

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Sun Hill Junior School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sue Griffiths Head Teacher
Pupil premium lead	Sue Griffiths Head Teacher
Governor / Trustee lead	Katy Toms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£4,785
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	£49,105

Part A: Pupil premium strategy plan

Statement of intent

At Sun Hill Junior School we ensure that all pupils, irrespective of their background or the challenges they face, make good progress through high quality inclusive teaching. We recognise that disadvantaged children may face a wide range of barriers which may impact on their social and emotional well-being and their learning.

Our aim is to provide all pupils with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We ensure all pupils having full access to the rich extra-curricular provision on offer at Sun Hill Junior School. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Sun Hill Junior School
- provide opportunities for every child to succeed through high quality teaching and the continued development of an engaging and relevant curriculum. •
- nurture all individuals to become confident, ambitious, lifelong learners who are responsible, kind and prepared for the future
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life
- to ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision
- close monitoring of attendance and support provided to ensure children are in school
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners

Challenges

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

Challenge number	Detail of challenge
1	The attendance of pupils in receipt of pupil premium is below that of their peers
2	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures (this is supported by national studies). This has resulted in more wellbeing / pastoral and mental health needs.
3	There is a small, key group of pupils in receipt of pupil premium not making expected progress despite interventions.
4	Lack of fluency in reading, writing and maths
5	Access to wider opportunities

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
The attendance of all pupils in receipt of pupil premium has improved and is in line with their peers.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Attendance target at least 96%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil	Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans. • Observations of children's engagement in learning
To achieve and sustain improved % of disadvantaged pupils working at age related expectations at the end of KS2 in reading, writing and maths.	In school tracking data and end of Key Stage assessments will show an increase in the number of pupils working at age related expectation year on year.

Our curriculum provides a rich and diverse cultural and childhood experience for all pupils across school.	Cultural capital experiences (visits and visitors included) are planned and embedded through our project curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.
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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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for all staff to ensure assessment is administered and interpreted correctly.</p>	<p>Diagnosing pupil's needs is important to ensure that the correct interventions and strategies are used in supporting children in their learning.</p> <p>The use of the diagnostic tests will provide the evidence to write, implement and monitor the learning plan needed to help children close gaps and make progress.</p>	1, 2, 3, 4
<p>To identify specific staff needing support in QFIT or specific areas of the curriculum and invest in training to support and develop teacher needs.</p> <p>Identified staff will take part in school run training programme aimed at developing Quality First Inclusive Teaching across the curriculum.</p> <p>High quality CPD to upskill teachers and LSAs with appropriate approaches and pedagogy for quality first inclusive teaching and intervention</p>	<p>The EEF guide to pupil premium states that 'good teaching is the most important lever schools have to improve outcomes.' Therefore, a key priority for the school is to identify specific staff and specific subject areas which require the most immediate CPD to ensure good teaching, feedback and careful planning meets the needs of all learners, and has a particularly positive effect on pupils eligible for the Pupil Premium.</p> <p>'The Inclusive Classroom – A new approach to differentiation' by Daniel Sobel and Sara Alson. This book looks at how to root of inclusion is the importance of developing a culture of differentiation that impacts the whole class, not just those identified as vulnerable or having SEN.</p>	2, 3, 4

<p>support eg explicit instruction, effective feedback and scaffolding in order to maximise learning</p> <p>CPD will be delivered to all staff around 'The inclusive classroom'. Work on metacognition and retrieval practice to be explored. (Dec 2022)</p>		
<p>Continue to develop the curriculum providing pupils with knowledge and opportunities to be confident, successful and responsible and be ready for the next stages in their educational journey.</p> <p>Ensure that assessment in all curriculum areas identifies pupil's starting points and clear learning pathways and helps pupils become self-regulated learners.</p> <p>New Phonics scheme, that is government ratified, introduced across the school. CPD delivered to all staff on how to gain best results from the new scheme. (Dec 22)</p> <p>School will be working alongside Solent Maths Hub to develop the mastery Maths approach across the school. (Dec 22)</p> <p>Exploration of Stem Sentences and Concrete, pictorial and visual resources across all classes. (Dec 22)</p>	<p>EEF recommendations, quality first teaching is key to progress for all. - Metacognition and self-regulation</p> <p>The EEF have found that phonics approaches are effective for supporting younger children in mastering reading with an average impact of an additional five months progress. While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age.</p> <p>The NCETM research on mastery maths has identified strong evidence of practice change and positive impact under four key headings: teacher subject knowledge; classroom practice; school organisational structure and pupil performance</p>	<p>2, 3, 4</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To identify children in need of social and emotional support.</p> <p>Once identified all children will take part in a targeted support programme aimed to address their needs.</p>	<p>Structured interventions are a 'key component of an effective Pupil Premium strategy'. However, it is a key challenge for the school to ensure that the interventions outside of the classroom are linked to the learning inside the classroom and communication between Learning Support Assistants and teachers is key to their continued success.</p> <p>Interventions are designed and targeted to support children's social and emotional needs with the aim to improve self-esteem and ensure positive well-being.</p>	<p>2, 5</p>
<p>To identify and target pupils for weekly 1:1/ small group interventions for learners who are not making required progress in reading, times tables, and phonics.</p>	<p>All LSAs to have training in classroom intervention support led by the school's education psychologist.</p> <p>Tier 2 of the recognised approach towards best supporting PP pupils. Through 1:1, small group and whole class delivery of targeted support we can develop self-regulation skills to support closing the gap in key areas of the curriculum. Once embedded it allows us to maximise time throughout the day to support these needs and not miss any learning opportunities.</p>	<p>3, 4</p>
<p>Implement a tuition program across the school using our skilled staff who will deliver tuition to identified pupils (this will be focussed primarily on year 6 children)</p>	<p>Evidence suggests that one to one tuition can be effective, providing up to 5 months additional progress. Short, regular sessions (30 mins, three to five times per week) over a set period of time provide optimum impact EEF Teaching and Learning Toolkit - One to one tuition</p>	<p>1,3, 4</p>

