

Pupil premium strategy statement – Haddenham Community Junior School

This statement details our school's use of pupil premium (and recovery 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	359
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers	2024/25 - 2025/26
Date this statement was published	19.12.2024
Date on which it will be reviewed	1th November 2026
Statement authorised by	Andy Leach
Pupil premium lead	Claire McMahon
Governor / Trustee lead	Marjorie Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75, 350
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£75, 350

Part A: Pupil premium strategy plan

Statement of intent

Haddenham Community Junior School is fully committed to helping all our pupils reach their full potential irrespective of their background or economic status. We have a well-established culture in our school where all children can experience a broad and balanced curriculum which has high quality teaching at its heart. Our engaging curriculum caters for all learners and is enriched with broad cultural experiences and exciting topics. The overarching intention of our school is to ensure all our pupils achieve well and attain their full potential. We aim to ensure they are both challenged and supported throughout their learning journey. As outlined by the EEF we recognise that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students. As such, we maintain that by holding quality teaching and learning in high regard and supporting the most disadvantaged pupils in a targeted and bespoke manner, we can raise the attainment of all learners. We plan motivating and relevant topics and themes with a wide range of cultural influences.

Every child is an individual and each has their own complexities and barriers to learning; as a result, our staff carefully consider each young person's needs individually, tailoring their approach and support as appropriate. Approaches and support may be financial, behavioural, academic, social & emotional, pastoral and wider support for the family. These complexities and barriers are interrelated and interdependent and they feed into the challenges that we have outlined below in the next section of this strategy plan.

The ethos at Haddenham Community Junior School has values at its core. We are committed to enabling **all** children to thrive emotionally, intellectually, physically, socially and spiritually. Our four core values: respect, resilience, empathy and reflection are the foundation stones to achieve this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Ensuring the consistency of 'Quality First Teaching'</p> <p>We believe that the behaviour and practice of the classroom teacher has the greatest impact on the academic and social outcomes of all children, particularly those living with disadvantage and/or SEND</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every one of our teachers is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>
2	<p>The Attainment gap</p> <p>Our disadvantaged pupils are not attaining or progressing as well as their peers. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Our challenge is to consider how classroom teachers and teaching assistants can better provide targeted academic support, particularly by linking interventions such as structured small group work, pre-teaching sessions or individual provision/tutoring to general classroom teaching and the curriculum</p>

