

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	176
Proportion (%) of pupil premium eligible pupils	13.1%
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 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sue Griffiths
Pupil premium lead	Sue Griffiths
Governor / Trustee lead	Marilyn Penman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,600
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>	
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>	£29,600

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-disadvantage 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 support ensures disadvantaged children keep up with their peers.	<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.

	<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.
Disadvantaged children to develop increased fluency in reading and strengthen their comprehension of the texts they read.	<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.
Disadvantaged children to enhance key mathematical mental strategies to further develop their mathematical skills.	<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.
Disadvantaged children to use effective sentence structures to develop cohesion and achieve expected in writing	<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.
Continue establishing good attitudes to attendance and punctuality, so that all year groups have attendance, which is above average.	<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.
For all pupils to have improved resilience and independence through access to wider opportunities within an enhanced	<ul style="list-style-type: none"> • Analysis of club attendance shows all requests from disadvantaged pupils for school-led club places have been honoured.

<p>curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to identify children who need a phonics intervention and closely track their progress across the year.</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>	<p>1, 6</p>
<p>Investing in high quality first teaching based on five core practises delivered 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 around the EEF 5-a-day approach (explicit teaching, cognition and metacognition strategies, scaffolding, flexible grouping and using technology). Training will be across the year and delivered in staff meetings. Each staff meeting will be followed by the teachers working in pairs to implement, review and share good practice. An implementation plan has been created with short, medium and long term goals to ensure a rigorous approach.</p> <p>Two members of teaching staff will be working with Solent Maths Hub, North East Hants and Surrey Maths Hub and HIAS to partake in a research</p>	<p>A</p>

<p>Teacher x2 release time to work on the maths metacognition research project.</p>	<p>project into how metacognition can be used effectively within schools. This will then be cascaded to all teaching staff through an INSET.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p>	
<p>To continue to develop the teaching of maths, focussing on fluency and stem sentences, through working with The Solent Maths Hub.</p>	<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>	<p>2,6</p>
<p>Developing how reading is taught throughout the school to ensure that all children become fluent readers</p> <p>Training on new planning format to ensure that teaching of reading focusses on fluency, knowledge and vocabulary</p>	<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>	<p>1,6</p>
<p>Focussed sentence writing and text cohesion training for all staff.</p> <p>Bony sentence staff meeting and purchase of handwriting scheme.</p>	<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>	<p>3,6</p>
<p>Investing in an enquiry based curriculum to develop confidence, initiative and diversity with a clear progression of learning.</p>	<p>Durrington Research School looked at evidence from cognitive science to consider how curriculum design might support the development of long-term memory and schemata. How it impacts on long-term memory is considered to be the central structure of human thinking (Clark, Kirschner and Sweller, 2012) and the principle that we learn new things in the context of what we already know (Willingham, 2009). At present, the two memory-building strategies that are best supported by the evidence are undoubtedly retrieval practice and spaced (distributed) practice.</p>	<p>6</p>

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed phonics individuals and groups identified through YARC reading assessment and Little Wandle assessments.	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’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,6
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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in the Empowerment	‘This approach recognises the impact of developmental trauma, attachment and	1,2,3,6

<p>Approach to support children to build the skills that will help them to do well in their daily activities.</p>	<p>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></p>	
<p>Ensure fair access to all trips, including residential trips, for all children, and extra-curricular activities, e.g. cook stars, rock steady, drama beasts.</p>	<p>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.</p>	<p>4,5,6</p>
<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>

Total budgeted cost: £ 29,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 support ensures disadvantaged children keep up with their peers.

- 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. 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.

Outcomes

Outcomes for children in receipt of pupil premium were below those children who do not receive pupil premium at the end of key stage 2.

Year 6

	Pupil premium	Non-pupil premium
Reading/writing/maths	54.5%	76.7%
Reading	54.5%	88.4%
Writing	54.5%	88.4%
Maths	63.6%	88.4%

Attainment across the school shows a similar picture in Year 5 however in Year 3 and 4 the gap is closer.

