

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year 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	Hiltingbury Junior School
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 2023- 2024 2024 - 2025
Date this statement was published	Dec 2023
Date of next review	July 2024
Statement authorised by	Zoe Loosemore
Pupil premium lead	Juliet Preston
Governor / Trustee lead	Mark Weal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
Recovery premium funding allocation this academic year	£4350
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	£45, 090

Part A: Pupil premium strategy plan

Statement of intent

At Hiltingbury Junior School we aspire to equip our children as life-long learners, ready to take on the challenges of their journey each year and into the future. Our WE CARE learning skills and our community values are embedded in all our practice. Equally important is recognising that each child is an individual, with their own personalities, interests and worries. We always aim to provide an environment where everyone feels safe, valued and respected.

Our Pupil Premium strategy is based upon the following principles:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment and high quality feedback is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are currently less successful learners.

Professional development is focused on improving teaching and learning in the classroom for all pupils, but in the knowledge that this will particularly benefit our disadvantaged pupils.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

There is recognition that the interventions funded by the Pupil Premium Grant are just one part of the strategy to tackle disadvantage – it is the many thousands of interactions over a child's school career that shape outcomes.

Meeting individual learning needs

We know our disadvantaged pupils as individuals. There is a strong understanding of their barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven

The progress of disadvantaged pupils is closely tracked and discussed at pupil progress meetings and Pupil Premium review meetings so that children at risk of underperformance (be they low or high previous attainers) can be identified and effective actions implemented and regularly reviewed.

Clear, responsive leadership

A Strategy Group, which includes senior leadership and a governor, reviews the overall effectiveness of strategies at the end of each academic year.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed half termly and is based on internal analysis, research and best practice.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Challenges

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

Challenge number	Detail of challenge
1	The majority of disadvantaged pupils did not achieve age related expectations in reading, writing and maths and this proportion is significantly lower than for non-disadvantaged pupils. (24% combined attainment disadvantaged vs 56% non-disadvantaged for the current cohort)
2	Observations and pupil conferencing suggest our disadvantaged pupils appear less confident and independent than their peers and tend to show more passivity and less engagement in the classroom across the curriculum.
3	Some children have emotional and behavioural support needs that, if not addressed, can be a barrier to being able to focus on their learning.
4	Personal finances can be a barrier to opportunities such as extracurricular clubs and educational visits that enhance wellbeing and build cultural capital. The effect of this is exacerbated by being part of a relatively small cohort within the school community
5	A high proportion of the cohort entered the Junior school with low attainment from KS1. (41% reading, 66% writing, 38% maths). These children need support to develop their understanding of key concepts but also greater scaffolding to enable them to develop their independence.

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>Increase number of disadvantaged pupils in each cohort who are secure with their year group's expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> ● Continuing upward trend in attainment for each cohort as recorded in INSIGHT ● All children to be making good or excellent progress from their starting points with timely interventions put in place to support where needed <p>In the summer of 2023 the current cohort was secure or above in reading 45%, writing 31% and maths 55% with a combined attainment of 24%</p> <p>For summer 2024 our target is for this to rise to 59% reading, 45% writing and 62% maths with a combined attainment of 41%. These figures reflect the fact that there is a high proportion of SEN and low attainers from KS1 within the cohort.</p>
<p>Effective provision is in place for pupils to develop independence, engagement and confidence across the core curriculum</p>	<ul style="list-style-type: none"> ● Learning walks show greater children's engagement in the classroom through contributing to class and group discussions. ● Teachers are responsive to the children's needs and, when appropriate within the learning journey, children work in a guided group with the Teacher or Teaching Assistant to either support or challenge their learning. ● Children are applying more independently the use of concrete and pictorial representations to achieve the outcomes in maths ● Pre teaching interventions give children greater confidence to apply their understanding and knowledge in class situations. ● Pupil conferencing shows children feel settled in their classroom and are enthusiastic about their learning. ● Book scrutinies show children making progress on their targets and engaging with learning. ● Class teachers report an increased engagement ● Behaviour surveys show impact of children being challenged in their learning ● There is a reported increase in the number of children sharing in behaviour surveys that the school encourages them

