Hove Junior School Pupil Premium Strategy Statement

"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."
Rita Pierson

Reporting on Pupil Premium in the 2025 to 2026 Academic Year

- The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM), at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium aims to address the current underlying inequalities, which exist between children from disadvantaged backgrounds and their non-disadvantaged peers.

- The Pupil Premium also provides funding for children who are adopted from local authority care, looked after continuously for more than one day and the children of service personnel.

- At Hove Junior School, we strive for the achievement of all our pupils and are an accredited IQM Flagship School. Our pastoral care and tracking of all pupils help us to identify any pupils who are at risk of not making enough progress and have helped us to plan and implement effective intervention strategies.

- Our governing body tracks the achievement of children who qualify for the Pupil Premium Grant. They ensure their needs are clearly identified/met and that their progress is closely monitored throughout the school, as well as tracking the gap in their achievement as compared to their peers. This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 2026-27 and the effect that last year's spending of pupil premium had within our school.

Hove Junior School Overview

Detail	Data
School name	Hove Junior School
Number of pupils in school	671
Proportion (%) of pupil premium eligible pupils	24.1%
Proportion (%) of FSM pupils	23.8%

Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Maddie Southern
Pupil premium leads	Maddie Southern Lorna Cummings Christine Cawte
Governor / Trustee lead	Kate Kershaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	HJS = £254,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	HJS = £254,840

Part A: Pupil Premium Strategy Plan

Statement of intent:

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race, background or ability. Our Teaching & Learning ethos and Pupil Premium Strategy ensures that children are at the centre of our approach.

- At Hove Junior School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may affect their learning. We provide high-quality education to all pupils. This is realised through strong, shared values, policies, and exceptional, inclusive practice. We are a Family of Friends who LEARN together.

- Our key priorities identified through school performance review & evaluation for 2026-7:

Hove Learning Federation Key Priorities 2026-27	
Curriculum and Teaching	**Communication, Oracy and Spoken Language** To enable *all* children to become competent, confident communicators through a culture of high-quality language and interactions, a consistent approach and a range of opportunities to articulate ideas, develop understanding and engage with others.
Inclusion	**Adaptive Teaching and OAIP** To ensure consistently excellent adaptive provision through a tiered offer so that SEND, EAL and disadvantaged learners access an ambitious curriculum, achieve well from their starting points, and participate fully in learning.
Teaching and Learning	To maintain a **consistent culture of expert teaching** across the federation by embedding six core principles into everyday classroom practice – improving learning, reducing teacher workload, and driving sustained school improvement
Inclusion	Strengthening pupil **sense of belonging** to improve wellbeing and engagement by creating inclusive learning environments where every learner feels seen, valued, and connected.

Our Context:

Hove Junior School is a larger than average 7-11 school. The school is situated on two sites in different areas of Hove (both in busy urban areas close to the seafront). Whilst on two sites, the school operates as one school – same curriculum, uniform, ethos and vision, with the key aim being, consistent provision and high expectations resulting in good outcomes. We provide high-quality education to all pupils. This is realised through strong, shared values, policies and exceptional, inclusive practice.

The school governing body federated with West Hove Infant School governing body in September 2021. Both schools work closely together with a shared leadership team to ensure continuity of provision for children like an all through primary experience.

Attendance is at 95% with disadvantaged pupils at 94%, above local and national averages. There have been no permanent exclusions.

Stability is high at the Portland Road (PR) site, however at Holland Road there are reduced numbers in some cohorts, due to a fall in pupil numbers across Brighton and Hove and the site has more transience.

School Context (LA and national relate to primary phase settings).					
Indicator	2024	2025	2026	LA	National
Number of pupils	669	673	671	16,372	
% Disadvantaged pupils (R-Y11)	19.4	22.7	24.1	26.1	26.0
% Free School Meals pupils (R-Y11)	18.8	22.9	23.8	25.8	24.9
% EHCP pupils	2.7	3.0	4.0	4.5	4.1
% SEN Support pupils	19.6	18.9	18.3	18.1	15.4
% Not SEN pupils	77.7	78.2	77.6	77.3	80.5
% Planned Admission Number	72.0	76.6	81.7	87.2	

16.7% of pupils' first language is believed not to be English. 31% (237 pupils) are from minority ethnic groups (NA 34%). Deprivation indicator (0.0%).

