

## Pupil premium strategy statement

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	Hiltingbury Junior School
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023 2023- 2024 2024 - 2025
Date this statement was published	December 2024
Date of next review	April 2025
Statement authorised by	Zoe Loosemore
Pupil premium lead	Juliet Preston
Governor / Trustee lead	Laura Robinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,560
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£32,560

# 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 needs. 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 and Severe 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 inclusive 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 the disadvantaged pupils through high quality inclusive teaching pedagogy.

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 compared to non-disadvantaged pupils. (33% combined attainment in summer 2024 for disadvantaged pupils vs 62% non-disadvantaged for the current cohort). Last year, we recognised that a proportion of children made less than expected progress in reading and did not achieve age related expectations
2	Observations and pupil conferencing suggest our disadvantaged pupils appear less active learners 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>Continue to close the gap in progress between disadvantaged pupils and their peers</p>	<ul style="list-style-type: none"> <li>● Progress of disadvantaged pupils to be at least equal to that of non-disadvantaged pupils (at the end of 2023/2024 there was a 10% gap in reading and maths, although disadvantaged children showed 5% stronger progress in writing).</li> <li>● Individual pupils needing extra support to make progress are identified in a timely way and additional interventions and monitoring put in place as required.</li> <li>● Focus children make greater than expected progress with the effect of reducing the gap in attainment and progress</li> <li>● Increase the number of children who are secure across reading, writing and maths (a challenging combined attainment target of 45% for summer 2025, compared to 39% in 2024) as a result of progress made against the School Improvement Plan.</li> </ul>
<p>Effective provision of High Quality Inclusive Teaching is in place for pupils to develop independence, engagement and confidence across the core curriculum.</p>	<ul style="list-style-type: none"> <li>● Learning walks show greater children's engagement in the classroom through contributing to class and group discussions</li> <li>● Formative assessment strategies are used to elicit evidence of learning and ensure there is an understanding of where the learner is now and their next steps.</li> <li>● Clear and effective learning intentions and success criteria support the formative assessment process for teachers and children.</li> <li>● Class teachers apply strategies that enable children to act being effective learning resources for one another, leading to greater learning for all.</li> <li>● 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.</li> <li>● Book scrutinies show children making progress on their targets and engaging with learning.</li> <li>● Class teachers report an increased engagement</li> <li>● Behaviour surveys show impact of children being challenged in their learning</li> <li>● Children are more able to articulate how to be successful in achieving the learning intention</li> <li>● Where required, individual behaviour pathways are in place, monitored effectively and being followed. As a result, children are able to make progress.</li> </ul>

<p>Children's emotional wellbeing is supported to enable them to thrive and achieve at school</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● ELSA and Thrive assessments showing positive impact</li> <li>● Increased internal and external support for parents enabling them to work in partnership with school to better support their children</li> <li>● In surveys and pupil conferencing children self-report high levels of wellbeing</li> <li>● Children have strategies to use at times of worry or increased stress</li> <li>● Whole school routines and expectations including; Super starts, Epic endings and legendary line up support children's wellbeing</li> <li>● Children are able to understand and articulate the executive functioning skills and increasingly apply these in the classroom leading to fewer recorded incidents in behaviour logs and children holding themselves to account for their behaviour and attitudes.</li> <li>● Positive feedback on opportunities for play at lunchtime and a reduction in lunchtime incidents.</li> </ul>
<p>Significant increase in participation in enrichment activities among disadvantage pupils.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● All disadvantaged pupils are able to attend residential trips offered to their year group</li> <li>● The representation of disadvantaged pupils in Pupil Voice groups is increased. 75% of disadvantaged pupils to have some form of role within the school community.</li> </ul>

