

# Pupil premium strategy statement – Hatch Warren Junior School

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                                |
|--|-------------------------------------|
| Number of pupils in school   | 347                                 |
| Proportion (%) of pupil premium eligible pupils  | 28%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025-2026<br>2026-2027<br>2027-2028 |
| Date this statement was published  | December 2025                       |
| Date on which it will be reviewed  | September 2026                      |
| Statement authorised by  | L. Thomas                           |
| Pupil premium lead   | J. Hartley                          |
| Governor / Trustee lead  | J. Anderson                         |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £140,895 |
| Pupil premium funding carried forward from previous years<br>( <i>enter £0 if not applicable</i> )   | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £140,895 |

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimate objectives for disadvantaged pupils (pupil premium recipients)

- Close the attainment gap between disadvantaged pupils and their peers in reading, writing and mathematics so that disadvantaged pupils meet national expected standards and make strong progress towards greater depth.
- Improve language, communication and reading fluency so disadvantaged pupils can access the full curriculum with confidence.
- Increase attendance, punctuality and participation in enrichment so disadvantaged pupils maximise access to high-quality teaching and wider school opportunities.
- Improve pupils' social, emotional and mental health (SEMH), resilience and self-regulation so that pupils engage consistently with learning and school life.
- Strengthen parental engagement so that pupils are supported to make the most of the learning opportunities.
- Ensure inclusion: pupils with SEND who are disadvantaged receive timely, evidence-informed support and appropriate access to EHCP processes and resources.

How this strategy works towards those objectives

- We prioritise the DfE Menu of Approaches (Tier 1 High-Quality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies) and concentrate spending where evidence indicates greatest likely impact for our context (high SEND proportion with 22.2% on the SEND register, and 28% pupil premium).
- We combine whole-class improvements (quality first teaching, curriculum clarity, oracy and vocabulary development) with targeted small-group and one-to-one interventions and a programme of SEMH, attendance and parental-engagement work.
- Interventions and CPD are selected and sequenced according to evidence (primarily Education Endowment Foundation guidance) and tailored to Hatch Warren Junior School's needs: large SEND cohort (36 EHCPs) and identified barriers (language, parental engagement, attendance, SEMH, cultural capital).
- We set measurable, timebound success criteria and monitor impact termly; resources are adjusted based on outcomes; costs and impact are recorded to support accountability and future planning.

Key principles

- Evidence-led: every major activity is mapped to high-quality research (EEF guidance and Toolkit) and the DfE Menu of Approaches.
- Tiered and targeted: universal improvements first (Quality First Teaching & curriculum), then systematic targeted support (precision small-group/1:1 tuition; structured oral language and reading programmes), plus wider support (attendance, SEMH, parental engagement).

- Inclusion and SEND-aware: interventions are adapted for SEND; liaison with SEN team to secure appropriate funding and to use the EHCP process for children requiring higher-cost provision.
- Whole-school coherence: interventions align with the school vision (Inspire, Believe, Persevere, Achieve) and OFSTED 2025 framework priorities (safeguarding, inclusion, curriculum & teaching, achievement, attendance & behaviour, personal development, leadership & governance).
- Regular monitoring and evaluation termly by SLT and governing body Pupil Premium link governor.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Weak oral language, vocabulary and early reading comprehension leading to lower outcomes in reading and writing for disadvantaged pupils (e.g., Year 6 PP reading expected 55.6% vs non-PP 78.5%; combined R/W/M PP 50% vs non-PP 61.5%). Evidence base indicates oral language approaches produce significant gains for comprehension and disadvantaged pupils. <a href="#">EEF: Oral language interventions</a> . |
| 2                | Low parental engagement in learning, variable home support and limited access to reading material at home, limiting homework quality and engagement with enrichment. Parental engagement interventions can generate positive effects when well-designed. <a href="#">EEF: Parental engagement guidance report</a> .   |
| 3                | Poor attendance and punctuality for pupil premium pupils (PP attendance 91.82% vs non-PP 96.31%), reducing access to classroom learning and widening gaps. Evidence suggests tailored, communicative and diagnostic approaches are promising. <a href="#">EEF: Supporting school attendance</a> .   |
| 4                | High levels of SEMH needs impacting learning, self-confidence, resilience and behaviour; 22.2% on SEND register with a high number of EHCPs (36) including SEHM placements. SEL and targeted SEMH provision are likely to improve engagement, behaviour and attainment. <a href="#">EEF: Social and emotional learning</a> .  |
| 5                | Limited cultural capital and enrichment experiences (trips, extracurriculars) for many disadvantaged pupils leading to reduced background knowledge and lower engagement in curriculum topics. Enrichment can support engagement and wider outcomes when linked to curriculum. <a href="#">EEF: cultural learning and enrichment</a> .  |
| 6                | High proportion of SEND (22.2%) and complex needs (36 EHCPs) that interact with disadvantage—requiring tailored adaptations of teaching and interventions, and appropriate use of SEN funding and targeted TA deployment. (School data: 78 pupils on SEND register; 98 PP).   |