Our primary objectives are to:

- We have aspirational expectations and believe that all children can succeed in life and learning.
- Ensure we focus on tools for managing times of emotional distress and potential poor mental health with systems that support this as a necessary pre-cursor for academic achievement. Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum and maintain our high standards in reading

for both attainment and progress for disadvantaged pupils. Over the last three years we have continued to maintain high progress data for disadvantaged pupils closing the gap.

- Narrow the attainment and progress gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. Writing attainment for DA pupils is slightly below national averages.
- Ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify and track pupil premium pupils through the class provision and progress meetings and plan specific intervention and support for individual pupils which will be reviewed at least termly.
- Ensure all pupils can fluently recall their mathematical times tables and are confident in their mathematical fluency.
- All pupils access a wide range of opportunities to develop their knowledge and understanding of the world through a well-planned and resourced curriculum offer. Progression documents and Knowledge continue to be well planned across Key Stage 2 to help pupils to acquire subject-specific knowledge that builds and deepens over time.
- Remove barriers to learning created by poverty, family circumstance and background for our school community.
- Develop and maintain effective communication with our families as we recognise that children learn best where a positive and supportive relationship exists between teachers and parents.

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Build on strong understanding and practice of meeting educationally disadvantaged needs and disseminate through CPD mechanisms
- Ensure quality first teaching is at the heart of our day-to-day practice and meets the needs of all pupils including those who are most disadvantaged and those with SEND.
- Strive to use teaching methods that make accessing learning inclusive to all, using Assessment for Learning (AFL) and our 'individual pupil premium target reviews' to identify barriers and work together to overcome them, differentiation and personalised methods to tailor teaching and reduce the attainment gap. Each disadvantaged child's progress and barriers to learning is reviewed each term, and this allows the teacher to prioritise disadvantaged and vulnerable children for extra targeted support creating personalised targets and evaluating their barriers to learning. Additional time is given to teachers to complete this.
- Teachers use teaching methods that make accessing learning inclusive to all, using Assessment for Learning (AFL), differentiation and personalised methods to tailor teaching and reduce the attainment gap. CPD specifically for disadvantaged pupils and focused on inclusive quality first teaching approaches is targeted termly e.g., explicit vocabulary instruction, metacognition, formative assessment

- Ensure teachers are responsible for planning to the highest standard to create the most inclusive lessons that address misconceptions and build on prior knowledge and skills to support progress. We believe that considered, thorough planning ensures continuity in curriculum provision and produces lessons, which enable children to build on their learning and make progress.
- Keep up to date with educational developments, thinking and research in commitment to continuing professional development. Ensuring staff use evidence based whole class teaching strategies, interventions e.g., same day intervention, and meaningful verbal feedback.
- Provide targeted reading intervention through 'Better reading Partners' (BRP) reading interventions and 'Inference Groups,' using the school reading team.
- Ensure staff working 1:1/small groups with children provide feedback and exit plans, identifying level of support and next steps to support pupils in class to maintain progress on Edukey recording learning plans.
- Provide targeted intervention and support to address identified gaps in learning including the use of small group work, 1:3 tuition in English writing, reading and maths.
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music. The school is committed to a music enrichment initiative 'Sound Makers' in Year 4 which enables all pupils to learn a musical instrument. Free access to all sports clubs is available for all disadvantaged pupils.
- Provide appropriate nurture, social skills and mental health support for wellbeing including additional learning mentor support to enable pupils to access learning within and beyond the classroom.
- Provide additional attachment specialism through our leaning mentor for our adopted pupils and those under special guardianships.
- Ensure classrooms adhere to the teaching and learning audit and the most up to date research and are well-planned environments for learning to take place. They should be places that the children are proud of, well resourced and enable the right conditions for learning. We know that learning requires active involvement, which needs to be modelled by staff at all opportunities. See Teaching and Learning Policy Environment Checklist.
- Ensure ambitious standards of behaviour and consistent expectations of all adults supporting children, classroom management must be considered and effective. It is important that as children move from year to year, they expect to find continuity and consistency and there are consistent routines that ensure all pupils feel safe and happy.
  - Secure classrooms rules, routines and expectations
  - Consistency of language around each step
  - Clarity of rewards and consequences

