

# Pupil premium strategy statement – Hyrstmount Junior School

This statement details our school's use of pupil premium funding for the 2024-2025 academic year, 2025-2026 academic year and 2026-2027 academic year 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
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	28% (71/255)
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> )	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matthew Leach
Pupil premium lead	Victoria Julien
Governor / Trustee lead	Nafeesa Talib

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£108,680

# 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 high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as their stage in the acquisition of English, their self-regard as a learner and their attendance in school.

High quality teaching is at the core of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit **all** pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations for what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment for disadvantaged pupils was below that of non-disadvantaged pupils in reading, writing and maths.</b></p> <p>The most recent end of Key Stage data from the academic year 2024-25 has shown that disadvantaged children are being outperformed by their non-disadvantaged peers across reading (100.8 / 102.4 – SS) writing (99.5/101.5 – SS)% and maths (99.9/104.6 –SS). Furthermore, disadvantaged children's reading comprehension and understanding of vocabulary is a barrier to</p>

	achievement that the school is determined to address through the pupil premium strategy and the School Improvement Plan.
2	<p><b>A large proportion of our disadvantaged pupils hold English as an Additional Language (EAL).</b></p> <p>Due to this, these children have greater difficulty accessing the curriculum which negatively impacts their development as a learner. The ability for parents to be able to provide academic support at home is sometimes limited. There are currently 13 different home languages spoken by the learners.</p>
3	<p><b>Some learners have SEMH difficulties which impacts on their progress.</b></p> <p>Staff concerns recorded via CPOMs, observations and discussions with pupils have identified social and emotional issues for some pupils due to lack of enrichment activities available, poor self-esteem and belief as a learner. These challenges particularly impact on disadvantaged pupils. In addition to this, one learner is a LAC which has had an impact on SEMH.</p>
4	<p><b>Disadvantaged learners have poorer attendance compared to non-disadvantaged learners.</b></p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than that of non-disadvantaged pupils (93.9% / 91.5%). This gap has closed by 3.8% based on 2023/24 data. A higher proportion of disadvantaged children are considered to be persistent absentees (15.66% / 18.52% - without R code). Lower attendance is known to impact on learner attainment. Attendance for disadvantaged learners at Hyrstmount is lower than disadvantaged learners nationally.</p>
5	<p><b>Approximately 22% of disadvantaged pupils have a Special Educational Need / Disability (SEND).</b></p> <p>Having a SEN/D also means that children face further difficulties accessing the curriculum. Of the children who are both classed as disadvantaged and having SEN/D, communication and interaction and cognition and learning are the difficulties the majority face.</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
Improved reading attainment among disadvantaged pupils at the end of KS2	<p>Disadvantaged learners achieve in line with or better than non-disadvantaged learners in school in reading.</p> <p>Disadvantaged learners will achieve in line with or better than other disadvantaged learners nationally in reading.</p>

Improved writing attainment among disadvantaged pupils at the end of KS2	<p>Disadvantaged learners achieve in line with or better than non-disadvantaged learners in school in writing.</p> <p>Disadvantaged learners will achieve in line with or better than other disadvantaged learners nationally in writing.</p>
Improved maths attainment among disadvantaged pupils at the end of KS2	<p>Disadvantaged learners achieve in line with or better than non-disadvantaged learners in school in maths.</p> <p>Disadvantaged learners will achieve in line with or better than other disadvantaged learners nationally in maths.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• quantitative data from student wellbeing questionnaire demonstrates impact</li> <li>• improved baseline scores from mentor sessions</li> <li>• reduced incidents of 'cause for concern' recorded on CPOMS regarding pupils' wellbeing</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Parental surveys demonstrate the positive impact of the school's provision on disadvantaged learners' well-being and happiness at school</li> </ul>
To achieve and sustain improved attendance for all, particularly for disadvantaged pupils	<p>Sustained high attendance from 2025 / 26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Overall attendance for disadvantaged pupils to improve from 91.5% (2024/25) to close to the national figure (94.76 in 2024/25).</li> <li>• The percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being no more than 1% higher than their peers</li> <li>• Individual case studies showing improvements to the attendance of disadvantaged learners whose attendance had previously been a concern</li> </ul>



