Pupil Premium strategy statement 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	**Hamworthy Park Junior School**
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	**PPG:** 136 (29.4%) **FSM:** 133 (28.8%) **Looked After Children**: 3(0.6%) **Year 3**: 24ch **Year 4**: 43ch **Year 5:** 35ch **Year 6**: 31ch **Service Children**: 45
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026 October 2027 October 2028
Statement authorised by	Susannah Hill, Executive Headteacher
Pupil premium lead	Susannah Hill
Governor / Trustee lead	James Denmead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,707
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year:	**£211,707**

Part A: Pupil premium strategy plan: Statement of intent:

In line with our ethos, 'every child, every day, every possibility', our intention is that all pupils, irrespective of the challenges they may face in their lives, make good progress and achieve well across all subject areas and thrive as young citizens. The focus of our pupil premium strategy is to support pupils experiencing disadvantage or may be underserved in other ways, to achieve that goal.

We take into careful consideration the various challenges faced by pupils. We consider and treat each child as an individual, recognizing their own unique personality, characteristics, successes and challenges. This is the starting point when planning provision for each of our pupil, to ensure the offer they receive supports them fully.

High-quality teaching within the classroom, which enables children to thrive and encourages good attendance, are the foundations of our approach. These are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Our approaches are designed to support all our pupils, through a high-quality universal offer for all, with a particular focus on 'every child a reader' and an 'effective communicator'. This core drive is the bedrock of the strategy, within classroom teaching and targeted interventions.

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

Challenge	Detail of challenge
1.	**Attendance:** whilst the impact of our new attendance policy and approach 24-25, is having some positive impact to improve attendance levels for all and for those eligible for FSM – data still indicates that children who eligible for FSM still remain below national, at 93.2%, for their attendance and attend less well than their peers.
2.	**Emotional safety and well-being:** 1611 safeguarding incidents were reported last academic year, and this autumn term 327. Sept 2024- December 2025: 43 incidents reported are linked directly to mental health. These incidents are frequently linked to those pupils who are underserved. Therefore, these children require emotional and well-being support beyond those of their peers to enable them to feel safe and well and ready to access learning.
3.	**Pupil outcomes particularly in reading are impacting on children being secondary ready:** 24-25 data illustrates that children who are eligible for FSM attained significantly less well than their peers in Reading. 40% of children eligible for FSM attained expected reading standards at the end of Key Stage 2, compared to 70% of the cohort.
4.	**Being an effective communicator:** research informs us that there is a correlation between children's spoken language (oracy) and their academic outcomes, social and emotional development in school and beyond. 60% of youth offenders have communication difficulties, on entry to school disadvantaged children's spoken language is significantly lower that their children who do not experience those challenges. The attainment gap for our children eligible for free school meals and those that are not is significant.
5.	**Pupil outcomes in writing:** the attainment gap between those eligible for free school meals and their peers is significant at 20% difference**.**

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 attendance** of children eligible for FSM to national expectations	• Through further embedding our attendance policy to reduce the number of children with persistence absence • Reduce the number of children eligible for FSM arriving late for school
2. To achieve and sustain improved **emotional well- being** for children identified by teachers and professionals	• A school culture of high expectations for all, where there is shared responsibility to understanding children's lived experiences without unconscious bias. • Consistent and accurate early identification of children needing referral to the Pastoral team results in targeted intervention that positively impacts on pupils' well-being. • Effective graduated response for well-being and mental health • Staff recognise their role in delivering Sam's Entitlements • Children can articulate how the Entitlements have impacted upon their educational journey
3. Improve attainment in **reading outcomes**	• Effective reading programme for those who are entering KS2 not at expected levels of decoding and fluency in Y3 and Year 4 highlights the rapid catch up made • Teaching of reading throughout KS2 is effective including the use of early reading approaches • Use of targeted support enables those below expectations in each year to receive additional support to catch up. • Implementation of the reading programme – Ramsey Hub
4. Embed an **oracy curriculum** to better develop children's acquisition and application of language	• A clear progressive oracy curriculum embeds the children social, physical and cognitive aspects of oracy • Children, especially those experiencing disadvantage, learn to talk through learning to talk • Children eligible for FSM are equally engaged in all aspects of school life – social, emotional and academic
5. Improve attainment in **writing outcomes**	• The writing framework audits drive school improvement plans to impact positively on pupil writing outcomes • Children's acquisition of effective handwriting and spelling impact on their writing • Children are motivated and successful writers

