

Pupil premium strategy statement – Cornwallis site 2024 – 2027 (Reviewed 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Henry Hinde Junior School
Number of pupils in school	2024 – 2025 - 256 2025 – 2026 - 2026 – 2027 -
Proportion (%) of pupil premium eligible pupils	2024 – 2025 - 105 41% 2025 – 2026 – 38% 2026 – 2027 -
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Becky O'Neill
Governor / Trustee lead	Alison Dyke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,805
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	£131, 805

Part A: Pupil premium strategy plan

Statement of intent

At Henry Hinde, our pupil premium funding sets the well-being and achievements of children from disadvantaged backgrounds as a priority within our school system.

The demographic of our school is changing over time to admit an increasing number of pupils with high level needs, including several forms of trauma. There has been a significant increase in the number of pupils who have a Social Worker. The number of ethnic groups is rising and there are now 32 different languages spoken in school. This includes a number of asylum seeking children who have joined the school. The proportion of disadvantaged pupils is also increasing and is above the national average, as is the proportion of pupils with special educational needs and/or disabilities (SEND). Pupil mobility has a significant impact on the demographics of our pupils. There has been an increase in pupils joining the school. There have also been pupils who have moved on to other schools either due to: being moved from the Asylum Centre; moving due to DV; moving due to work or at the start of Year 3 after getting a place at their nearest school.

At Henry Hinde, we aim to provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We will continue to strengthen the relationships between families, pupils and the school through the work of the Pastoral Team. The Home School Support Worker will ensure that children and their families are being well supported. This approach aims to diminish the gap between our disadvantaged pupils and their non-disadvantaged peers by providing them with support to enable them to be more ready for learning and to experience the full learning experience that Henry Hinde has to offer. There will also be a focus on raising the profile of attendance with families so that the attendance of disadvantaged pupils will increase.

We offer a wide range of enrichment activities both in and out of school to broaden the ambitions of our pupils and raise the cultural capital of our disadvantaged pupils and their families. We aim to work in conjunction with our families to raise the expectations and aspirations for our children. In doing this, we will have a positive impact upon children's mental health and well-being and subsequently, their attendance and academic achievements.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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. Our strategy is also integral to wider school plans for intervention, notably the implementation of targeted support.

We have researched findings on how to best support our children and this strategy aims to show our steps to ensure we are responding to the challenging needs and individual circumstances of our children. We will do this by:

- acting early to identify children who may show signs of needing additional support
- acting early to provide support to increase attendance
- working as a school to adopt a whole school approach to the responsibility of raising the expectations for our disadvantaged children and providing them with the tools to achieve

- providing family support to our disadvantaged families who need it
- providing high quality teaching to all our pupils
- using robust assessment to maximise learning opportunities
- providing opportunities for raising awareness of aspirations and how to achieve these goals

Challenges

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

Challenge number	Detail of challenge
1	Increasing levels of deprivation in the school community often results in more PP pupils having limited life experiences. Pupils and their families can demonstrate low aspirations and pupils can struggle to engage in the curriculum due to a lack of cultural capital.
2	Attendance – Whole school attendance has been impacted in part due to emotional health and wellbeing issues for pupils and their families. PP is below non PP.
3	Pupils do not arrive at school ready to learn and lack the ability to self-regulate.
4	Pupil mobility – an increasing number of pupils are joining and leaving the school at various points during the year. (Significantly those from Asylum-seeking families, pupils with a Social Worker and pupils with additional needs)

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>Challenge 1 – Low aspirations</p> <p>Pupils and families build aspirations and cultural capital through a tailored curriculum to increase engagement and opportunity for all.</p> <p>Pupils participate in a range of enrichment activities which ignite their desire to attend school and to learn.</p>	<p>Increased parent/carer/family engagement with workshop opportunities.</p> <p>Enhanced learning opportunities promoted and accessed.</p> <p>Uptake of extra-curricular clubs increased and sustained.</p> <p>Participation in school sports increased and health and fitness improved.</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from HHSW worker</p> <p>A wide range of wider curriculum experiences such as visitors, trips, hook events to</p>