3	<p>Improving pupils understanding of their own learning</p> <p>The Sutton Trust-EEF Teaching and Learning Toolkit—which summarises international evidence - rates 'metacognition and self-regulation' as a high impact, low cost approach to improving the attainment of disadvantaged learners.</p> <p>Many of our disadvantaged pupils lack metacognitive strategies, including how to plan, monitor, and evaluate their learning. Our challenge is develop and promote these strategies in our classrooms and in addition more explicitly teach pupils how to organise, and effectively manage, their learning independently</p>
4	<p>Increasing amount of Social, Emotional and Mental Health (SEMH) difficulties</p> <p>We have an increased number of pupils who find school challenging. These children are showing greater levels of anxiety and less independence than their peers - Disadvantaged pupils are overrepresented in this category and there is a noticeable decline in their communication skills and their levels of emotional resilience. Of our Pupils with SEND, 38.5% have a primary need of SEMH. This is our school's highest area of need.</p>
5	<p>Increasing number of children presenting with Speech, Language and Communication needs.</p> <p>Research shows that children from disadvantaged backgrounds face significantly higher risk of speech and language delays with some children starting school with underdeveloped communication skills, impacting their ability to learn, reason, and socialize. Of our pupils with SEND, 28.8% have a primary need of Speech, Language and Communication (SLCN). This is our school's second highest area of need.</p> <p>Evidence also suggests that children with identified SEMH needs may also have underlying Speech, Language and Communication Needs.</p>
6	<p>Increasing number of families in poverty</p> <p>(across the UK and locally) There continues to be an increasing number of families in poverty .There is a high correlation between children who live in poverty with persistently challenging family circumstances and identified SEND needs</p> <p>This increase has been seen and felt at our school with significant impacts on many disadvantaged families as a result. Our challenge is to ensure all children at HCJS can thrive and learn and to ensure that no child is held back because of poverty.</p>
7	<p>Attendance</p> <p>Our data indicates that school attendance among disadvantaged pupils continues to be lower than those of non-disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in READING and/or PHONICS	PP children will 'close the gap' with their peers, but if still below, they will achieve closer to Age Related Expectations. This will be addressed and measured by data (x3 per year) in Arbor, Pupil Progress Meetings (to be held in January and April 2026) and regular phonics assessments. Interventions, including small group phonics are then organised and monitored by teachers where deemed appropriate
For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in WRITING	PP children will 'close the gap' with their peers and if below, achieve closer to ARE. This will be addressed and measured by data (x3 per year) in Arbor and Pupil Progress. Interventions, including targeted handwriting interventions, are then organised and monitored by teachers where deemed appropriate
For as many PP pupils as possible to reach Age Related Expectations and show good levels of progress in MATHS	PP children will 'close the gap' with their peers and if below, achieve closer to ARE. This will be addressed and measured by data (x3 per year) in Arbor and Pupil Progress Meetings (to be held in January and April 2026).. Interventions, including pre-teaching and Success at Arithmetic and then organised and monitored by teachers where deemed appropriate.
To improve wellbeing at HCJS by giving our pupils the voice and the power to make a difference to their school	Children are given the platform to express what would make a difference to them - and given the ability to talk openly about how they feel they could improve their school environment.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over the duration of this strategy plan, we aim to build teacher knowledge and pedagogical expertise, strengthen curriculum development, and improve the purposeful use of assessment. We will do this through the selection of high quality curriculum materials and an investment in the use of standardised assessments and diagnostic tools.	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, <i>particularly for socio-economically disadvantaged students.</i></p> <p>The EEF Teaching and Learning Toolkit and guidance reports summarise a great deal of this evidence across a variety of teaching and learning approaches, and we use these resources to make informed decisions when selecting curriculum resources and approaches.</p> <p>Our primary focus in this academic year (On this challenge) is to improve adaptations to teaching so all pupils can fully access our curriculum - To this end we have adopted the EEF '5 a day' adaptive teaching approach which is proven to meet the needs of ALL learners, particularly those with disadvantage (includes SEND)</p>	CH1 CH3

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

Budgeted cost: £16,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the Little Wandle letters and sounds phonics programme	The EEF has produced research which demonstrates that disadvantaged pupils typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of instruction and the intensive support provided. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	CH2 CH3

<p>Handwriting intervention:</p> <p>Across Y3-Y6 children are given small, focussed group interventions to improve their fine motor skills and handwriting. As a school we follow the Letterjoin handwriting scheme which sequences learning and provides interactive resources</p>	<p>Handwriting takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing.</p> <p>Additionally, studies show that poor handwriting can bias readers' judgements of writing composition in a text, which may lead to lower marks</p>	<p>CH2 CH3</p>
<p>Success @ Arithmetic: Small focused groups of targeted children to raise attainment and achievement in numeracy. Training of more staff in this intervention is planned for the forthcoming year.</p>	<p>Over 13,000 pupils have been supported by Success@Arithmetic in 2,000 schools. They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.</p>	<p>CH1 CH2 CH3 CH4</p>
<p>Speech, Language and Communication initiatives (To include Elklan training to become an accredited Communication Friendly Setting and initiatives to develop Oracy)</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Oral language approaches have a high impact (up to 6 months) on pupil outcomes. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</p>	<p>CH2 CH5</p>

Wider strategies (for example, related to attendance, behaviour, communication, social, emotional and mental health, and wellbeing)

Budgeted cost: £55,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As part of our redeployment or our teaching support staff, we have created several new roles focused on wider strategies to improve wellbeing: including Pastoral & Health and Wellbeing Assistants & a Family Links Coordinator</p>	<p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. Our staff will be trained to support pupils develop independence and ownership of tasks through pastoral support which helps overcome social and emotional barriers to learning. As Maslow points out in his 'Hierarchy of Need', for children to access higher level thinking, their basic needs must be met. Below are summaries of evidence based interventions that will be delivered to achieve this.</p>	<p>CH2 CH3 CH4 CH5 CH7</p>

