Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thomas Harding Junior School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Jo Butler Headteacher
Pupil premium lead	Alison Arnott Inclusion Manager
Governor / Trustee lead	Jane Savory Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,825.42
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	

Part A: Pupil premium strategy plan

Statement of intent

At Thomas Harding Junior School, we have high aspirations and ambitions for our children, and we believe that no child should be disadvantaged for any reason. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that all of our children are given every chance to realise their potential.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in all children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers

staff support children to develop positive mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and areas for development across the school
- All governors, but especially the pupil premium champion, are involved in data analysis
- We use research to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if….."

Teacher Development

We will continue to ensure that **all** children across the school receive at least good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations of teaching staff
- Ensuring consistent implementation of the school policies
- Sharing good practice within the school and draw on external expertise
- Providing high quality CPD
- Maintaining highly accurate assessment through joint levelling and moderation

Individualising support

- We will ensure that the additional support we provide is effective by:
- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Providing extensive support for parents to develop their own skills (, Literacy, Maths, e-safety, ICT,) to support their children's learning within the curriculum to ensure that they are best equipped to support the needs of their children.
- Tailoring interventions to the needs of the child (e.g. Targeted maths and English pre-teaching and revision sessions in the afternoons
- Recognising and building on children's strengths to further boost confidence particularly in sports, the arts and in music.

Challenges

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

Challenge number	Detail of challenge
1.	Readiness to learn for the most disadvantaged pupils, particularly for those that are also SEND.
2.	Many of our children on entry lack the wider vocabulary and syntax styles needed to fully access the wider curriculum.
3.	Many of our children lack the cultural capital
4.	Progress of those identified as disadvantaged is below their peers.
5.	A large number of children are identified as having a Social, Emotional, Mental Health (SEMH) need.
6.	For many of our pupils, the skills of self-regulation and stamina for learning need to be taught and embedded in order for them to make progress.
7.	Attendance and punctuality for a large proportion of children
8.	Parental engagement

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 and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in reading, writing and maths for our disadvantaged pupils. An increased number to meet the Multiplication Timetables Check at the end of Year 4	KS2 outcomes show that more than 80% of disadvantaged pupils meet the expected standard. A larger percent of disadvantaged pupils achieve GDS.
Improving attendance for the most disadvantaged pupils	Improve attendance of disadvantaged pupils to be in line with non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations

	• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • improved readiness/capacity to learn

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: £48,825.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. CPD to develop the skills of the teaching team to address specific needs identified.	Standardised tests can provide reliable insights into the specific areas of need of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2 & 4
CPD We will purchase resources and fund ongoing teacher training and release time. CAMHS & SaLT Diagnostic assessment training Behaviour management strategy training. For example Step On	Courses develop knowledge and therefore further improve the teaching and intervention delivered by teaching staff. Courses will address Mental Health and well-beings needs as well as academic needs.	1,2 & 4
Review of teaching opportunities to further develop well-being	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.	1,4,5,6 & 7
CPD for teachers and support staff on the teaching of vocabulary and how to monitor this in class for all pupils, with a focus on disadvantaged pupils.	The EEF guide to pupil premium shows that oral language approaches which explicitly extends pupils' spoken vocabulary adds 6 months of impact to pupil learning.	2
Continued development of the teaching of phonics for	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1,2 & 4

staff using high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.	(though not necessarily comprehension), particularly for disadvantaged pupils:	
CPD training to support a change in behaviour culture of key disadvantaged children around school and improve their learning experience.	EEF research shows that Social and emotional learning (SEL) support improves children's outcomes at school and later in life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers)	5 & 6
Whole school CPD and refresher training for Zones of Regulation. Inclusion Manager to support teachers to model and embed Zones of Regulation strategies and language.	EEF research shows that Social and emotional learning (SEL) support improves children's outcomes at school and later in life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers)	5 & 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training	Courses develop knowledge and therefore further improve the teaching and intervention delivered by teaching staff. Staff to receive refresher course and new staff to be trained	1 & 4
Books to match gaps in phonics	Reading books to specifically targeting gaps in phonics knowledge will provide practice of these gaps in knowledge and correct errors in pronunciation.	1 & 4
CPD OF Learning Support Assistants to further develop the teaching of interventions.	The delivery of high-quality, structured and targeted interventions which deliver short sessions, over a finite period, and link learning to classroom teaching show positive benefits.	4