This is not an exhaustive list, and strategies will change and develop based on the needs of individuals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.	
Challenge number	**Detail of challenge**
1	**Attainment in core subjects:** On entry to the junior school disadvantaged pupils' attainment in reading, maths and writing is significantly below all pupils. End of KS1 2025-2026 **Attainment in core subjects:** On entry to the junior school disadvantaged pupils' attainment in reading, maths and writing is significantly below all pupils. Reading ARE 48%. Reading GD 7% (All pupils 68% GD 23%) Writing ARE 26%. Writing GD 0% (All pupils 56% GD 10%) Maths ARE 48%. Maths GD 10% (All pupils 71% GD 20%)
2	**Attainment and progress in writing is increased for all disadvantaged children with a secure focus on assessment to drive improvement:** On entry to the junior school writing attainment at end of KS1 is at 26%. Disadvantaged children make good progress from their starting points, but there remains a gap between the attainment of disadvantaged children and 'other' children in Writing on entry into KS2 and at the end of KS2 - closing this gap is a key priority.
3	**Maths** The school works closely with the Maths Hub. Our maths team includes a mastery teacher, and the school prides itself in supporting other schools with the teaching and learning of maths. We continue to focus on the improvement of fluency across KS2 and ensuring we are closing the gap between non-disadvantaged and disadvantaged pupils in maths. While disadvantaged children make good progress from their starting points, there remains a significant gap between the attainment and progress of disadvantaged children and 'other' children in Maths on entry into KS2 and in the Year 4 multiplication tests. The school's mastery intervention work was rolled out in Year 4 last academic year and will be embedded in 2026-7. In 2026 maths progress for disadvantaged pupils was -1.0.
4	**Curriculum** Closing the gap between disadvantaged children and their non-disadvantaged peers remains a focus in Reading/Writing/Maths and all curriculum subjects, including building further opportunities for cultural capital. The school has continued to refine its curriculum using 'CUSP' curriculum materials. Subject lessons units are carefully planned, and the school provides a spiral curriculum. Developing cultural capital opportunities alongside our lesson structure will ensure that the planning includes activities to widen knowledge across the curriculum.
5	**Relationships and Emotional Wellbeing** Discussions with families and referrals to our Inclusion team and Mental Health Lead have identified higher than usual levels of social and emotional issues for pupils. These challenges

	particularly impact on our disadvantaged pupils and impact on their well-being and learning. A priority to support families with financial hardship and provide advice and external support is also available. (Evidence: Bounce Back Children's Survey 2025)
6	**Attendance** Our attendance data for the 2025 - 2026 indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged. The school needs to reduce persistent absence for pupils who are educationally disadvantaged. There is a rising trend in persistent absence nationally however the school has worked to reduce persistent absence year on year. Persistent absence remains below local and national levels at 10.4 (14.6% National).
7	**School culture and systems for behaviour** As a large federation and with 3 sites we are focused on achieving consistency for all pupils and aligning practice across all sites. Clear systems and routines ensure a sense of belonging ensuring the school feels calm and orderly and ensures effective teaching and learning. All systems have been aligned and staff have received additional training on de-escalation strategies. Embedding these practices across all 3 sites will be part of our behaviour monitoring this academic year. The school identified that disadvantaged pupils had a lower sense of school **treating everyone the same** for **PP and mixed heritage.**

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
Embed Pupil Premium profiles from Reception to Year 6 Pupil premium profiles used as case studies to track intervention Termly targets for disadvantaged pupils Strategies based on EEF Research	• Teachers can articulate strategies and identify targets for pupil premium pupils in their class • Articulate the lesson design and explain how the lesson model is supporting learning in class. • Reduced cognitive load in classroom environment • Reduced cognitive load within teaching (slides, resources, tasks) • Modelling using 'think aloud' • Dual coding across the curriculum • Retrieval quizzes at the start of each lesson (science and humanities) • Embed concept of 'wait time/cold calling' using research • Pre-teaching using AFL
Reading – School remains in the top 20% of all schools in reading progress	• Disadvantaged pupils maintain above average progress scores at end of KS2 in reading. • Pupils' speaking and listening skills and wider use of language makes good progress so that

