Pupil premium strategy statement – Howbridge Church of England Junior School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	33.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 - 2029
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Lucie Levett – Executive Headteacher
Pupil premium lead	Ellie Taylor – Head of School
Governor / Trustee lead	Mike Hope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,747.71
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£172,747.71

Part A: Pupil premium strategy plan

Statement of intent

At Howbridge Church of England Junior School, we intend that all pupils, irrespective of their background, circumstances or the challenges they face, make strong progress and achieve well across the curriculum.

We recognise that disadvantaged pupils may face additional barriers to learning, including gaps in prior attainment, lower confidence and resilience, attendance concerns, social and emotional needs, and special educational needs and disabilities (SEND). A significant proportion of our disadvantaged pupils also have identified SEND, requiring a highly inclusive and adaptive approach.

The key principle of our strategy is the delivery of high-quality teaching for every pupil. Through effective adaptive teaching, implementation of the Essex Ordinarily Available Framework, robust assessment procedures and ongoing professional development, we aim to ensure all pupils can access and succeed within the mainstream curriculum.

Alongside quality first teaching, we provide carefully targeted interventions to accelerate progress in reading, writing and mathematics. Intervention programmes are selected based on pupil need and monitored to ensure they have maximum impact.

We recognise the importance of supporting pupils' social, emotional and behavioural development. Through our Life Learning Space provision, pastoral support, counselling services and behaviour for learning approaches, we seek to remove barriers that prevent pupils from accessing learning successfully.

Our approach is underpinned by:

- High expectations for all pupils.
- Inclusive classroom practice.
- Evidence-informed decision making.
- Early identification of barriers to learning.
- Strong partnerships with families.

Challenges

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

Challenge number	Detail of challenge
1	Internal and national assessment information shows that disadvantaged pupils achieve less well than their peers in reading, writing and

	mathematics. Gaps in prior learning remain evident for some pupils entering Key Stage 2.
2	A significant proportion of disadvantaged pupils also have identified SEND. These pupils require well-planned adaptations, consistent implementation of the Ordinarily Available Framework and targeted intervention to access learning successfully.
3	Some disadvantaged pupils demonstrate difficulties with speech, language and communication, confidence, resilience and engagement with learning, which impact their academic progress.
4	Emotional wellbeing, self-regulation and behaviour for learning present barriers for some disadvantaged pupils, affecting readiness to learn and classroom engagement.
5	Attendance for some disadvantaged pupils remains below school expectations, resulting in lost learning opportunities.
6	Some disadvantaged pupils have reduced access to wider enrichment opportunities, resources and experiences due to financial disadvantage.

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 attainment and progress for disadvantaged pupils in reading, writing and mathematics.	Internal and external assessment data show disadvantaged pupils make at least expected progress and attainment gaps continue to narrow.
High-quality adaptive teaching is consistently embedded across all classrooms.	Monitoring demonstrates effective implementation of adaptive teaching strategies and the Essex Ordinarily Available Framework in all classes.
Improved outcomes for disadvantaged pupils with SEND.	SEND and disadvantaged pupils access the curriculum successfully, make progress from their starting points and demonstrate increased independence.
Increased resilience, engagement and positive learning behaviours.	Behaviour data, pupil voice and lesson observations demonstrate improved engagement, participation and perseverance.
Improved social, emotional and mental health outcomes for vulnerable pupils.	Pupils accessing Life Skills Space and pastoral interventions demonstrate improved emotional regulation and readiness for learning.
Improved attendance for disadvantaged pupils.	Attendance rates increase and persistent absence rates reduce year-on-year.

Increased participation in enrichment opportunities and wider school life.	Disadvantaged pupils participate in clubs, educational visits and enrichment opportunities at rates similar to their peers.

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: £108,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of high-quality adaptive teaching through implementation of the Essex Ordinarily Available Framework and inclusive classroom practice. This includes the deployment of Teaching Assistants within classrooms to support access to learning, independence and engagement.	Evidence from the EEF identifies high-quality teaching as having the greatest impact on improving outcomes for disadvantaged pupils. Consistent adaptations and inclusive practice support disadvantaged pupils, particularly those with SEND, to access the full curriculum.	1, 2, 3
Ongoing professional development for teaching and support staff, including SEND provision, adaptive teaching, safeguarding and behaviour for learning.	Effective professional development improves classroom practice and pupil outcomes through increased staff knowledge and consistency of approach.	1, 2, 3, 4
Use of high-quality curriculum and assessment resources, including White Rose Maths, Learning by Questions and	Assessment-informed teaching enables staff to identify misconceptions quickly and adapt teaching accordingly.	1, 2

iLearn2, to support responsive teaching and identify gaps in learning.		
Strategic use of teaching support staff to provide additional classroom support for disadvantaged pupils and those with SEND.	Targeted classroom support increases participation, engagement and access to learning whilst promoting independence.	1, 2, 3