	<p>to be independent and responsible for their learning</p> <ul style="list-style-type: none"> ● Children are able to articulate their individual writing target and how they are making progress against it ● Where required, individual behaviour plans are in place, monitored effectively and being followed. As a result, children are able to make progress.
<p>Children's emotional wellbeing is supported to enable them to thrive and achieve at school</p>	<ul style="list-style-type: none"> ● Staff are responsive to children's emotional wellbeing and their pastoral needs are met to enable them to be ready to learn and make progress. ● ELSA and Thrive assessments showing positive impact ● Increased internal and external support for parents enabling them to work in partnership with school to better support their children ● In surveys and pupil conferencing children self- report high levels of wellbeing.
<p>Significant increase in participation in enrichment activities among disadvantage pupils.</p>	<ul style="list-style-type: none"> ● All disadvantaged pupils are able to access at least one extra-curricular club and /or music lessons over the year. Teachers will actively encourage engagement. ● All disadvantaged pupils are able to attend residential trips offered to their year group ● The representation of disadvantaged pupils in Pupil Voice groups is increased. 75% of disadvantaged pupils to be have some form of role within the school community.

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to refine the whole school text led reading curriculum so that learning is inclusive and progressive for all disadvantaged children, developing them as fluent, confident, enthusiastic readers</p> <ul style="list-style-type: none"> ● Meetings of the reading team to continue to drive forward pedagogy and develop the reading curriculum ● Expert CPD for staff ● Phonics interventions and additional support where necessary 	<p>The absolute importance of being able to read confidently is highlighted in the Early Years Reading Framework (2021) In his book 'Closing the Reading gap' (2020), Alex Quigley refers to the importance of training teachers in the teaching of reading and developing a coherent and cumulative reading rich curriculum with plenty of modelling and scaffolding. This echoes research by the EEF (2017) that highlights the need to support readers to become fluent readers and to develop reading comprehension skills through modelling and supported practice.</p> <p>Supporting children to develop reading fluency is also recommended as a key priority by the EEF in their 2022/2023 Moving Forwards Report.</p> <p>Disadvantaged children are disproportionately featured on our list of the lowest 20% of readers, with 59% of the current cohort appearing.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,5
<p>Writing</p> <p>Further develop the cohesiveness of English learning journeys (within journeys, across the year and keystage) with a tightly informed and well</p>	<p>The EEF recommends the use of high quality assessment and diagnosis to target and adapt teaching to pupil's needs. It mentions the importance of integrating formative assessment into classroom teaching strategies.</p>	1,5

<p>considered progressive building of skills. This will include the development of effective, relevant and strategically placed sites of application for informative assessment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>We have also been guided by Rosenshine's principles which include building on pupils' prior knowledge and experience to deliver a carefully sequenced curriculum which teaches essential concepts, knowledge and skills through a progressive building of skills.</p> <p>Sherrington, T (2019) Rosenshine's Principles in Action</p>	
<p>Maths:</p> <p>Develop the use of concrete and pictorial representations to support learning and understanding of numbers and build independence</p>	<p>The EEF report on improving attainment in mathematics recommends the careful use of manipulatives and representations to aid pupil conceptual understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1,5
<p>Continue to develop and embed high quality, inclusive teaching:</p> <ul style="list-style-type: none"> ● research and visits to other effective schools to inform pedagogy ● effective guided group work to support and challenge ALL pupil groups ● development of scaffolding and task design to develop children's independence ● training and coaching for staff including teaching assistants 	<p>Moving Forwards 2022 - 2023 (EEF) recommends as part of high quality daily teaching the use of scaffolding and flexible groupings to support independence.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>Our own observations show that some pupils are very reliant on adult support and continually work within guided groups. They need to be taught the strategies required for independent work and given the scaffolds and support to enable them to do so.</p>	1,2, 5