	they develop competent and confident verbal communication, reading and writing skills • Developing students' secure knowledge of the tier 2 and tier 3 vocabulary needed to access the curriculum at different phases so they can access reading material and apply the new terms in both writing and verbal communication
Attainment and progress in maths is increased for disadvantaged with a focus of challenge at all levels in EYFS/KS1/KS2	• For 'disadvantaged' KS2 attainment indicators demonstrate an uplift and are above national average for 'disadvantaged' • KS2 Progress indicators are above national for 'all' and 'disadvantaged' in Reading, Writing and Maths. • Continued increase of disadvantaged pupils in Y4 pass mark (mean score) in the Y4 Multiplication Times Table Check.
Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils. Disadvantaged pupils do not have a reduced curriculum offer. They make good progress, in that they know more, remember more and do more.	• Embed staff training on the different kinds of cultural capital and how they can be used to enrich learning for all pupils planning in opportunities for cultural capital in all subjects • Use the resources in each site's locality to maximise children's experience of learning in context (including local walks, trips and visitors) • Incorporate the use of selective research-based teaching strategies into professional development model • Use subject leads and members of subject teams to support creative approaches to task design for less experienced teachers • Create opportunities for children to work across year group, key stage and with local secondary schools to see how learning extends and can be used to widen their future options • The process of assessing foundation subjects to include year group reflection determining which cultural capital is embedded
Attendance - There is no significant difference in the attendance of disadvantaged and non-disadvantaged pupils at 95+%.	• Breakfast club is well attended. Educationally disadvantaged pupils provision is assessed to support attendance. • Statutory School Age attendance figures are good

	• Raised profile amongst school children and families • Reduced persistent absence indicators and reduced persistent late indicators. Our Inclusion team work together with families to support the attendance of vulnerable pupils. • We continue to monitor any site variation and review persistent absence every 4 weeks.
Writing Assessment and Moderation Monitor the use of writing assessment at each data point. Continue to monitor the holistic experience for the DA child in writing lessons.	• All teachers can confidently assess and benchmark children's writing 3 times per year • All teachers can confidently moderate writing assessment in year groups and across sites • All teachers to confidently use AFL to identify next steps in planning and teaching writing and use this to inform planning • All teachers to confidently use the pre key stage assessment tools for children working below programme of study • All teachers to identify children working at or with the potential to achieve greater depth at the end of KS2 and plan stretch, choice and challenge opportunities
Writing Attainment and progress is increased for disadvantaged pupils	• Disadvantaged pupils' progress continues to improve over three-year period at end of KS2. • Disadvantaged higher attaining pupils at KS1 maintain progress and achieve Greater Depth at end of KS2. • Increase GDS for disadvantaged pupils at end of KS2. In progress meetings identify potential GDS DA pupils and opportunities to enhance writing offer.
To achieve and sustain improved wellbeing for pupils in our school, particularly disadvantaged and vulnerable children led by Federation mental Health Lead, Inclusion Team and PSHE subject leads.	• Mental Health concerns are reported in a timely manner allowing appropriate support and early intervention for children. • Referral system allows mental health concerns to be triaged and intervention offered without delays. • The school uses data to identify mental health concerns and offer early intervention. • Children most in need are supported by a network of skilled professionals • Learning Mentors develop the use of Boxall profile and BHISS LAM matrix for a baseline well-being assessment to effectively target wellbeing support and to track progress.

	• Wellbeing is supported through classroom strategies and throughout the curriculum. Children are taught social and emotional skills and an awareness of mental health. • Children feel safe, cared for, valued, and trusted so that they can enjoy and achieve. • Parent/Carers know how to access mental health support for their child.
School culture and systems for behaviour support excellent standards of teaching and learning.	• Securing classrooms rules, routines and expectations • Consistency of language around each step • Consistency of expectations in and around the school • Clarity of rewards and consequences • Embedding aligned practises across the sites • Staff are trained in regulations and de-escalation strategies