Activity in this academic year: These detail 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: £ 105,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed our Federated approach for **quality first teaching**: • Continue to tighten our pedagogical approach, including a shared understanding and application of adaptations • Develop our assessment for learning processes further, so children learn more and remember more • Adopt the HET assessment platform DCpro, to ensure systematic diagnostic use of assessment informs teaching approaches and impacts on pupil progress	EEF Guidance: • Metacognition and self regulation • Teacher feedback to improve learning • The five a day approach to ensure high quality teaching Tom Sherrington's: Rosenshine Principles in Action EEF: time for staff to reflect on practises. Interactive training. Learn through observation, meaningful discussions and feedback	3,4,5
Continue to embed a high-quality reading offer that develops children's fluency in **reading**: • Develop teachers' knowledge and confidence in the teaching of reading including the use of phonics, decoding, segmenting, • Further embed the Little Wandle approaches - Grow the Code, segmenting, blending in Reading and across the curriculum • The use of assessment, gap analysis and data analysis swiftly identifies children off track and informs how planning is adapted to better support teaching • Embed reading strategies such as the use of prosody to support reading for understanding • Further develop our reading comprehension	EEF: Teaching and Learning Toolkit: phonics approaches have a strong evidence base that indicates a positive impact on accuracy or word reading and fluency, particularly for disadvantaged pupils. EEF: Literacy KS2	3
Develop an **oracy progressive curriculum** that supports children's oral language development: • Develop staff knowledge of the purpose and impact of the oracy Framework Embed whole school approaches that will support children's development of the **physical** aspects of oracy: • Turn to talk, nesting, think, nest, pair, share • Stand to talk	EEF: Teaching and Learning Toolkit: 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: Oral language interventions	4

