

Pupil premium strategy statement – Sun Hill Junior School

This statement details our school's use of pupil premium (and recovery 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	185
Proportion (%) of pupil premium eligible pupils	10.8%
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)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sue Griffiths
Pupil premium lead	Sue Griffiths
Governor / Trustee lead	Katy Toms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,915
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,200

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Sun Hill Junior School is to foster a safe environment where everyone flourishes to make a difference to themselves and others. Through this vision we want to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and attain well 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 Reading	Internal assessment, observations and pupil progress meetings indicate that disadvantaged pupils have greater difficulties with phonics than their peers. This has then negatively impacted their development as readers - particularly in terms of fluency and comprehension
2 Maths	Internal and external assessments show that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Fluency and recall of basic skills – those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies difficult.
3 Writing	Internal assessment and moderation indicate that attainment and progress in writing for disadvantage pupils is below that for non-disadvantaged pupils. Analysis of writing indicates sentence structure and poor spelling being key to children not making progress.
4 Attendance	Attendance monitoring demonstrates that attendance levels for disadvantaged children are lower than non-disadvantaged children. Gaps in learning then develop, which can make it more difficult to sustain progress.
5 Enrichment	Monitoring highlights that disadvantaged children can have limited access to wider enrichment activities and as a result, decreased cultural capital – trips, extra curriculum activities
6 Personal Development	Levels of resilience, independence and engagement for some pupils are not as strong as they could be; this can lead to an over reliance on adults and a detrimental effect on academic progress.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed	<ul style="list-style-type: none"> • Data show that pupil premium children will have narrowed the attainment gap between themselves and non-pupil premium children. • Data will show that pupil premium children have made accelerated progress. • Increased percentage of children achieving age related expectations (ARE) at the end of KS2.

<p>support ensures disadvantaged children keep up with their peers.</p>	<ul style="list-style-type: none"> • Teachers demonstrate a higher level of understanding on pupil premium individual needs during pupil progress meetings. • Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques. • SENCOs work with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs.
<p>Disadvantaged children to develop increased fluency in reading and strengthen their comprehension of the texts they read.</p>	<ul style="list-style-type: none"> • A focus on early reading and phonics when the children join the junior school in year 3. • Early diagnosis of gaps in children’s reading through careful screening so that gaps can quickly be addressed. • All relevant staff have been trained in delivering ‘Little Wandle’ phonics scheme so that target interventions can be robustly delivered. • Pupil conferencing shows that a higher percentage of children are enjoying reading and therefore choosing to reading for pleasure. • Data will show that children are reading with greater fluency. • Teaching of reading knowledge will form part of all guided reading learning journeys.
<p>Disadvantaged children to enhance key mathematical mental strategies to further develop their mathematical skills.</p>	<ul style="list-style-type: none"> • Staff trained to use ‘Number Stacks’ to enable children to master the number system. • Daily Maths ‘fluency’ sessions cement ‘the basics’ leading to better attainment through children developing their number sense and the ability to select the most appropriate methods to solve the task. • Children using stem sentences to explain their reasoning using the correct mathematical language. • Increased percentage of pupil premium pupils achieving a score of 19 or more correct answers within the Year 4 multiplication check.
<p>Disadvantaged children to use effective sentence structures to develop cohesion and achieve expected in writing</p>	<ul style="list-style-type: none"> • The use of ‘Bony Sentences’ across KS2 to support children’s sentence writing skills. • Staff to be using progression in cohesion when planning writing journeys. • Data and observations will show that children’s writing levels have improved.
<p>Continue establishing good attitudes to attendance and punctuality, so that all year groups have attendance, which is above average.</p>	<ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils, is promoted and challenged such that pupils understanding will be good and are ready to learn without gaps in learning.
<p>For all pupils to have improved resilience and independence through access to wider</p>	<ul style="list-style-type: none"> • Analysis of club attendance shows all requests from disadvantaged pupils for school-led club places have been honoured.

opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.	<ul style="list-style-type: none"> • Feedback from parents/carers and pupils will show that pupils eligible for Pupil Premium funding access a wide range of school – led clubs, trips and residential. • Children have a better awareness of themselves as learners so that they can overcome difficulties more easily.
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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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure effective Little Wandle intervention strategies used for children in KS2 who need it.</p> <p>Purchase more Little Wandle and Bug Club phonics books to ensure any child who need it have a matched phonics book.</p>	<p>The Little Wandle intervention programme is rigorous and in place. Staff have been fully trained through effective CPD, which supports the school in providing an effective approach. Timetabled intervention and tracking are in place to ensure at least good progress in KS2.</p> <p>Education Endowment Fund (EEF) – ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 6
<p>Investing in high quality first teaching through increased CPD for all teaching staff</p> <p>Teacher release time for Lead Practitioner to design CPD with HT and DHT</p>	<p>CPD will be designed by the Senior Leadership Team in response to learning walks, data, observations and discussions with staff.</p> <p>All CPD will focus on improving outcomes for children in line with the School Improvement Plan and the Pupil Premium Strategy.</p> <p>CPD will be built around the core principles of ‘mechanisms’ as referred to in the EEF guidance ‘Effective Professional Development Guidance’:</p> <ul style="list-style-type: none"> • Building knowledge • Motivating teachers 	1,2,3,6

