

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	147
Proportion (%) of pupil premium eligible pupils	13.3%
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 2025
Date on which it will be reviewed	November 2026
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	£25,755
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>	£0 (The school does not receive Recovery Premium funding in the current academic year).
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>	£25,755
Carry forward of pupil premium funding: A proportion of the pupil premium allocation (£3,755) will be carried forward to support planned activity in the 2025/2026 academic year, including continued staff training, resourcing for fluency	

interventions and sustained attendance and pastoral support. This decision reflects the small size of cohorts and the need to phase expenditure to ensure maximum impact.

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 have 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 and robust 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.

support ensures disadvantaged children keep up with their peers.	<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, in particular in securing times table understanding and recall.	<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	<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: £15,000

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>To support reading fluency for those children moving from Little Wandle phonics intervention</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>The Reading Framework (DfE, July 2023) states that ‘Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain’s resources are available to focus on lifting the meaning from the page: connecting the words and sentences, and making connections across the text. As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.’</p>	1, 6
Investing in high quality first	CPD will be designed around the EEF 5-a-day approach (explicit teaching, cognition and	A

<p>teaching based on five core practises, Ordinarily Available Provision and Metacognition and self-regulated learning 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>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 worked with Solent Maths Hub, North East Hants and Surrey Maths Hub and HIAS to take part in a research project into how metacognition can be used effectively within schools. During 2025-2026 this will cascaded to all staff and across all subjects. CPD will be based around the updated EEF Metacognition and Self-Regulated Learning document –</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://fish.hants.gov.uk/kb5/hampshire/directory/advise.page?id=WXsvBiZG8DU</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 secure times table recall, through working with The Solent Maths Hub.</p> <p>During 2025-2026 two members of staff will be working with The Solent Maths Hub on Mastering Number at KS2 which is to support children develop good number sense in multiplicative relationships.</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:</p> <p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/</p>	2,6
<p>Developing how reading is taught</p>	<p>The importance of why reading matters and what is important in teaching children to be effective</p>	1,6

<p>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>readers in highlighted in the DfEs 'The Reading Framework' (July 2023)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house</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>	3,6

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focussed phonics individuals and groups identified through Salford reading assessment and Little Wandle assessments.</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>Train 2X teacher and all LSAs to deliver 'Number Stacks'</p>	<p>Using a structured intervention that is implemented well can support children in closing gaps in their mathematical understanding.</p> <p>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</p>	2,6

Small group handwriting support groups.	<p>'Teaching accurate letter formation is essential to improving the quality and fluency of children's handwriting.' (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>	3,5
Small group fluency intervention to support children to develop fluency after completing Little Wandle phonics intervention.	<p>Focussing on oral reading fluency so we can support pupils' comprehension and deeper understanding of content.</p> <p>https://educationendowmentfoundation.org.uk/news/fluency-a-bridge-to-reading-success</p>	

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued staff training to embed 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
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	<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/</p>	1,2,3,5,6

support the improvement of attendance.	<p>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>	
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Total budgeted cost: £22000

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 shows 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 (11 pupils)

	Pupil premium	Non-pupil premium
Reading/writing/maths	30%	63.8%
Reading	50%	78%
Writing	50%	80%
Maths	50%	76.5%

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

Year 5 (4 pupils)

	Pupil Premium	Non-pupil premium
Reading/writing/maths	25%	84%
Reading	75%	92%
Writing	75%	88%
Maths	75%	88%

Year 4 (4 pupils)

	Pupil Premium	Non-pupil premium
Reading/writing/maths	25%	54%
Reading	75%	85%
Writing	25%	64%
Maths	25%	66%

Year 3 (5 pupils)

	Pupil Premium	Non-pupil premium
Reading/writing/maths	20%	62%
Reading	40%	73%
Writing	20%	68%
Maths	60%	76%

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.

The tracking system which was introduced last year has enabled 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 2025/2026.

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

Gap analysis of objectives will take place during staff meetings so that planning can address these gaps/

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.

Salford 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. Salford 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 having Little Wandle intervention have a phonics book matched to their level.

Reading will continue to be a focus during the academic year 2025/2026. 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. Little

Wandle fluency books will be purchased to enable children to move from the phonics scheme to suitable fluency books.

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 and Year 3/4 teacher completed a course with Solent Maths Hub on Metacognition in maths.

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

In 2023/2024 disadvantaged children's results in the MTC check dropped.

During the academic year 2025/2026 two teachers are working with the Solent Maths Hub on Mastering Number at KS2. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

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

Bony sentences have been embedded across the school particularly in scaffolded tasks to support children's independent sentence writing skills.

During the academic year 2025/2026 the bony sentences will be develop further to support paragraph writing. All teachers are completing training on the strong foundations for writing being delivered by HIAS. This is to support the schools approach to the new writing frame and children having strong foundational skills in transcription and handwriting as well as sentence writing.

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

		2023/2024	2024/2025	
	Pupil premium	96.9%	89.9%	
	Non-pupil premium	95.89%	97.21%	
<p>Attendance lead analyses attendance data every fortnight and then puts in support where needed. This will continue during the academic year 2025/2026 to continue to promote attendance. A large focus will be on those children with persistent absence and EBSA to support them coming into school.</p>				
<p>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.</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. • 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. <p>Outcome</p> <p>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.</p> <p>During 2025/2026 The Empowerment Approach will be embedded across the school with additional twilights to support the introduction of coaching within the ten point plan and executive functions. We will introduce pupils to the concept of executive functions—such as working memory, cognitive flexibility, and self-regulation—to help them understand how these skills influence learning and social interactions. By explicitly teaching strategies to strengthen these functions, we aim to empower children to become more reflective, independent learners and active, responsible members of the school community</p>				

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
none	

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 school does not receive Service Pupil Premium funding.

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.