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

Budgeted cost: £9,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free/subsidised breakfast club. School uniform provided where needed. School to provide resources for learning.</p>	<p>All pupils have a settled start to the school day. No pupil starts the day hungry. Every pupil has the necessary equipment to feel part of the school community.</p>	<p>1, 2, 3, 5</p>
<p>All PP pupils will attend school trips and any activities that enhance the school curriculum.</p> <p>School trips Visitors Residential Music lessons Drama beasts Sports clubs</p>	<p>Increased access to a wide range of opportunities will aim to increase a young child's engagement in school and learning and increase cultural capital and develop life skills.</p>	<p>1, 2, 3, 4, 5</p>
<p>A Learning Mentor to be trained to support the school in parental engagement, children in need- Safeguarding and attendance.</p> <p>Parent groups to be set up</p>	<p>Children can be supported well in school with any day-to-day needs or issues. Parents/carers also have a point of contact in school who they can share issues with and know that they will be pointed in the direction of outside agencies that can help them</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	<p>1, 2, 5</p>

Total budgeted cost: £49,105

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.

The attendance of all pupils in receipt of pupil premium has improved and is in line with their peers.

- Whilst still not achieving the 96% target, the attendance percentage is on an upward trajectory from 93.13% to 94.71%
- Whole school attendance awards still very much part of the end of week celebrations. Children strive to get this award. The awards are communicated in the parental news-letter.
- Attendance lead runs interventions with children who are struggling with their attendance. Weekly reports are analysed and appropriate interventions are put in place.

Desired Outcome

- Attendance for our pupil premium students will be at least 96%
- To close the gap between whole school attendance and pupils in receipt of pupil premium funding.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil

- Embedded Well-being programme across the school through assemblies, PSHE curriculum, well-being day and mindfulness lessons. Well-being Wednesdays are common practice and children are confident with the strands of the programme.
- Leader in Me programme have now been implemented across the school, with a real focus on well-being and 'the whole child'.
- SLT are part of the CAMHS mental health forum and attended meeting on a regular basis.
- Introduction of our well-being/therapy dog, Bingo. Every Friday the children nominate a child to win the Bingo Award (our well-being award). Pupil premium children have won this on a number of occasions.
- A proportion of staffing cost for PP Leads to support children and parents with emotional needs
- Cost of external support and outside agencies
- Contribution to the playground leader scheme so that all children have someone they can play with - cost of training children and release time for adults
- Cost of providing breakfast and/or after school provision
- Cost of initiatives, e.g. Lego therapy

Desired Outcome

Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by:

- Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations
- A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans.
- Observations of children's engagement in learning

To achieve and sustain improved % of disadvantaged pupils working at age related expectations at the end of KS2 in reading, writing and maths.

To ensure teaching and learning opportunities meet the needs of all pupils, through variation and differentiation

- PP pupils have access to High Quality Inclusive Teaching (HQIT), providing them with outstanding learning opportunities.
- They are successfully tracked and class-based interventions and support are in place.
- Barriers to learning are identified and addressed during lessons and additional intervention time
- Half-termly meetings between class teacher, phase leader and PP Leads to review attainment and progress of PP children (supply cost to cover meeting times)
- PP Leads to provide support for class teachers with strategies to support children within the class (CPD identified during observations and learning walks)
- Subject Leaders and PP Leads to monitor the standards of work between PP and non-PP to see whether there is a gap in attainment. Plans will be put in place through pupil progress meetings for these to begin to close (release time for subject leaders)
- PP children identified during lesson observations so that focus questioning can occur by observers. (Observers' release time will be required)
- PP Leads to look at pupil premium impact in planning (including planning books), books and pupil interviews.
- To target specific reading needs through use of miscue analysis
- CPD for all teaching staff in the use of miscue analysis to ensure that reading difficulties are correctly identified and addressed.
- CPD of phonics for all teaching staff
- To embed the use of Bug Club across the school so that all children are carefully matched to reading books that meet their reading needs.
- To develop reading fluency within guided reading sessions.
- To develop, during reading, retrieving and recording information and inference skills, through the embedding of rich reading tasks.
- To embed the use of rich texts to support writing and create language rich classrooms.
- Plus 1 and Power of 2 maths intervention to be continued and recording of sessions improved so that teachers can track more easily out of class interventions.

- To revisit the CPD of the use of bar models in maths to aid visualisation of problems and the ability to solve more complex problems.
- Teaching will be developed further by sharing good practice and individualised support through peer observations, bespoke support, coaching and guidance.
- Embed use of word banks for each project to ensure key vocabulary is taught, revisited, checked for understanding and monitored in all subject areas.
- Observations, monitoring of planning and book looks to focus on variation of task that supports PP children to progress from their starting points.

Desired Outcomes

- In school tracking data and end of Key Stage assessments will show an increase in the number of pupils working at age related expectation year on year.

Our curriculum provides a rich and diverse cultural and childhood experience for all pupils across school.

- School trips are inclusive of all children and funding is in place for pupil premium children to access the same trips as their peers.
- Funding is used to allow pupil premium children to attend extra-curricular clubs such as, Cook Stars, Rock Steady and Drama Beasts.
- Increased number of trips offered to the children since the relaxing of COVID restrictions.

Desired Outcomes

- Cultural capital experiences (visits and visitors included) are planned and embedded through our project curriculum.
- A wide range of free (or very low cost) extra-curricular activities are available to all pupils.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.