

Pupil premium strategy statement – Hook Junior School 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 467 |
| Proportion (%) of pupil premium eligible pupils | 16.5 % (77 children) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025/2026 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Miss Powell, Headteacher |
| Pupil premium lead | Mrs Bailey, Deputy headteacher |
| Governor | Mr Anderson, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £112,015 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £112,015 |

Part A: Pupil premium strategy plan

Statement of intent

At Hook Junior School, we are committed to ensuring that every pupil, whatever their background, thrives academically, socially and personally. Our pupil premium strategy is designed to remove barriers, promote equity and secure strong progress for disadvantaged pupils, enabling their attainment to be in line with or exceed that of their peers. This commitment is underpinned by our school values of Empathy, Respect, Responsibility and Inclusion and is a whole school approach.

We recognise the varied challenges faced not only by disadvantaged pupils but also by vulnerable children, including those currently or previously supported by a social worker, family support services or those with caring responsibilities. The activities outlined in this strategy are intended to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged. Our approach combines high-quality teaching, targeted academic support and wider pastoral provision to meet individual needs and is shaped by a number of key principles.

We hold high expectations for every child and maintain an inclusive culture in which disadvantaged pupils and their families are valued and supported. All staff understand their responsibility for promoting strong outcomes for these pupils, building from their starting points to ensure progress. Positive behaviour for learning is actively encouraged, and attendance is closely monitored, with timely, supportive interventions designed to remove barriers and foster engagement.

High-quality teaching lies at the heart of our strategy, with a focus on areas in which disadvantaged pupils within our school 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Staff use ongoing formative assessment to identify misconceptions and adapt their practice, and professional development strengthens subject knowledge, questioning, feedback, oracy and knowledge of metacognition. Interventions are carefully designed to complement classroom teaching, while teachers remain accountable for the progress of all pupils. Each child's academic, social and emotional needs are identified and addressed through targeted interventions, enrichment opportunities and pastoral support, helping pupils build confidence, develop skills and thrive in an inclusive environment.

Decisions about provision are informed by diagnostic assessment and regular review of pupil progress, ensuring that disadvantaged pupils make accelerated progress where needed. Leaders and governors systematically evaluate the impact of strategies, refining approaches based on internal analysis, research and reflective practice, always aligned with our school values. Staff and resources are deployed flexibly to respond to emerging needs, supporting pupils at risk of underachievement across the attainment range and ensuring equitable access to high-quality teaching and targeted provision.

Through this strategy, we aim to ensure that disadvantaged pupils at Hook Junior School achieve highly and become confident, capable learners who make a positive contribution to school life and are prepared for the future.

Challenges

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

| Challenge number | Detail of challenge |
|-----------------------------------|--|
| 1 Oracy and language skills | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers. 10% of children in 2025-2026 who are eligible for pupil premium also have English as an additional language. |
| 2 Phonics/ Reading | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater gaps with phonics than their peers upon entry to Year 3. This negatively impacts their development as readers. By the end of KS2, attainment in reading for disadvantaged pupils is below that of non-disadvantaged pupils.</p> <ul style="list-style-type: none"> ➤ Y3 cohort upon entry: 16% of the cohort had phonics gaps requiring daily RWI intervention; 23% of the cohort scored as 'below average' in their YARC reading assessment in the Autumn term ➤ Y4 cohort upon entry: 34% of the cohort had phonics gaps requiring daily RWI intervention; 37% of the cohort scored as 'below average' in their YARC reading assessment in the Autumn term ➤ Y5 cohort upon entry: 34% of the cohort had phonics gaps requiring daily RWI intervention across Year 3; 16% of this cohort required continued daily RWI intervention with phonics gaps into Y4; 45% of the cohort scored as 'below average' in their YARC reading assessments |
| 3 Writing | <p>Internal assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>At the end of KS2, the disadvantage data remains below non-disadvantaged data.</p> |
| 4 Maths | <p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>At the end of KS2, the disadvantage data remains below non-disadvantaged data.</p> |
| 5 Mental health and well-being | <p>Our assessments (from pastoral referrals from teachers and families), observations and discussions with pupils have identified social and emotional challenges for some pupils, notably due to anxiety, attachment, a lack of resilience and/or aspirations. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>64% of our pupil premium children in 2024-2025 required additional pastoral support beyond that of the classroom provision This rose from 31% in 2023-2024.</p> |

