

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Herne Junior School
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Susan Sayers (Headteacher)
Pupil premium lead	Erika Marshall
Governor / Trustee lead	Simon Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,996
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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	£148,996

Part A: Pupil premium strategy plan

Statement of intent

It is Herne Junior School's intention that all our pupils make very good progress across all subjects of the curriculum and achieve high attainment. Regardless of a child's background or individual challenges, we have aspirations to get to know every child, inspire them, and for them to reach their personal academic potential and feel supported emotionally. The key focus of this strategy is to achieve this goal and, as a minimum requirement, for our disadvantaged children to achieve at least in line with non-disadvantaged children in all areas of the curriculum.

We truly believe that the biggest impact for our Pupil Premium children is quality first teaching. A wealth of educational research has shown that this is the most powerful tool for improving pupil progress. This also means that the non-disadvantaged pupils are benefitting as well, which fits with the school's vision "Knowing Every Child - Inspiring Every Mind - Achieving Everyday". This is supported with bespoke interventions and programmes to further progress the academic, social and emotional development of the children (prioritising our disadvantaged children). In addition to this, we aspire for our disadvantaged pupils to get a vast range of rich experiences across their four years at the school, which will enhance their aspirations, life chances and breadth of knowledge.

Our school day is extended through our CAP (Compulsory Acceleration Programme) and Early Morning Reading Groups for targeted children. Any sibling of the child who is invited to the group is encouraged to attend Breakfast club free of charge.

Our key principles are focusing on well-being, reading (the key to education), phonics and maths. We aim for the curriculum to be fully adapted to meet all children's needs allowing for equity of access and progression of skills and for the children to have the opportunity to consolidate knowledge and skills prior to building upon them. We endeavour to provide rich experiences for the children. Our aim is to continue to develop attendance for all pupils but with a particular focus on the support around the disadvantaged. Our 2023-24 data still identified a significant gap between the progress and attainment of our disadvantaged children compared to our non-disadvantaged children; our ultimate goal is to close this gap. We are aware that children can only learn and retain if they are emotionally ready.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Phonics</u></p> <p>Many of the disadvantaged children are coming out of KS1 without secure phonological knowledge compared to their peers. This is having a major effect on the development of their reading as well as their writing (including their spelling).</p>
2	<p><u>Reading</u></p> <p>Linked to Challenge Number 1. A greater percentage of disadvantage pupils have a reading age below their actual age, compared to non-disadvantaged pupils. This is a pattern that is consistent across all year groups, but is most notable in Year 3 due to the impact of the pandemic on their KS1 curriculum.</p>
3	<p><u>Well-being</u></p> <p>We are aware that the pandemic happened a number of years ago, however some children and their family's well-being is still being impacted by the lasting effects. The current economic climate is also having an impact on families, with record food bank usage being reported in Petersfield.</p>
4	<p><u>Maths Development</u></p> <p>On entry to Year 3, there has been a greater number of disadvantaged pupils that are entering KS2 below expected progress in their mathematics, compared to pre-pandemic levels.</p>
5	<p><u>Memory, recall and connections</u></p> <p>A greater percentage of disadvantage children (post lockdown) have been identified as needing more support with developing memory and recall in order to develop their learning.</p>
6.	<p><u>Experiences and Opportunities</u></p> <p>It has been identified that without financial support many of the disadvantaged pupils do not sign up for clubs, extra-curricular opportunities and residential. The cultural capital that these experiences and opportunities give the children are essential for their development.</p>
7.	<p><u>Attendance</u></p> <p>Attendance data over the last 5 years shows a trend of disadvantaged pupils running lower than our school average. This is also true for our persistent absent children. This absenteeism clearly effects the progress and attainment of these children. This is also true of the attendance of our disadvantaged children for our before and after school interventions, which is recorded as a lower percentage than our non-disadvantaged pupils.</p>
8.	<p><u>The Empowerment Approach / Executive Functioning</u></p> <p>It has been identified that Good Behaviour choices, understanding and ultimately being a sound citizen is an area we need to develop at Herne. We want the children to develop their knowledge, vocabulary and understanding about their choices and aim to do this in a non-shaming way.</p>