Year 5

	Pupil Premium	Non-pupil premium
Reading/writing/maths	17%	61%
Reading	17%	80%
Writing	17%	65%
Maths	50%	82%

Year 4

	Pupil Premium	Non-pupil premium
Reading/writing/maths	67%	83%
Reading	67%	87%
Writing	67%	84%
Maths	67%	87%

Year 3

	Pupil Premium	Non-pupil premium
Reading/writing/maths	33%	59%

Reading	66%	74%
Writing	33%	62%
Maths	66%	72%

Due to the small number of children receiving pupil premium their individual data has a higher significance when comparing them against non-pupil premium children.

Progress for children receiving pupil premium is positive with a percentage of children making above expected progress.

	Expected progress	Above expected progress
Reading	82%	30%
Writing	74%	22%
Maths	87%	39%

The new tracking system will enable teachers and SLT to more quickly identify the progress, attainment and next steps for all children but in particular those children in receipt of pupil premium and SEND children.

This is a continued focus for the academic year 2024/2025.

Additional time during pupil progress meetings will focus on the attainment and progress of children in receipt of pupil premium.

Disadvantaged children to develop increased fluency in reading and strengthen their comprehension of the texts they read.

- 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 read 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.

Outcome

Reading implementation plan created.

YARC and miscue analysis were used at the beginning of the year to identify the support/intervention that children would need to support their development in reading. YARC identifies reading age, fluency rate and comprehension age enabling the correct intervention/teaching that is needed.

All teaching staff have had CPD on the new guided reading teaching and now eyes on text is now key in all reading lessons.

High quality discussion around texts are now more evident during learning walks.

All children reading below age related expectations have a bug club book that is matched to their reading level.

All Learning Support Assistants have had training in delivering Little Wandle and an intervention timetable created to ensure that all interventions take place.

Any children who are have Little Wandle intervention have a phonics book matched to their level.

Reading will continue to be a focus during the academic year 2024/2025. Little Wandle and guided reading will continue to be embedded and training for a fluency intervention will take place to ensure that children can sustain their reading and read fluently with comprehension.

Disadvantaged children to enhance key mathematical mental strategies to further develop their mathematical skills.

- 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.

Outcome

All LSAs trained to deliver Number Stacks. Children are being assessed and then appropriate stage of intervention being delivered.

Maths fluency sessions are now built into all maths lessons. Maths lead to look into developing this further to ensure that children are using efficient strategies.

Stem sentences are displayed on all working walls to enable children to use them when thinking and working through problems.

Percentage of children achieving 19 or above increased from 16.6% in 2022/2023 to 66.6% in 2023/2024

During the academic year 2024/2025 stem sentences and fluency will continue to be a focus alongside the development of metacognition skills.

Disadvantaged children to use effective sentence structures to develop cohesion and achieve expected in writing.

- 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.

Outcome

Training in to use of 'Bony Sentences' was provided to staff alongside resources to be used within the classroom.

Sentences skills are beginning to improve during scaffolded and supported writes with children particularly in year 6 using the bony sentences to develop their sentence structure.

During the academic year 2024/2025 refresher training will be delivered on Bony Sentences and monitoring of the use of them across the school in supporting children's writing will be carried out by the Literacy Lead and SLT.

Continue establishing good attitudes to attendance and punctuality, so that all year groups have attendance, which is above average.

- 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.

Outcome

	2022-23 Attendance	2023-24 Attendance
Pupil Premium eligible	90.2%	95.19%
Not eligible for Pupil premium	94.53%	95.33%

Attendance lead analyses attendance data every fortnight and then puts in support where needed. This will continue during the academic year 2024/2025 to continue to promote attendance.

For all pupils to have improved resilience and independence through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.

- Analysis of club attendance shows all requests from disadvantaged pupils for school-led club places have been honoured.
- 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.

Outcome

Where requests for support for school-led clubs, trips and residential have been made the school has ensured that any children in receipt of pupil premium has been able to participate. The school has also funded clubs outside of school to ensure that children can have access to a wide variety of activities.

Staff have now all had their initial Empowerment Approach training and an implementation plan has been created so that in the academic year 2024/2025 it can be implemented to support children in having a better understanding of themselves as learners and members of the school community.

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)

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**

The impact of that spending on service pupil premium eligible pupils

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.