	<p>stimulate learning will be provided across all year groups.</p> <p>Pupils will act on feedback to improve their outcomes.</p>
<p>Challenge 2 - Attendance</p> <p>To close the attendance gap between PP and national rates..</p>	<p>Attendance of Pupil Premium pupils to be at least in line with national.</p> <p>Persistent Absenteeism of Pupil Premium pupils to be at least in line with national.</p>
<p>Challenge 3 – Be ready to learn</p> <p>Pupils will be provided with strategies to manage their social, emotional and behavioural needs to that they can self/co regulate and are ready to learn</p>	<p>Pupils can identify feelings and emotions and use strategies to help them deal with these.</p> <p>All staff will follow the Positive Behaviours Policy to use a restorative approach to understanding and managing behaviour needs.</p> <p>Fewer lessons and learning opportunities disrupted for pupils.</p> <p>There will be a decrease in instances which require the removal of a pupil from the classroom to the Quiet Room.</p> <p>There will be a decrease in the involvement of SLT to de-escalate pupils.</p> <p>All pupils will arrive at school and access support/strategies which allow them emotionally regulate and maintain their readiness for learning.</p> <p>Support through HSSW will be offered as required to ensure the whole family is being supported and areas of concern are addressed - Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from HHSW worker</p>
<p>Challenge 4 – Pupil mobility</p> <p>The learning needs of pupils who join the school at various points in the year will be identified and met.</p>	<p>The individual learning needs of mobile pupils are quickly identified through observation and assessment.</p> <p>Appropriate adaptations will be made to meet the learning needs of mobile pupils.</p> <p>Appropriate interventions will be planned and implemented.</p> <p>Ongoing assessment and monitoring will demonstrate continual improvement.</p> <p>Behavioural needs will be identified and addressed.</p>

Activity in this academic year 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: £ 42,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	The EEF's Maximising Learning states that 'The best available evidence indicates that greater teaching is the most important lever schools have to improve outcomes for their pupils.' By ensuring that all our teachers receive support in their teaching and the right, targeted CPD will help them to deliver high-quality teaching. Here	1 2 3 4
Managing pupil mobility	National College for School Leadership Managing pupil mobility to maximise learning – 2011 Here 'Schools that manage pupil mobility successfully are responsive to the challenge that pupil mobility presents.'	4
CPD - Review of marking and feedback policy to be implemented by all staff working with pupils	EEF – Teacher feedback to improve pupil learning. + 7 months 'Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.' Here	1 3

CPD -De-escalation refresher training for all staff	EEF Behavioural interventions + 4 months 'Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.' Here EEF Social and emotional learning + 4 month Here	1 3
CPD - Key staff to attend full Team Teach training	EEF Behavioural interventions + 4 months 'Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.' Here	1 3
Purchase of SONAR and Pixel to monitor attainment and progress. CPD for teachers – use for assessment and identifying area for improvement CPR for LSA – use of Pixel for interventions	EEF feedback + 6 months	1 3 4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist employed to work on	EEF – oral language interventions consistently show positive impact on learning. + 6 months	1 3 4

communication skills with targeted children	High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. Here	
Specialist teacher employed to work on individual needs of the children and supporting those with/waiting for an EHCP.	The Specialist Teaching Service (STS) is designed to help you maximise the achievement and wellbeing of pupils with social, emotional and mental health (SEMH), cognition and learning and communication and interaction needs. Here Where possible, while a specialist teacher is in an education setting, they will share their expertise and knowledge within their area in order to upskill school staff and provide them with skills which will help them in the future.	1 3
SMART group – self regulation techniques – group of 4 run by HLTA	EEF Social-and-emotional-learning +4 months EEF Behaviour-interventions +4months EEF – Social and emotional learning +4months	1 3
Targeted small group or 1:1 Phonics Catch Up sessions	EEF Small-group-tuition +4 months EEF Teaching-assistant-interventions +4months	1 3 4
Targeted small group or 1:1 reading sessions with phonetically matched books	EEF Phonics +5months EEF Small-group-tuition +4 months	1 3 4
Precision teach sessions – common exception words or single sounds	https://www.bangor.ac.uk/psychology/teaching/docs/Precision%20Teaching.pdf EEF Phonics +5months EEF Teaching-assistant-interventions +4months	1 3 4
HSSW will support the needs of individual children in a mentoring role with 1:1 or small group sessions in	EEF Mentoring +2 months	1 3 4

response to instances that arise		
Other necessary TA/Class teacher led interventions where need arises throughout the year.		

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

Budgeted cost: £ 19,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team engagement with vulnerable families across school offering a range of support.	EEF parental Engagement +4	1 2 3 4
PP pupils will have access to a wide range of enrichment experiences both in the classroom and outside of it to increase their cultural capital which will be fully funded/part funded.	EEF parental Engagement +4	1 2 3 4
PP pupils will have access to a wide range of fully funded extra-curricular clubs which will support their well-being and increase their cultural capital	EEF Physical-activity +1	1 2 3 4