Forest School provision and Forest School training for additional pastoral staff	A 2019 study showed that children's academic attainment, social development, and emotional well-being increased because of Forest School , and did well in comparison to peers who didn't participate.	
Nurture Group	Improves bonds and friendships within school. Anxiety reduction and an opportunity to speak out about worries. Nurture groups such as this, are designed to address the social and emotional needs that can hamper pupils' learning. So, as well as providing academic teaching, the group is designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving.	
Zones of Regulation (whole school approach and targeted intervention groups)	Zones of Regulation is a framework designed to help children understand and manage their emotions, sensory needs, and impulses in a structured way. It groups emotional states and energy levels into four colored zones, teaching self-regulation strategies and emotional awareness.	
Lego based Therapy	Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations	
Draw and Talk	Draw and Talk Therapy is a low-cost, early intervention therapeutic approach designed to support children and young people experiencing emotional distress, anxiety, or behavioral difficulties. It uses drawing as a medium to help children express and process their feelings in a safe and non-judgmental environment.	
Tree of Life	The Tree of Life intervention, a narrative therapy tool, significantly improves self-confidence, resilience, and social skills in vulnerable children by helping them creatively map their history (roots), strengths (trunk), important people (leaves), and dreams (branches). Its impact includes increased self-esteem, better communication, positive behavior, and stronger identity,	

As part of our redeployment or our teaching support staff, we have created specialist roles to support children with identified SEND. This includes Speech and Language and Occupational Therapy Teaching Assistants.	48.2% of HCJS pupils who were identified as disadvantaged also have an identified Special Educational Need. As a setting our highest areas of need are Social, Emotional and Mental health and Speech, Language and Communication. Early identification and support - including advice on universal provision and adaptation - benefits all children, but especially those with disadvantage and/or SEND. Below are examples of these specialist roles and support carried out.	CH1 CH2 CH3 CH4 CH5
A Speech and Language Teaching Assistant delivers 1:1 speech and language support, with support from the Therapies team and the Specialist Teaching team (as outlined on EHCPs and learning support plans). We also deliver Talkabout , a Social Communication skills package, for teaching skills such as active listening, understanding body language, turn taking and assertiveness.	Direct support from the Therapies team is delivered to a decreasing number of children with the highest need. Cascading specialist support through a link SALT Therapist and a dedicated teaching assistant who can access ongoing training, webinars and direct support has the capacity of reaching a larger number of children within our setting.	CH2 CH5
Junior Speech Link programme	Junior Language link has been developed to screen children in Year 3 to identify if a referral might be needed to the Speech and Language Therapies team or if the need can be met by a school based programme. Resources are then provided once identification of need has been carried out. It is estimated that 50% of children with social, emotional and mental health needs have underlying language difficulties and associated behavioural challenges and early identification and support seeks to address this.	CH4 CH5
Our Occupational Therapy Teaching assistant delivers 1:1 Occupational support, with support from the Therapies Team and the Specialist Teaching Team. She also oversees the availability of regulation and sensory resources in classrooms, delivers the Zones of Regulation	Direct support from the Therapies team is delivered to a decreasing number of children with the highest need. Cascading specialist support through a link OT Therapist and a dedicated teaching assistant who can access ongoing training, webinars and direct support has the capacity of reaching a larger number of children within our setting.	CH2 CH4
School trips (Enrichment opportunity to visit places they may not be able to attend or access without school funding support).	While it is possible to learn some basic concepts in class, there is no substitute for real experience in the wider world. School trips provide a great opportunity for pupils to gain such experience, develop cultural capital and face a range of challenges that can contribute significantly to their personal development.	CH2 CH4 CH6 CH7
Hot Dinners for Ever-6 Children	Help with nutrition and nourishment leads to Improved attendance and physical well being.	CH2 CH4 CH5