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

Budgeted cost £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school tutoring - either 1:1 or small group</p> <p>Additional interventions responsive to the needs of the children in each cohort</p>	<p>Research from the EEF points to the effectiveness of 1:1 and small group tuition, particularly if linked to classroom content and specifically targeting pupils' learning gaps with the involvement of class teachers</p> <p>Additional interventions could involve revisiting foundational knowledge, practising basic skills, or pre-learning upcoming content. Key to success will be making sure that interventions complement and strongly link to the curriculum being covered in-class, with the content being set by teachers where possible.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,5</p>
<p>Year 6 Booster groups taught by experienced Year 6 teaching assistants and based on assessment of children's needs</p>	<p>EEF recognises that some children may require extra, targeted support that is tailored to their specific needs. This is particularly effective interventions complement and strongly link to the curriculum being covered in-class, with the content being set by teachers where possible.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	<p>1</p>

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

Budgeted cost: £5090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised extracurricular activities e.g after school clubs music lessons, school visits - greater encouragement to be given to disadvantaged pupils and their parents to take up these offers.</p>	<p>Opportunities to participate in school visits that enhance and complement the curriculum are essential to ensure access to the whole curriculum. Whilst evidence for the impact of these interventions on academic attainment is limited (EEF), there are other benefits in terms of physical health, wellbeing and the building of cultural capital.</p>	<p>4</p>
<p>Review of Pupil Voice opportunities and other responsibilities within the school.</p> <ul style="list-style-type: none"> • Use pupil passports to review what activities children would like to do • Opportunity for TED curriculum teams in summer 2 • Plan for new academic year responsibilities • Measure impact of being in roles in this year 	<p>It is important that all pupils feel a sense of belonging and that they can make an active contribution to the school community. Being part of a pupil voice group also helps pupils form relationships with other adults in the school. This is evidenced by the EEF as beneficial.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Our conferencing with pupils indicates they would like to play a larger part in school life.</p>	<p>2</p>
<p>ELSA</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning programmes, such as Thrive, can lead to learning gains of +4 months over the course of a year. When children are calm and well regulated, they are better able to learn. Some children benefit from additional time to discuss and</p>	<p>3</p>

<p>Thrive</p>	<p>rehearse strategies and this can be provided within ELSA and Thrive sessions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Appointment of a Family Support Worker to support families both in school and at home with children's emotional and behavioural needs</p> <ul style="list-style-type: none"> • training needs • home visit assessments 	<p>There is evidence from the EEF that increasing parental engagement has a positive impact of up to 4 months extra progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>After School Club and Breakfast Club and holiday club support for vulnerable children</p>	<p>Some of our children benefit from the opportunity to engage in play based activities at our after school club, supporting their wellbeing. The school holidays can be a source of stress for families with financial difficulties and there is an increase in reporting of safeguarding concerns over this time (NSPCC). Disadvantaged pupils in our school do not always enjoy the same opportunities in the holidays as their more fortunate peers.</p>	<p>3, 4</p>

Total budgeted cost: £45,090

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Outcome July 2023
<p>Increase number of disadvantaged pupils in each cohort who are secure with their year group's expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> Continuing upward trend in attainment for each cohort as recorded in INSIGHT 	<p>% secure with reading writing and Maths combined = 30% July 2023 (28% July 2022) compared with 64% for non Pupil Premium. The gap is similar to the previous year</p> <p>To achieve this objective will require a number of pupils to make greater than expected progress. Our internal July summative data shows 19% of pupils making greater than expected progress in reading, 26% in writing and 32% in maths. The data shows a clear shift towards more pupils being secure with their year group expectations, but this has not yet translated into increased combined scores. We will continue to strive to increase this percentage.</p> <p>In the Year 6 SATs, the average score for our disadvantaged pupils (9 pupils) was 104 in reading, 103 in maths and 106 in Grammar, punctuation and spelling. We are delighted that the vast majority of these pupils reached the expectation for the end of year 6 and this reflects the hard work that has gone into helping these pupils recover from the effects of lockdown. In the few instances where children did not meet the</p>