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| 6 Attendance | <p>Disadvantaged pupil attendance is below that of non-Disadvantaged pupil's attendance.</p> <p>In 2024-2025, disadvantaged attendance overall was 92.4% (96.6% with 3 pupils removed who were receiving alternative provision) compared to 97.1% for non-disadvantaged pupils.</p> |
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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 |
|---|--|
| <p>1</p> <p>Improved oracy skills so children can listen attentively and are confident to effectively collaborate and communicate meaningfully with others, learning to talk and through talk using appropriate vocabulary. This will support attainment across the curriculum and develop skills for life.</p> | <p>Assessments (pupil and staff surveys) and observations indicate improved listening, communication and collaboration among disadvantaged pupils, using appropriate vocabulary within this. This should support attainment data across the curriculum.</p> |
| <p>2</p> <p>Improved reading attainment among disadvantaged pupils.</p> | <p>KS2 reading outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless the child has an identified cognitive SEND need, closing the attainment gap between disadvantaged and non-disadvantaged pupils.</p> |
| <p>3</p> <p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p> | <p>KS2 writing outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless the child has an identified cognitive SEND need, closing the attainment gap between disadvantaged and non-disadvantaged pupils.</p> |
| <p>4</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> | <p>KS2 maths outcomes (for disadvantaged pupils) over the next four years to reach age related expectations unless the child has an identified cognitive SEND need, closing the attainment gap between disadvantaged and non-disadvantaged pupils.</p> |
| <p>5</p> <p>To develop resilience, confidence and positive attitudes, enabling pupils to manage social and emotional</p> | <p>Pupils show increased resilience, confidence and positive attitudes to learning, as evidenced through pupil voice, book scrutiny, observations and reduced pastoral referrals. Improved attendance and punctuality for disadvantaged pupils, will indicate that social and emotional barriers are being effectively addressed. Additionally, pupils receiving targeted support will</p> |

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| challenges and achieve their full academic potential. | make measurable progress against their personalised targets which should translate into academic outcomes. |
| 6 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The overall absence rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£70,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are administered and interpreted correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <u>Diagnostic assessment EEF</u> | 2, 3, 4 |
| Staff CPD on metacognition to develop the strategies that teachers can use to support pupils to develop their metacognition and self-regulated learning. We will fund CPD and teacher release time to embed strategies to enhance learning and enable peer coaching. | Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly and enable them to work more independently. It can also support self-regulation through enabling learners to manage motivation, thoughts and behaviour. <u>Metacognition - EEF</u> | 1, 2, 3, 4, 5 |

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| <p>Embedding oracy across the school curriculum. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training through Voice 21 and release time for a dedicated Oracy Leader and other staff to act as mentors and purchase resources where required.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <u>Oral language interventions Teaching and Learning Toolkit EEF</u></p> | <p>1, 2, 3, 4, 5</p> |
| <p>Purchase of online resources for staff CPD to have access to online materials to secure stronger phonics teaching for all pupils and to support release time to monitor and share good practice in the teaching of phonics.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <u>Phonics Teaching and Learning Toolkit EEF</u></p> | <p>2</p> |
| <p>Staff CPD on the quality of teaching and learning within reading (focusing on developing reading fluency and comprehension), working externally with the English Hub and then training staff internally, including teacher release time and peer coaching.</p> | <p>The EEF recommend supporting pupils to develop fluent reading capabilities and teaching reading comprehension through modelling and supported practice. <u>Reading Comprehension Strategies - EEF</u> <u>Improving Literacy at KS2 - EEF Reading Framework</u></p> | <p>2</p> |
| <p>Whole school staff CPD on Talk for Writing to improve staff subject knowledge and pedagogy to improve learning and staff release to develop pedagogy.</p> | <p>EEF Improving Literacy in KS2 states recommends developing children's language skills, teaching writing composition through modelling and supported practice and target teaching through assessment. <u>Improving Literacy at KS2 - EEF</u></p> | <p>3</p> |
| <p>Ongoing CPD linked to designated handwriting scheme and purchase of resources to support quality of teaching and learning.</p> | <p>EEF Improving Literacy in KS2 states the importance of transcription and the importance of fluent writing. This is also supported in the English Writing Framework. <u>Improving Literacy at KS2 - EEF Writing Framework</u></p> | <p>3</p> |
| <p>Enhancement of our maths teaching and curriculum</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p> | <p>4</p> |

