

Pupil premium strategy statement – Hiltingbury 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	372
Proportion (%) of pupil premium eligible pupils	7.2%
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)	2025 - 2026 2026 - 2027 2027 - 2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
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	£43,935
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£43,935

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. We recognise 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. Where applicable, strategies are implemented to improve absence or punctuality 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.

We work hard 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 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	Although progress of disadvantaged and non-disadvantaged pupils is broadly in line, disadvantaged pupils tend to enter the Junior School from a lower starting point of attainment and continue to not achieve as highly in internal school assessment as their non disadvantaged peers, even allowing for the greater number of SEND pupils in the cohort. (In July 2025, 44% achieved AGE Related expectations in all the core subjects for reading, writing and maths compared to 70% for non-disadvantaged pupils). This means there is gaps in their knowledge and understanding on which to build further learning.
2	Some disadvantaged pupils also have identified SEND and could be considered 'doubly disadvantaged'. The proportion of SEN children within the disadvantaged group is higher than that of non-disadvantaged children. (18.5% vs 11.9%) 15% of disadvantaged pupils have an EHCP, which is a higher proportion than in the non-disadvantaged cohort.
3	Learning reviews, observations and discussions with teachers and pupils suggest that our disadvantaged pupils have less well developed executive functioning skills compared to their peers, with particular weaknesses in attention control and working memory. This means that gaps can develop in their understanding and lessons need careful structuring to support children's attention, enable gaps to be identified and ensure that over time pupils are able to remember more of their learning.
4	Our observations paired with discussions with children and families indicate that some pupils benefit from additional support for their wellbeing and to ensure their 5C needs

	are met. These are feeling Capable, Comfortable, Connected, in Control and that they Count. When these needs are met, children are best able to learn.
5	Personal finances can be a barrier to opportunities such as extracurricular clubs and educational visits that enhance wellbeing, enrich the curriculum and build cultural capital. The effect of this is exacerbated by being part of a relatively small cohort within the school community

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
Disadvantaged children benefit from High Quality Inclusive teaching that is responsive to their needs and leads to strong progress.	<ul style="list-style-type: none"> • Disadvantaged pupils make accelerated progress from their starting points measured by internal end of year data. • Progress of disadvantaged pupils is at least equal to that of their non disadvantaged peers. • Increased staff confidence in using a range of Assessment for Learning strategies observed in learning walks and coaching sessions. • Continued development of the core curriculum in curriculum teams with a focus on the experience of disadvantaged and SEND learners. • Children talk positively about feeling supported and confident with their learning across the core curriculum in pupil conferencing sessions. • Book scrutinies show children are being supported and challenged as necessary and are making progress over time.
To implement and embed a whole-school Empowerment Approach for behaviour that establishes consistent routines, high expectations and positive behaviour, develops pupils' self-regulation and executive functioning skills, and equips staff and stakeholders to create a kind, supportive and respectful school culture aligned with the school's vision.	<ul style="list-style-type: none"> • There is a growing consistency of the use of shared language and strategies. • Staff feedback evidences increased confidence and consistency in implementing the approach. • Prep 4 best will be used as needed to predict and prevent challenging behaviour • IBPs are more effectively executed and reviews are carried out as needed • Staff will feel confident to deliver the Empowerment Approach • Pupil conferencing shows disadvantaged children understanding and valuing the

	<p>approach and able to articulate their 5C needs and the executive functioning skills.</p> <ul style="list-style-type: none"> ● Reduction in low level behaviour episodes as a result of consistent follow up with coaching. ● Learning walks and coaching observations show the overwhelming majority of disadvantaged pupils demonstrating executive functioning skills in line with their peers.
<p>Disadvantaged pupils are engaged and enthusiastic about their learning and exposed to a rich project led curriculum that achieves the national curriculum, aligns with the school's vision, and ensures coherent progression and purposeful sequencing of knowledge, skills and concepts across all year groups</p>	<ul style="list-style-type: none"> ● Pupil conferencing shows enthusiasm for the new projects, with disadvantaged pupils reporting enjoyment of learning and confidence in lessons. ● Lesson observations and learning walks show high levels of engagement, with disadvantaged pupils (including those with SEND) actively participating ● Curriculum projects include regular enrichment and cultural capital experiences, with disadvantaged pupils accessing at least one meaningful enrichment experience termly ● Work samples show disadvantaged pupils producing high-quality outcomes linked to project learning, demonstrating pride and ownership ● Work scrutiny and conferencing confirms that disadvantaged pupils are progressively developing knowledge and skills.

