Humberstone Junior Academy Pupil Premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Humberstone Junior Academy
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	96 (27%) July 2024
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Annemarie Williams Executive Headteacher
Pupil premium lead	Annemarie Williams
Governor / Trustee lead	Nicola Shipman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141, 560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year 2024-25 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	**£ 141, 560**

Part A: Pupil premium strategy plan

Statement of intent

At Humberstone Junior Academy our vision is for all children to be challenged and supported to reach their full potential and to make the very best progress across a challenging and knowledge rich curriculum. The aim of our Pupil Premium Strategy is to support disadvantaged pupils and those who are vulnerable for other reasons by addressing barriers that may prevent them from achieving these high standards.

We know from research that teacher effectiveness is one of the most important factors in pupil attainment and that being taught by a good teacher is equivalent to a whole year of learning for disadvantaged pupils. With this in mind our strategy focuses on **ensuring excellence in teaching for all pupils (every lesson a great lesson).** This includes professional development, training and support for early career teachers, ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving no matter what their career stage.

We also know that while gaps in learning that have developed as a result of school closures have reduced in the last year, it remains a priority as some of our most vulnerable pupils have been more affected academically, socially, emotionally and physically.

Our approach as a Junior school will be to ensure that through high quality teaching and targeted intervention, disadvantaged pupils and all pupils, leave key stage 2 with the knowledge, skills and attitudes ready for their next stage in their education. Ensuring that every child leaves key stage 2 a confident and fluent reader is a high priority for the school and our pupil premium strategy reflects this aim. Our approach is rooted in effective assessment and evaluation of a range of factors including progress towards age related expectations, standardised tests, attendance data, behaviour records and information from external professionals and agencies.

Alongside high quality teaching that is continually improving and a rich and challenging curriculum, we aim to provide a range of evidence based interventions and bespoke support based on the needs of individual pupils. This includes providing a range of wider strategies including support for attendance, behaviour and the social and emotional needs of children and their families.

Challenges

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

Challenge number	Detail of challenge
1	**The % of disadvantaged pupils who achieve the higher standard/greater depth in reading and writing, maths and GPS at the end of key stage 2** Data analysed before the pandemic identified that fewer disadvantaged pupils (3% at the end of key stage 2 in 2019), achieved greater depth in reading, writing and maths combined, in comparison to their non disadvantaged peers (national average 13%). Teacher assessment at the end of 2021 indicated that this gap has widened in some cases, after prolonged periods of school closure. There were gaps of between 0% and 14% in the percentages of pupils achieving greater depth at the end of key stage 2 for 2022 compared to all other pupils achieving GDS nationally.

2	**Ensuring that all children, particularly disadvantaged pupils, have access to great teaching every day that is grounded in a strong evidence base.** We know from research that teacher effectiveness is one of the most important factors in pupil attainment and that being taught by a good teacher is equivalent to a whole year of learning for disadvantaged pupils. Teachers who have trained in the last 3 years have experienced disrupted training and learning opportunities.
3	**Developing reading fluency and a love of reading** Discussions with teachers, pupils and monitoring of home reading records shows that wider reading and regular opportunities to practise and improve fluency is a barrier for some of our disadvantaged children. Research shows that more regular reading is linked to reading ability and confidence alongside vocabulary development and wider academic success.
4	**Attendance of disadvantaged pupils** Historical analysis of attendance data for disadvantaged pupils indicates that absence levels are above those of all pupils nationally and above absence levels for other pupils within the school. Whilst the absence levels and persistent absent levels of disadvantaged pupils are similar to national averages for 2018-19, they are below school expectations and remain a cause for concern.
5	**Lack of access to enrichment activities during school closures** Feedback from parents and pupils shows that many children have had reduced access to enrichment activities, clubs and holidays. This has impacted disadvantaged pupils significantly and reports of mental health concerns in children and their families have risen in the last 3 years.
6	**To improve the wellbeing and mental health for all pupils in need** A small group of children are overrepresented in the tracking of behaviour concerns and incidents and in historical exclusion data. Incidents of poor behaviour in children with additional social and emotional needs impact negatively on their progress across key stage 2. In addition the pandemic and school closures have heightened the number of pupils requiring specialist support for social and emotional needs has increased in the last 3 years.