School Attendance team track, monitor and implement attendance policy daily.	Working together to improve school attendance (publishing.service.gov.uk)	2
TLET Attendance policy to be adopted. Attendance Lead to meet termly with TSO from Warwickshire to discuss PA and SA. Targeted action plans to be reviewed.	Working together to improve school attendance (publishing.service.gov.uk)	2
Three week schedule for attendance monitoring meetings between Attendance Lead, HSSW and Admin to embed principles of good practice set out in the DFE's Working together to improve school attendance (publishing.service.gov.uk) and school Attendance policy.	Working together to improve school attendance (publishing.service.gov.uk) Outcomes cannot improve if attendance is poor. Supporting families to get children in to school, educating them on keeping the children well and holding them to account for their child's attendance.	2
Parent workshops to increase engagement with families – academic and through the Mental Health Support Team (RISE), Attendance TSO with particular focus on ensuring the attendance of PPG/vulnerable families.	EEF Parental engagement +4 months	1 2 3 4

Total budgeted cost: £131,805

Part B: Review of outcomes in 2024/25

Pupil premium strategy outcomes

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

1. Achievement of Intended Outcomes

Challenge 1: Low Aspirations & Cultural Capital

Aim: To increase engagement, uptake of enrichment and parental involvement.

- **Review:**

- **Enrichment:** We have successfully fully funded all educational visits this year. Analysis of the registers shows that 22% of disadvantaged pupils attended at least one extra-curricular club, a decrease of 23% from the previous year. On investigation, a number of pupils had younger siblings who also needed to be collected from school. The finish times of clubs did not coincide with the daily routine of families. There was also a 100% increase in the number of LAC during the academic year. 96% of our disadvantaged pupils attended at least one school trip (including a 3 day residential in Year 6) during the year with at least half of the cost being supplemented via PPG funding.
- **Parental Engagement:** Parental engagement remains a key focus. Parent exit data at Parent Consultation meetings highlighted that 83% of the parents felt better informed and able to support their children to address gaps in learning. Class teachers made contact with parents/carers who did not attend consultations and held telephone conversations. Specific targeted invites from the Home School Support Worker (HSSW) to come in for a coffee and chat enabled more trusting relationships with vulnerable families with sign posting and referrals to outside agencies being made. A number of Early Help pathways were opened. However, there was varying levels in success in achieving the desired outcomes due to engagement.

- **Curriculum:** The introduction of "hook events" has been monitored through pupil voice surveys, 84% of PP children reported enjoying their topics, specifically citing the trips that they went on and workshops that they took part in at school.

Challenge 2: Attendance

Aim: To close the gap between PP and National rates and reduce Persistent Absenteeism (PA).

- **Review: 90.1 95.3 20.8 89.3 96.2 21.9**
 - **Overall Data:** The attendance gap between PP and non-PP pupils is currently **-7%**. The gap has increased by 2% compared to last year. The highest absence was in Year 6 where illness and lack of transport were significant contributors. EBSNA was reported for a number of these pupils who had bespoke provision put in place with varying success.
 - **Intervention Impact:** Key families at risk of PA were invited for meetings with the Attendance Lead and HHSW. Success was seen when families were willing to engage with this support and saw 5 Early Helps being opened and as a result, improved attendance was achieved.
 - **Warwickshire TSO:** Meetings with the TSO resulted in targeted action plans for our most complex cases. However, illness and lack of transport remained the primary drivers for absence. This suggests a need for continued focus on health/wellbeing education for pupils and families. As a result, Studybugs will be introduced as the platform for logging and monitoring attendance from September 2025.

Challenge 3: Readiness to Learn (Self-Regulation)

Aim: Pupils can regulate emotions, leading to fewer disruptions and less SLT involvement.

- **Review:**
 - **Behaviour Policy:** The "Positive Behaviours Policy" launched in Spring 24 has been embedded. Learning walks demonstrate that the restorative approach is being used consistently.

- **MHST workshops and referrals:** The HSSW worked closely with the MHST to survey pupils across the school. These results were used to plan a key question for the year - 'Are children able to identify early warning signs of mental health and take steps to manage them?' Year group specific workshops were delivered by the MHST alongside staff PD. 79% of pupils reported that they found the workshops gave them useful strategies and understanding of how to deal with 'big feelings.'

Challenge 4: Pupil Mobility

Aim: Rapid identification and support for mobile pupils.

- **Review:**

- **Process:** New assessment protocols ensured that 100% of the 38 mid-year arrivals were baselined within their first 2 weeks of school. 17 of these pupils were EAL.
- **Impact:** Of the 23 mobile PP pupils who joined this year, 67% made expected progress from their specific starting points. 3 of these pupils became LAC during their first academic year at the school.
- **Number on role:** Due to spaces in a number of year groups, pupil mobility remains high with a significant number of pupils with a social worker and/or undiagnosed needs being offered places.

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
Mental Health Support Team	NHS