

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 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	Nov 2022
Date on which it will be reviewed	Jan 2023
Statement authorised by	Zoe Loosemore
Pupil premium lead	Juliet Preston
Governor / Trustee lead	Mark Weals

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36010 + £4698 school led tutoring grant
Recovery premium funding allocation this academic year	£5495
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	£46,203

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 teacher 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.
2	Observations and pupil conferencing suggest our disadvantaged pupils appear less confident than their peers and tend to show more passivity and less engagement in the classroom across the curriculum. They will benefit from development of their learning behaviours, known at Hiltingbury Junior School as the WE CARE learning values and from a curriculum that offers support and encourages active engagement.
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	Internal data analysis and performance on the Year 4 Multiplication Tables Check show times tables knowledge is poor in this group and is hindering their progress in maths.
5	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,

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
Increase number of disadvantaged pupils in each cohort who are secure with their year group's expectations in reading, writing and maths.	<ul style="list-style-type: none"> ● Continuing upward trend in attainment for each cohort as recorded in INSIGHT
Pupils show learning behaviours that enable them to perform at their best in the classroom	<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.
Children's emotional wellbeing is supported to enable them to thrive and achieve at school	<ul style="list-style-type: none"> ● ELSA and Thrive assessments showing positive impact ● Support for parents ● Results from wellbeing surveys
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.

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: £23,102

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 55% 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>	<p>1,2</p>
<p>Continue to develop and embed high quality, inclusive teaching:</p> <ul style="list-style-type: none"> ● research and visits to other effective schools 	<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>1,2</p>

<p>to inform pedagogy</p> <ul style="list-style-type: none"> • effective guided group work • development of scaffolding and task design to develop children's independence • training and coaching for staff including teaching assistants 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	
<p>Staff training to further develop teachers' and TAs' understanding of effective feedback practices which match curriculum content, including written, verbal, peer and self-assessment and the setting of targets.</p>	<p>There is extensive evidence for high quality feedback being an effective technique to accelerate progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Our own monitoring shows a need to develop teachers understanding of target setting.</p>	<p>1</p>
<p>Provide regular planned opportunities for teaching, practising, applying and reflecting on key learning skills and behaviours across the curriculum (the WE CARE skills)</p>	<p>Developing pupil's metacognition skills has been found to lead to significant positive gains of up to 7 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>2,3</p>

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

Budgeted cost: £11,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school tutoring - either 1:1 or small group</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</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>
<p>Times Table interventions</p>	<p>This is a specific need identified for this cohort of pupils this year. Evidence shows additional interventions revisiting foundational skills can be effective. The EEF recommends ensuring pupils develop fluent recall of facts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>4</p>

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

Budgeted cost: £11,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised extracurricular activities e.g after school clubs music lessons, school visits	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.	5
ELSA	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 rehearse strategies and this can be provided within ELSA and Thrive sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Thrive		
After School Club and holiday club support for vulnerable children	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.	3,5

Total budgeted cost: £46,203

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.

Whole school internal data

Reading progress:

Expected progress 59% Greater than expected progress 38%

Reading attainment

Below standard 9% Close to standard 44% Secure at standard 44%

Writing progress

Expected progress 59% Greater than expected progress 38%

Writing attainment

Below standard 13% Close to standard 50% Secure at standard 44%

Maths progress

Below expected progress:3% Expected progress 72% Greater than expected progress 22%

Maths attainment

Below standard 16% Close to standard 50% Secure at standard 31%

Intended outcomes from 2021-2022 strategy and progress made towards these:

1) Close gaps in previous years' curriculum caused by national lockdowns.

All children have been set appropriate targets linked to gaps identified in their learning. These are identified in their books and monitoring shows children are able to articulate these targets. They are also recorded on individual success criteria. A change brought in this year is that all children now have these target sheets so there is no obvious distinction between pupils. School data on Insight demonstrates an increase in the number of objectives disadvantaged children are secure with, showing they are making progress. This is corroborated by book

scrutinies, learning walks and conferencing with children, during which they spoke positively about the progress they felt they were making. Further training around target setting and feedback has been identified as a priority for 2022/2023.

