

Henleaze Junior School Pupil Premium Strategy

School overview

Detail	Data
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	8.3% (8.5% in 24-25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Gemma Fricker , Executive Headteacher
Pupil premium lead	Gemma Fricker , Executive Headteacher
Governor / Trustee lead	Luke Dormehl, Lead for Pupil Premium and LAC children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42, 420
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£42, 420

See linked [Parent FAQs](#) (including pupil eligibility and how to apply for Free School Meals and how funding is allocated).

Statement of intent

At Henleaze Junior School, 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 pupils experiencing disadvantage * to achieve that goal, including progress for those who are already high attainers.

We are ambitious for all groups of children and aim to identify and remove barriers to progress through a range of embedded strategies and behaviours including:

- a commitment to engaging in high quality professional development for all staff.
- developing strong, supportive relationships with children and families.

- ensure disadvantaged pupils are challenged in the work that they are 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 of what they can achieve.
- prioritising time for staff communication to share knowledge and expertise and the use of regular planned and incidental assessment to enable staff to effectively adapt teaching to address children's next steps.

Our approach is 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.

The disadvantaged pupil cohort at our schools has a high percentage of pupils who are in need of SEN support and English as an additional language compared to the school cohort. 15% of the current cohort joined our school after Year 3. Where a barrier is identified, we provide targeted intervention, prioritising reading and social-emotional communication. Intervention starts in the classroom and any activity that takes children away from this is carefully considered so that children achieve their entitlement to a broad and balanced curriculum.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum pillars are based on research evidence, with built-in focus on explicit vocabulary teaching and oracy strategies, fluency and metacognition. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school

Some strategies are supported by funding outside of Pupil Premium Grant

*referenced as disadvantaged pupils in this report in line with the commonly understood definition

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate gaps in oral language skills and vocabulary among many disadvantaged pupils.
2	Assessments suggest disadvantaged pupils generally have greater difficulties with reading than their peers. The average attainment gap in 2024-25 was 22%
3	Assessments suggest disadvantaged pupils generally have greater difficulties with multiplication fact fluency than their peers. In the MTCs in the past 2 years there has been an attainment gap of between 16-35%
4	Our assessments, observations and discussions with families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment as some children may need extra support to develop self regulation skills to help them fully engage in learning. Teacher referrals for support remain relatively high. 24% of pupils in our disadvantaged cohort currently require additional support with social and emotional needs and or communication and interaction.
5	9-14% of disadvantaged pupils have been 'persistently absent' compared to 2.9-3,5% of their peers during the past 2 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Our internal monitoring has shown that disadvantaged pupils are late more regularly

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments (Reading speeds, PIXL assessment and SATs) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, in play and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	The gap between disadvantaged pupils and their peers in teacher assessment (Reading speeds, PIXL assessment and ULS assessments) and SATs reduces to less than 10% for pupils without an EHCP.
Improved multiplication fact fluency among disadvantaged pupils.	The gap between disadvantaged pupils and their peers in year 4 MTCs will reduce
To increase engagement in whole-class teaching for disadvantaged pupils.	Observations indicate pupils use their self-regulation toolkit when needed so that they are able to remain in class during learning time
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> · the attendance gap between disadvantaged pupils and their non-disadvantaged peers will reduce · the percentage of all pupils who are persistently absent to be below 10%
Greater participation in enrichment activities offered in school for disadvantaged pupils	Data will show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Tier 1: Teaching priorities for current academic year (Whole school)

Measure and Challenge/s addressed	Activity	Impact
<p>Challenge/s 1, 2, 3</p> <p>Research Evidence:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://www.unity-curriculum.co.uk/more-information/</p> <p>https://s3.amazonaws.com/thinkific/file_uploads/133755/attachments/f2d/32a/742/GTT_Model_Handout_A4.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>Sustained impact</p> <p>Green+complete</p> <p>partial impact</p> <p>Not achieved</p> <p>abandoned</p> <ul style="list-style-type: none"> • Strategic plan and resources for ongoing CPD for teachers and support staff based on monitoring and peer-reviewed research evidence. Funding to enable part-time teachers to attend training so that all children receive the highest quality teaching. • Daily reading teaching following an ambitious, well-sequenced curriculum (access supported by pre-reading where required) • Curriculum elements of CUSP and KAPOW have vocabulary, oracy, reading fluency and spaced retrieval as core elements • Daily teaching of number and Times Table facts using Number Sense and Number Sense Times tables curriculum • Commitment to engagement in external collaboration, local networks and National Professional Qualifications • Proactive teaching and modelling of metacognitive skills through the and CEEAAC (Appendix 1) structure and self scaffolding resources and strategies 	
Projected spending	£17, 000	