## 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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improve children's use and understanding of vocabulary through school improvement initiatives, staff CPD and coaching</b></p>	<p>-On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (in reading and 1 month in maths), EEF, July 2021.</p> <p>-Whilst End of Key Stage Question Level Analysis of the 2024 reading tests shows that children's understanding of vocabulary and inferential skills has improved so that it is in line with national data, whole school data and monitoring indicates that for disadvantaged children these aspects of their learning need continued focus if they are to attain well.</p> <p>- EEF research demonstrates the positive impact of high quality staff CPD and coaching on the quality of teaching and learning for all pupils, including disadvantaged learners</p>	<p>1, 2</p>
<p><b>Reading Fluency</b> Staff CPD, coaching and purchasing of materials, leadership release time</p>	<p>Learners will have access to a larger number of high quality texts and the opportunity to practise reading fluently in a whole class, small group and individual basis.</p> <p>School monitoring has shown that a lack of fluency can be a barrier for success in reading.</p> <p>'Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with <b>decoding words</b>, understanding the structure of the language used, or <b>understanding particular vocabulary</b>, which may be subject-specific.'</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 5</p>
<p><b>Reading comprehension</b> – Staff CPD and coaching linked to current research, leadership release time</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1,2,5</p>
<p><b>Purchase standardised diagnostic</b></p>	<p>CPD and training for staff to ensure assessments and data analyses are administered and interpreted correctly. When used effectively, diagnostic assessments can indicate areas for</p>	<p>1,2,5</p>

<p><b>assessments and developed use of PIXL to support assessment.</b></p>	<p>development for individual learners, or across classes and year groups  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/new/s/Diagnostic_Assessment_Tool.pdf?v=1697619973?">https://d2tic4wvo1iusb.cloudfront.net/production/documents/new/s/Diagnostic_Assessment_Tool.pdf?v=1697619973?</a></p>	
<p><b>CPD for Teaching Assistants</b></p> <p>Fortnightly CPD delivered is by a member of the SLT. Teaching Assistants are trained in: the interventions required to support children to make accelerated progress; curriculum developments; how to provide effective feedback to accelerate progress; how to support children's SEMH needs</p>	<p>-Additional teaching assistant support should give the class teacher greater freedom to support and challenge pupils of all abilities, including those who are disadvantaged</p> <p>-With additional teaching support available, year group leaders and class teachers have greater flexibility in terms of the number of interventions running in their year group</p> <p>-Recent research demonstrates that when they are well trained and used in structured settings with high-quality support and training, teaching assistants can make a noticeable positive impact on pupil learning (EEF June 2021)</p> <p>-Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately five additional months progress (EEF –June, 2021)</p>	<p>1, 2, 3, 5</p>
<p><b>Additional release time for subject leaders</b></p> <p>Half termly, each subject leader has an additional afternoon for CPD. This includes subject development, subject-specialist courses (including those held online) and conducting professional research to ensure that children have access to a broad and balanced curriculum and that teachers are</p>	<p>-According to the review of 6 years of EEF research, 'Closing the Attainment Gap' (2018), 'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.'</p> <p>-The EEF Guide to the Pupil Premium (2019) states that a tiered approach is the most effective, placing teaching at the helm. The EEF Guide agrees that, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school...'</p> <p>-EEF research into effective CPD (October 2021) recommends that professional development is built upon, motivates staff, develops teaching techniques and embeds practice. It is this embedding of good practice that we seek to achieve in the 2024-25 academic year to ensure high quality outcomes for all learners.</p>	<p>1, 2</p>

<p>confident in delivering the content of core and foundation subjects. They then share relevant CPD information with other members of staff in order to upskill one another.</p>		
<p><b>Termly Pupil Progress Meetings</b></p>	<p>Teachers meet with Senior Leaders to discuss progress and attainment, identifying target pupils and interventions to accelerate progress. These meetings take place termly. The DfE found that more successful schools use data to identify disadvantaged students learning needs at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning. During these meetings, pupil progress and attainment are analysed and discussed. Pupils eligible for the PP Grant are a focus during these meetings. Discussions focus on any need and vulnerabilities and how children are achieving against the age-related expectations of the Hyrstmount Junior School Curriculum. This enables teachers and leaders to plan effective interventions, using monies from PP grants.</p>	<p>1,2,3,4,5</p>
<p><b>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for pupils</b></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)</p> <p>School continues to significantly invest in books matched to the phonics scheme. Teachers and ETAs receive regular CPD on their effective use for interventions, which include supporting comprehension.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1, 2</p>
<p><b>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</b></p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1</p>

and CPD (including being part of the Teacher Research Group with the Maths Hub).		
<p><b>Improve the quality of social and emotional (SEL) learning.</b></p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff including measuring and supporting pupils' wellbeing</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	3
<p><b>Contingency fund for acute issues</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and to provide resources.</p>	ALL

