

Pupil premium strategy statement – Howden 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	233
Proportion (%) of pupil premium eligible pupils	19.8% (46 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Claire Isitt Headteacher
Pupil premium lead	Gary Johnson
Governor / Trustee lead	Ian Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£68,875

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils and this is at the heart of everything we do at the school. The activities set out in this document are intended to support the needs of all children, regardless of whether they are disadvantaged or not. High quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. This is proven through evidence-based research to have the greatest impact on closing the disadvantage attainment gap and at the same time raises attainment for all children in our school. As part of this approach, it is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy responds to the common challenges and individual needs of the disadvantaged pupils in our school, whatever their starting points. It is based on thorough analysis and understanding of the challenges facing each pupil and evidence-based approaches to overcome them.

Principles

- All staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- Where a need is identified, action is taken quickly.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Our observations, assessments and discussions show that teaching is consistently good at our school. To ensure teaching and learning continues to remain at a high standard, teachers, including new teachers, will need continual professional development. Evidence based research needs to be used to ensure teaching and learning development remains a top priority, especially for those who are disadvantaged. We will continue this development working in collaboration with our multi-academy trust.
2	Through observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from the Infant school through to KS2 and are generally, more prevalent among our disadvantaged children than their peers.
3	As part of our curriculum development, we continually assess the offer from our school in terms of experiences. Our current work around the curriculum highlights the often-limited experiences and lack of opportunities at home, particularly for our disadvantaged pupils. This lack of real-life experience often leads to disadvantaged children not transferring learning into their long-term memories. This results in children being less able to recall and embed knowledge. Research, CPD and observations have led us to place a greater emphasis on retrieval skills
4	Sustain and improve wellbeing for all children, including those that are disadvantaged

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
All teachers and support staff have access to high quality and purposeful continual professional development.	• Through Professional Development reviews, training needs quickly identified. • Teachers will engage with Professional Quality Improvement framework to develop identified teaching practices. • All teachers to have access to Multi-academy trust CPD portal.

All children will develop oracy skills and enhanced vocabulary.	• Talk for Writing staff training day. • Knowledge organisers used to highlight key vocabulary. • Focus on oracy skills through new Talk for Writing units. • All children to have the opportunity to speak in front of an audience (Howden Minster, Assemblies, Performances, etc) • Accelerated Reader in place to accurately match reading books to reading ability. • Word reading certificates. • Read, Write, Inc and SALT interventions for identified children
Regardless of background, all children have access to a broad range of rich and varied experiences which will enhance their learning across the curriculum.	• Visitors and trips widen children's experiences. • Discounts or full payments to apply for trips, residential, music lessons, clubs after school, etc • Knowledge organisers used to highlight key vocabulary/dates/facts. • Pupil Voice opportunities through Smart School Council • Character Development through Trust-Wide initiatives • Regularly reviewed Growth Mindset targets in each classroom.
Sustain and improve wellbeing for all children, including those that are disadvantaged	• ELSA in place for children with specific needs. • ELEVATE programme • Zones of Regulation in use to support emotional wellbeing. • JIGSAW used across school to teach PSHE effectively. • Weekly MIND (Be Well) practitioner in place (one to one, group sessions) • Strong adult relationships • Relationships with families are positive and lead to strong partnerships to support learning. • Wellbeing ambassadors in place with training from MIND. • Partnerships with Early Help and NHS Mental Health support. • Attendance, safeguarding and inclusion team in place. • OPAL play embedded over lunchtimes.

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: £23,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Talk for Writing units including staff CPD	A key feature of Talk for Writing is that children internalise the language structures needed to write through 'talking the text'. There is research evidence that encouraging children to talk and collaborate during writing time improves final written outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?x-craft-live-preview	1,2
Continuous Professional Development.	EEF: The tiered model and menu of approaches. High quality staff CPD is essential following the EEF principles. This includes INSET days, Multi-academy trust CPD, Pupil progress meetings. Professional development reviews and subject reviews. All staff leading on subjects receive release time every half term. All staff have access to training through the NPQ programmes and East Riding training.	1,2,3
Yorkshire Ridings Maths Hub Focus Group	Mastery Maths Specialist to run professional development for all teachers across the school year on adapting White Rose Maths materials to ensure there is conceptual understanding. This will be informed by working with the Yorkshire Ridings Maths Hub. ECT training is also in place over the academic year 2025-2026 https://www.yorkshireridingsmathshub.co.uk/	1,3

	https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Read, Write, Inc for those children who failed phonic screening or are not on track. 1 x TA trained in delivering the programme	EEF: The tiered model and menu of approaches. Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading, with an average of an additional four month's progress. (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2,3
Speech and Language Therapy	Our children come into school with low speaking and listening skills. This is the foundation of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2,3
Additional Reading Support	Volunteers from the local community come in to read with children who are working towards the expected standards in Year 3 and Year 4.	2,3