Embed whole school approaches that will support children's development of the **social and emotional** aspects of oracy: • End and send – • Our daily gratitude Embed whole school approaches that develop children's ability to **learn about talk** and **learn through talk** within in the curriculum: • Sentence stems for example talk like a 'historian', • Sentence stems that support children's mathematical problem solving, including use of structured questioning • Talk tactics – pupils sharing though processes • Oracy across the wider curriculum – vocabulary • Oracy pieces linked with Golden Thread - Citizenship – collaborative activities where pupils can share their thought processes;	Voice 21 Impact Reports have shown that oracy education can lead to stronger oracy skills, better reding abilities, and improved vocabulary. EEF: Develop pupils' language capabilities Purposeful speaking and listening activities support pupils' language development. Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.	
Strengthen curriculum planning and teaching of writing through a shared understanding of the **Writing Framework**: • Further develop staff's understanding and knowledge of the teaching of writing through effective planning, use of assessment and application of skills • Develop teacher's knowledge how planning taught and applied in a sequenced way so that children can master the foundations of writing • Embed a regular and rigorous approach to the teaching and assessment of handwriting • Embed a regular and rigorous whole school approach to the teaching and assessment of spelling	The Writing Framework, 2025, DfE: Learning to write is one of the hardest challenges pupils face at school but it is vitally important: learning to speak, read and write well are crucial for children and young people's success in education, life and work. Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum, not just in English.	5
Embed **leadership** at every level: • Develop middle leaders to drive improvement and impact on pupil outcomes through an on-going high quality cpd programme, and a tailored professional development opportunity • HET core networks and conferences • Oracy conferences • Ramsgate Hub – Reading Comprehension and fluency • Year Leader development days and coaching sessions, professional development • Subject leaders, middle leaders and ECT development – mentoring coaching, professional development • HLTA training leaders • Staf cpd and INSET days	EEF Guidelines- Focus on Leadership to secure school Improvement: • Engage people so they can shape what happens while also providing overall direction • Unite people around what is being implemented, how it will be implemented, and why it matters • Reflect, monitor, and adapt to improve implementation.	3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £52,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same-day in-class targeted intervention • Pre-teach and keep-up approaches • Adaptive teaching to scaffold learners. • Effective feedback and assessment for learning approaches targeted for individual pupils	EEF Guidance: Positive impact is evident when feedback is delivered by the Class Teacher. Feedback is delivered when work is correct, to improve learning, rather than just identifying errors	3,4,5
Teacher-led targeted group teaching for pupils: **Y6** • Small group tuition with teacher • Foundational knowledge • Basic maths - calculation • Core subject small group support • Pupil conferencing **Y3-5:** • Teacher led start the day targeted pre-teach • Teacher and TA led targeted catch up groups supporting foundational knowledge in reading, phonics, handwriting, number fluency	EEF guidance: Small Group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. The average impact of small group tuition is +4mnths progress, over the course of a year. • Feedback (pupil conferencing) shows high effects on learning	2,3,4
Specific Reading, phonics intervention programmes led by both Teachers & TAs **Y3 & Y4:** • Targeted children who have not passed phonics screening access Little Wandle Catch up – 1 term • Targeted children who passed but not fluent access Little Wandle Fluency programme • Pre teach and daily reading for identified children, with matched reading book • PM Stars inclusive of precision teach approach, for those who have not made progress through Little Wandle programmes **Y5 & 6:** • Targeted fluency and comprehension strategies group and one to one	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers: decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. EEF recommendations: • Phonics has a positive impact overall (+5 months) as an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: See EEF • Reading comprehension strategies (+7months)	3,4,5

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

Budgeted cost: £ **52,926**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance: • Continue to embed the Attendance strategy, Policy and Graduated response • Strengthen distributive roles and responsibilities through clear processes and accountability • Continue to strengthen a consistent and aligned culture that supports pupils' emotional well-being e.g predictable routines, emotionally available adults, trauma informed approaches, meet and greet end and send • Early identification of barriers to attendance or punctuality, swift proactive actions put in place • Supporting children's emotional development – building explicitly through our PHSE curriculum, 5Rs	DfE: Working together to improve school attendance. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. If children are not in school, they will not be able to attend lessons and therefore make progress in their learning.	1
Extended school day: Breakfast Bagel Club: • Funded provision for targeted children who need pastoral support to come to school • Programme of emotional support to develop resilience, evaluative data Coral Club: wrap around club • Funded places for those that need well-being support	DfE: Working together to improve school attendance	1,2
Supporting pupils' social, emotional and behavioural needs: Embed 2 new senior roles – Personal Development and Behaviour and Inclusion lead: • Embed Federated Positive Behaviour Policy and approaches • Embed the stages beyond universal for our SEMH graduated response • Refine roles, systems for Inclusion Lead /Personal development & Behaviour lead / SENCO **Pastoral team:** • Pastoral team meet and greet on the gates • Daily pastoral sessions for identified children through pastoral referrals, safeguarding meetings, attendance support • 1:1 targeted support – triage systems following referral teacher/ parent/ carer • Think Bricks • Troopers (Military) • Shining Stars (Young Carers) • Meerkats (Social group) • Referrals to the food bank for specific families	EEF: • Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. • Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)	1,2,4