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Lexia annual subscription</b></p> <p>Children take part in online reading comprehension activities. Reports are monitored twice each half term in order to provide direct instruction for children who may be struggling on any particular module.</p>	<p>-Reading comprehension approaches improve learning by an additional 5 months (EEF toolkit)</p> <p>-Phonics approaches (which Lexia incorporates) have been found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional 4 months' progress (EEF toolkit)</p>	1, 2

Reading intervention groups	<p>-Evidence indicates that ‘Structured interventions can be effective for teaching children how to use reading comprehension strategies. Ultimately, the aim is for pupils themselves to take responsibility for automatically using these strategies to monitor and improve their reading comprehension.’</p> <p>November 2021 – EEF – Improving literacy in KS2</p>	1, 2
<b>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</b>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly 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:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1, 2
<p><b>Targeted EAL intervention for children new to the country</b></p> <p>- <b>Flash Academy online language intervention</b></p>	<p>-Research conducted by the National Governance Association (2018) suggests that meeting individual pupil needs are paramount to success, especially pupils identified as having English as an additional language</p>	2
<p><b>Commission an external Speech and Language Therapist and fund the delivery of intervention sessions by trained teaching assistants</b></p> <p>(Speech and language therapist to carry out dialogic testing of identified pupils and provide tailored speech and language programmes to be delivered in school by teaching assistants)</p>	<p>Oral language interventions have a high impact on pupil outcomes of 6 months additional progress - EEF toolkit</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment</p> <p>Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers – EEF toolkit</p> <p>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful – EEF toolkit</p>	2,5
<b>Contingency fund for acute issues</b>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and to provide resources for ongoing interventions.</p>	ALL

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>GROW (forest schools) and outdoor nurture group</b></p> <p>Children participate in weekly Forest School lessons which link to curriculum topics. The GROW teacher is employed to support children with their peers. Small group sessions are also provided during the school day and as an extra-curricular activity to improve emotional wellbeing and provide strategies to support children in their everyday lessons. The children work in small groups towards a common goal, using natural materials, based in the forest in the school grounds.</p>	<p>-According to EEF research into Collaborative Learning (2018), such strategies can improve learning. Although the effects vary, it appears that collaborative learning can work well for all ages if activities are suitably structured for learners' capabilities, and positive evidence has been found across the curriculum. Overall, the evidence is rated as extensive.</p> <p>-The Collaborative Learning approach increased progress by an average of 5 months according to EEF research as it enables learners to transfer skills across the curriculum in order to collaborate with peers within the classroom to work towards a mastery understanding of a key concept.</p> <p>-According to the GROW Your School website, 'evidence shows that experiential, contextual and applied outdoor learning increases children's engagement with the curriculum helping to close the gap between higher and lower achievers.'</p> <p>-Further evidence states that benefits of GROW include: improved behaviour; engagement with learning, improved emotional wellbeing and understanding of the world; raise children's aspirations and life chances; improved social skills. (Natural Connections Project, 2016).</p>	<p>3</p>
<p><b>Structured learning mentor time / activities</b></p> <p>The learning mentors are employed to support children on a 1:1 basis and also in class to improve emotional wellbeing in order for pupils to better access the curriculum. Specific programmes include Lego</p>	<p>-Research conducted by the National Governance Association (2018) suggests that schools need to adopt a more holistic outlook when deciding on pupil premium spending. This means that, in the pupil premium spending strategy, teaching and learning initiatives should be accompanied by more pastoral initiatives which are often better at addressing the specific barriers to educational achievement which hold back pupil premium pupils.</p>	<p>3, 4</p>