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
1. Improve phonological knowledge among disadvantaged pupils.	Assessment and observations show significant progress. This can be evident through 'Read Write Inc.' progress tests, Early Literacy (STAR Assessments), retaking of the Year 1 phonics assessment and teacher observations from English work.
2. Improve reading attainment and progress among disadvantaged pupils.	KS2 Reading outcomes in 2024-25 show that more than a minimum 75% of disadvantaged pupils met the expected standard.
3. To achieve and sustain improved wellbeing for all pupils in our school, with a particular focus (priority) on the disadvantaged pupils.	Sustained high levels of wellbeing from 2024-25 demonstrated by: -qualitative data from pupil voice, school council, pupil survey and teacher observations. -Home School Link Worker case studies demonstrate an improvement to the well-being of children and families. -For an increased number of targeted children to have more access to qualified TALAs, ELSA, Nurture, Thrive and Social skills clubs within school hours.
4. Improve maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024-25 show that more than a minimum 80% of disadvantaged pupils met the expected standard.
5. Improve memory skills, recall and connections for disadvantaged pupils.	Observations as well as assessments indicate significant improvement. There should be evidence in ongoing assessments, pupil conferencing, book scrutiny, end of theme evaluations, post topic evaluations, lesson observations and learning walks. A Study Skills Group will work with the children with the highest need in this area, skills learnt in the intervention will be transferred into the classroom. SALT intervention will improve the children's ability by following specific programmes.
6. Improve the uptake of our disadvantaged children at clubs, extra-curricular opportunities (e.g. sporting events) and residential (including holiday courses/clubs).	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils, key children will be included in holiday clubs. People will be encouraged if they are finding financial commitments tough, children will have the opportunity to participate along with their peers.
7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance from 2024/25 demonstrated by: -The attendance gap between disadvantaged pupils and non-disadvantaged below 1%.

	-The percentage of all pupils who are persistently absent to show significant improvement over the 3-year plan.
8. The Empowerment Approach / Executive Functioning	Children’s understanding, knowledge and vocabulary linked to Good Behaviour choices will be developed. Our training with Kit Messenger will develop and develop the use of Zones of Regulation. These will allow us to develop our Good Behaviour Policy so that it is more holistic and beneficial for children.

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: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to develop and train new staff with the programme ‘Read Write Inc.’ To ensure that staff in Upper school have had adequate training for ‘Fresh Start’ and that it is implement correctly and consistently. We will allow an HLTA time(a morning a week) to monitor, assess and with the Specialist teacher train other staff members.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Education Endowment Foundation.	1 and 2
<i>Continued purchase of standardised diagnostic assessments, including training costs so assessments are interpreted and administered correctly.</i> <i>These include Every Number Counts (2) Sandwell assessment, STAR literacy assessment, STAR maths assessment, NFER tests and STAR early literacy assessment.</i>	These tests provide reliable insights into the specific strengths and weakness of each pupil to help ensure they receive the correct additional support through interventions or quality first teaching. Assessing and Monitoring Pupil Progress, Education Endowment Foundation, DfE	1,2 and 4
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching	4

<p><i>To continue to attend the Solent Maths Hub (TRG) and our local area network group.</i></p> <p><i>We will also purchase ‘I see Reasoning’ materials for all year groups – to increase the quality of reasoning questions and continue the school’s subscription to the Whiterose Hub.</i></p>	<p>of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS1 and 2.pdf (publishing.service.gov.uk) and Education Endowment Foundation</p>	
<p><i>Plan in regular opportunities for children to recall key knowledge through the whole school ‘memory challenge’ approach.</i></p>	<p>Many OFSTED documents promote the importance of retaining key knowledge (or sticky knowledge as OFSTED sometimes refer to it as) to act as foundations for building new knowledge.</p> <p>OFSTED</p>	5
<p><i>Increase staff CPD and subject release time.</i></p> <p><i>Including regular time with the school’s CPD mentor.</i></p> <p><i>This will give subject leaders time to add more memory challenges and increase the vocabulary focus, as well as improving the progression within the curriculum.</i></p>	<p>OFSTED have promoted the importance of memory and knowledge – so this will give staff time to make the necessary improvements to the curriculum.</p> <p>OFSTED</p>	5
<p><i>To ensure all staff are involved in the training with Kit Messenger and to be involved in discussions around Our Good Behaviour Policy so that it is updated into a policy that is a living one, that is actively used and followed. Ensuring the development of vocabulary around emotions for children, consistency regarding behaviour and developing the children’s understanding about the choices they make and the impact on others.</i></p>	<p>Knowing and Understanding Your Pupils and Influences as recommended by Improving Behaviour in Schools Guidance</p> <p>Education Endowment Foundation.</p>	3 and 8
<p><i>Staff have access to free confidential counselling, well-being support and the school prides itself on its supportive ethos. Assistant Headteacher is the Mental Health Lead. We are going to sign an LSA to training so that we are in a better place to support a higher number of staff.</i></p> <p><i>There is a Well-Being team that plan things termly for staff and allow staff the opportunity to chat, share thoughts and ideas and spend time together in a positive manner.</i></p>	<p>DfE have promoted the well-being of staff with new funding for mental health lead training and Hampshire County Council offer free confidential counselling for their employees.</p> <p>DfE and Hampshire County Council</p>	3