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

Budgeted cost: £20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To carefully monitor attendance and act swiftly when there are dips. To support children who are struggling to attend due to Emotional Based School Avoidance (EBSA).	Evidence suggests that a robust approach to attendance improves parental involvement and pupils therefore attend more often and on time. Using a partnership approach protects our relationship with families.	7
Family Liaison Officer	The FLO provides support and information, in a sensitive and compassionate manner, securing confidence and trust of families. They ensure family members are given information in accordance with their needs and those of their children. The FLO also addresses attendance challenges facing our children and improves attendance, especially of those children most vulnerable.	5, 6 & 8
Trips	Stepping outside of the usual classroom environment and participating in external, interactive learning experiences brings learning to life. These experiences tie learning to personal experiences and memories, helping children develop a deeper understanding of subjects and topics. Children explore the world around them and gain cultural capital. For many SEN students, visual and sensory experiences and cues benefit their grasp and deepened understanding of topics being covered and these experiences outside the classroom promote positive engagement with people, places, activities and new environments.	3

Total budgeted cost: £98,825.42

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In 2025–26, outcomes for disadvantaged pupils remained broadly in line with national disadvantaged outcomes across most key measures, demonstrating that the school's targeted support continued to mitigate barriers to learning effectively. Disadvantaged pupils achieved 50% at the expected standard in combined Reading, Writing and Mathematics (RWM), compared with 49% nationally for disadvantaged pupils.

In reading, 52% of disadvantaged pupils met the expected standard, broadly in line with the national disadvantaged figure of 63%. Writing outcomes were similar, with 50% of disadvantaged pupils achieving the expected standard compared with 60% nationally. Mathematics remained a relative strength, with 57% of disadvantaged pupils meeting the expected standard, close to the national disadvantaged figure of 62%.

Attendance was a continued focus throughout the year. Overall attendance stood at 94.3%, close to the national average of 94.9%. Disadvantaged pupils attended well in comparison with disadvantaged pupils nationally, achieving 94.3% attendance against a national figure of 92.4%. Persistent absence for disadvantaged pupils reduced to 20.0%, significantly lower than the national disadvantaged figure of 25.3%, reflecting the positive impact of targeted attendance support and partnership work with families.

The school maintained strong inclusive practice throughout the year. Suspension rates remained very low, with no disadvantaged pupils receiving one or more suspensions, comparing favourably with national figures. The school continued to support a higher-than-average proportion of pupils with SEND, including those with SEMH and Speech, Language and Communication needs, while securing outcomes broadly in line with national averages.

Internal monitoring, pupil voice, and participation data indicate that disadvantaged pupils benefited from wider enrichment opportunities, pastoral support, attendance interventions and targeted academic provision. These strategies contributed to improved engagement, readiness to learn and sustained wellbeing across the disadvantaged cohort. The school will continue to focus on narrowing remaining attainment gaps in reading, writing and mathematics while maintaining the strong attendance and inclusion outcomes achieved during 2025–26.

1. Attendance and Persistent Absence

Targeted attendance monitoring and family support contributed to strong attendance outcomes for disadvantaged pupils. Attendance for disadvantaged pupils remained above national disadvantaged averages, while persistent absence was below national figures, indicating that barriers to regular school attendance were successfully addressed.

2. Speech, Language and Communication

Early identification and targeted support enabled pupils with speech, language and communication needs to access learning more effectively. Increased confidence in communication and classroom participation was observed across many pupils receiving additional support.

3. Literacy and Reading

The school's continued focus on reading and vocabulary development supported disadvantaged pupils in accessing the wider curriculum. Reading remained a key priority, and pupils demonstrated improved engagement with texts and increasing confidence as readers.

4. Parental Engagement

Effective partnerships with families helped strengthen communication between home and school. Parents were increasingly engaged in supporting their children's learning, enabling earlier identification of needs and more consistent support for pupils.

5. Social, Emotional and Mental Health

Pastoral and wellbeing provision supported pupils in developing resilience, emotional regulation and readiness to learn. As a result, many disadvantaged pupils were able to engage positively with school life and access learning successfully.

6. Access to Enrichment Opportunities

Financial support and targeted funding enabled disadvantaged pupils to participate fully in trips, visits, clubs and wider enrichment activities. This helped broaden pupils' experiences and strengthened their sense of belonging within the school community.

7. Independence and Learning Behaviours

Classroom approaches that promoted metacognition, resilience and independence supported pupils in becoming more confident learners. Pupils increasingly demonstrated positive learning behaviours and greater confidence in tackling challenges independently.

8. Disadvantaged Pupils with SEND

The school maintained a strong focus on inclusive practice, ensuring that disadvantaged pupils with SEND received appropriate support and adaptations. These pupils were able to access the curriculum successfully and participate fully in school life alongside their peers.