## 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 oral language, vocabulary and reading comprehension for disadvantaged pupils across years 3–6 | <ul style="list-style-type: none"> <li>- By end of the plan: increase % of PP pupils meeting expected standard in reading; measurable improvement in standardised reading (as measured by NFER) mean score gap vs non-PP reduced.</li> <li>- All teachers trained in consistent spoken vocabulary and oracy approaches; termly pupil voice and lesson sampling show oracy strategies in at least 80% of literacy lessons. Evidence baseline and termly progress measured. (Addresses Challenge 1) <a href="#">EEF: Oral language interventions</a>.</li> </ul> |
| 2. Strengthen parental engagement to support reading   | <ul style="list-style-type: none"> <li>- 30% of targeted PP families attend at least one school reading workshop.</li> </ul> (Addresses Challenge 2) <a href="#">EEF: Working with Parents to Support Learning</a> .   |
| 3. Improve attendance and punctuality for pupil premium pupils   | <ul style="list-style-type: none"> <li>- Reduce persistent absence among PP pupils by 50% within one year.</li> <li>- Increase average PP attendance from 91.82% to 95% by end of the plan.</li> <li>- Implement targeted communications and casework; track reduction in unauthorised absence. (Addresses Challenge 3) <a href="#">EEF: Supporting school attendance</a>.</li> </ul>  |
| 4. Improve pupils' SEMH, resilience and behaviour so pupils engage in learning                           | <ul style="list-style-type: none"> <li>- Improve staff knowledge about how Trick Box can support SEMH provision, increasing resilience, regulation and positive behaviour.</li> <li>- Reduction in behaviour incidents for PP pupils year-on-year.</li> <li>- Targeted SEMH interventions show individual progress in self-regulation goals (case-by-case).</li> </ul> (Addresses Challenge 4) <a href="#">EEF: SEL guidance</a>   |
| 5. Broaden cultural capital and enrichment participation for PP pupils                                   | <ul style="list-style-type: none"> <li>- All PP pupils are offered and 85% attend at least one funded enrichment/curricular trip or after-school club each term</li> <li>- Curriculum-linked enrichment planned and evaluated for pupil outcomes and engagement.</li> <li>- Targeted PP engagement yields improved motivation and curriculum recall.</li> </ul> (Addresses Challenge 5) <a href="#">EEF: cultural learning &amp; enrichment</a> .  |
| 6. Ensure SEND-disadvantaged pupils receive  | <ul style="list-style-type: none"> <li>- Robust costed provision maps completed and submitted to SEN team for potential funding recovery; -</li> </ul>   |

|   |   |
|---|---|
| appropriate, well-funded and effective SEND provision | <ul style="list-style-type: none"> <li>- For all SEND PP pupils, provision plans in place and reviewed half-termly.</li> <li>- EHCP requests and funding evidence improved: aim to secure additional funding where appropriate. (Addresses Challenge 6) (internal school data + liaison with LA SEN team).</li> </ul> |
|---|---|

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,534

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1. Strengthen systematic teaching of reading in KS2 (balanced approach): ensure phonics/decoding support for pupils who still need it; whole-class shared reading of high-quality texts to build background knowledge and comprehension; consistent formative assessment (NFER) to identify gaps and group teaching. CPD on reading instruction and assessment for teachers. | EEF – “Phonics & Early Literacy” (systematic phonics benefits decoding and older struggling readers) <a href="#">EEF: Phonics – mastering the basics of reading</a> ; EEF – “Early Literacy” guidance (interactive reading, sound-letter mapping) <a href="#">EEF: Early literacy</a> . | 1 & 6                         |
| 2. Strengthen teaching of maths in KS2, ensure mastering of curriculum so they are ready for the next stage; whole-class shared reading of high-quality texts to build background knowledge and comprehension; consistent formative assessment to identify gaps and group teaching. CPD on reading instruction and assessment for teachers.                                  | EEF – “Improving Mathematics in KS2 and 3”  |                               |
| 3. Professional development cycle: evidence-informed coaching for teachers (Rosenshine aligned practice), lesson study, peer coaching and targeted subject   | EEF evidence: effective professional development and focal CPD improves teacher practice and pupil outcomes (EEF PD guidance resources) [EEF:   | 1 & 6                         |

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| leadership time for maths and English leads.   | Effective professional development resources].   |       |
| 4. Targeted TA deployment strategy: TAs trained to deliver structured phonics and language links interventions and evidence-based tasks; clear delineation between TA-led targeted support and teacher-led instruction to protect high-quality classroom teaching. | EEF – “Making best use of teaching assistants” (training TAs to deliver structured interventions under teacher direction increases impact) [EEF: Making best use of teaching assistants — guidance]. | 1 & 6 |