<p>Therapy and friendship circle.</p>	<p>-The same research suggests that four of the five most commonly identified barriers to pupil premium pupils realising their potential were:</p> <ul style="list-style-type: none"> <li>-family life (mentioned in 22/ 36 strategies analysed)</li> <li>-low attendance (mentioned in 17/ 36 strategies analysed)</li> <li>-social and emotional barriers to engagement (mentioned in 14/ 36 strategies analysed)</li> <li>-individual pupil needs, especially pupils identified as having special educational needs, or English as an additional language (mentioned in 10/ 36 strategies analysed)</li> <li>-EEF research suggests that although mentoring does not directly correlate to improved attainment and progress, it contributes to better attendance and higher self-esteem which in turn is more conducive to successful learning.</li> </ul>	
<p><b>Embedding principles of good practice set out in 'Working Together to Improve School Attendance' - DfE.</b></p> <p>This will include designated leadership time for the attendance lead to drive improvement in this area. It will also involve training and release time for staff to develop and implement new procedures as well as the appointment of additional school staff to improve attendance</p>	<p>Excellent pupil attendance at school is important for children's wellbeing, safety and long term development (DfE Using premium: guidance for school leaders 2024).</p> <p>As is the case nationally, at Hyrstmount, disadvantaged pupils have higher absence rates than their peers. Research shows that pupils who miss more school have lower attainment on average, so this extra absence may have contributed to the widening attainment gap.</p> <p>Improving attendance is a key priority for our school and particularly the disproportionate impact attendance has on disadvantaged pupils. Our school will provide sensitive and supportive action.</p>	4
<p><b>School visitors / visits</b></p> <p>School subsidise a proportion of the cos for visits / visitors to enable children to access wider opportunities.</p>	<p>-Educational visits help contribute to pupils' enjoyment of learning and provide first hand experiences that enrich the school curriculum. Many of our disadvantaged children do not have the opportunity to visit museums/attractions so visits are a key component of the school's strategy to broaden our children's life experiences and enable them to have better belief in themselves as a learner.</p> <p>-Research conducted internally shows that 80% of disadvantaged children feel that school trips help them to learn outside lessons. The questionnaire was based on a</p>	All

	<p>national study conducted by the National Audit Office in which 40% of participants gave the same response. In addition to this when asked how they felt about school trips, 96% of disadvantaged pupils said they felt good or very good compared to 89% nationally, this reinforcing the importance of this approach to learners in our setting.</p> <p>-The most recent publication from the EEF regarding Pupil Premium suggests a tiered approach, using funding to support teaching, targeted academic support and providing wider opportunities in order for disadvantaged pupils to be successful.</p>	
<p><b>CPD to support SEMH</b></p> <p>Members of SLT, teaching staff, support staff and Inclusion Leader taking part in training to target emotional well-being and self-esteem of learners in order to support individuals and whole classes.</p>	<p>-Improving Social and Emotional Learning in Primary Schools reviews It stress this is especially important for children from disadvantaged backgrounds who, on average, have weaker SEL skills at all ages than their less disadvantaged classmates.</p> <p>-Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year (August 2021).</p>	3
<p><b>Contingency fund for acute issues</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and to provide resources for ongoing interventions.</p>	ALL

**Total budgeted cost: £110,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative assessments. The table below shows the impact of our pupil premium strategy on disadvantaged pupils' attainment since 2022 where some improvement has been seen. Included is data from 2024 with six pupils who were assessed at pre-key stage levels on entry excluded. This particular cohort was unique in that there was a high percentage of disadvantaged learners with significant special educational needs. Formative assessment data showed that these pupils made good progress whilst at Hyrstmount Junior School, but due to their relative starting points, were unlikely to achieve the expected standard even when making accelerated progress.

#### Disadvantaged Pupils' Attainment – Three-Year Trend

Subject	2023	2024 (change from 2023)	2024 excluding 6 children who were assessed as pre-key stage on entry to KS2	2025
Reading EXS+	64%	46% (	61% (+7%)	63%
Writing EXS+	68%	46% (	61% (+15%)	63%
Maths EXS+	68%	42% (	56% (+14%)	56%
RWM EXS+	50%	29% (	39% (+10%)	56%
Reading Scaled Score	101.5	101.1 (	101.1 (+0.5)	100.8
Maths Scaled Score	102.2	101.7 (	101.7 (+3)	99.9

The following trends can be concluded from this data:

- Significant gains in attainment were seen across all subject areas in 2023 compared to 2022. Results remained largely the same in maths and increases were seen in reading and writing.
- Disadvantaged learners' attainment in maths and writing has seen the most improvement. This is also reflected in improved scaled scores over the three

year period in reading and maths. Increased attainment seen in 2023 has been sustained beyond 2022 levels despite a dip in reading in 2024 compared to 2023.