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

Budgeted cost: £ 66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>More detailed Pupil Tracking meetings, highlighting disadvantaged children who require increased teacher and teaching assistant targeted academic support.</i>	Lots of evidence shows that the class teacher and class teaching assistant is in the best position to run 1:1 interventions with their own children (as they have the greatest understanding of the child's barriers to their learning). Education Endowment Foundation	1,2,3,4 and 8
<i>Morning Lexia Core 5 groups</i> <i>Pupils starting their day at 8.10am as a part of the schools CAP programme to work on the English catch-up programme 'Lexia Core 5'. A total of over 50 children are involved in the project. This focuses on Year 4 and Year 5.</i>	Education Endowment Foundation showed a +2 month acceleration to reading ability in a 12-24 week period across a large scale research project. Education Endowment Foundation	2
<i>Before school reading groups.</i> <i>20% of the Year 6 Cohort are invited to begin their school day at 8.15 to read in a small groups with their class LSA. This is a part of the CAP Programme.</i>	Reading_for_pleasure.pdf DfE	2
<i>A rich programme of in school time interventions including Every Child Counts (2), Rapid Read, Precision Teaching, Speech and Language Programmes (including Black Sheep Narrative), Dyslexia Programme (Study Skills), Lexia Core5, OT Programmes.</i>	Education Endowment Fund	1, 2, 5 and 4
<i>The library will be accessible everyday after school for children and parents to access</i>	Reading_for_pleasure.pdf DfE	

<p><i>books and read for pleasure. Again promoting a love of reading.</i></p>		
<p><i>Increased Nurture, Thrive, ELSA and TALA support and Forest School Provision.</i></p> <p><i>We will monitor the need to train another ELSA (we currently have one). We will timetable our 4 new TALAs accordingly across each year group. We have recently trained a member of staff in Thrive and she will work closely with the member of staff trained in Nurture.</i></p> <p><i>Forest school provision is accessible to all children throughout each academic year. Plus, the most disadvantaged have an additional weekly session (a small group with 3 members of staff).</i></p>	<p>There is extensive evidence linking improved childhood social and emotional skills to improved outcomes at school and in later life.</p> <p>NSPCC and Education Endowment Fund</p>	<p>All</p>

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Appointment of new 'Home School Link Worker'. Courses needed will be attended over the next 3 years.</i></p>	<p>Education Endowment Fund (working with parents to support children's learning)</p>	<p>3, 6, 7 and 8</p>
<p><i>Reading for Pleasure Culture</i></p>	<p>Reading_for_pleasure.pdf DfE</p>	<p>1 and 2</p>
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will include training and setting up new procedures.</i></p>	<p>NfER briefing for school leaders identifies attendance as a key barrier and as stated by the DfE " Pupils have to be in school before they can access learning" From teachnet.gov</p> <p>DfE's Improving School Attendance advice.</p>	<p>7</p>
<p><i>Funding support for clubs, residential and extra-curriculum experiences. Including free holiday clubs run through the HAF project (with CM Sports).</i></p>	<p>Ofsted have referred to rich experiences to improve children's cultural capital in many documents, including the inspection framework.</p>	<p>6</p>

	OFSTED and NSPCC	
<p><i>Increased CPD for subject leaders.</i></p> <p><i>This is focused on the foundation subjects and engaging the disadvantaged children in a rich curriculum. This will also include a second year attending some of Hampshire's 'Big Inclusion Project' courses, such as Neurodiversity, attendance and Reach2Teach APP.</i></p>	<p>Teacher subject knowledge is a key to quality first teaching and especially supporting the disadvantaged children in engaging in the foundation subjects.</p>	All
<p><i>Improved Transition for our Pupil Premium Children</i></p> <p><i>All teachers to fill in a quartile form that identifies families who are not engaging and then the school can focus on improving this relationship/engagement.</i></p> <p><i>To work with all feeder schools (Infant) and the local Secondary schools to ensure support is readily available for transition.</i></p> <p><i>To work with The Kings Arms (for disadvantaged children heading to the local Secondary School)</i></p>	<p>Education Endowment Fund (working with parents to support children's learning)</p>	All
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified yet.</p> <p>In the past this has included buying in additional LSA time, buying in counsellors for children, buying additional Educational Psychologist time (from the Hampshire Service).</p>	All

Total budgeted cost: £145,500 (with the remaining amount a contingency)

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 2020 to 2021, 2021 to 2022 and 2022 to 2023 academic years.