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: £25,000

Activity	Evidence that supports this approach
<p><u>Assessment for Learning</u> To continue to research, review and implement a shared understanding of</p>	<p>We have been guided by Sherrington, T (2019) Rosenshine's Principles in Action which include building on pupils' prior knowledge and experience to</p>

<p>Assessment for Learning focusing on where the learner is now using effective questioning, tasks and discussion to assess pupils' understanding and then using this evidence to be responsive</p> <ul style="list-style-type: none"> ● Opportunity for teachers to work collaboratively to research and trial ideas and present feedback ● Coaching opportunities for staff to review impact on learning ● Dedicated Continued Professional development time <p>(Addresses challenge 1,2, and 3)</p>	<p>deliver a carefully sequenced curriculum which teaches essential concepts, knowledge and skills through a progressive building of skills.</p> <p>Our work is also informed by the book: Kate Jones (2021) William & Leahy's Five Formative Assessment Strategies in Action</p> <p>EEF reports for improving Primary maths and literacy point to the importance of high quality formative assessment:</p> <p>https://educationendohttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2wmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>
<p><u>Reading</u></p> <p>To develop reading journeys that give a more balanced focus to word recognition (decoding, phonics, fluency) and language comprehension (vocabulary, inference, background knowledge) in line with Christopher Such's model of reading pedagogy.</p> <ul style="list-style-type: none"> ● Reviewing existing reading plans and data to identify strengths and gaps in coverage of decoding and comprehension ● Professional learning and coaching focused on Christopher Such's reading model ● Implementing explicit vocabulary instruction and fluency practice in reading sessions ● Trialling comprehension strategies that explicitly link to taught phonics and decoding content ● Sharing of best practice through peer coaching, learning reviews and reflective discussions ● Adapting reading tasks to meet learning needs of all children ● Reviewing the new curriculum and assessment strategy in line with developments 	<p>Many of our disadvantaged pupils are low attainers and their reading is less fluent than their peers. Supporting pupils to become fluent readers is a key recommendation of the EEF's report on Improving Literacy in Key Stage 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>We have also been guided by the following books:</p> <p>Christopher Such (2025) - Primary Reading Simplified: A practical guide to classroom teaching and whole school implementation</p> <p>Timothy V. Rasinski (2021) - The Megabook of Fluency: Strategies and Texts that engage all readers.</p>

<p>(addresses challenge 1,2,and 3)</p> <p><u>Writing</u></p> <p>Activities to be led by the writing team:</p> <ul style="list-style-type: none"> ● Reviewing existing writing plans to support use of daily formative assessment to effectively respond to children’s needs. ● Implementing explicit teaching and modelling of peer editing (informed by formative assessment) ● Reviewing planning and adapting writing tasks to meet learning needs of children (SEND, PP, greater depth) ● Sharing of best practice through peer coaching opportunities, learning reviews and reflective discussions. ● Reviewing new curriculum and assessment strategy in line with developments <p>(addresses challenge 1,2,and 3)</p>	<p>The EEF cites peer tutoring as being high impact for very low cost with extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>Targeting teaching and support by accurately assessing pupil needs is a recommendation of the EEF’s report into improving literacy at Key Stage 2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>
<p><u>Maths</u></p> <p>To practise and develop children’s mathematical fluency and efficiency by encouraging the use of the executive functioning skills (thinking speed and memory) with regular practice.</p> <ul style="list-style-type: none"> ● Planning of progressive opportunities to use fluency skills. ● Providing opportunities to support children’s understanding of efficient methods, through live feedback and modelling. ● Sharing of best practice through peer coaching opportunities, learning reviews and reflective discussions. <p>(addresses challenge 1,2,and 3)</p>	<p>The EEF’s report on Improving Mathematics in Key Stage 2 and 3 recommended enabling pupils to develop a rich network of mathematical knowledge. This includes a number of suggestions that are relevant to the fluency practise we want to develop.</p> <ul style="list-style-type: none"> ● emphasising the many connections between mathematical facts, procedures, and concepts. ● Ensuring that pupils develop fluent recall of facts. ● Teaching pupils to understand procedures. ● Teaching pupils to consciously choose between mathematical strategies. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementationnce/guidance-reports/maths-ks-2-3</p>

<p><u>Developing the project led curriculum.</u></p> <p>The priorities for 2025 - 2026 are:</p> <ul style="list-style-type: none"> ● Building clear interconnectedness across our projects ● Concepts clearly exemplified across a project so they are understood by and meaningful for the children ● Applying HQIT into our wider curriculum ● Clear learning intentions across our curriculum planning– these are shared with the children and used to drive the journeys so that the learning makes sense ● Building on use of assessment pathways in Science and foundation subjects <p>(addresses challenge 1,2, 3 and 5)</p>	<p>The implementation of the new curriculum has been guided by EEF advice:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>A key book that has guided our thinking is Jonathan Lear (2019) The Monkey-Proof Box: Curriculum design for building knowledge, developing creative thinking and promoting independence</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach
<p>After school tutoring - either 1:1 or small group</p> <p>Additional interventions responsive to the needs of the children in each cohort e.g. phonics interventions in Year 3 and 4</p> <p>(Addresses challenge 1)</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>Year 6 Booster groups taught by experienced Year 6 teachers and teaching</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</p>

<p>assistants and based on assessment of children’s needs</p> <p>(Addresses challenge 1)</p>	<p>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>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,935