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| <p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Mathematics guidance: key stages 1 and 2</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p> | |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for all staff as well as specialised training for a pastoral team that will be released and meet regularly to train, monitor and review impact.</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><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p> | 5 & 6 |
| <p>Supporting staff professional development (and retention) by staff attending English and Maths Hub, County network meetings or National Professional Qualifications (NPQs) to continue to develop teaching and learning.</p> | <p>Supporting high quality teaching is pivotal in improving children's outcomes.</p> <p><u>Staff professional development</u></p> | 2, 3, 4, 5 |

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

Budgeted cost: **£40,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p><u>Tutoring: guidance for education settings</u></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><u>One to one tuition Teaching and Learning Toolkit EEF</u></p> <p><u>Small group tuition Teaching and Learning Toolkit EEF</u></p> | 2, 3, 4 |

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| Additional phonics sessions targeted at disadvantaged children who require further phonics support. | 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: <u>Phonics Teaching and Learning Toolkit EEF</u> | 2 |
| Additional speech and language 1:1 or group sessions targeted at disadvantaged children who have gaps in their speech and language following diagnostic tests. | Targeted oral language interventions to support children to communicate effectively and be able to use oral language skills to enhance learning and communicate thoughts and feelings. <u>Oral language interventions</u> | 1, 2, 3, 4, 5 |
| Ongoing subscription of programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions Teaching and Learning Toolkit EEF</u> | 1, 2, 3, 4, 5 |

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

Budgeted cost: **£1515**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on children's mental health and wellbeing (including on attachment and anxiety) and behaviour management approaches with the aim of developing our school ethos, children's mental health and wellbeing. | Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions Teaching and Learning Toolkit EEF</u> | 5 |
| Development of close working relationships with parents, in particular to support children's SEL, mental health and wellbeing including parent | Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from | 5 & 6 (1, 2, 3, 4) |

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| workshops, meetings and a parent pastoral referral pathway. | our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <u>Working with parents to support children's learning</u> | |
| Embedding principles of good practice set out in the DfE's Working together to improve attendance guidance. This will involve a dedicated Attendance Officer and member of SLT overseeing attendance along with other pastoral interventions. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <u>DfE working together to improve school attendance</u> | 6 |
| Contingency fund for acute issues. | 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. | All |

Total budgeted cost: £112,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 and formative assessments.

End of Key Stage 2 July 2025 Outcomes Summary

| Children achieving Expected+ | Reading | Writing | Maths | Combined (RWM) | Grammar | Science |
|------------------------------|---------|---------|-------|----------------|---------|---------|
| Hook Junior School 2025 | 88% | 88% | 91% | 83% | 89% | 92% |
| National 2025 | 75% | 72% | 74% | 62% | 73% | 82% |
| Hook Junior School 2024 | 84% | 81% | 91% | 74% | 83% | 93% |

| Children achieving Greater Depth (GDS) | Reading | Writing | Maths | Combined (RWM) | Grammar | Science |
|--|---------|---------|-------|----------------|---------|---------|
| Hook Junior School 2025 | 56% | 27% | 49% | 23% | 45% | |
| National 2025 | 33% | 13% | 26% | 8% | 30% | |
| Hook Junior School 2024 | 37% | 29% | 37% | | 44% | |

The data demonstrated that the school continue to perform significantly above national across all statutory assessments at the end of Key Stage Two.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

| Disadvantaged Children achieving EXS+ | Reading | Writing | Maths | Combined (RWM) | Grammar |
|--|----------------|----------------|--------------|-----------------------|----------------|
| Hook Junior School Disadvantaged (18 children) | 72% | 67% | 72% | 61% | 77% |
| Hook Junior School Disadvantaged without SEND Cognition & Learning (15 children) | 87% | 87% | 87% | 73% | 87% |
| LA 2025 Disadvantaged (3,883 children) | 60% | 56% | 56% | 43% | 53% |
| National Disadvantaged | 63% | 59% | 61% | 47% | |
| Difference of HJS Disadvantaged against National non-Disadvantaged | -9% | -12% | -8% | -8% | |

| Disadvantaged Children achieving GDS | Reading | Writing | Maths | Combined (RWM) | Grammar |
|--|----------------|----------------|--------------|-----------------------|----------------|
| Hook Junior School Disadvantaged (18 children) | 28% | 11% | 22% | 11% | 22% |
| LA 2025 Disadvantaged | 18% | 5% | 12% | 3% | 13% |
| NCER National Disadvantaged (193,970) | 21% | 7% | 15% | 4% | 14% |