Pupil Premium Strategy Outcome 2023-24

In regards to Pupil Premium outcomes (SATS 2023-24), our disadvantaged children (17 pupils) in the Year 6 Cohort, 64% met the standard in Reading, Writing and Maths. This was a 24% increase on 2022-23, where only 40% of our disadvantaged children met the standard across the three disciplines. Breaking down the disadvantaged children's results: 82.4% of the children met the standard in Reading (National disadvantaged was 62.8%), 76.5% of the children met the standard in Maths (National disadvantaged was 59.5%), and in Writing 82.4% of the disadvantaged children met the standard (National disadvantaged was 59%). In addition to the disadvantaged children, we had 2 Service Children in the cohort, with 100% of these children meeting the standard in Reading, Writing and Maths.

Looking at the pupil premium children across the school:

The following table shows the progress of the Pupil Premium children in the academic year 2023-2024 based on our STAR Assessment results, which assesses pupils' progress in reading and in maths. The reading is measured in years and months as a reading age. The maths is measured as a Standardised Score. The autumn term test was at the end of September and the summer test was in June (a 9-month period between).

	Autumn 2023	Summer 2024	Progress	Accelerated
Year 3 PP Reading (18 pupils)	8 years	9 years 4 months	1 year 4 months	7 months
Year 3 PP Maths (18 pupils)	96 SS	106 SS	+10 SS	
Year 4 PP Reading (31 pupils)	8 years 8 months	9 years 1 month	5 months	- 4 months
Year 4 PP Maths (31 pupils)	98 SS	105 SS	+7 SS	
Year 5 PP Reading (27 pupils)	9 years 1 month	9 years 10 month	9 months	
Year 5 PP Maths (27 pupils)	92 SS	97 SS	+5 SS	
Year 6 PP Reading (19 pupils)	10 years 9 months	11 years 9 months	1 year	3 months

Year 6 PP Maths (19 pupils)	101	107	+6 SS	
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The continued provision of the 'Read Write Inc.' programme is clearly having a big impact on the progress of the Year 3 cohort, with stunning progress scores for our disadvantaged children in their reading. The introduction of 'Fresh Start' into Upper School should see an improvement to the progress of the Upper School disadvantaged children in academic year 2024-25. The biggest area of concern is the reading progress of the Year 4 pupils. Out of the 31 Pupil Premium children in the Year 4 cohort, 11 children (all with SEND needs) saw a significant drop in their summer tests compared to their Autumn assessment and considerably pulled down the cohort averages. 20 of the Year 4 Pupil Premium children have a reading age inline with their chronological age or above, with just 11 children working below.

In regards to attendance of the school's pupil premium children in 2023-2024,

	2023-2024 Autumn	2023-2024 Spring	2023-2024 Summer
Whole school	95.64 %	95.37 %	95.64 %
Pupil Premium	94.43 %	94.02 %	92.51 %
National Average	93.3 %	92.7 %	92.3 %

The attendance across the school including our Pupil Premium children showed we are higher than the National Average. The Pupil Premium children's attendance dipped in the Summer term due to unauthorised holidays.

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
Every Child Counts 1 st Class@Number 2	Edge Hill University
Read Write Inc. (for phonics)	Oxford

STAR Assessment	Renaissance Learning
Rapid Read	Pearsons
Reading Explorers	Hopscotch
Fresh Start	Oxford

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>The new Pupil Premium Champion (who was trained in the last round of funding) meets with the children on a weekly basis, this enables the children to work together and create a sense of identity. The group have had the opportunity to experience some additional ventures, such as a trip to the HMS Queen Elizabeth, 2 archaeological digs and they did an assembly. Plus, she keeps an eye on their progress and offers additional support if needed.</p> <p>ELSA, TALA and Nurture support was also given to the children, where required.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The Champion teacher is now fully trained and she is highly motivated to work with our service children (ideas through the Thriving Lives Conference). All children know that they can see her weekly and she is there for their academic and social well-being.</p> <p>Teacher observations show successful impact of the ELSA, TALA and Nurture support.</p>