Activity	Evidence that supports this approach
<p><u>Continuing to implement the Empowerment Approach</u></p> <p>In 2025 - 2026, our main priorities are: Children understanding their 5C needs and being able to ensure they are met in helpful ways. Further development of coaching conversations to support children when needed, including rehearsal of skills.</p> <ul style="list-style-type: none"> ● Continuing Professional development for staff led by Kit Messenger ● Modelling of behaviour coaching strategies by expert colleagues to provide live examples and support. ● Staff release time to establish peer coaching, enabling staff to observe each other and share effective strategies. ● Regular collection of staff feedback to identify training needs and inform future CPD. ● Ongoing review of training materials and research to ensure staff knowledge remains current and practice is evidence-informed. ● Visits to other schools using the Empowerment Approach to observe best practice and strengthen staff confidence. <p>(Addresses challenge 3 and 4)</p>	<p>Rendle & 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: The School Discipline fix - J. Stuart Ablon When the adult changes everything changes- Paul Dix</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>

<p>Subsidised extracurricular activities e.g after school clubs music lessons, school visits with encouragement and support given to disadvantaged pupils and their parents to take up these offers.</p> <p>(Addresses challenge 5)</p>	<p>Opportunities to participate in school visits that enhance and complement the curriculum are essential to ensure access to the whole curriculum. Our new curriculum is intended to offer enrichment activities for every year group. 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>Wellbeing support</p> <ul style="list-style-type: none"> ● Thrive and ELSA sessions for those children who would benefit <p>(Addresses challenge 4)</p>	<p>The Thrive programme has been proven to offer significant benefits for children’s wellbeing</p> <p>https://www.thriveapproach.com/impact-and-research</p>

Total budgeted cost: £43,935

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	
Continue to close the gap in progress between disadvantaged pupils and their peers	<p>Outcomes July 2025</p> <ul style="list-style-type: none"> In both reading and writing progress for disadvantaged pupils is within 1% of that of non disadvantaged pupils, with a similar proportions 23%) making greater than expected progress. In maths the number of disadvantaged children making expected or greater progress is 6% below that of non disadvantaged peers. 44% of disadvantaged pupils in Years 3-6 achieved the expected standard across all 3 subjects (target was 45%) In the 2025 Year 6 SATS results for disadvantaged pupils were as follows (non disadvantaged in brackets): <p>Reading</p> <p>EXS or above: 70% (89%)</p> <p>GD 30% (54%)</p> <p>Maths</p> <p>EXS or above 60% (89%)</p> <p>GD 10% (49%)</p> <p>SPAG</p> <p>EXS or above 70%</p> <p>GD 40%</p> <p>Writing</p> <p>EXS or above 80% (93%)</p> <p>GD 0% (26%)</p> <ul style="list-style-type: none"> Our Year 6 disadvantaged pupils have done better in KS2 SATS than non disadvantaged pupils in both Hampshire (66.2%) and nationally (67%) in July 2024 In September, 12 disadvantaged pupils were receiving additional phonics interventions. By the summer this had reduced to only 2 children still needing this additional support. 16 children have had blocks of tutoring over the year and have spoken very positively of the impact of this on their classwork.14 of those children made at least expected progress in the subject involved. Interventions and support for disadvantaged children are always a focus of termly Pupil Progress meeting.
Effective provision of High Quality Inclusive Teaching is in place for pupils to develop	<ul style="list-style-type: none"> In learning walks, the overwhelming majority of disadvantaged pupils have been contributing positively

<p>independence, engagement and confidence across the core curriculum.</p>	<ul style="list-style-type: none"> Professional learning has focused on the provision of HQT all year through CPD sessions, coaching and opportunities for collaborative research. As a result, learning intentions and success criteria are clearer and the children have been supported to act as learning resources for each other through the development of opportunities such as Think, Pair, Share and peer editing.
<p>Children’s emotional wellbeing is supported to enable them to thrive and achieve at school</p>	<ul style="list-style-type: none"> My Happy Mind has been rolled out across all classes with very positive feedback. The parents app has also been shared with parents. Loose parts play has been introduced to further support children’s wellbeing at lunchtime and has proved a popular option with children who are not engaged by other opportunities. The empowerment approach has been launched with both staff training and parent meetings. Children have been taught all of the executive functioning skills, but there remains a need to consolidate children’s understanding and support ongoing development. Individual Behaviour Pathways have been created in conjunction with parents where needed to give additional support to individual children 10 disadvantaged children have had individual Thrive sessions and 2 have had ELSA sessions to support emotional wellbeing. Results for disadvantaged pupils from our annual pupil survey in November 2024 <i>I enjoy school</i> Strongly disagree 0% Disagree 0% Neutral 38% Agree 43% Strongly agree 19% <i>My school encourages me to look after my emotional and mental wellbeing</i> Strongly disagree 0% Disagree 5% Neutral 33% Agree 24% Strongly agree 38%
<p>Significant increase in participation in enrichment</p>	<ul style="list-style-type: none"> Disadvantaged children have been offered priority booking of extra curricular clubs .

activities among disadvantage pupils.	<ul style="list-style-type: none"> • 90% of disadvantaged children have accessed a club or music lessons this year. • 9/32 children have had a pupil voice group role or other responsibility this year. This is an area we want to continue to develop.
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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>Access to extra curricular clubs</p> <p>Pupil Voice opportunities</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Supporting wellbeing</p>