Activity in this Academic Year 2026-7

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: £88,840

Challenge number(s) addressed	Activity	Evidence that supports this approach
1	Reading intervention teaching team maintained for KS2. Maintain significantly high reading attainment and progress scores for disadvantaged pupils for end of KS2. Staff trained in school approach linked to ECAR/BRP intervention programme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies
1	Little Wandle additional Catch-Up Programme. All teachers and support staff trained in Little Wandle. Reading team trained in Little Wandle Catch up Phonics to increase capacity across school	There is extensive evidence to support the effectiveness of robust phonics approaches, particularly for disadvantaged pupils (EEF Phonics). www.littlewandlelettersandsounds.org.uk
1-3	CPD focused on QFT and curriculum pedagogy **Deepen staff understanding of the 6 Expert Teaching Principles (Incremental Challenge, Precise Explanation, Layered Modelling, Powerful Questioning, Deliberate Practice, Feedback to Feedforward)** **Teachers:** Clearly articulate and apply each principle in their teaching with confidence. Can define, plan, and adapt using each principle **Year & Phase Leads:** Foster consistent application across their phase and support peer learning. Confidently model and coach others, drawing links between principles and progress **Subject Leads:** Develop high-quality planning guidance aligned to principles. Tailor principles to subject knowledge and skills progression	The Education Endowment Foundation (EEF) indicates that high-quality teaching is the most important factor for student success, with disadvantaged students gaining 1.5 years' learning with effective teachers versus 0.5 years with poorly performing ones. EEF Quality First Teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching

	SLT: Can see and hear shared language of teaching in planning, books, and pupil conversations. Professional discussions show evidence of whole-school coherence and professional dialogue around teaching quality • Reduced cognitive load in classroom environment • Reducing cognitive load within teaching (slides, resources, tasks) • Modelling using 'think aloud' • Dual coding across the curriculum* • Retrieval quizzes at the start of each lesson The use of dual coding throughout the school in all lessons. Dual coding is used to develop language acquisition and reduce cognitive load. Dual-coded key vocabulary is on displays and working walls, in addition to being displayed on lesson slides and used with resources such as knowledge strips and word bank. **Targeted learning and appraisal conversations and directed coaching with a focus on - metacognition and self-regulation, vocabulary, oral language, attention and memory.**	
1-3	Staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils. Further staff training on the different kinds of cultural capital and how they can be used to enrich learning for all pupils. **Plan in opportunities for cultural capital in all subjects and progression documentation.**	The Education Endowment Foundation (EEF) indicates that high-quality teaching is the most important factor for student success, with disadvantaged students gaining 1.5 years' learning with effective teachers versus 0.5 years with poorly performing ones. EEF Quality First Teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching
3	Mental health and Wellbeing. The school maintains a senior mental health lead across the federation.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health

	Mental Health concerns are reported in a timely manner allowing appropriate support and early intervention for children Referral system embedded and allowed mental health concerns to be triaged and intervention offered without delays. The school uses Bounce data to identify mental health concerns and offer early intervention. **Wellbeing is supported through classroom strategies and throughout the curriculum. Children are taught social and emotional skills and an awareness of mental health.**	and well-being, and academic performance Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel
5	**Behaviour and Regulation Training** Autumn Inset with Inclusion Team and Behaviour Team. Staff training to increase confidence in using regulation strategies. • Embed our approach to behaviour so the highest standards are maintained across all sites and all staff are clear on routines and strategies. • We treat behaviour as a curriculum subject. • Embed behaviour and character curriculum across the federation • Securing classrooms rules, routines and expectations • Consistency of language around each step • Consistency of expectations in and around the school • Aligning practises across the sites - steps - accountability - reflection - restorative justice - sanctions - rewards - Just Right – approach to, and support of, self-regulation strategies • Team Teach training for identified staff – Tier 1 and 2 and refresher training	EEF Improving Behaviour Report https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf
1-5	'Tackling Educational Disadvantage' Profiles identify barriers to learning and form effective intervention strategies wider approaches and the evidence for them.	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/educ