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
Reduce the gaps between the % of disadvantaged pupils who achieve the **higher standard at the end of key stage 2** and all pupils nationally.	Key stage 2 reading, writing and maths combined attainment outcomes for disadvantaged meet or are within 3% of outcomes for all pupils nationally
Teachers who are new to the profession receive targeted instructional coaching, improve their practise, and as a result children make good progress	Learning walks and other monitoring information show that teachers who receive targeted instructional coaching make small steps progress and ECT teachers successfully complete their two year programme.
Improve **reading attainment and fluency** for disadvantaged pupils	Key stage 2 reading outcomes and end of year group data analysis shows that disadvantaged pupils meet challenging targets and gaps are closed
Improved **attendance levels for disadvantaged pupils** and reduced persistent absence levels for disadvantaged pupils	Overall absence rate for disadvantaged pupils being no more than 5%
Improved **access to cultural capital for disadvantaged** pupils	Improved access to cultural, sporting or academic enrichment activities for disadvantaged pupils and their families. Data shows that a greater % of disadvantaged pupils and their families attend clubs, residentials, family

	learning days and other events than would be statistically representative for the school
Improved **social, emotional and behavioural support** for disadvantaged pupils	Reduce the number of behaviour incidents from a small number of mostly PP eligible pupils who require additional support for behaviour. No exclusions in the year for PP eligible pupils Start and end point measures from school therapist show positive impact on pupil wellbeing

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)

Teaching (for example CPD, recruitment and retention)

Budgeted cost: £ 22, 975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Instructional Coaching support for Teachers who were ECT last year and those needing additional support. One day Assistant Head time **£17, 975** **Analysis of small steps progress against targets set by Instructional coach each term** -feeding into SDP priority to provide expert and bespoke CPL based on identified indicidual needs	Evidence from meta analysis of studies on Instructional Coaching indicate that it consistently outperforms other CPD approaches on pupil impact "In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD" Ambition Institute Blog 2019 "Hattie found that when instructional coaching is conducted over-time in conjunction with data team analysis of how students learn to inform instruction, student growth is impacted with an effect size of **.** 51 (anything with an effect size above . 4 is considered effective).	Supporting ECT's and identified teachers to address challenge 1,2,3 above
Provide intensive CPD days to support application of pedagogy Two residential days at Warwick university aligned to whole school pedagogy model for teachers and level 3 and 4 TA's **£5000**	Whole school pedagogy model based on Rosenshines Principles of Instruction - meta analysis of effective classroom practices Hattie -Visible Learning, ranking of effect sizes for Direct Instruction = 0.6	1,2,3,

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

Budgeted cost: £42, 780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide trained **Reading Mentors** for disadvantaged pupils in all year groups **£36, 000** Includes top up of costs from Tuition Funding	Previous outcome data for this intervention shows gains of approximately 10 months + (data from historical analysis) on reading ages in a 10 week intervention period with vulnerable and disadvantaged pupils who consistently attended 3 sessions a week. These gains are also sustained over time. EEF Improving Literacy in key Stage 2 recommendation 2: Support pupils to develop fluent reading capabilities "Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text."	3
Purchase of additional **DfE approved phonics scheme** books for Reading Intervention Groups **£3000** **NGRT Digital Reading Test** to support the tracking and data analysis of the impact of phonics intervention and Reading Mentors Support **£3780**	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF Teaching and Learning Toolkit	3

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

Budgeted cost: £76, 126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and embed the principles of good practice from the DFE Improving School Attendance	Guidance provided by the DfE based on effective practise in schools who have reduced absence levels	5
Provide target Educational Welfare Officer Support for persistent absence and family support £1500	Guidance provided by the DfE based on effective practise in schools who have reduced absence levels	5

Provide minibus collection service to improve the attendance of children with specific barriers £14, 000	EEF PP Toolkit states: " Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy"	5
Provide after School clubs, holiday clubs, Breakfast club and Family Learning Days, £23, 000	Feedback from parent surveys indicate that holiday provision and after school clubs are highly valued. "Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps" EEF Teaching and Learning Toolkit	6
Provide year 6 and year 4 residential places free of charge for all vulnerable and disadvantaged pupils £7,000	Children have experienced a decline in enrichment activities due to covid restrictions. This has particularly impacted disadvantaged pupils and their families.	6
Provide individual and small group therapy sessions from specialist therapist £9000 Provide behaviour support and mentoring for vulnerable children with specific identified needs, Behaviour Mentor: £21, 626	EEF Teaching and Learning Toolkit 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." EEF Teaching and Learning Toolkit - Impact of 4+months "Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and anti-social activities.	6

