

HJS pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium and national tutoring programme funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Henleaze Junior School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Pupil premium lead	Jonathan Parr
Governor / Trustee lead	Hazel Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
National tutoring programme allocation this year	Ceased
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	£47,360

Part A: Pupil premium strategy plan

Statement of intent

We believe that all children, no matter their background or circumstances, deserve the best possible education we can provide. In striving for equality of opportunity for all, we are committed to going 'above and beyond' for our disadvantaged pupils in particular.

We use the Pupil Premium grant to help us tackle the impact of disadvantage through high-quality targeted teaching, focussed pastoral support, increased access to enriching experiences and a whole-school culture of inclusion and high expectations for all pupils.

We understand that disadvantage will have sometimes 'unseen' social and emotional impact which can affect academic performance, and we endeavour to equip our disadvantaged children with the knowledge, attitudes and skills to thrive alongside their peers. We are guided by both school-based evidence and national research organisations, such as the Education Endowment Fund.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that disadvantaged pupils' attainment in the Reading, Writing and Maths is below that of non-disadvantaged pupils, especially in Writing which has been the most affected across all pupil groups during the Covid-19 pandemic.
2	Assessments, observations and discussions with pupils indicate disadvantaged pupils tend to have greater social, emotional and mental health needs which impacts on both their wellbeing and academic attainment. The pandemic has exacerbated these issues.
3	Assessments, observations and pupil conferencing indicate that disadvantaged pupils tend to have more limited access to enrichment opportunities, which impacts on their wider development and their acquisition of 'cultural capital'. This has been exacerbated by the pandemic.

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 Reading, Writing and Maths attainment for disadvantaged pupils.	KS2 outcomes in 2024/25 in Reading, Writing and Maths show that the gap in attainment between disadvantaged and non-disadvantaged pupils has narrowed significantly over the course of this strategy. The progress of disadvantaged pupils in Reading, Writing and Maths will be at least in line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all our pupils, particularly those who are disadvantaged or vulnerable.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, stakeholder surveys, staff observations and safeguarding records. This will include pupils reporting a greater sense of belonging to the school and agency in making positive changes. Our Emotional Literacy Support Assistant provision will be embedded as part of school strategy on addressing SEMH.
To provide disadvantaged children with a 'level playing field' in terms of access to cultural capital.	High levels of participation in extra-curricular opportunities/enrichment activities and improved personal development arising from this, demonstrated by records showing levels of engagement and qualitative data from pupil voice.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year**.

Teaching

Budgeted cost: £15,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 pupil conferencing and small group tuition provided by class teacher during dedicated release time	Assessment, observations and discussions with pupils over several years have all indicated that our approach to having the most qualified practitioner, who knows the learners best, deliver additional support to pupils wherever possible is the most effective way to secure progress.	1

Targeted academic support

Budgeted cost: £27,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH support provided to target pupils by our ELSAs	EEF 'Improving Social and Emotional Learning in Primary Schools'	1, 2

Wider strategies

Budgeted cost: £4,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime coaches/mentors who have a particular focus on target pupils	EEF Improving behaviour in schools (e.g. "Every pupil should have a supportive relationship with a member of school staff")	2
Extra-curricular opportunities (e.g. sports clubs, musical instrument tuition, residential trips)	Pupil Premium Menu EEF evidence brief ("Extracurricular activities are an important part of education in their own right.")	2, 3

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 last academic year.

Data from KS2 SATs 2024:

Reading: 83% of PP pupils achieved the expected standard, compared with 81% of all pupils, and 25% of PP pupils achieved Greater Depth, compared with 32% of all pupils. This represents an increase of +11 and decrease of -4 respectively since 2022. The national percentage of all pupils achieving Greater Depth in Reading is 28%.

Writing: 50% of PP pupils achieved the expected standard, compared with 71% of all pupils, and 0% of PP pupils achieved Greater Depth, compared with 15% of all pupils. This represents an increase of +8 and +1 since 2022 respectively.

Maths: 58% of PP pupils achieved the expected standard, compared with 76% of all pupils, and 17% of PP pupils achieved Greater Depth, compared with 27% of all pupils. This represents an increase of +13 and +3 since 2022 respectively.

Our 1:1 'pupil conferencing' provision incorporates an enhanced offer of additional time provided by the class teacher for disadvantaged and vulnerable pupils, including pupil premium children. Although it is not possible to isolate the impact of the various contributory factors to these academic outcomes, we believe that equally significant to this success are the targeted interventions, including those focussed on social, emotional and mental health provision, and also the wider pastoral measures that are embedded across the school.

For the second year running, we have delivered the ELSA (Emotional Literacy Support Assistant) intervention as part of our strategic provision for meeting SEMH needs. Our 0.5 ELSA provided the intervention for two cohorts of disadvantaged/vulnerable pupils across the year and our assessment data indicates that there has been significant positive impact. The intervention exit assessments showed progress against specific SEMH targets for pupils and wider data from class teachers and other key staff, both qualitative and quantitative, indicated progress in terms of not only personal development but also academic outcomes.

Lunchtime sports coaches were engaged in proactively supporting disadvantaged pupils and have reported positive outcomes for target individuals in terms of engagement/integration, and pupil premium children have been targeted for inclusion in extra-curricular opportunities, including school sports teams, and also in offers of extra-curricular clubs and music tuition.

In last year's pupil survey, disadvantaged pupils reported a more positive response in comparison with the whole school population in two key identified metrics – "I feel that my ideas are valued at HJS" and "If I am worried, there is an adult I can talk to". In this year's survey, disadvantaged pupils reported a more positive response to every question in comparison with the whole school population.