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: £13024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to research, review and implement a shared understanding of high quality inclusive teaching to improve outcomes for all children within the core and new foundation curriculum</p> <ul style="list-style-type: none"> <li>● Presenting new material in small steps with practice after each step</li> <li>● Limiting material pupils receive at one time</li> <li>● Giving clear and detailed instructions and explanations including using effective models</li> <li>● Provide scaffolds to support children's progress in achieving the Learning Intention</li> </ul>	<p>We have been guided by a range of educational research including Sherrington,T (2019) Rosenshine's Principles in Action 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>EEF recommends as part of high quality daily teaching the use of scaffolding and flexible groupings to support independence.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,2</p>
<p>Improving the process of formative assessment to respond to children's needs</p> <ul style="list-style-type: none"> <li>● Ensuring the learning intention is effective in clarifying and sharing where the learning is going as part of a progressive learning journey</li> <li>● Engineering effective discussions, tasks and activities that elicit</li> </ul>	<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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1,2</p>

<p>evidence of learning</p> <ul style="list-style-type: none"> <li>• Activating children as learning resources for one another through effective collaboration</li> </ul>	<p>Five Formative Assessment Strategies in action research evidence based on William and Leahy's model has been used to inform school improvement.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £6512

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 eg phonics interventions in Year 3 and 4</p> <p>These are reviewed at least termly or in response to the children's needs</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,5
<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 when interventions complement and strongly link to the curriculum being covered in-class, with</p>	1

	<p>the content being set by teachers where possible.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13024

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>	4
<p>Review of Pupil Voice opportunities and other responsibilities within the school.</p> <ul style="list-style-type: none"> <li>increase range of roles to engage children who would not sign up for previously existing roles</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Our conferencing with pupils indicates they would like to play a larger part in school life.</p>	2

<p>Adoption of a new whole school approach to behaviour focusing on meeting needs and teaching skills</p> <ul style="list-style-type: none"> <li>• Whole Staff training led by Kit Messenger and continued professional development with all staff</li> <li>• Working in collaboration with the school community, a new behaviour policy will be developed and implemented</li> <li>• Development of new Individual Behaviour Pathways where required for children needing more support</li> <li>• Introduction of whole school teaching of executive functioning skills</li> <li>• Continue to focus on, and develop, our key behaviour routines: super starts, epic ends, active listening and learning, and legendary line ups.</li> </ul>	<p>Rendle &amp; messenger (2023) Curious Not Furious: Empowering children to take charge of their brains and behaviour - a practical toolkit</p> <p>The Empowerment Approach supports the development of pro-social skills for all children and young people. It also creates a targeted support structure for young people with high levels of difficulty.</p> <p>Our new behaviour strategy is influenced by:</p> <p>The School Discipline fix - J. Stuart Ablon</p> <p>When the adult changes everything changes - Paul Dix</p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>3</p>
<p>Wellbeing support</p> <ul style="list-style-type: none"> <li>• Thrive Assessment of all individual classes are carried out and THRIVE sessions are planned and taught to support children's emotional and social skills, supported by our</li> </ul>	<p>Research from the UK Department of Health and Social Care suggests that for every £1 invested in mental health prevention, there is a return of at least £5 but up to £15 for school-based programmes that focus on early help and prevention.</p> <p>The Thrive programme has been proven to offer significant benefits for children's wellbeing</p>	

<p>qualified Thrive practitioner</p> <ul style="list-style-type: none"> <li>• Where beneficial, some children will continue to receive individual Thrive and ELSA sessions.</li> <li>• Adoption of the My Happy Mind programme across the school, including parental engagement.</li> <li>• All children will have the opportunity to engage in Forest School to support their emotional, social wellbeing and connection with nature.</li> <li>• increased opportunities for children to take part in play based exploration at lunchtimes</li> </ul>	<p><a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a></p> <p>We have used Thrive on an individual basis for a number of years but this year will be rolling out wider use of the programme.</p> <p>The MyHappyMind programme is NHS supported and trials have also shown this programme to have a positive impact on children’s wellbeing. <a href="https://myhappymind.org/">https://myhappymind.org/</a></p> <p>We have been fortunate to be granted a 2 year trial of this programme</p> <p>The Forest School Association states that ‘Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.’</p> <p>Lunchtimes can be challenging for some of our children and they will benefit from support to develop their play. We intend to add additional play options that can improve creativity, boost social and problem-solving skills and support inclusion.</p> <p><a href="https://www.playscotland.org/loose-parts-play/">https://www.playscotland.org/loose-parts-play/</a></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: £32560**