Total budgeted cost: £ 141, 881

Pupil premium strategy outcomes for 2024-25

Evaluation of 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
Reduce the gaps between the % of disadvantaged pupils who achieve the **higher standard at the end of key stage 2** and all pupils nationally.	**Key stage 2 reading and writing and maths attainment** outcomes for disadvantaged meet or are within 5% of outcomes for all pupils nationally at the higher standard **Key stage 2 outcomes 2021-22 (Compared to all other)** **GDS Reading Disadvantaged** = 19% (national GDS 33%) **GDS Writing Disadvantaged** = 19% (national GDS 16%) **GDS GAPs Disadvantaged** = 33% (national GDS 33%) **GDS Maths Disadvantaged** = 14% (national GDS 22%) **Key stage 2 outcomes 2022-23** **GDS Reading Disadvantaged** = 26% (national GDS = 29% **GDS Writing Disadvantaged** = 48% (national GDS = 13% **GDS GAPs Disadvantaged** = 47% (national GDS = 30% **GDS Maths Disadvantaged** = 17% (national GDS = 24% **Key stage 2 outcomes 2023-24** **GDS Reading Disadvantaged** = 15% (national GDS = 28% **GDS Writing Disadvantaged** = 8% (national GDS = 13% **GDS GAPs Disadvantaged** = 33% (national GDS = 32% **GDS Maths Disadvantaged** = 12% (national GDS = 24% **Key stage 2 outcomes 2024-25** **GDS Reading Disadvantaged** = 30% (national GDS = 33% **GDS Writing Disadvantaged** = 22% (national GDS = 13% **GDS GAPs Disadvantaged** = 27% (national GDS = 30% **GDS Maths Disadvantaged** = 16% (national GDS = 26%
Teachers who are new to the profession receive targeted instructional coaching, improve their practise, and as a result children make good progress	Learning walks and other monitoring information show that teachers who receive targeted instructional coaching make small steps progress and ECT teachers successfully complete their two year programme. **2 ECTs have completed the 2 year ECT programme and teaching is now consistently good** **3 ECT's have completed their first year of the ECT program - one has required additional support**
Improve **reading attainment and fluency** for disadvantaged pupils	Key stage 2 reading outcomes and end of year group data analysis shows that disadvantaged pupils meet challenging targets and gaps are closed **Reading attainment data July 2022** Year 3 = Gap of 3% Year 4 = Gap of 15% Year 5 = no Gap Year 6 = Gap of 7%

	Reading attainment data July 2023 Year 3 = Gap of 8% Year 4 = Gap of 5% Year 5 = Gap of 4% Year 6 = no Gap **Reading attainment data July 2024** Year 3 = Gap of 11% Year 4 = Gap of 8% Year 5 = Gap of 12% Year 6 = no Gap of 8% **Reading attainment data July 2025** Year 3 = Gap of 14% Year 4 = Gap of 10% Year 5 =Gap of 8% Year 6 = Gap of 6%
Improved **attendance levels for disadvantaged pupils** and reduced persistent absence levels for disadvantaged pupils	Overall absence rate for disadvantaged pupils being no more than 5% **Attendance for end of year 2021-22** **All Pupils = 94% (6%)** **PP Eligible Pupils = 91% (9%)** **National primary absence Spring 22 = 6.7% Spring 2022** **Attendance for end of year 2022-23** **All Pupils = 94.5% (5.5%)** **PP Eligible Pupils = 93% (7%)** **National primary absence = 6.2%** **Attendance for end of year 2023-24** **All Pupils = 94.6% (5.4%)** **PP Eligible Pupils = 92% (8%)** **National primary absence = 5.5%** **Attendance for end of year 2024-25** **All Pupils = 94.6% (5.2%)** **PP Eligible Pupils = 92% (8%)** **National primary absence = 5.5%**
Improved **access to cultural capital for disadvantaged** pupils	Improved access to cultural, sporting or academic enrichment activities for disadvantaged pupils and their families. Data shows that a greater % of disadvantaged pupils and their families attend clubs, residentials, family learning days and other events than would be statistically representative for the school **Participation in after school clubs - PP Eligible 2021-22** Autumn Term - 45 Pupils (26%) Spring Term - 46 Pupils (27%) Summer - 78 Pupils (38%) **Participation in after school clubs - PP Eligible 2022-23** Autumn Term - 44 Pupils (33%) Spring Term - 45 Pupils (34%)

	Summer - 34 Pupils (31%) **Participation in after school clubs - PP Eligible 2023-24** Autumn Term - 63 Pupils (36%) Spring Term - 55 Pupils (34%) Summer - 62 Pupils (34%) **Participation in after school clubs - PP Eligible 2024-25** Autumn Term - 30 Pupils (38%) Spring Term - 33 Pupils (47%) Summer - 24 Pupils (28%)
Improved **social, emotional and behavioural support** for disadvantaged pupils	Reduce the number of behaviour incidents from a small number of mostly PP eligible pupils who require additional support for behaviour. **No suspensions or exclusions in the year 2021-22 for PP eligible pupils** **No suspensions or exclusions in the year 2022-23 for PP eligible pupils** **No suspensions or exclusions in the year 2023-24 for PP eligible pupils** **No suspensions or exclusions in the year 2024-25 for PP eligible pupils** Start and end point measures (SDQ) from school therapist show positive impact for 13 pupils in 2024-25