Additional teaching assistant support focused on social, emotional development: • HLTA SEMH children • Hamish & Milo • 6 weekly ELSA programmes • Start the day - meet and greet • Designated mentor (LAC) • Emotional available adults **Specialist support:** • School Family links with Early Help Hub • Educational Psychologist • PACE supervision • Parenting groups – school nurse • Mental Health team – (1:1 work & family information sessions, signposting) • Play Therapy, Counsellors • Mosaic • Peps and soft PEPs	Patti Wallace, Lead Advisor, University and College Counselling 2012 The main Impact of counselling was that students developed increased understanding and increased ability to cope. This then changed their Outlook to one which was more confident, more optimistic and more hopeful about the future.	
Extra-curricular activities: Individual musical tuition for targeted Y5 & Y6 pupils: • Drumming lessons • Guitar group lessons • Piano lessons • Access to 'Rock Steady' band work Targeted placement for fixtures and extra-curricular clubs: • Sports Coach – selection, feedback • In-house clubs – targeted places (netball, sports, gardening etc) Funding support to access extracurricular experiences: • Y6 residential • Additional trips • prioritised swimming lessons, to enable children to leave KS2 meeting the expected standard. Addditional funding to support children and families: • Vouchers for the holidays- £15 per child. • School uniform donations	EEF: • Physical activity - there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them Providing additional opportunities to participate and develop skills and talents beyond the curriculum. Addressing social equity – immersing children in other experiences that will support their social, emotional and oracy development.	1,2,4

Total budgeted cost: £211,707

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for strategy 2022-2025

<table>
<tr><th>INTENDED OUTCOMES:</th><th colspan="3">IMPACT</th></tr>
<tr><td rowspan="2">Children who are eligible for PPG have good attendance (at least national expectations), in particular children eligible for FSM</td><td>2023-2024
All: 93.6%
PPG: 91.5%
FSM: 90%
PA 16.6%</td><td>2024-2025
All: 94.8% (+0.8% from previous year)
PPG: 93.6%
FSM: 93.2% (+3.2% from previous year)
PA 14.7% (70ch)</td><td>2025- Autumn term
All: 95.5%
PPG: 93.2%
FSM:93.2%
PA: 16.1%</td></tr>
<tr><td colspan="3">The launch of new Attendance Policy, expectations, roles and responsibilities in September 2024. Positive impact is being made on all pupils including those eligible for FSM. This continues to be an area for improvement as roles, responsibilities have been reviewed.</td></tr>
<tr><td>Quality first teaching and effective targeted intervention enables children who have not met KS1 expectations in phonics and reading to attain age related expectations by the end KS2, in order to be ready for secondary education</td><td colspan="3">Ofsted Summer 2025:
"Everyone at Hamworthy Park Junior School wants every child to flourish. Pupils greatly benefit from a 'one school' experience across the Federation. They learn well because the curriculum in the junior school builds successfully on what pupils have learned in the infant school... The school's actions are having a positive impact on pupils' learning and well-being."
Most pupils learn well because work is matched to their individual starting points. The school has identified the strategies it wants teachers to use when delivering mathematics and reading curriculums. These are effective and used consistently across the school. The school has invested in developing staff subject knowledge in these subjects. This means teachers deliver the curriculum with accuracy and confidence. Pupils revisit knowledge to help them to build on previous learning. Staff make regular checks on learning. For example, checks are used to ensure pupils who have fallen behind in phonics are given the support they need. Consequently, in recent years, published outcomes in English and mathematics have improved.

<table>
<tr><th>KS2 outcomes24-25</th><th>READING</th><th>WRITING</th><th>MATHS</th></tr>
<tr><td>All children</td><td>71%
scaled score 103.6
(nat 75%)</td><td>70%
(nat 72%)</td><td>64%
scaled score 103.7
(nat 74%)</td></tr>
<tr><td>FSM (26 children)</td><td>46%
scaled score 100.2</td><td>50%</td><td>43%
scaled score 98</td></tr>
</table>

24-25 reading review identified that in lower Key Stage 2 the reading offer for those children who were not secure in phonics or fluency at the end of KS1 needed a targeted programme to enable children to catch up. The review has led to the school investing in the Little Wandle fluency reading programme. A clearer identification process has been established for those needing additional targeted support through a small group intervention programme. Where this programme does not impact on the learner to enable them to catch up, there is an additional assessment and pathway of support being established through PM stars.</td></tr>
</table>