Breakfast Club Provision	Nutrition for vulnerable children and those who need a gentle start to the school day, improving attendance. Food poverty - particularly relating to children's access to food - has been more widely discussed recently, with the emergence of national campaigns to tackle the issue. According to a government study, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have a positive impact on pupils' ability to concentrate and pupils who have eaten breakfast are better regulated and more ready to learn	CH6 CH7
After school extra-curricular clubs and activities	Enrichment opportunity to visit places they may not be able to attend or access without school funding support.	CH2 CH4 CH6
School uniform	Support for parents for school uniform purchasing.	CH4 CH6 CH7
Subscription to Provision Map software	To better track and assess the attainment and achievements of our SEND and PP children. This PM software allows us to create, log, alter and store all SEND and PP children's personalised plans which will greatly improve our internal communication	CH1 CH2 CH4 CH5

Total budgeted cost: £75,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are still seeing long term (social and economic) trends which disproportionately impact our disadvantaged pupils in line with the national picture.

In general, 48.2% of HCJS pupils who were identified as disadvantaged also have an identified Special Educational Need.

Reading:

At the end of the 2024/25 academic year:

Across the whole school, 21 out of 58 PP children achieved age-related expectations or above in reading (teacher assessment) (36.2%) compared to 245 out of 298 children (82.2%) of non-PP.

% PP achieving EXP+ % non PP achieving EXP+

Combined 3/4/5&6 36.2% (of 58 children) 82.2% (of 298 children)

Year 3 0% (of 8 children) 72% (of 75 children)

Year 4 36.8% (of 19 children) 84.5 % (of 71 children)

Year 5 47.3% (of 19 children) 84.9% (of 73 children)

Year 6 41.6% (of 12 children) 87.3% (of 69 children)

Although both published and our own internal data demonstrates a disparity between attainment of our disadvantaged children and our non-disadvantaged pupils in reading, our own data from individual interventions, particularly phonics, shows excellent progress.

Our data shows that disadvantaged pupils that enter our school in Year 3 are quickly identified as needing additional support and intervention. For example, 36% of Year 3 children identified as needing Phonics intervention were disadvantaged. Equally, 88% of disadvantaged Year 3 children were identified as needing a Phonics intervention. 30% of Year 3 children needing additional intensive weekly 1:1 reading practice were disadvantaged. 89% of disadvantaged Year 3 children made better than expected progress in at least one of the core subject areas of Reading, Writing or Maths.

Within Year 6, 33% of children needing daily 1:1 reading practice were identified as disadvantaged and 57% of children needing intensive weekly 1:1 reading practice were disadvantaged. 22% of all Year 6 children taking part in Nussy Reading and Spelling (and thus screened as having dyslexic tendencies) were also disadvantaged.

25% of disadvantaged children in Year 6 achieved the standard in the end of KS2 Reading Assessment. Additionally, 25% of disadvantaged children achieved better than expected progress and 100% of disadvantaged children achieved expected or better progress in reading by the end of Year 6.

75% of all disadvantaged children in Year 6 also had either an identified SEN or were on our SEN monitoring list.

Writing: Across the whole school, 11 out of 58 PP children achieved EXP+ (18.9%) in writing compared to 215 out of 298 (72.1%) of non-PP.

% PP achieving EXP+ % non PP achieving EXP+

Combined 3/4/5/6 18.9% (of 58 children) 72.1.% (of 298 children)

Year 3 0% (of 8 children) 72% (of 75 children)

Year 4 21% (of 19 children) 76% (of 71 children)

Year 5 26.3% (of 19 children) 65.7% (of 73 children)

Year 6 16.6% (of 12 children) 74.6% (of 79 children)

Although the data demonstrates a disparity between attainment of our disadvantaged children and our

non-disadvantaged pupils in writing, teacher assessment of pupils attending pupil premium funded interventions report improvements in writing from their identified baseline, both in the interventions and in the classroom.

89% of disadvantaged Year 3 children made better than expected progress in at least one of the core subject areas of Reading, Writing or Maths with 22% of disadvantaged **Year 3** children achieving better than expected progress in writing.