	All teachers to use profile and identify barriers and targets for their pupil premium pupils. Profiles are saved and carry through from EYFS-Y6.	ation-evidence/guidance-reports/primary-sel
	School Belonging Project with University of Sussex which surveys pupils from Year 3 up and identifies which student groups are experiencing psychological barriers to school engagement, belonging, and attendance. **School identified that continued work needed to be completed to create an:** Increased sense of belonging for SEN pupils & white ethnicity Increased sense of school treating everyone the same for PP and mixed heritage • Values Affirmation Activities reviewed and embedded into PSHE Curriculum • September Inset Belonging Workshop	Providing training for staff to assess and review this give in-depth insights into the psychology that can contribute to educational inequalities, as well as techniques that can foster belonging among your students. Belonging Action Plan Attitudinal Surveys Entry/Exit Data KS2 Bounce Data
1-5	**Embedding Durrington Research Equity and Communication Project 2026-7** This partnership project will support schools to develop and embed an evidence-informed and consistent approach across schools to tackling disadvantage through language and communication and vocabulary instruction, through a specific focus on: Vocabulary and Spoken Language and Education • **Spoken language and communication**: Developing students' speaking and listening skills and wider use of language so that they develop competent and confident verbal communication, reading and writing skills • **Vocabulary:** Developing students' secure knowledge of the tier 2 and tier 3 vocabulary needed to access the curriculum at different phases so they can access reading material and apply the new terms in both writing and verbal communication Professional development will include deepening staff understanding of language development and importance of a culture of high-quality talk	The EEF toolkit's findings show that: "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress."

	· Develop consistent policy and practice to the explicit teaching of vocabulary and spoken language · Enhance the quality of adult – child interactions in EYFS and beyond and during play activities · Ensure an Inclusive approach embracing all forms of communication to ensure no child is excluded	
3	Poverty Proofing the School Day Poverty Proofing Audit actions embedded across the school (including clubs, access to uniform, resources, trips) and implement actions over academic year. Continue 'sharing shed for school community with food resources, toiletries and free uniform at SR/PR. PTA at HR site to set up similar offer.	

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Intervention: • 1:1 Ten-week BRP (Better Reading Partners) intervention • Small group 10-week Inference Reading Group Ensure all disadvantaged pupils in Year 3-6 receive additional reading intervention as appropriate to need through BRP (Better Reading Partners) 1:1 provision and/or small group inference reading groups with the reading team	Pupils make accelerated progress from year group entry and in-line with all other pupils nationally. School data evidence from 2024 shows the school has maintained considerable progress in reading attainment at the end of KS2. Reading team approach of using 1:1 interventions and small inference groups have supported school research strategy in identifying underachieving pupils, providing systemic teaching of reading, and maintaining progress over time. Research into BRP shows over 3,000 pupils in Years 1 to 8 have been supported by BRP in 300 schools: They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. They made an average Comprehension Age gain of 10 months. 99% of them showed more interest and confidence in reading after BRP. Engaging parents with their children's learning, in this case through reading, is proven to benefit pupil learning - See EEF study - +4 months effect	1

Year 3 and Y4 Little Wandle Rapid Catch-Up Intervention	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. EEF efficacy trial found a positive impact on all pupils of an additional three months' progress over the course of an academic year.	1
Maths No Problem is used as a mastery scheme supplemented with White Rose. The school has a lead mastery specialist teacher who works with the maths hub and supports other schools in the LA and county. Maths Mastery and Fluency Booster Groups EEF tested pupils found pupils who received made two months' additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating.	Disadvantaged pupils make accelerated progress in line with end of KS2 school targets of 66+ ARE (21% GD). Pupils are at least in-line with all other pupils nationally. EEF recognise the impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year. Additional booster groups are taught by the maths lead and Year 6 lead in addition to the 5 weekly lessons for disadvantaged pupils. Groups are fluid and flexible and pupils are only in the group for 6 weeks and benchmarked. In Year 3 and 4 the school uses **Mastering Number:** supporting pupils to develop good number sense through the Maths Hub **Close your Eyes:** develop teachers' and teaching assistants' knowledge of securing firm foundations and strong number sense for all children in KS2. Supports maths subject leaders in writing and delivering an action plan that promotes a whole school consistent approach to fluency building on Mastering Number principles and reflecting the requirements of the national curriculum.	1
Pupil conferencing for writing with class teacher The school uses weekly writing conference for Yr6 pupils either 1:1. Or in small groups identified through gaps	Pupils make accelerated progress in-line with all others non-disadvantaged pupils in school. EEF research 2019 shows low attaining pupils particularly benefit from small group tuition. EEF research 2019 shows low attaining pupils particularly benefit from small group tuition	2

assessment and writing moderation.		
Ensure all disadvantaged pupils in year 4 receive Quality First Teaching (QFT) and additional provision and/or intervention as appropriate to need to access Year 4 multiplication test.	Support pupils' cognitive domain making explicit the thinking skills and intellectual processes required for the MTC, recalling facts from long term memory and at speed within time limit of 6 seconds per item which is key to assess fluency recall of tables. The 6-second time limit was informed by research undertaken by STA. 1124 pupils took part- and 3-time limits were trialled. Six seconds was deemed the most appropriate time to allow children to recall and input their responses without allowing enough time to work out the answer.	1