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

Budgeted cost: £60,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of targeted reading, writing and mathematics interventions through trained Learning Support Assistants.	Structured interventions can accelerate progress when targeted appropriately and linked closely to classroom learning.	1, 2
Use of Nessy to support reading, spelling and literacy development for pupils with identified literacy difficulties and SEND.	Technology-assisted learning programmes can provide personalised opportunities to practise and embed key literacy skills.	1, 2
Additional support for handwriting and written presentation through Letter-Join.	Improved handwriting fluency can support written outcomes and curriculum access.	1
Development of mathematical fluency through NumBots and Times Tables Rock Stars.	Regular retrieval and rehearsal of key number facts improves fluency and confidence in mathematics.	1
Use of Provision Map to monitor, evaluate and adapt interventions to ensure pupils receive the most effective support.	Effective assessment and monitoring ensures interventions are matched to pupil need and demonstrate impact.	1, 2

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

Budgeted cost: £59,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Life Skills Space provision and Pastoral Lead support for vulnerable and disadvantaged pupils requiring additional social, emotional and behavioural support.	Effective pastoral support can improve pupils' wellbeing, engagement and readiness to learn.	3, 4
Attendance monitoring, early intervention and family support to improve attendance and reduce persistent absence.	There is a clear correlation between attendance and educational outcomes.	5
Counselling and therapeutic support through Tall Trees and associated counselling services.	Early mental health intervention helps pupils develop strategies to manage emotional challenges and engage successfully in school life.	3, 4
Implementation of the Coram SCARF curriculum and wider wellbeing initiatives to develop resilience, emotional literacy and positive relationships.	Whole-school approaches to wellbeing support improved behaviour, self-regulation and social development.	3, 4
Financial assistance for educational visits, enrichment opportunities and school uniform where needed.	Removing financial barriers ensures disadvantaged pupils can participate fully in school life and access the same opportunities as their peers.	6
Behaviour for Learning approaches delivered through pastoral provision and the Life Skills Space.	Consistent approaches to behaviour and emotional regulation support improved engagement in learning and reduce barriers to achievement.	3, 4

Total budgeted cost: £229,996

Approximately **£229,996** against a Pupil Premium allocation of approximately **£172,748**. This reflects the school's practice of using additional school funding to enhance provision for disadvantaged pupils beyond the core Pupil Premium grant.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025-26, disadvantaged pupils benefited from high-quality classroom teaching, targeted intervention programmes and enhanced pastoral support. Pupils receiving intervention support made progress in reading, writing and mathematics, particularly where interventions were closely linked to classroom learning.

The school's continued focus on adaptive teaching and implementation of the Ordinarily Available Framework improved access to learning for disadvantaged pupils with SEND. Monitoring indicated greater consistency across classrooms and improved pupil engagement.

The Life Learning Space continued to provide effective support for vulnerable pupils requiring additional emotional, behavioural and pastoral interventions. Pupils accessing the provision demonstrated improved self-regulation and increased readiness to learn.

Attendance remained an area of focus. Whilst some improvements were seen, attendance for disadvantaged pupils continues to be below that of non-disadvantaged pupils and remains a priority within this strategy.

Increased financial support enabled disadvantaged pupils to access school trips, enrichment activities and wider curriculum opportunities, ensuring that economic disadvantage did not become a barrier to participation.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

This strategy has been developed following a detailed analysis of pupil attainment, progress, attendance, behaviour, pastoral and SEND information. Particular consideration has been given to the overlap between disadvantage and SEND, as a significant proportion of pupils eligible for Pupil Premium funding also have identified special educational needs.

The school adopts a graduated and inclusive approach to supporting disadvantaged pupils, with a strong emphasis on high-quality adaptive teaching as the primary method of improving outcomes. The implementation of the Essex Ordinarily Available Framework supports consistency in classroom practice and ensures reasonable adjustments are embedded within everyday teaching.

Pupil Premium funding forms part of a wider whole-school commitment to inclusion. Additional school resources are invested to supplement Pupil Premium funding, enabling the school to provide enhanced pastoral support, targeted intervention programmes, specialist SEND provision and therapeutic services beyond those funded solely through the grant.

The school's Life Learning Space plays a key role in supporting pupils experiencing social, emotional and behavioural barriers to learning. This provision enables vulnerable pupils to develop self-regulation, resilience and positive behaviour for learning, allowing them to successfully access mainstream classroom learning.

The impact of the strategy is monitored through:

- Termly pupil progress meetings.
- Analysis of attainment and progress data.
- Attendance monitoring.
- Behaviour and safeguarding data.
- Provision mapping and intervention reviews.
- Pupil, parent and staff voice.
- SEND and Pupil Premium monitoring activities undertaken by leaders and governors.

Where activities are not demonstrating the intended impact, provision is reviewed and adapted to ensure resources are targeted effectively and continue to meet the needs of disadvantaged pupils.

The school also recognises the importance of providing wider opportunities for disadvantaged pupils. Through enrichment activities, educational visits, leadership opportunities, music, sport and personal development experiences, we aim to ensure that disadvantage does not limit pupils' participation in the full life of the school.

Leaders recognise that not all disadvantaged pupils are underachieving and that not all pupils who are underachieving are disadvantaged. Therefore, support is allocated on the basis of identified need whilst maintaining a strategic focus on improving outcomes for pupils eligible for Pupil Premium funding.