	<ul style="list-style-type: none"> • Developing teaching techniques • Embedding practice. <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1702358429</p>	
To continue to develop the teaching of maths, focussing on fluency and stem sentences, through working with The Solent Maths Hub.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2,6
Developing how reading is taught throughout the school to ensure that all children become fluent readers	<p>The importance of why reading matters and what is important in teaching children to be effective readers is highlighted in the DfEs 'The Reading Framework' (July 2023)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house</p>	1,6
Focussed sentence writing and text cohesion training for all staff.	<p>It is important to develop pupils' transcription and sentence writing skills through extensive practice. (EEF)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702451892</p>	3,6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed phonics individuals and groups identified through YARC reading	Education Endowment Fund (EEF) – 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in	1,6

assessment and Little Wandle assessments.	the development of early reading skills, particularly for children from disadvantaged backgrounds' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Train 2X teacher and all LSAs to deliver 'Number Stacks'	Using a structured intervention that is implemented well can support children in closing gaps in their mathematical understanding. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1702429420	2,6
Small group handwriting support groups. Purchase handwriting scheme	'Teaching accurate letter formation is essential to improving the quality and fluency of children's handwriting.' (EEF) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702451892	3,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in the Empowerment Approach to support children to build the skills that will help them to do well in their daily activities.	'This approach recognises the impact of developmental trauma, attachment and genetic brain differences. It is underpinned by research into therapeutic approaches to working with children and teenagers- especially those who are struggling in some way.' <i>Curious no Furious, Alison Rendle and Kit Messenger (2023)</i>	1,2,3,6
Ensure fair access to all trips, including residential trips, for all children, and extra-curricular activities, e.g. cook stars, rock steady, drama beasts.	To provide a range of opportunities and equal access for all children and promote healthy active lifestyles. This will enhance their sense of self-worth leaving them ready to learn and believe they can achieve.	4,5,6

<p>Embedding principles of good practice as set out in the DfE's improving school attendance advice. This will involve appointing an attendance officer and a pastoral lead to support the improvement of attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Providing a breakfast club to disadvantaged children where needed to improve attendance, wellbeing and readiness to learn.</p>	<p>1,2,3,5,6</p>
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Total budgeted cost: £33,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To carefully track the progress and attainment of pupils, respond to their specific needs and ensure appropriate provision is in place

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.

Desired Outcomes

- PP children are given quality first teaching to provide them with outstanding learning opportunities
- PP children have been successfully tracked and class-based interventions are in place, based on individual curriculum needs
- Attainment of PP children has improved to be in line with non PP children in reading, writing and maths

Following almost two years of disrupted learning, it is difficult to assess the impact of this approach. Lesson observations and book looks showed that disadvantaged children were making progress however the constant disruption of attendance has slowed that progress. Assessments showed that disadvantaged children had not made sufficient progress during the pandemic and that attainment gaps for some children had increased.

This target will be continued into the 2021-2023 strategy with a rigorous monitoring of class-based interventions.

- 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 Outcome

- PP children are more closely matched to reading books that allow them to develop their reading skills
- PP children's vocabulary is developed in all areas of the curriculum
- Attainment of PP children has improved to be in line with non PP children in reading, writing and maths

All children now have books that are matched to their reading ability so that they can develop their reading skills in fluency, decoding and comprehension. Diagnostic testing has shown that some children have made progress despite disruptions due to the pandemic. Those children who were regularly in school have made more progress than the children who did mostly home learning.

Vocabulary banks have been created in all subjects so that children acquire and build on subject specific vocabulary across the key stage. This target will be reviewed to look at how well the children remember and use the taught words.

To provide emotional and social support to children

- Embedding of school well-being programme, through assemblies, PSHE curriculum, well-being day and mindfulness lessons.
- 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

- PP children feel safe and are emotionally ready to engage in learning

Well-being and children's mental health has been at the heart of school since the pandemic. A well-being programme has been planned and delivered across the school with weekly well-being

assemblies. Children who have required additional support have been identified and provision put in place. The senior mental health lead will be completing their training this academic year. This target continues during the new pupil premium strategy

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To increase parental engagement through workshops and informal drop in sessions

- HT/DHT presence at the start of each day on the school playground – this gives parents an opportunity to talk informally to the HT and DHT
- ELSA available at the start of each day, giving parents and children the opportunity to talk
- Release time for teachers to run specific curriculum workshops, e.g. Curriculum Evenings
- Release time and resources for end of unit celebrations – for parents to come and see the work their children have produced.
- Keeping parents fully informed through our newsletter

Desired outcome

- Parents to be more actively engaged in the child’s school life.
- Parents to understand how to support their child with their learning.

Due to the pandemic the school has not been able to run parent workshops. We will be looking at how this can be delivered moving forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

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