

Hook Junior School Pupil premium strategy statement 2022-2025



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Hook Junior School
Number of pupils in school	479
Proportion (%) of pupil premium eligible pupils	85 Pupils – 17.7% 68 FSM Pupils – 14.2% 15 Service Pupils – 3.1% 4 LAC/Adopt – 0.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Lynn Powell - Headteacher
Pupil premium lead	Nicci Bailey – Deputy Headteacher
Governor / Trustee lead	Bruce Anderson – lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,430

Part A: Pupil premium strategy plan

Statement of intent

What are the key principles of your strategy plan?

At Hook Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. We are committed to ensuring equality of education and opportunity for all pupils, irrespective of race, gender, disability, faith, religion or socio-economic background. We work hard to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life and across all subjects. The school seeks to raise achievement and remove barriers to learning, acting early to intervene at the point of need. We are committed to giving all of our children every opportunity to achieve the highest of standards. Alongside developing learning outcomes, we are committed to developing the whole child to prepare them for secondary school and beyond.

We will consider the challenges faced by all vulnerable pupils, including those who have a family support worker, social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the SLT and Governing Body.

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Staff are committed to successfully engage with the disadvantaged pupils who may find learning more challenging.

Professional development is focused on securing strong subject knowledge, questioning, feedback, oracy, metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Explicit strategies targeted at disadvantaged making strong progress include TILT marking, classroom seating plans, pre-teaching, closing the gap groups and monitoring.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Barriers are identified so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure knowledge and skills required that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven

The progress of disadvantaged pupils is discussed within PPA meeting, at key assessment milestones and pupil progress meetings.

Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Diagnostic assessments used to identify gaps in learning and then teaching/ interventions closely monitored for impact.

Clear, responsive leadership

SLT review impact of strategies and pedagogy regularly.

SLT and the governors, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and robust.

The effectiveness of the strategy is reviewed termly for impact on pupil outcomes and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Effectiveness of staffing structure is aligned to impact on budget cost and pupil outcomes.

Challenges

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

Challenge number	Detail of challenge
1 Language skills	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 Phonics/ Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On entry to Year 3, in the last 4 years, in 2022-2023, 48% of our disadvantaged pupils arrive below age-related expectations for Reading compared to an average of 15% for our non-disadvantaged. As a junior school in 2023-2024, as KS1 data was not statutory, we cannot calculate this information accurately.
3 Writing	Internal assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Year 3, in the last 4 years, in 2022-2023, 50% of our disadvantaged pupils arrive below age-related expectations compared to an average of 21% for our non-disadvantaged. As a junior school in 2023-2024, as KS1 data was not statutory, we cannot calculate this information accurately.
4 Maths	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Year 3, in the last 4 years, in 2022-2023, 46% of our disadvantaged pupils arrive below age-related expectations compared to an average of 25% in maths for our non-disadvantaged. As a junior school in 2023-2024, as KS1 data was not statutory, we cannot calculate this information accurately.
5 Mental health and well-being	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of academic support, aspiration at home, lack of resilience and enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

	31% of our pupil premium children currently require additional intervention/support with social and emotional needs in the Autumn term of 2024, which has risen from 25% in 2023. There are a growing number of children displaying anxiety and attachment issues.										
6 Attendance	Year	Total Students	No. of Disadvantaged	No. of Non-Disadvantaged	% of Disadvantaged	% of Non-Disadvantaged	Total Persistent Absent	No. of Disadvantaged (PAs)	No. of Non-Disadvantaged (PAs)	% of Disadvantaged (PAs)	% of Non-Disadvantaged (PAs)
	Sep-20-Aug-21	469	62	407	13%	87%	26	6	20	23%	77%
	Sep-21-Aug-22	476	66	410	14%	86%	41	15	26	37%	63%
	Sep-22-Aug-23	489	74	415	15%	85%	49	24	25	49%	51%
	Sep-23-Aug-24	493	86	407	17%	83%	44	21	23	48%	52%
	4 Year Average	482	72	410	15%	85%	40	16.5	23.5	41%	59%
	Over the previous four years, the total PA list has comprised of an average of 41% disadvantaged pupils, with an increase in Disadvantaged pupils on the PA list between 2022-2024. Research, our assessments and observations indicate that absenteeism has a negative impact on pupils' progress.										

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. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless the child has an identified cognitive SEND need.
3. Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes (for disadvantaged pupils) over the next four years to reach age related expectations

	unless the child has an identified cognitive SEND need.
4. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless the child has an identified cognitive SEND need.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing annually demonstrate:</p> <ul style="list-style-type: none"> • qualitative data from student surveys -at least a 95% positive pupil response to all questions around the school's mental health and wellbeing provision • Pupil voice will demonstrate that children have a secure knowledge and understanding of the taught curriculum and strategies to support children with mental health and wellbeing. • significant increase in participation in enrichment activities, particularly among disadvantaged pupils – target for 100% of all disadvantaged children to access at least one extra curriculum activity or event over a year.
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from end of July 2022 there in year on year demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% to bring both groups in line. (last 4-year average attendance is 93% for disadvantaged and 96% for non-disadvantaged) • the percentage of all pupils who are persistently absent being below 5% of the school population and no disadvantaged child on the persistently absent list.