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Behaviour Curriculum **Staff training on the new Positive Relationships policy, the HLF 10 key behaviour principles and consistent whole school strategies**	Education Endowment Foundation Improvement Behaviour in Schools Guidance Report https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1752760910 and A School's Guide to Implementation | EEF Staff confidently use proactive, relational and instructional behaviour strategies consistently.	5
Team Teach training in personal safety and refresher training for leads	Risk reduction strategies, and a range of positive handling and interventions supports de-escalation of behaviour incidents.	5
Dedicated Attendance Leads on all sites	Education Endowment Foundation (2018). Closing the Attainment Gap. London: EEF	4

	https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/ [17 January 2019]. Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that: ... Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons Collaborating with an EWO, facilitates a more effective, joined up, strategic approach to tackling attendance.	
Maintaining learning mentor roles to support families with attendance and acute need.	Mentoring improves positive relationships, provides opportunities for pupils to re-engage with the purpose of learning in school and improves attendance. (Evidence on EEF). Pupils are safe, are confident in themselves, and can manage their emotions effectively. EEF research has found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour. Introduction of a 'Family Liaison' role as part of the Inclusion team to support families with attendance and acute need.	3
Dedicated Senior Mental Health Lead on both sites.	Enable the school to use existing resources more effectively and promote good mental health and wellbeing in HJS setting. Quickly identify individual pupils who need support with their mental health and work effectively with local children and young people's mental health services.	3
Parent workshops	Studies have also shown that the long-term impact of elevated levels of primary school age parental involvement include higher earnings; less crime and delinquency; greater literacy; higher achievement test scores; higher employment rates; lower teenage pregnancy; and better jobs (CAN parent 2014).	3
Attachment Leads	Funding is used to support the strategic role of a designated leader on each school site for individual pupils who have experienced trauma, attachment disorder or other mental health issues and identified as adopted or looked after. Research indicates that an attachment and trauma informed approach and awareness of how to support children and young people's emotional needs and development can promote better learning and health. HJS has found that whole school practice and regularly training alongside targeted intervention provides significant help to support children with SEMH difficulties and reduces behaviour incidents in classrooms. For example, to allocate additional resources or adult support where needed. Percentage of adopted pupils who have achieved ARE expectations in reading has increased between 2017-2019. (Parker et al., 2015; Furnivall et al., 2012; NICE, 2015). NICE (2015).	3

School to provide pencil case and resources for learning	All pupils have the necessary equipment/uniform - forgotten or missing school equipment affects the quality of instruction. Furthermore, school equipment supplies represent, together with home learning a vital connection between the school and the children's home in which a pupil's preparedness for learning becomes a negotiation of the division of responsibility between school and family.	3
Free/Subsidised Extra Curricular Clubs/activities	Increase provision and additional opportunities for disadvantaged pupils. This can include subsidising of trips, visits, club fees, uniform, equipment etc. for disadvantaged pupils. Importance of After School Provision for DA pupils Can out of hours clubs close the gap? Benefits of Extracurricular Provision- an Overview In Year 6 the school subsidises part of the residential for disadvantaged pupils The PTA then fund DA children's yearbook and leavers hoody if needed.	3/ 5
Free/Subsidised Breakfast club	All pupils have a settled start to the school day. No pupil starts the day hungry – Each school site runs breakfast and after school clubs. Maintain gold breakfast club award.	3/5

Part B: Review of pupil premium outcomes in the previous academic year 2025-6

Key areas of impact:

KS2 OUTCOMES

Disadvantaged Pupils	2024	2025	2026	LA	National
Number of pupils	24	43	35	747	
% Expected standard in Reading	75.0	83.7	71.4	61	63
% Expected standard in Writing	58.3	67.4	68.6	54	60
% Expected standard in Maths	62.5	74.4	60.0	56	62
% Expected standard in GPS	66.7	76.7	74.3	58	61
% Expected standard in RWM	54.2	60.5	57.1	43	48
Reading Progress	No data	No data	0.5	-0.1	-0.70
Writing Progress	No data	No data	-0.7	-0.7	-0.50
Maths Progress	No data	No data	-1.0	-1.2	-0.90