The data demonstrated that Disadvantaged children at the school performed above other disadvantaged pupils both within the local authority and nationally. There is still a gap between disadvantaged and non-disadvantaged pupils, so attainment in reading, writing and maths will continue to be a central focus in the new pupil premium strategy to close the gap. The intended outcomes in this strategy have therefore been partially achieved.

In 2024-2025, 37% of disadvantaged children across KS2 were also SEND, which was 10% higher than the national average. This trend remains in 2025-2026 at 38%. When planning the new strategy, consideration of any additional barriers to learning for disadvantaged children who are SEND have been considered. 10% of our Disadvantaged pupils also have English as an Additional Language, where the school have identified gaps in language.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Through lesson observations, pupil conferencing and book scrutiny, some progress has been made with vocabulary and language skills. There is evidence of a wider range of vocabulary being used both verbally and in pupil books, particularly against vocabulary identified in knowledge organisers in each subject. Vocabulary has been taught explicitly as well as modelled across the school day. Oracy is an aspect that will continue to require an intense focus as part of the next pupil premium strategy to support to bridge the gap between disadvantaged and non-disadvantaged pupils. When looking at barriers for children entering the school in Autumn 2025, the gap in language skills is particularly prevalent. Learning walks have also demonstrated that some children have found listening attentively challenging, so as part of the work on oracy development, children's listening skills will also be taught explicitly, monitored and praised as the first development step. There will then be a focus on teaching and modelling effective talk within the classroom, instigating, building and challenging on each other's ideas, moving beyond vocabulary teaching alone.

Through pupil conferencing, the wellbeing of pupils was recognised as a strength. Children are identified quickly and additional provision is provided where appropriate with 64% of pupil premium on a pastoral intervention or mentoring in 2024-2025.

We have also analysed our attendance data outlined in the table below.

| | 2023-2024 | | 2024-2025 | | Autumn 2025 | |
|--------------------------|-----------|--------------|-----------|--------------|-------------|--------------|
| | HJS | FFT National | HJS | FFT National | HJS | FFT National |
| FSM6 | 92.3% | 91.8% | 92.4% | 92.1% | 94.1% | 92.4% |
| FSM6 (exc. 3x chn on AP) | | | 95.1% | | 96.6% | |
| Not FSM6 | 96.5% | 95.2% | 97.1% | 95.5% | 97.8% | 95.9% |
| Persistent Absence FSM6 | 18 chn | | 9 chn | | | |

| | 2023-2024 | | 2024-2025 | | Autumn 2025 | |
|--------------------|-----------|--------|-----------|--------|-------------|--------------|
| | HJS | FFT | HJS | FFT | HJS | FFT National |
| Overall | 95.90% | 94.30% | 96.50% | 94.50% | 97.3% | 95.0% |
| Persistent Absence | 44 chn | | 17 chn | | | |

There have been significant improvements in attendance over time and school attendance data is above national attendance data. A dedicated Attendance and Welfare Officer has supported with this progress along with a whole school culture on the importance of attendance for all pupils. The number of persistently absent children has significantly reduced. Despite this, there is still a gap between the attendance of disadvantaged and non-disadvantaged pupil attendance, consequently this will remain as an intended outcome in the new plan.

Based on all the information above, the performance of our disadvantaged pupils met expectations, as stated in the intended outcomes section above. We have reviewed the strategy and set new outcomes.

Externally provided programmes

| Programme | Provider |
|------------------------------------|----------|
| Thrive – Behaviour & Mental Health | Thrive |

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated where activity undertaken in previous years had the biggest impact and where there was less degree of impact.

We triangulated evidence from multiple sources of data including assessments, attendance, engagement in class book scrutiny, and conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils. We also collaborated with local schools to share good practice.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.