		<p>standard, in all cases they were only a mark or two below. The average scaled scores for this cohort are lower than the average for non Pupil Premium children (109 reading, 109 maths, 110 spelling punctuation and grammar), which may reflect the adverse effect of Covid lockdowns on this group.</p>
<p>Pupils show learning behaviours that enable them to perform at their best in the classroom</p>	<ul style="list-style-type: none"> ● Learning walks show greater engagement in the classroom and children are supported and achieving. ● Pupil conferencing shows children feel settled in their classroom and are enthusiastic about their learning. ● Pupils are able to articulate how they use the school community values and learning skills in the classroom. ● Book scrutinies show children making progress on their targets and engaging with learning. ● Class teachers report an increased engagement ● Behaviour surveys ● Capturing children's initial reflections. ● Positive feedback from parents about their child's view of school. ● Behaviour records show a decrease in entries involving disadvantaged pupils. 	<p>When surveyed in June 2023, the overwhelming majority of disadvantaged pupils agreed the learning values were important, understood how they could be applied in the classroom and felt they had improved on their skills over the year. They also said that their teachers were helping them to further develop their learning behaviours.</p> <p>Learning walks and classroom observations have shown that the majority of pupils show good learning skills. Children needing extra support have been identified and outside agencies involved as appropriate.</p> <p>Over the next few years, we are undergoing a major transformation of our curriculum. Children's learning skills will be at the heart of this so this work will be ongoing</p>
<p>Children's emotional wellbeing is supported to enable them to thrive and achieve at school</p>	<ul style="list-style-type: none"> ● ELSA and Thrive assessments showing positive impact ● Support for parents ● Results from wellbeing surveys 	<p>Whilst most pupils report a positive sense of wellbeing, there continues to be a need for this support post pandemic. 6 of the cohort have had ELSA support and 3 have had Thrive support. We were also able to offer places in our After school club to particularly vulnerable</p>

		pupils. 17 pupils accessed free extracurricular clubs at some point over the year. We would like to increase uptake of this offer. We will continue developing our work to support pupils' wellbeing in the next academic year.
Increase in speed of recall of Times Tables facts to support the maths curriculum	<ul style="list-style-type: none"> ● Increase in use of TTRS among disadvantaged children. ● All disadvantaged Year 4 children to achieve at least 22/25 on the Multiplication Tables Check ● Year 5 and 6 children to be able to score at least 22/25 on a Sound Check on Times Tables Rock Stars ● Children are able to apply their knowledge to other areas of maths and be secure on the Multiplication and Division strand. 	Efforts to increase TTRS use through before school groups were hampered by the fact that few of our pupils eligible for Pupil Premium chose to attend. The group was thus opened up to a wider group of children. Positive feedback was received from children who did attend and their parents. It was decided to start a small support group within school hours instead to target these pupils. In the Year 4 Multiplication Tables Check, the average score for eligible pupils was 15.3, compared to 20.9 for the year group as a whole. The Year 5 cohort have continued to make progress with their times tables knowledge and some children have significantly increased their scores since taking the MTC in Year 4. The focused teaching of times tables and additional support where required will continue into the next academic year, but it will not be a focus of our Pupil Premium strategy in the coming academic year.

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
Times Tables Rock Stars	Maths Circle Ltd
Thrive	The Thrive Approach
Read, Write Inc Phonics	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support Pupil Voice opportunities
What was the impact of that spending on service pupil premium eligible pupils?	supported pupils with their emotional wellbeing

Further information (optional)

This plan outlines those activities that will be funded by the Pupil Premium grant, However, these are not the only ways in which disadvantaged pupils are supported. Ongoing curriculum development is at the heart of our school and benefits all pupils, including disadvantaged pupils who are particularly impacted by the quality of teaching. Other targeted support for pupils in the form of interventions led by teaching assistants are run for children in all year groups. These will include disadvantaged pupils, but are not specifically funded by the Pupil Premium budget.