- More needs to be done to ensure disadvantaged learners' attainment is at least in line with disadvantaged learners nationally and non-disadvantaged learners nationally. Reading comprehension and expanding children's vocabulary and understanding of vocabulary remains key to achieving this goal. Improving disadvantaged learners' attendance continues to be key area of focus in the new pupil premium strategy and the School Improvement Plan 2025/26.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Intended outcome	Success criteria
<p><b>Improved reading attainment among disadvantaged pupils at the end of KS2</b></p> <p><b>Not met</b></p>	<p><b>KS2 reading outcomes in 2024/25 will show that 74% of disadvantaged pupils (+/- 5%) met the expected standard</b></p> <p>2023/24 – 46% of disadvantaged pupils (61% excluding PKS) met the expected standard (scaled score of &gt;100).</p> <p>2024/25 – 63% of disadvantaged pupils met the expected standard (scaled score of &gt;100).</p>
<p><b>Improved writing attainment among disadvantaged pupils at the end of KS2</b></p> <p><b>Not met</b></p>	<p><b>KS2 writing outcomes in 2024/25 will show that 78% of disadvantaged pupils (+/- 5%) met the expected standard</b></p> <p>2023/24 – 46% of disadvantaged pupils (61% excluding PKS) met the expected standard for writing.</p> <p>2024/25 - 63% of disadvantaged pupils met the expected standard (scaled score of &gt;100).</p>
<p><b>Improved maths attainment among disadvantaged pupils at the end of KS2</b></p> <p><b>Not met</b></p>	<p><b>KS2 maths outcomes in 2024/25 will show that 80% of disadvantaged pupils (+/- 5%) met the expected standard</b></p> <p>Whilst attainment in 2023 and 2024 indicated some improvement in maths attainment over a three year</p>

	<p>period, we did not achieve the outcome detailed above.</p> <p>2023/24 – 39% of disadvantaged pupils (42% excluding PKS) met the expected standard in maths (scaled score of &gt;100).</p> <p>2024-25 – 56 % of disadvantaged pupils met the expected standard (scaled score of &gt;100).</p>
<p><b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</b></p> <p><b>Met</b></p>	<p><b>Sustained high levels of wellbeing from 2023/24 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• <b>quantitative data from PASS survey and student wellbeing questionnaire</b></li> <li>• <b>reduced incidents of ‘cause for concern’ recorded on CPOMS regarding pupils’ wellbeing</b></li> <li>• <b>an increase in participation in enrichment activities, particularly among disadvantaged pupils</b></li> </ul> <p>2024-25</p> <p>-Target pupils have improved relationships with staff and peers as a result of learning mentor intervention.</p> <p>-Disadvantaged pupils have been prioritised for after school clubs and out of school clubs</p> <p>-The PASS survey was updated to a more personalised school wellbeing questionnaire. The majority of learners rated themselves as ‘happy’ in school.</p> <p>-The ‘Smile Squad’ was launched as a student-led wellbeing group, supported by the staff wellbeing lead.</p>
<p><b>To achieve and sustain improved attendance for all, particularly for disadvantaged pupils</b></p> <p><b>Partially met</b></p>	<p><b>Sustained high attendance from 2023 / 24 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• <b>the overall absence rate between disadvantaged and non-disadvantaged peers being less than 1%</b></li> <li>• <b>The percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being no more than 1% higher than their peers</b></li> </ul> <p>Whole school attendance improved in 2024/25 from 92.9% in 2023/2 to 93.9% in 2024/25. With days missed for religious observance not included in the absence rate, attendance was at 95.43%. This was better than the national rate of attendance with</p>

	<p>religious observance being taken into account (94.85%).</p> <p>Whereas the gap in attendance figures between school and national was at 2% in 2022/23, by 2023/24 this had narrowed to 1.3% and to 1% in 2024/25.</p> <p>Disadvantaged pupils' attendance in 2023/24 improved by 0.2% to 90.4% compared to the previous academic year. It further improved in 2024/25 by 1.1% to 91.5%. However, the gap between non-disadvantaged pupils' attendance and disadvantaged pupils' attendance was more than 1% (2.4%), meaning the school's target was not met. Furthermore, 24.67% (or 18.52% without 'R' codes) were classed as persistently absent, compared to 15.66 % overall at Hyrstmount Junior school and 13.42% nationally. This is a vast improvement from the previous academic year (40%), however there is still a need to tackle persistent absenteeism amongst disadvantaged learners.</p>
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## Externally provided programmes

Programme	Provider
Lightning Squad	Fisher Family Trust
Speech and Language Programmes	The Yorkshire Speechie
Behaviour and Nurture Support	GROW to School
Phonics programme	Twinkl
Lexia	Lexia Learning
Catch-up Literacy/Numeracy	Catch-up
Flash Academy EAL Programme	Flash Academy