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (to include Language Links, YARK, NFER papers, Dyslexia & Dyscalculia screening and Thrive).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4 & 5
<p>Staff training the development of children's metacognition to support with deeper evaluation, thinking and planning across the curriculum.</p> <p>Release time following training to observe and share strong teaching practice.</p>	<p>There is a strong evidence base that metacognition approaches to teaching have a very high impact for low cost.</p> <p>Metacognition and self-regulation EEF</p>	1,2,3 & 4
<p>Embedding dialogic activities (Let's Think English and oracy across the curriculum linked to Voice 21) across the school curriculum. This can sup-</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1, 2 & 3

<p>port pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time to visit a Voice 21 ambassador school and offer staff training back in school.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Let's Think in English – Evidence of Success</p> <p>Voice 21 Research</p>	
<p>Maintain resources for DFE validated systematic, synthetic phonics programme to secure stronger phonics teaching and learning for all pupils (Read, Write Inc. and Fresh Start)</p> <p>Whole school training for all staff to ensure the Read, Write, Inc / Fresh Start programme is administered correctly and consistently and integrated learning back into the classroom across the curriculum.</p> <p>Purchase of Read, Write, Inc / Fresh Start resources to secure stronger phonics teaching and learning for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 & 3
<p>Improve the quality of teaching and learning with particular focus on the progress and attainment of disadvantaged pupils through use of CPD materials and HIAS support across the</p>	<p>There is evidence based that suggest all lessons and pupil outcomes across the school are at least good.</p> <p>National College The Key</p>	1, 2, 3 & 4

<p>curriculum (network meetings, cluster meetings, subject advisors). Annual National College Subscription for CPD videos.</p> <p>SLT to support CPD in weekly inset and PPA sessions across the school, focusing on high quality first teaching and high outcomes.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>It has been proven that mastery maths ensures that all children move at broadly the same pace. Evidence shows that mastering maths means that pupils acquire a deep, long-term, secure and adaptable understanding of the subject.</p> <p>North East Hants and Surrey Maths Hub</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Improve the quality of social and emotional (SEL) learning through the Thrive programme.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5 & 6

development and training for staff.		
<p>Improve staff subject knowledge through CPD and develop expertise on how to support with social, emotional, mental health, children who have experiences trauma/ ACES and children with anxiety.</p> <p>School to work closely with the Primary Behaviour Service as part of this professional development.</p>	<p>There is evidence that children are not ready to learn if they do not receive appropriate social and emotional support following trauma.</p> <p>Primary Behaviour Service - Training</p>	

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

Budgeted cost: £38,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged and vulnerable pupils who require further phonics support (often daily). This will be delivered through Read, Write, Inc./ Fresh Start with a Fresh Start designated teacher and LSAs.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 & 3
<p>Additional speech and language interventions weekly for pupils identified with gaps in speech and language.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1, 2 & 3

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
School-led tutoring for pupils who are off track to achieve age related expectations at the end of the key stage. A significant proportion of the pupils who receive tutoring will be disadvantaged or vulnerable.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3 & 4

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

Budgeted cost: £5665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff training to continually develop our school behaviour, culture and ethos through external agencies (The Hive (PBS), Thrive)	<p>Universal approaches have a positive effect on the behaviour and culture.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Thrive</p>	5 & 6
<p>Embedding principles of good practice set out in the DfE's Working together to improve attendance guidance.</p> <p>This will involve a dedicated Attendance Officer and member of SLT overseeing attendance along</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

with and other pastoral interventions.		
Improve the quality of social and emotional learning/ well-being. Through enrichment activities and opportunities e.g. therapy dog, play therapy, clubs, residential visit etc.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	5 & 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a	

Total budgeted cost: £119,430

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

End of Key Stage 2 July 2024 Outcomes Summary

Children achieving ARE +	Reading	Writing	Maths	Combined (RWM)	Grammar	Science
Hook Junior School 2024	84% +10% nat -2% HJS 23	81% +9% nat -8% HJS 23	91% +18% nat = HJS 23	74% +13% nat -7% HJS 23	83% +11% nat -2% HJS 23	93% +12% nat -1% HJS 23
National 2024	74%	72%	73%	60%	72%	81%

Hampshire LA 2024	74%	72%	72%	60%	-	-
Hook Junior School 2023	86% +13% nat = HJS 22	89% +18% nat +7% HJS 22	91% +18% nat +10% HJS 22	81% +22% nat +6% HJS 22	85% +13% nat +3% HJS 22	94% +14% nat +14% HJS 22

Children achieving GDS (Exceeding)	Reading	Writing	Maths	Combined (RWM)	Grammar	Science
Hook Junior School 2024	37% -16% HJS 23	29% -13% HJS 23	37% -7% HJS 23	15% -13% HJS 23	44% -6% HJS 23	
National 2024	29%	13%	24%	8%	33%	
Hook Junior School 2023	55% +10% HJS 22	42% +6% HJS 22	44% +5% HJS 22	28% +2% HJS 22	50% +10% HJS 22	

Disadvantaged data at the end of KS2

27% (6/22 children) of Disadvantaged children at the end of Key Stage 2 were both Disadvantaged and SEND, with 9% with an EHCP (2/22 children).