Outcomes from PP Strategy 2024-25 allocation £144, 960 (including recovery)

<u>High quality teaching: actual spend = £</u>

Impact of professional learning through school QA processes (learning walks, book scrutiny, teacher feedback) shows evidence of effective modelling and explanation developing on novice to expert continuum. Where teaching was previously still developing against teaching standards, this is now secure as evidence through schools internal monitoring processes. Professional learning logs evidence that resources have been well accessed to support directed feedback. Evidence from coaching records reflections of the impact of Instructional Coaching in small steps. Instructional coaching programmes focused on teachers needing additional support and ECT's .**Completion of TDT professional learning qualification and full review of all CPD systems and processes across the Trust has led to enhanced professional learning as evidenced through** teacher feedback surveys which shows increased confidence and understanding in focus CPL areas.

OFSTED Report November 2023: Staff model learning precisely so that pupils know exactly what they must do and how to do it. Staff link new learning to what has been covered before so that pupils deepen their understanding of important concepts over time. The impact of such excellent teaching can be seen in pupils' work and the rich body of knowledge they are able to recall and use.

<u>Targeted Support: Impact of Reading Mentors: actual spend - £25, 772</u>

Year 3 Impact Data
Average Reading Age Improvement = 9.3 Months
Average Improvement in WPM = 19 WPM

Year 4 Impact Data
Average Reading Age Improvement = 10.6 Months
Average Improvement in WPM = 13 WPM

Year 5 Impact Data
Average Reading Age Improvement = 11.6 months
Average Improvement in WPM = 16 WPM

Year 6 Impact Data
19 pupils targeted for intensive mentoring support
17/19 passed Reading SAT (90%)

Reading Outcomes 2021-22

% of pupils achieving EXS Reading = 85%
% of disadvantaged pupils achieving EXS Reading = 78% (Gap of 7%)
% of pupils achieving greater depth Reading =33%
% of disadvantaged pupils achieving greater depth Reading = 17% (Gap of 16%)

Reading Outcomes 2022-23

% of pupils achieving EXS Reading = 83%
% of disadvantaged pupils achieving EXS Reading = 83% (No gap)
% of pupils achieving greater depth Reading =30%
% of disadvantaged pupils achieving greater depth Reading = 25% (Gap of 5%)

Reading Outcomes 2023-24

% of pupils achieving EXS Reading = 86% (3% increase from last year)
% of disadvantaged pupils achieving EXS Reading = 78%
% of pupils achieving greater depth Reading =33% (3% increase from last year)
% of disadvantaged pupils achieving greater depth Reading = 15%

Reading Outcomes 2024-25

% of pupils achieving EXS Reading = 88% (2% increase from last year)
% of disadvantaged pupils achieving EXS Reading = 82%
% of pupils achieving greater depth Reading =37% (4% increase from last year)
% of disadvantaged pupils achieving greater depth Reading = 30% - 15% increase from last year)

Wider approaches: actual spend: £74 748

School Therapist: clear guidelines on referral process with parental and pupil consent are embedded. **Effective systems communication with class teachers are established. 13 children in key stage 2 received regular weekly counselling in 2024-25**

Behaviour Support: 4 target pupils in year 5 access regular support for behaviour, social and emotional needs at risk of short term and permanent exclusion **No incidents of fixed term or permanent exclusion in target group of pupils**

- Year 6 residential 33% of pupils attending are funded through PP
- Year 4/5 camp 26% of pupils attending are funded through PP
- Holiday clubs - % attending who are funded through PP = 70% October half term, 63% Feb half term, Easter 81%
- Family Learning Days - % of pupils attending who are funded through PP = 47% Ice Skating, 43% London Theatre Trip, Stonehurst Farm 50% Hunstanton 64%

Disadvantaged data all subject comparison Key Stage 2 2025

	READING	WRITING	MATHS	GPS	Combined
HJA All Pupils EXS	88%	90%	90%	88%	81%
HJA disadvantaged EXS	82%	75%	75%	70%	67%
National EXS All Pupils	75%	72%	73%	73%	62%
Difference	+7%	+3%	+2	-3%	+5%

Analysis of the end of key stage 2 data for 2025 and historically shows that disadvantaged pupils often perform better than all pupils nationally in all subjects and achieve at least as well as their peers in school and often better. This is a result of excellent support in class, a culture of high expectations and precision intervention where needed.

IN 2025 there were 27 pupils eligible for PP; 18 out of 27 passed Reading, Writing and Maths (67%) out of the 9 pupils who did not achieve a combined pass, 3 had an EHCP, 2 new to English and 4 SEND register