Additionally, 25% of disadvantaged children achieved better than expected progress and 100% of disadvantaged children achieved expected or better progress in reading by the end of Year 6.

41% of all disadvantaged children achieved better than expected progress and 83% of all disadvantaged children achieved expected or better progress in writing by the end of **Year 6**.

75% of all disadvantaged children in Year 6 also had either an identified SEN or were on our SEN monitoring list.

Maths:

Across the whole school, 17 out of 58 (30.3%) PP children achieved EXP+ in maths compared to 236 out of 298 (79.1%) non-PP.

MATHS % PP achieving EXP+ % non PP achieving EXP+
Combined 3/4/5/6 30.3% (of 56 children) 79.1% (of 311 children)
Year 3 25 % (2 of 8 children) 78.6% (59 of 75 children)
Year 4 36.8% (7 of 19 children) 87.3% (62 of 71 children)
Year 5 31.5% (6 of 19 children) 72.6% (53 of 73 children)
Year 6 - 16.6% (2 of 12 children) - 78.4% (62 of 79 children)

Although the data demonstrates a disparity between the attainment of our disadvantaged children and our non-disadvantaged pupils in maths, the individual maths interventions show good progress from individual baselines. Teachers report increased confidence and active participation in lessons from identified learners.

Of the children in receipt of pupil premium in Year 4 that undertook the maths pre-teach intervention, 100% of them achieved expected or better progress in maths at the end of Year 4

In Year 5 selected children participate in the Success at Arithmetic intervention. 28.5% of these children were disadvantaged. 100% of this group achieved expected or better progress in maths by the end of Year 5.

In Year 6, 91.6% of disadvantaged children achieved expected or better progress in maths by the end of Key Stage 2.

Attendance

We recognise that low attendance is a barrier to attainment, particularly for already disadvantaged pupils. Removing barriers to attendance was a significant focus in 24/25 (and remains so in 2025/26). To that end, our Family Links Worker, Health and Wellbeing TA, SENCO and SEN administrator worked closely together to monitor attendance, aiming to maintain communication and build relationships with disadvantaged families. Our Family Links worker liaises directly with the Attendance Team, the School Transport and The Gypsy, Roma and Traveller (GRT) at County in an attempt to remove barriers to attendance.

The SENCO continues to work under the supervision of the Educational Psychologist team at County to manage children with identified EBSNA. Again, this is proving to be successful in removing the emotional barriers to children's attendance and reintegrating these children to near full time timetables. We offer a 'soft start' to a number of children within the setting, who can access either Breakfast Club or The Nest. These provisions are staffed by our Inclusion Team and Our Welfare Assistant. Both provisions are designed to support children who experience anxiety in either separating from a parent or transitioning to school, thus removing these barriers to lateness or attendance.

Pastoral Support and the Inclusion Team

We recognise the impact that both the Covid 19 pandemic and the cost of living crisis have had on children's social, emotional and mental health, learning behaviours and also attendance. To this end, we continue to focus on removing these barriers and developing relationships with families. We have continued to develop high quality pastoral support at HCJS, with the development of an active Inclusion Team. The team includes the Inclusion Lead, specialist teaching assistants, the Health and Wellbeing Teaching Assistant, the Welfare Assistant and the Family Links worker. Members of our Inclusion Team deliver planned and responsive support to children struggling to access learning. The Team meets regularly to share information, pool resources and plan support.

Our wide ranging pastoral interventions support emotional regulation and increased pupil wellbeing to enable pupils to access learning. They also act as a 'pull factor' for school attendance. In 2024/5, teacher observations noted increased appropriate pupil interactions, emotional regulation and resilience.

At the three quarter point in the delivery of this strategy plan, we are on target to achieve the outcomes outlined in Section A of this document, the gap appears to be slow to close (between disadvantage pupils and their peers) but preliminary assessment data from the current academic year (24//25) suggests that it is continuing to narrow over time - data from phonics and intervention programmes in particular shows that even if a larger than desired percentage of disadvantaged pupils are not reaching expectations - progress towards those expectations has accelerated.

Externally provided programmes

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

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A