

Hazelmere Junior School

Pupil Premium Strategy Statement



This Statement details our School's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 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	Hazelmere Junior
Number of Pupils in School	227
Proportion (%) of Pupil Premium Eligible Pupils	45%
Academic Year/Years that our Current Pupil Premium Strategy Plan Covers	2025-2026
Date this Statement was Published	December 2025
Date on Which it will be Reviewed	November 2026
Statement Authorised By	Mark Sawtell
Pupil Premium Lead	Rochelle Pars
Governor / Trustee Lead	Robin Taverner

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this Academic Year	£172,256
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£13,223
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	£185,479

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Hazelmere Junior School, we pride ourselves on our 'If it's to be...it's up to me' ethos and support children to become independent learners. We want children to feel safe, secure and ready to learn and follow the three school rules to Be Ready, Be Safe and Be Respectful. All children are encouraged to:

- Act kindly and respect others
- Reach high standards both academically and socially
- Achieve their full potential
- Become well rounded, independent members of society

We believe that no matter your background or potential disadvantage you must strive to be the best you can be and we are committed to improving the outcomes for all children at Hazelmere Junior School.

Challenges

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

Challenge number	Detail of challenge
1	Poor writing skills
2	Undiagnosed learning difficulties
3	Gaps in learning
4	Attendance and safeguarding concerns
5	High level of deprivation limits children's experiences and opportunities
6	High number of pupils with poor mental health

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
Higher attainment in writing across the School	Writing continues to be the weakest subject in the KS2 SATs.

	Big Write to be completed weekly across the school to ensure wider opportunities to write. Internal moderation. Literacy lead to share knowledge of moderation qualification with other staff. Literacy lead to organise CPD for staff.
Undiagnosed learning difficulties will be identified and support put in place.	Regular meetings between class teacher and SENCO will identify children not making suitable progress and possible barriers. Further meetings with parents will lead to referrals being made to Community Paediatrics if necessary. Support from the SENCO and assistant SENCO for parents will guide them through the process of investigation and possible diagnosis for their child. Regular coffee mornings held by the SEND team will help to support and engage families.
Forensic gap analysis using PiXL data. That analysis to be used to inform classroom and intervention teaching.	The gap between the PiXL cohort and Hazelmere cohort will reduce and become more in line with one another. Increase in the number of children making expected progress from their starting point. End KS2 data becoming more in line with national. Provision maps to be completed termly to ensure appropriate coverage of interventions.
Children with poor attendance will be closely monitored and the school will work with families to try and improve the attendance.	Children with poor attendance will be closely monitored and the school will work with families to try and improve the attendance. Aquinas will carry out meetings with parents of children with significant absence to see how this can be improved. Weekly cups awarded for class Attendance and punctuality. Termly awards for individual pupils with 100% attendance and those who have been punctual.
Children will be offered a range of experiences and opportunities outside the classroom to increase their cultural capital.	All children will have been given the opportunity to go on at least two school trips over the course of the year. All children will have a 'Hazelmere Hitlist' which has 20 different activities that they will complete before they leave. They will have personalised stickers for each activity. All children will have the opportunity to attend the Pantomime.
To give children the skills and tools to improve their mental health and talk about themselves positively.	Zones of Regulation to help pupils self-regulate their emotions. Appropriate support such as Lego Therapy, Play Therapy and Thrive will support pupils' mental health. Counselling available to children and referrals can be made.

Activity in This Academic Year

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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL – Conferences, staff CPD, associate visits, resources for interventions and whole class teaching as well as forensic data analysis will help support staff to identify and fill gaps.	Widely recognised resource for schools in areas of high deprivation.	1 3
Staffing – LSAs provide a range of interventions such as phonics, precision teaching and Catch Up.	EEF – Teaching Assistant Interventions +4 months	2 3
Maths Mastery (4 members of staff) Arts Mark (art lead) Moderation (Literacy lead) Wild Wellbeing (SENDCO assistant) SR to complete NPQLT KW to complete NPQ Mastering Number Y3 staff LG to complete Mastery	Development of staff to support knowledge and understanding	1-6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led tutoring – Initial identification of children requiring additional support and identification of gaps in learning. Class teachers will then deliver after school lessons in year 6. Class teachers will also offer interventions during assembly time.	EEF – Teaching Interventions +4 months	1 3
Little Wandle – LSA and some class teachers will use the new school resource of Little Wandle to ensure that children are more phonetically secure.	EEF – Phonics +5 months	1

