (4&5)	<ul style="list-style-type: none"> • CPD has enabled all staff to use the knowledge, language and skills of 'The Empowerment approach'. • Parents understand the pro-social and pro-learning policy and support the school to empower their children • Pupils are able to articulate the 5C's and how these unmet needs are impacting their learning • Pupils have a good understanding of their brains and what they need to be at their 'brain best'. • All staff are trained and confident to use the coaching model to support pupils to self-regulate and understand their triggers • Behaviour lead supports staff and leaders to ensure 'The Empowerment Approach' is consistently implemented and is having a positive impact on pupils overall mental

	<p>health, well-being and engagement in learning.</p> <ul style="list-style-type: none"> • Pupils take part in weekly resilience sessions with external provider – this includes games that promote the school’s core values as well as team work and resilience.
<p>Children have the opportunity to take part in a wide variety of experiences within the local community and beyond to improve their cultural capital. (7)</p>	<ul style="list-style-type: none"> • Visits booked/completed with external organisations. Focus around drama to build self-esteem and spoken language. • Signposting of external support services in newsletter and other school’s communications. • Greater number of children attending extra-curricular activities and this is having an impact on their mental and physical wellbeing. • Staff offering a wider variety of clubs to children to impact on their wider experiences. • Children in Year 3 take part in Bushcraft sessions to develop their independence and problem solving skills as well as spend time in nature. • Identified pupils take part in weekly Forest school led by local community provider • Identified pupils engage in animal therapy at local far to support their personal targets • Pupils engage with members of the local area to develop relationships with members of our community
<p>Children have the opportunity to take on the lead role in various aspects of the school community. (5)</p>	<ul style="list-style-type: none"> • Key roles are identified and developed within school • Children are trained in their roles by a key adult. • Children’s wider contributions to school life build a sense of community belonging and responsibility.
<p>Children’s academic progress is at least in line with national average in reading and writing by the end of KS2 through the use of targeted academic programmes that focus on improving their language, vocabulary and comprehension skills in reading and writing. (1/2&3)</p>	<ul style="list-style-type: none"> • Pupils who are working below age related expectations have been targeted with appropriate interventions. • Teachers able to articulate the progress key pupils have made and what their next steps are. • Teachers are knowledgeable about why the teaching of vocabulary is imperative and provide opportunities

	<p>for spoken language across the curriculum.</p> <ul style="list-style-type: none"> • Teachers have had CPD in teaching vocabulary and oracy. • Key vocabulary is explicitly taught across the curriculum. • Fluency intervention shows good progress towards age related expectations. • Additional boosting across the school is taking place and having impact on addressing gaps • Reading fluency is taking place every day in classrooms and is part of the whole-school guided reading model • Phonics intervention taking place and pupils reading levels improving • Fluency reading intervention is targeting children who are reading below the age related standard – this is improving accuracy, fluency and comprehension • Spelling scheme is being taught consistently and is improving spelling attainment data • Bookmark reading intervention taking place to support pupils engage with reading through the use of a positive role model and focus 1-1 reading time • Reading Champion to support the running and pupil engagement in the school library • Pupils are read to every day in story time, to create a love of reading and provide a positive reading role model • Additional KS1 provision is supporting pupils to work at their developmental level and make good progress towards personal targets.
<p>Children’s academic progress is at least in line with national average in maths by the end of KS2 through the use of targeted academic programmes that focus on improving their fluency, reasoning and problem solving in maths. (1/2&3)</p>	<ul style="list-style-type: none"> • Targeted children who are working below age related expectations have been targeted with appropriate interventions • Teachers able to articulate the progress key pupils have made and what their next steps are in pupil progress meetings • Additional boosting across the school is leading to increased attainment levels • Weekly arithmetic sessions taking place and improving arithmetic scores

	<ul style="list-style-type: none"> • Times table practise leading to an improvement in times table recall • Problem solving lessons are improving children's reasoning skills and understanding of how to problem solve • NCETM sentence stems are taught linked to key maths units and are improving children's understanding of mathematical language • Key unit vocabulary is shared with children on unit overviews and working walls leading to children being able to know and remember more • NCETM intervention (mastery with number) is supporting pupils working below KS2 to close gaps in mathematical understanding • Coaching for teachers to ensure high quality teaching at all times • Additional KS1 provision is supporting pupils to work at their developmental level and make good progress towards personal targets
<p>Attendance and punctuality issues (6) Poor mental health and wellbeing and low levels of resilience (4/5)</p>	<ul style="list-style-type: none"> • Home School Link worker identifies key pupils where attendance is a key issue • Home School Link worker meets with Head Teacher to identify patterns and barriers within attendance to support key families • Home School Link worker communicates with other professionals and outside agencies to support improvement in attendance through targeted intervention • Back 2 Basics CPD – Hampshire Training to support role • ELSA in post and providing high quality ELSA support to identified pupils • Adult and pupil senior mental health lead in post and taking part in CPD to support their understanding of the roles.