Tier 2: Targeted academic support for current academic year

Measure and Challenge/s addressed	Activity	Impact
<p>Challenge/s: 1, 2 and 4</p> <p>Research evidence:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<ul style="list-style-type: none"> • Pre-reading sessions 3 x per week led by class teachers • Trained ELSA to plan and deliver ELSA interventions or plan social skills groups or 1-1 approaches • Sensory Circuits and use of dedicated 'Sensory Room' to support target children's' needs • Bell language and SEMH screening to inform interventions 	

<p>Challenge/s: 1, 2, 3 & 4</p> <p>Research evidence: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<ul style="list-style-type: none"> • ‘Keep up’ teacher conferencing and small group tuition • Additional 1-1 reading session per week for children who are below ARE in reading • Unlocking Letters and Sounds precision teaching or skills interventions for children who have gaps in decoding skills or phonics knowledge • Number Sense Timetables packs created for practise in class or at home 	
<p>Projected spending</p>	<p>£11, 740</p>	

Tier 3: Wider strategies for current academic year

Measure	Activity	Impact
<p>Challenge/s: 4 and 5</p> <p>Research evidence https://educationendowmentfoundation.org.uk/news/eef-blog-managing-behaviour-the-challenge-of-consistency</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://www.edt.org/research-and-insights/improving-school-attendance-by-fostering-a-sense-of-community-belonging/</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<ul style="list-style-type: none"> • Senior Leader and named lead for Behaviour & Welfare to support the implementation of our Behaviour Curriculum including ensuring emotional regulation strategies and language are part of our everyday rhetoric • Provision of sports coaches at lunchtime to engage pupils in active play and support team work • Evaluation and strategic planning of our Personal Development curriculum, including our enrichment offer, to ensure it is relevant to our current cohort, particularly disadvantaged pupils • Improved monitoring of participation in enrichment activities • Parental partnership encouraged through the sharing of curriculum information through weekly newsletter and accessible information on our website. • Regular training for LSAs in curriculum pedagogy and social emotional learning strategies • On request and through a needs-based assessment, subsidy for Shine sports clubs, music lesson contribution, trips and visits ensures that costs are kept to a minimum • Raised priority for children with Pupil Premium funding for enrichment activities and music lessons e.g. sports tournaments and in school groups e.g. School Council • Provision of resources to maintain high-quality, culturally relevant texts in classes and our library to represent the diversity of children in our cohort • Subsidy for trips and residential 	

Projected spending	£13, 680	

Monitoring and Implementation

How we measure the Impact of Pupil Premium

At Henleaze Infant School, our cycle of data collection and tracking attainment is used to inform teachers and leaders about pupil progress. Pupil progress review meetings with the Headteacher and Key Stage Lead take place twice a year with meetings in alternate terms led by Key Stage Leads. At each Pupil Progress Review meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

We review the aims and implementation of our Pupil Premium strategy with senior leaders and governors as part of our monitoring cycle at least twice a year. Staff will be involved in the review process through their input during Pupil Progress meetings and through planned staff meeting time.

Area	Challenge	Mitigating action
Teaching	Sustaining changes implemented through CDP Enabling part-time staff to attend training Engaging TAs in regular CPD alongside teachers	-Ensure time is planned to revisit and review progress in key areas following EEF mechanisms of PD guidance Use of INSET days, twilights and follow up staff meetings mapped throughout the year (at least once per long term) Budget allocation to pay staff overtime Twilights to enable LSA engagement
Targeted support	Ensuring there is enough support staff capacity to run the required groups. Ensuring staff skill levels are maintained	Key interventions to be class-based and time limited to enable delivery by class teachers with minimal LSA time Training and monitoring of intervention delivery to be led by subject leads Intervention delivery is monitored and impact is measured
Wider strategies	Uptake from families	Admin and Inclusion team making personal contact

Part B: Review of aims and outcomes

We recognise that the barriers to progress some vulnerable learners have will take time to mitigate and that currently, data shows there is an attainment gap between our Pupil Premium cohort and their peers for reading, writing and maths. Our analysis of the reasons for the attainment gap points towards the fact that many of our disadvantaged pupils have other contributing factors that may have impacted on their attainment. The most common of these factors include; being identified as a pupil who requires SEND Support, English as a second language, or a history of low school attendance (>90%).

Our internal monitoring shows that pupils make good progress from their starting points and are making progress at least in-line with peers for writing and maths from Year 3 to Year 6. The children without SEND made additional progress compared to peers with SEND in the PP cohort. Reading progress measures are lower for disadvantaged pupils leading to the assumption that the previous reading curriculum was not effective for this group. The aim is for pre-reading and the emphasis on vocabulary and fluency throughout the curriculum to mitigate this.

Pupil and parent voice pupils are happy and feel safe in school. Recent lesson observations found good teaching across the school, with evidence of a range of strategies to support all learners to make good progress. Average attendance was 94.3%

Appendix 1:



Connect



Explain



Example



Attempt



Apply



Challenge