Children and families are receiving support which impacts positively on their **well-being,** through accessing **enrichment activities** and **pastoral support** in school.	Teachers target children who are experiencing disadvantage for clubs, roles and responsibilities and additional experiences such as drumming lessons, guitars lessons, choir and Rock Steady. For extra musical tuition – 8 children experiencing disadvantage receive weekly guitar lessons and another 4 for drumming, whilst another 2 children received weekly piano lessons. In Year 6 every child has a key responsibility. These include: • House Captains • School Councillor – Treasurer, Chair and secretary • Librarians • Twin Sails Infant School & Nursery helpers – readers, play buddies and lunchtime • Computing Ambassadors • Eco- Committee members • Play Buddies and Sports Leaders • Art Ambassadors • Music Ambassadors • Assembly monitors • Lunch hall monitors Targeted holiday club places are paid for by the school – through CASA camp. Children may attend every day or a few days a week to develop physical and social skills. Troopers – pastoral support for Military children – to recognise and support them as they face additional challenges. Support provided with workshops, trips to the local area and lunchtime groups Pupil survey results 2024-2025: (score out of 5) • 4.3 enjoy the sports and physical activities offered at your schools • 4.6 pupils enjoy additional opportunities such as trips and outings
Good communication and support structures are in place, with **partnership working**, between school and external agencies which impacts on pupils' **wellbeing,** and their **mental health.**	The school have an experienced Pastoral team who work with a significant amount of children. The work can be a programme of support, ad hoc support when emotional or safeguarding incidents occur, or regular check ins following a change in circumstances where children are needing to talk about issues they face in school or outside. The school refer families and children to the Mental Health team, for 1:1 work or to join workshops on offer such as managing behaviour at home, routines and well-being.

	As a result: **2024-2025** The number of children and families who have been supported by the Pastoral team was 104 The number of children supported by Play Therapist for an extended programme was 5 children. **Currently in Autumn 2025:** The number of children and families who have been supported by the Pastoral team are 63 – of which 33 are eligible for FSM The number of children supported by Play Therapist are 2
Smooth **transitions** and targeted support enables **'in year'** access children, including forces children, to make at least expected progress.	The number of children, in 2025, who have joined the Junior school after the year of entry are currently: • Year 3 – 8 new this year who did not come through TSI&N, and 7 children who started in Y2 • Year 4 – 13 children new to KS2 – 9 of which eligible for FSM • Year 5 – 11 children joined in KS2 – 3 of which eligible for FSM • Year 6 - 22 children joined within KS2 – 10 of which are eligible for FSM • Induction onboarding form introduced to improve onboarding process are establishing and is an on-going area of work, as we see increasing numbers of turbulence • Referral and Triaging systems introduced and reviewed over this year. Referrals are discussed and the appropriate targeted support for each child needing attendance and / or pastoral is planned and provided. This is now scheduled every 3 weeks to update and prioritise the Pastoral team's focus of support • Termly pupil progress meetings are held with teaching teams and senior leaders to review and check in progress of new children, and target those who are off track

This details the impact that our pupil premium activity had on pupils in the academic year.

Service pupil premium funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our offer for Service pupils is now well embedded and driven by the pastoral team, under the management of the Deputy Headteacher. The Service action plan has been created with the pastoral team and SLT & thriving lives toolkit applied. Service pupils are actively engaged in various levels of support from the Pastoral team. These include the introduction of the Service Champion; regular Service groups, focused on team building activities and pastoral discussion/ support. Pupils have access to individualised or more regular pastoral support where necessary.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupils have experienced a range of activities and support from the Pastoral team across the year. This has enabled them to share experiences and build a team of support around them within school. Identified pupils have received more focused individual support tailored to meet their pastoral needs