## 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 2023 to 2024 academic year.

Intended outcome	Success criteria	Outcomes
<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"> <li>● Continuing upward trend in attainment for each cohort as recorded in INSIGHT</li> <li>● All children to be making good or excellent progress from their starting points with timely interventions put in place to support where needed</li> </ul> <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>Attainment of disadvantaged pupils July 2024 (Non disadvantaged in brackets)</p> <p>% Secure or above teacher assessment</p> <p>Reading : 38% (79%) Writing 45% (71%) Maths 58% (83%)</p> <p>Combined 39% ( a continuing upward trend) against a target of 41%</p> <p>Reading will be prioritised next year through our focus on high quality inclusive teaching</p> <p>Progress of disadvantaged pupils July 2023 – July 2024 teacher assessment (non disadvantaged in brackets)</p> <p>% making good or better progress:</p> <p>Reading 71% (81%) Writing: 94% (89%) Maths: 81% (91%)</p> <p>Year 6 SAT results: We are delighted with our Year 6 SAT results with 60% of our Pupil Premium children being</p>

		<p>secure in reading , writing and maths combined and 20% achieving greater depth</p> <p>A total of 13 children have had tutoring, either online or face to face.</p> <p>7 children have had additional phonics support.</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"> <li>● Learning walks show greater children’s engagement in the classroom through contributing to class and group discussions.</li> <li>● 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.</li> <li>● Children are applying more independently the use of concrete and pictorial representations to achieve the outcomes in maths</li> <li>● Pre teaching interventions give children greater confidence to apply their understanding and knowledge in class situations.</li> <li>● Pupil conferencing shows children feel settled in their classroom and are enthusiastic about their learning.</li> <li>● Book scrutinies show children making progress on their targets and engaging with learning.</li> <li>● Class teachers report an increased engagement</li> <li>● Behaviour surveys show impact of children being challenged in their learning</li> <li>● There is a reported increase in the number of children sharing in behaviour surveys that the school encourages them to be independent and responsible for their learning</li> <li>● Children are able to articulate their individual writing target and how they are making progress against it</li> <li>● Where required, individual behaviour plans are in place, monitored effectively and being followed. As a result, children are able to make progress.</li> </ul>	<p>Learning walks have consistently shown that these pupils are well supported to engage in the classroom. In conferencing pupils have spoken of enjoying the opportunities to both work in guided groups and to work independently. In the behaviour survey 96% of pupils agrees with the statement <i>My school encourages me to be independent and to be responsible for my learning.</i></p> <p>The Family Support Worker and behaviour specialist has assisted with Individual Behaviour Pathways for those children needing this additional support.</p>

<p>Children's emotional wellbeing is supported to enable them to thrive and achieve at school</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● ELSA and Thrive assessments showing positive impact</li> <li>● Increased internal and external support for parents enabling them to work in partnership with school to better support their children</li> <li>● In surveys and pupil conferencing children self-report high levels of wellbeing.</li> </ul>	<p>The great majority of pupils report a positive sense of wellbeing. Conferencing with pupils demonstrates how they value Thrive and ELSA session to support their wellbeing. Our family support worker has forged partnerships with parents whose children benefit from extra support. Our disadvantage pupils have been prioritised for our new Forest School sessions and have given very positive feedback on these new experiences.</p>
<p>Significant increase in participation in enrichment activities among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● All disadvantaged pupils are able to attend residential trips offered to their year group</li> <li>● 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.</li> </ul>	<p>Through greater promotion to eligible families there has been an increased uptake in extracurricular clubs and music lessons. 83% of disadvantaged pupils have taken up the offer of a club place and/or music lessons over the year. Support has been offered to enable all children to attend residential trips. Conferencing has been carried out with disadvantage pupils to discuss their interest in Pupil Voice groups. This will be used to increase the number participating in the following academic year.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
Times Tables Rock Stars	Maths Circle Ltd
Thrive	The Thrive Approach
Read, Write Inc Phonics	Oxford University Press
The Empowerment Approach	Changing Chances

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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.