The are no progress measures for 2024 or 2025 because baseline key stage 1 data was not collected due to historic Covid-19 disruption

Key Stage 2: Disadvantaged Pupils % Achieving the High Standard

Pupils: 24 in 2024, 43 in 2025, 35 in 2026

	School			B&H			National		
Subjects	2024	2025	2026	2024	2025	2026	2024	2025	2026
RWM	0	2	0	1	2	2	3	4	4
Reading	25	33	31	19	17	20	18	22	19
Writing	0	7	3	2	3	3	6	7	7
Maths	8	26	9	10	9	13	13	15	15
SPAG	21	21	34	18	14	17	20	19	19

School B&H Nat

Aim	Outcome
Attendance of disadvantaged pupils is at least 94% and is maintained term by term	PP Overall Attendance was **93%** comparted to non-PP pupils at **95%**. The school will continue to monitor attendance robustly reducing the difference between non disadvantaged pupils and disadvantaged pupils.
Combined R/W/M for PP Pupils **Disadvantaged pupils achieve national average**	At the end of Key Stage 2 57.1% achieved combined ARE (National 48%) and 0% GD.

KS2 OUTCOMES	
attainment and progress scores in KS2 R/W/M (National 2020 51%)	
Disadvantaged pupils maintain above national average progress scores at end of KS2 Reading	End of KS2 71.4% of DA pupils achieved ARE in reading (Nat: 63%) with 31% achieving greater depth in *standardised teacher administered tests.*
Writing **Disadvantaged pupils achieve national average progress scores in KS2 Writing (0)** **Disadvantaged higher attaining pupils at KS1 maintain progress and achieve Greater Depth at end of KS2.**	End of KS2 69% of DA pupils achieved ARE in writing (Nat:60%) with 3% achieving greater depth.
Maths **Disadvantaged pupils achieve average KS2 Mathematics progress score in maths above -0.9 and LA/NA averages (KS1 66% ARE).**	End of KS2 60% of DA pupils achieved ARE in maths with 9% achieving greater depth competed with standardised teacher administered tests.
GPS **Disadvantaged pupils achieve above national attainment in GPS in KS2 Writing**	74.3% of disadvantaged pupils achieved ARE with 34% at greater depth. (National 2025:61%)

KS2 OUTCOMES

Year 4 Maths Multiplication Test

80% of disadvantaged pupils in Y4 pass the Y4 Multiplication Times Table Check

The percentage of disadvantaged pupils achieving over score 16 was:

Score	PP pupils who accessed the test	All PP pupils
0 - 10	5% (2/38)	4% (2/43)
11 – 15	16% (6/38)	14% (6/43)
16 – 20	16% (6/38)	14% (6/43)
21 - 25	63% (24/38)	56% (24/43)

2026	Portland Road	Holland Road	Both
Mean	22	23	22
25/25	38% (44/116)	49% (21/45)	40% (65/161)
22+	71% (82/116)	84% (38/45)	75% (120/161)
PP 22+	45% (10/22)	69% (11/16)	55% (21/38)

2025 National Results (2026 not yet released)
Mean – 21/25
25/25 – 37%

Mental Health and Wellbeing

A designated Mental Health Lead leads pupil mental health and wellbeing across the federation. The school uses an online referral system available to both staff and parent/carers. These are then triaged, and support provided by our designated lead, inclusion team and external services as appropriate to need INCLUDING THE Brighton Wellbeing Service for schools.
The school uses 'Bounce' to review impact of wellbeing initiatives for KS2 and provide comprehensive data for wellbeing including the lowest 20% for class teachers/year leaders. This has enabled the school to continuously identify pupils for specific pastoral support.
A school provision plan identifies levels and severity of Mental Health needs, support available both within school and locally and the appropriate referral pathways.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	https://ttrockstars.com/
Seesaw (online Platform) RWI Portal	https://web.seesaw.me
Google Classroom	https://edu.google.com/intl/ALL_uk/products/classroom/
Bug Club	https://www.activelearnprimary.co.uk/login
Clicker and Word Shark	https://www.cricksoft.com/uk/clicker https://www.wordshark.co.uk/
Spelling Shed	www.spellingshed.com