Combined:

- End of KS2 outcomes are significantly above national (61%) with 74% achieving EXS+ in Reading, Writing & Maths, in the 77th percentile.
- End of KS2 disadvantaged outcomes in line with national (45%), with 45% achieving EXS+ in Reading, Writing & Maths. Non-disadvantaged children at HJS were 79%.

Reading:

- End of KS2 Reading outcomes are above national (74%) with 82% achieving EXS+
- End of KS2 Reading outcomes for pupils achieving the higher standard was above national in the 73rd percentile with 36% (National - 28%)

- End of KS2 Reading outcomes for disadvantaged pupils are above other disadvantaged pupils nationally (62%), with 75% of pupils achieving EXS+. Non-disadvantaged children at HJS were 84%.
- For Disadvantaged pupils not on the SEND register (13 children), 46% achieved EXS+.

Writing:

- End of KS2 Writing outcomes are significantly above national (72%) in the 75th percentile with 81% achieving EXS+.
- End of KS2 Writing outcomes for pupils achieving the higher standard was 29% significantly above National (13%) in the 93rd percentile.
- End of KS2 Writing outcomes for disadvantaged pupils are above other disadvantaged pupils nationally (58%), with 65% of pupils achieving EXS+.
- For Disadvantaged pupils not on the SEND register (13 children), 54% achieved EXS+.

Maths:

- End of KS2 Maths outcomes are significantly above national (73%) in the 90th percentile with 89% achieving EXS+.
- End of KS2 Maths outcomes for pupils achieving the higher standard is significantly above national (24%) in the 84th percentile at 36%.
- End of KS2 Maths outcomes for disadvantaged pupils are above other disadvantaged pupils (59%), with 75% of pupils achieving EXS+.
- For Disadvantaged pupils not on the SEND register (13 children), 85% achieved EXS+.

Summary

The data above demonstrates that the activities undertaken to raise attainment at the end of key stage two had a positive impact on pupil outcomes, however the attainment gap between disadvantaged and non-disadvantaged children remains. Intended outcomes 2, 3 and 4 have been largely achieved. Continuing and sustaining the activities set out in the strategy will support to maintain this progress, with a focus required on disadvantaged children who are not SEND to achieve at least the expected standard.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Through lesson observations and book scrutiny, progress has been made with vocabulary and language skills amongst all, but in particular disadvantaged pupils. This is an aspect that will continue to require an intense focus for the remainder of this strategy to support to bridge the vocabulary gap identified between disadvantaged and non-disadvantaged pupils. Displaying vocabulary more consistently and sharing knowledge organisers across the curriculum will support with this.

Through pupil conferencing, the wellbeing of pupils was recognised as a strength. Children are identified quickly and additional provision is provided where appropriate with 31% of pupil premium on a pastoral intervention or support group in Autumn 2024. 69% of disadvantaged pupils attended a school club or extra-curricular activity in 2023-2024.

Attendance for the whole school was 95.9% compared to the national average of 92.6%; attendance for free school meals pupils was 92.3%, compared to FFT national of 91.8%. Compared to similar schools in similar contexts, our school was 95.9% compared to 93.6%, with our free school meal children at 92.3% compared to 91.9% for similar schools. Overall attendance has improved, however, this is below the intended outcome set and attendance will continue to be a key priority area within this strategy for the next year, particularly the reduction of persistently absent pupils. There is now a dedicated Attendance and Pastoral Officer as well as an SLT member dedicated as Attendance and Behaviour Leader, to continue to work with families to support with raising attainment for all and in particular disadvantaged pupils. Adaptions for 2023-2024 have also been made to the attendance policy and strategy to support to raise attainment. Since the Covid pandemic, the school has experienced greater challenges around attendance and punctuality so continued additional focus and effort in this area is required to achieve the intended outcomes for attendance.

Based on all the information above, the performance of our disadvantaged pupils largely met expectations, and we are at present largely on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above, with attainment in reading, writing and attendance requiring the greatest progress.

Our evaluation of the approaches delivered last academic year indicates that expenditure to develop teaching has been particularly effective with phonics programmes, diagnostic assessments, CPD time and programmes including Let's Think in English and Thrive to develop vocabulary, language skills and social emotional learning development. There was a strong pastoral support system with ELSA, dog therapy, art therapy and Thrive to support children socially and emotionally.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This has included a focus on metacognition as outlined in the activities above, as well as greater involvement with the Primary Behaviour Service and Voice 21.

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
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Let's Think in English	Let's Think in English
Thrive	Thrive
Mastering Number Project	Maths Hub