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: £ 134,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Proportion of Deputy Headteacher salary (50%)	<p>Pupil Premium, English, Curriculum & Assessment lead. Teaching and learning lead to support in the provision of excellent teaching and learning at Hart Plain Junior School.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3, 4,7
2 days SENCO salary	<p>To enable SENCO and maths lead to engage parent's in 1-1 meetings about their children's progress. Developing mental health and wellbeing across the school for our most vulnerable families and deploying teaching assistants effectively to ensure excellent progress for pupils with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 2, 3,4,5
1 day Behaviour Lead Salary	<p>To enable clear implementation of 'The Empowerment Approach' and support staff CPD and pupil/parent engagement in the pro-social/pro-learning policy.</p> <p>https://www.changingchances.co.uk/empowerment-approach/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	4

<p>Home School Link Worker staffing (100%)</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>EEF - supporting schools with attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Our home school link worker will support parents as a link between home and school. Supporting with rules and routines at home (behaviour). Ensuring children are on time and attending school regularly. Support for parent's in challenging circumstances.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>5,6</p>
<p>Emotional Literacy Support Assistant</p>	<p>To support children and young people either individually or in small groups and deliver bespoke interventions tailored to the presenting situation or need. The role of the ELSA is to develop children and young people's:</p> <ul style="list-style-type: none"> • emotional literacy • positive mental health, • social skills • emotional wellbeing. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p>	<p>5</p>
<p>Speech and Language staffing and SALT intervention</p>	<p>To support children in making progress within their speech and language.</p> <p>Recommendation 1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2,3</p>
<p>Staff CPD</p>	<p>To support staff to be trained in high quality approaches, reflect on the most recent professional research and make changes and improvement to school practice.</p> <p>CPD across the year includes a focus on: memory, explicit instruction, the gradual release model, reading fluency, sentence stems in mathematics and oracy.</p> <p>CPD cycles build in time for reflection, peer learning and evaluation of approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1,2,3</p>

Provide support for staff to strengthen pupil relationships (training, coaching, resources)	<p>Kit Messenger</p> <p>Provide support for staff to strengthen pupil relationships (training, coaching, resources and thrive profiling)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	4,5
Phonics interventions (TA Training)	<p>To support children in making progress within the reading and writing.</p> <p>Recommendation 1,2&7</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2,3
Reading Champion Role	<p>To support children to access reading, be an excellent role model for reading and support with the running of reading provision across the school including the school library.</p> <p>Recommendation 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Recommendation 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
Reading Intervention Teacher	<p>To support children in making good progress within reading.</p> <p>Recommendation 2,3& 7</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3
Resilience focused group led training sessions	<p>To support children in being able to self-regulate and promote good mental health and wellbeing, overcome barriers, problem solve and be more resilient.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4,5

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

Budgeted cost: £4995

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMS	Secure safeguarding and reporting measures within school. https://www.cpoms.co.uk/case-studies/	4,5,6
Purple Mash	Support in teaching of Computing Curriculum. https://www.2simple.com/purplemash-research/ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1731879375	3/5
Nessy	Support in teaching of Spelling Curriculum (Intervention) https://www.nessy.com/en-gb/shop/research/the-effect-of-nessy-reading-and-spelling-when-added-to-the-regular-curriculum	2/3
Junior Language Link	Supporting the teaching of spoken language. (Intervention). Recommendation 1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1//2/3
SSS (staff safeguarding training)	Supporting in keeping staff up to date on key changes to statutory guidance and practice to keep children safe. https://ssslearning.co.uk/?srsltid=AfmBOoqAzD7fKwraNOfBtwduhX0_LY7fUREHTYZWdPSGFuFeLerVwUxO	4/5
HIAS Training and CPD for subject leaders	Supporting subject leaders to ensure children know more and remember more within the curriculum. That our curriculum is engaging, exciting and memorable. Aligned with the most current pedagogical research. https://www.hants.gov.uk/educationandlearning/hias	3

Little Wandle Catch Up	Supporting children to make rapid progress to plug gaps in phonics knowledge. Recommendation 1,2&7 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1/2/3
Rainbow Flag Award	To ensure staff and pupils are informed around equality and diversity. To encourage a positive whole organisation approach to LGBT+ inclusion, as well as developing strategies to effectively challenge and combat LGBTphobic bullying. https://www.rainbowflagaward.co.uk/for-schools/how-it-works/	4/5/7

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

Budgeted cost: £16,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and Kitchen space	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Space to implement ELSA sessions. Space to ensure extra curricula activities linked to culture and healthy eating. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314	5/7
Extra-Curricular activities	Extra-curricular activities are an important part of education. They increase engagement in learning and outcomes. Focus on the arts and physical activity. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314	7
Educational Psychologist	Supporting children's mental health, wellbeing and self-efficacy. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1, 2, 3,4
Stationery and PE kit for all	Providing stationery and PE kit for all children will ensure children are well prepared for lessons. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	3/5

<p>Forest School/Bushcraft</p>	<p>Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>(Forest Schools: impact on young children in England and Wales, 2005)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>4/5/7</p>
<p>First hand experiences/ curriculum days and trips</p>	<p>School trips increase independence and confidence as well as contribute to a wider world perspective. They are a great way of learning and remembering new information and enable classroom topics to come to life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>3/7</p>
<p>Residential contribution</p>	<p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>3/7</p>