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

Budgeted cost: £11,610

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| 5. Small-group tuition in reading and maths (groups of 2–4) for PP pupils below expected standard, focused on specific gaps identified via assessment; structured programmes of 10–12 weeks with progress monitoring. Where appropriate, 1:1 tuition for pupils with highest need. | EEF – “Small group tuition” (average impact +4 months; higher for very small groups/1:1) <a href="#">EEF: Small group tuition</a> ; EEF – “One to one tuition” (evidence of impact) [EEF: One to one tuition].              | 1 & 6                         |
| 6. Precision SEND interventions and assessment: deliver evidence-informed interventions for pupils with cognition & learning needs with clear progress measures and inclusion in costed provision maps to support EHCP funding recovery.   | EEF – “Improving Literacy in Key Stage 1 & KS2 guidance” and SEND-related EEF resources; Evidence on structured reading interventions for pupils with additional needs [EEF: Early literacy / Improving literacy guidance]. | 1 & 6                         |
| 7. Peer tutoring and structured reciprocal reading within classes for Year 3–6: planned peer-pairing and teacher modelling to consolidate comprehension and fluency; monitored for effectiveness and equity.   | EEF – “Peer tutoring” and classroom-based approaches (peer-assisted learning strategies can be effective if structured) [EEF: Small group and peer tutoring summaries].   | 1 & 6                         |

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

Budgeted cost: £111,122

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 8. Whole-school Social and Emotional Learning (SEL) curriculum plus targeted SEMH small groups (e.g., 6–8 week programmes) and bespoke 1:1 counselling where needed. Train staff and allocate SEMH lead.  | EEF – “Social and emotional learning” (average impact +3 months; best when embedded, with targeted support) <a href="#">EEF: Social and emotional learning</a> .   | 4                             |
| 9. Tiered attendance strategy: build holistic understanding of families (attendance plans, early intervention), personalised parental communications (text reminders, attendance summaries), attendance casework for persistent absence (PA), and targeted incentives (attendance certificates, breakfast support). | EEF – “Supporting school attendance” (evidence-informed themes: build holistic understanding, effective communication, targeted interventions; personalised parental messages show promise) <a href="#">EEF: Supporting school attendance</a>  | 3                             |
| 10. Free toast club and funded school trips + curriculum-linked enrichment, priority funded places for PP pupils; ensure enrichment is explicitly linked to curriculum knowledge to build cultural capital.   | EEF / RSA partnership and evidence on cultural learning and enrichment (evidence emerging; case studies show positive gains when activities are curriculum-linked; Children’s University evaluation shows attainment gains) <a href="#">EEF: New partnership to test cultural learning</a> . | 5                             |
| 11. Parental engagement programme: working-with-parents plan including short workshops, coffee support mornings, practical take-home packs, targeted family learning for identified cohorts. Monitor parent participation and pupil outcomes.   | EEF – “Working with Parents to Support Children’s Learning” guidance (parental engagement +4 months when implemented carefully; personalised messaging shows promise) <a href="#">EEF: Working with Parents to Support Learning</a> .  | 2 & 3                         |
| 12. Targeted SEMH pastoral support and transition work for vulnerable PP pupils and EHCPs: nurture-style small groups, bespoke timetabled sessions for pupils with SEHM EHCPs, structured reintegration / graduated mainstreaming plans   | EEF / UCL scoping review on SEMH provision & EEF SEL guidance (evidence supports structured small group interventions and nurture approaches where adapted and monitored) <a href="#">EEF: SEL guidance</a> ;  | 4 & 6                         |

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| and stronger joint working with the LA SEN team for funding recovery.  |  |          |
| 13. Remove barriers to participation: subsidise uniform, trips, music tuition and provide resources for PP families; monitor uptake and link to attendance/engagement metrics. | EEF – supporting school attendance and parental engagement guidance suggests reducing practical barriers supports access and engagement [EEF: Supporting school attendance; Working with Parents]. | 2, 3 & 5 |
| 14. Pupil leadership and peer support to build resilience, belonging and attendance; evaluate impact via behaviour/attendance metrics.   | EEF evidence on mentoring and wider strategies (some promising evidence when mentoring is well targeted and monitored) [EEF: Attendance evidence brief and mentoring references].                  | 3, 4 & 5 |

**Total budgeted cost: £137,266**

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| <b>Programme</b>         | <b>Provider</b>        |
|--------------------------|------------------------|
| Phonics – Read Write Inc | Ruth Miskin Training   |
| Language Links           | Speech Link Multimedia |
| Trick Box                | Trick Box Ltd          |
| Thrive                   | Thrive Approach        |