The small steps curriculum has continued to be developed in reading, writing and maths and this has supported the lower attainers (a group into which many Pupil premium children fall) to close gaps and feel confident about their learning.

Closing pupils' gaps has also been a focus for after school tuition, delivered 1:1 or in small groups. Over the year, almost 300 tutoring sessions have been delivered. A new year 5 maths tutoring group was set up run by the maths Coordinator focusing on readiness for Year 6. In pupil conferencing and informal conversations the children talk positively about the impact of tutoring and how they apply it in their lessons. They also say how it makes them feel more confident in lessons as they have a 'headstart' on the learning. In pupil progress review meetings, teachers have described the value of tutoring for these pupils. A number of children have progressed from 'Close to' to 'Secure' in the subject in which they were having tutoring. Of the 13 pupils who have had English tutoring this year, 6 have now progressed to Secure. Those who remain 'Close to' are those who were further from being secure.

Four children have received online maths tuition from Third Space Learning. One parent described the tutoring as 'invaluable' and described an enormous increase in the child's confidence, with the child moving from 'Below' in maths to 'Close to'. Pupils themselves say they have found it enjoyable and useful.

The strategy group involving the Pupil Premium Coordinator, SENCO, members of the SLT and a governor has met regularly throughout the year to monitor children's progress and review the support in place. The Pupil Premium Coordinator has continued to attend Pupil Progress Meetings, to discuss the needs of individual pupils with class teachers and again provide the opportunity to monitor the support required.

2) Increase number of disadvantaged pupils who are secure with their year group's expectations in reading, writing and maths.

July 2022 summative data shows 38% of children have made greater than expected progress in reading and writing and 22% in maths. 27% of children are now secure in reading, writing and maths combined, compared to the Autumn term when only 3% of Pupil Premium children fell into this category. Due to the adoption of a new data tracking system in school, progress is measured since autumn term, rather than looking at a whole year's progress since Summer 2021. Over the year, further changes have been made to the method of data analysis allowing finer levels of progress to be shown, which is particularly important for those children who

remain 'Close to' achieving their year group expectations. It shows that although children may remain as 'Close to', they are overwhelmingly maintaining or accelerating progress.

3) Pupils show learning behaviours that enable them to perform at their best in the classroom

Learning walks show the majority of children displaying good learning behaviours and engagement. This engagement is reflected in the work in pupils' books. In a behaviour survey, 97% of disadvantaged children reported that they felt encouraged to be independent and take responsibility for their behaviour and learning at school. Some pupils need significant extra support with their work and this is being provided by teaching assistants who clearly know the needs of the children well and are supporting the children whilst also allowing for developing independence. Children have continued to be supported to develop their emotional resilience with both Thrive and ELSA sessions. 12 children have received ELSA support this year –either regular or ad hoc sessions depending on need. This has supported children with difficult home circumstances and emotional regulation. Children were clear about the importance of these sessions in supporting them, with one child commenting, 'we need more Mrs Clarke's!' 7 children have also received Thrive interventions from a qualified Thrive practitioner and reassessments have shown some improvement in skills demonstrated in the classroom. A class with a large proportion of mental health needs, among whom there were a proportion of Pupil premium children has been supported by the Thrive practitioner delivering both whole class and group sessions. Children with more complex needs have been supported with Individual Behaviour Management Plans and advice has been sought from PBS about how best to support them. In the termly wellbeing surveys, Pupil Premium children reported feeling safe and well supported in school.

Disdvantaged pupils have been offered free places in after school clubs to support their wellbeing and ensure parity of opportunity. These children have spoken positively about the opportunity to enjoy activities with their friends and to keep active.

4) Actions are taken to support families increase attendance and punctuality

1 Attendance Pupil Premium: 94% Attendance Non Pupil Premium: 94.8%

2 Most Pupil Premium children have excellent attendance. However, in the few cases where this is not the case, support was put in place including discussions with parents, offer of places at breakfast club and referrals to the Attendance Legal Panel.

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
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.

Disadvantaged children are actively considered and prioritised where possible for positions of responsibility in the school e.g. house captains, sports leaders, cyber ambassadors.