Wider Strategies (for example, related to Attendance, Behaviour, Wellbeing)

Budgeted cost: £52,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools – Termly for 2-year groups per year.	EEF – social and emotional learning +4 months	5,6
Essex Music Services – class tuition music for 3-year groups per year	Widely recognised approach	5,6
Danbury Year 6 residential	EEF – social and emotional learning +4 months	5,6
‘Buoyed up’ sailing programme Y5	EEF – social and emotional learning +4 months	5,6
Pantomime trip – whole school trip to Pantomime	EEF – Arts participation +3	5

Attendance awards – attendance awards for children whose attendance is 100%. Reward for 100% Punctuality	EEF – Parental engagement +4 months	4
Child First Trust – 1:1 Counselling	Proven to support children and improve mental health and well-being.	6
School Minibus	Supports children with attendance to local events widening experiences.	5
Free Fruit Friday	Encouraging pupils to make healthy choices.	5
Clothing Uniforms	EEF notes that improving well-being and belonging can positively affect attainment.	5,6

Total budgeted cost: £ 172,246

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome
Higher attainment in writing across the school	Year 3 = 33% ARE 0% GD Year 4 = 39% ARE 0%GD Year 5 = 40% ARE 0% GD Year 6 = 30% ARE 2% GD
Undiagnosed learning difficulties will be identified and support put in place.	The SENCO worked alongside class teachers and the SENCO assistant to identify children who may have undiagnosed needs. Meetings were held with families to aid them in supporting the child and they worked alongside outside agencies. The Educational Psychologist visited regularly to make assessments of children identified by staff. S&L Therapist visits once a month ELKLAN training being offered to support staff. Every class now has a SEND LSA.
Forensic gap analysis using PiXL data. That analysis to be used to inform classroom and intervention teaching.	All year groups undertook PiXL assessments. Year 3-5 termly and year 6 half termly. The data from these spreadsheets allowed staff to identify key gaps in learning some of which may have been from previous year groups. Progress was made in years 4,5,6 across Reading, GPS and Maths, with the exception of Y3. Provision maps developed in order to keep track of the different interventions being offered across the school.
Children with poor attendance will be closely monitored and the school will work with families to try and improve the attendance.	Aquinas support the school with attendance. Attendance letters have been sent to families with a high level of absence. Meetings with the HT and families have been held to discuss attendance and what barriers

	families might have. Home visits have been made where necessary. Overall attendance in 2024-2025 was 95.6%, this has decreased slightly from 95.9% in 2023-2024. Persistent absence in 2024/25 was 19.5, this has increased by 3.5% from the previous year. PPG children's attendance overall was 89.1% compared to 95.6% for non-PPG. Weekly attendance and punctuality cups have continued to be awarded. Punctuality discos for children with 100% punctuality. First disco 90 children able to attend. Second disco 140. Film award for children who achieved 100% attendance.
Children will be offered a range of experiences and opportunities outside the classroom to increase their cultural capital.	Various trips took place over the course of the year: • Year 6 residential • Year 3 Library trips • Year 4 Science trip • Pantomime trip to the Mercury Theatre for the whole school • Year 5 swimming lessons • Year 3 and 4 Forest school • Year 6 Geography trip to the beach • Year 5 Egyptian day • Sports day • Year 5 'Buoyed Up' trip • SEN sailing day • Stone age visit to school Year 4 • Whole school trip to church twice per year • All year groups visited Highwoods Country Park • Year 6 trip to Duxford • Year 4 trip to Peter and the Wolf • SEN swimming gala • Year 3 trip to Zoo • Whole school skateboard workshop • Year 6 BMX workshop • Year 6 end of year trip to Clacton • Choir singing at local care home
To give children the skills and tools to improve their mental health and talk about themselves positively.	• Zone of regulations • Thrive • 1:1 counselling • Lego Therapy • Play Therapy • ELSA training for LSA • Mental Health Days

	• <i>Therapy Dog visits</i>
--	---