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

Budgeted cost: £25,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provision of ELSA sessions and associated resources. 2 x ELSA support adults	EEF: The tiered model and menu of approaches EEF toolkit identifies social and emotional learning as having an identifiable and significant impact on attitudes to learning, social relationships in school and pupil progress. Elevate programme through East Riding Health and Wellbeing team. https://www.eastridinghealthandwellbeing.co.uk/	2,3,4
Support for attendance on day trips and residential visits. Support for attendance at extra-curricular events in school. Provision of equipment for learning at home, homework kits, PE kit and school uniform where appropriate.	EEF: The tiered model and menu of approaches. Cultural capital and literacy are well-researched concepts within education (see the work of E.D. Hirsch). Where pupils lack experience and capital, they struggle to access all aspects of the curriculum as they lack understanding to contextualise and/or deepen their learning. https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo There have been a number of reviews linking the benefits of participation in sport with academic benefits. Experience shows that, where children need to access remote learning, this is not possible unless they have the necessary equipment at home.	3, 4
Admin team to monitor closely and contact home quickly in the case of absence. Class teachers to record late arrivals and determine reason where possible. Attendance team to analyse data.	EEF: The tiered model and menu of approaches. This strategy has led to improvements in the attendance of disadvantaged pupils and we aim to maintain this. Understanding of individual circumstances and patterns in attendance have led to successful improvements. Internal data shows that ELSA involvement has played a key role in specific cases. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3, 4

ELSA liaison with parents and provision of appropriate support to get children into school.		
OPAL	OPAL will be rolled out to improve behaviour and wellbeing at breaktimes and lunchtimes. https://outdoorplayandlearning.org.uk/	2,3,4
De-escalation training for all staff. Outreach support for identified pupils with SEMH needs.	Working in collaboration with experts to support our most vulnerable children. This will be through CPD or 'shoulder to shoulder' support. https://thehubschool.org.uk/outreach-services/	1,4
Parental Involvement	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. SLT will hold parental meetings at the start of an academic year to set out expectations of learning. Headteacher 'surgery' to provide opportunities for parents to share any feedback. Annual parent meeting with disadvantaged families to check in and see how best to support their children. Two yearly parent evenings. Subject parent workshops. Establishment of a new PTA. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://www.facebook.com/groups/2248805592246192/	3,4

Total budgeted cost: £68,875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Low starting points for 2022/23 Year 3 cohort.

Aims:

Changes made to the curriculum to ensure gaps are closed. More adult support allocated to allow blended maths learning and an increased number of phonics groups.

Outcomes:

57% of PP children achieved expected standard in Reading by the end of Year 5 (88% made expected or better progress from 2023/2024 to 2024/2025)

25% of PP children achieved expected standard in Writing by the end of Year 5 (81% made expected or better progress from 2023/2024 to 2024/2025)

52% of PP children achieved expected standard in Maths by the end of Year 5 (69% made expected or better progress from 2023/2024 to 2024/2025)

To sustain and improve emotional and mental wellbeing for all pupils including those that are disadvantaged

Aims:

Ensure children are supported with their mental health through ELSA sessions. All children know their trusted adults. Children can access a MIND practitioner within school if needed.

Outcomes:

Two fully trained ELSAs in school running programmes (Lego and Art therapy and Elevate)

Inclusion team meets weekly to discuss and plan for most vulnerable pupils. This ensures children and their families are identified and support put in place quickly. Parent survey in 2025 shows a 100% agree or strongly agree that their child is happy in school.

MIND practitioner delivering whole class, group and individual sessions to meet mental health and wellbeing needs. Our practitioner has developed strong relationships with staff and children to enable meaningful support to be provided.

Children's cultural capital is raised, including children who are disadvantaged.

Aims:

To improve our personal development opportunities to provide more experiences to support with transferrable learning.

Outcomes:

Visitors, trips and events organised to widen children's experiences resulting in cultural capital being raised.

Payment of educational visits, residentials, clubs after school etc, offered to children who are disadvantaged which removes barriers. Parent survey in 2025 shows an 88.6% agree or strongly agree that the school supports their child's wider personal development.

Smart School Council introduced as a way to capture the voices of all children. This provides children with the opportunity to provide an opinion and offer feedback on school wide initiatives.

To improve attendance and punctuality for all pupils including those that are disadvantaged.

Aims:

Ensure learning opportunities are not missed by encouraging high attendance and punctuality.

Outcomes:

School attendance is always in line or above National averages. Attendance for those in receipt of Pupil Premium rose from 91.97% in 2023/2024 to 93.9% in 2024/2025.

Inclusion and attendance team carefully monitor all children's attendance and support from EWO is in place.

Daily 'Meet and Greet' with SLT and ELSA at the outside and inside school gates has improved relationships with all families.

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.

Programme	Provider
White Rose Maths	White Rose Education
Read, Write, Inc	OUP
OPAL	OPAL

Talk for Writing	Talk4Writing
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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
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.