



Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Pound Hill Junior School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	14.3%*
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	2 December 2024
Date on which it will be reviewed	31 August 2025
Statement authorised by	Anthony White – Headteacher
Pupil premium lead	Amy Saunders – Inclusion Manager
Governor lead	Chair of Safeguarding and Disadvantaged Committee

*based on the document from DfE – Pupil Premium allocations 2024-2025 financial year September 2024

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75,480*

Part A: Pupil premium strategy plan

Statement of intent

Pound Hill Junior School use the Pupil Premium Grant funding to ensure that our general and targeted support meets the needs of our disadvantaged pupils, so they receive the highest quality of education and pastoral support. This will enable them to become active, socially accountable citizens of our future community. We recognise that disadvantaged and vulnerable children can face a wide range of barriers which may impact on their learning.

Our aims are to:

Eradicate barriers to learning created by poverty, family circumstance and background

Narrow and close the attainment gaps between disadvantaged pupils and their non-disadvantaged peers

Ensure all pupils are able to read fluently and with deep understanding to enable them to access broad curriculum and breadth of learning opportunities

Develop confidence in their ability to communicate effectively in a wide range of contexts and situations both written and verbally

Support pupils to develop skills and understanding to look after their social and emotional wellbeing

Support pupils to develop resilience

Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

14.3% of pupils are eligible for Pupil Premium Funding in comparison to 24.9% national.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all staff with high quality training and resources to ensure that pupils access highly effective quality first teaching
- ✓ Direct funding to ensure that all pupils have access to trips, residential and first-hand learning experiences
- ✓ Provide appropriate pastoral support to enable pupils to be ready to access learning within and beyond the classroom
- ✓ Provide support and sign posting to families
- ✓ Provide targeted intervention and support to address identified gaps in learning including the use of individual and small group work, targeted intervention programmes and 1:1 tuition

- ✓ Provide opportunities for all pupils to participate in a broad range of activities including sport and music

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that highly effective teaching, learning and assessment meets the needs of all pupils through the robust and rigorous analysis of a wider range or real data. Class teachers will identify during Pupil Progress Meetings specific intervention and support for individual pupils which will be reviewed at regularly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. Families will receive support and information from experienced and friendly adults to break down barriers between home and professionals.

Challenges

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

Challenge number	Detail of challenge
1	Limited language, vocabulary and communication skills
2	Lack of breadth of experiences due to family contexts
3	Low attainment on entry with limited acceleration of progress
4	Attendance and punctuality concerns
5	Disordered or strained family settings alongside Social Services involvement

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
Academic: reading, writing and maths	<ul style="list-style-type: none"> ✓ Accelerated development of early reading skills ✓ Enhanced progress for pupils compared to non-disadvantaged pupils ✓ Achieve outcomes in-line with, or above peers or national averages at end of KS2
Learning experiences	<ul style="list-style-type: none"> ✓ Pupils access the breadth of learning experiences ✓ Pupils have the opportunity to attend residential and visits ✓ Pupils participate in visits, school events and all learning opportunities
Pastoral support	<ul style="list-style-type: none"> ✓ Attendance of pupils receiving Pupil Premium is in line with, or above, national cohort ✓ Punctuality of disadvantaged pupils is good ✓ Pupils receive prioritised access to school support ✓ Pupils have opportunities to work suitable qualified or trained adults within the school ✓ Outside agencies have been consulted with in a timely fashion and suitable actions put in place
Family Liaison	<ul style="list-style-type: none"> ✓ Whole families have a friendly point of contact within the school ✓ Parental engagement with school is positive and frequent ✓ Parents and carers have received external professional support or help following school contact and signposting

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: £7,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly effective training for staff to develop quality first teaching	<ul style="list-style-type: none"> • Highly effective quality first teacher delivered adapted learning is most effective for pupils to develop learning linked to class theme • Early reading skills for early reading lead and all staff has been identified as needing development through audits and discussion 	1 & 3
Continued training for teaching staff for Sounds Write (phonics programme)	<ul style="list-style-type: none"> • Reduced phonic knowledge has a significant impact on reading and spelling ability • Pupils with limited phonic ability demonstrates a reduced breadth of strategies for decoding and spelling 	1 & 3
CPD from English Subject Lead to develop knowledge of improving reading for pleasure	<ul style="list-style-type: none"> • Limited access to high quality reading material will have impacted on opportunities to read and not fostered a love of reading • Poor communication skills impact on relationships with peers • Limited vocabulary and language skills have negative impact on learning and application of knowledge, skills and understanding 	1, 2 & 3

Purchase high quality reading books	<ul style="list-style-type: none"> • Access to high quality reading material is often absent for disadvantaged families • Poor communication skills impact on relationships with peers • Limited vocabulary and language skills have negative impact on learning and development of knowledge, skills and understanding • Continued financial challenges for disadvantaged families can mean that choices are made between essential purchases such as food and non-essential purchases 	1, 2 & 3
HLTA leads for both phonic and speech and language	<ul style="list-style-type: none"> • Gaps in knowledge, skills and understanding result in on-going challenges to develop broad and deep learning. • Highly effective quality first class teacher delivered teaching is the most effective intervention for pupils to develop learning linked to class theme 	1 & 3

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

Budgeted cost: £22,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Teachers	<ul style="list-style-type: none"> • Educational performance of pupils from disadvantaged backgrounds is lower than that of their peers, with the gap in attainment between disadvantaged pupils and their peers growing further during the COVID19 pandemic. • Targeted tutoring opportunities support a school's drive to close this gap 	1 & 3
Busy Hands	<ul style="list-style-type: none"> • Physical writing difficulties result in reduced ability to communicate effectively in written form • Poor handwriting has a negative impact on self esteem 	1 & 3

Lego Therapy	<ul style="list-style-type: none"> • Poor communication skills impact on relationships with peers • Limited vocabulary and language skills have negative impact on learning and application of knowledge, skills and understanding 	1 & 2
Sounds Write	<ul style="list-style-type: none"> • Limited phonic knowledge has a significant impact on reading and spelling ability • Lack of phonic ability reduces breadth of strategies for decoding and spelling 	1 & 3
Pre-teach Vocabulary	<ul style="list-style-type: none"> • Limited technical and subject specific vocabulary and language has negative impact on learning and application of knowledge, skills and understanding 	1, 2 & 3
Rapid Maths	<ul style="list-style-type: none"> • Limited technical and maths subject specific vocabulary and language has negative impact on learning and application of knowledge, skills and understanding • Reduced automaticity of basic mathematical skills limits the cognitive capacity to learning new knowledge, skills and understanding 	1, 2 & 3
Badger Sentence Writers	<ul style="list-style-type: none"> • Reduced automaticity of basic written sentence structure limits the cognitive capacity to learning new knowledge, skills and understanding • Physical writing challenges result in reduced ability to communicate effectively in written form 	1, 2 & 3
Zones of Regulation	<ul style="list-style-type: none"> • Anxious or angry pupils have an increased cognitive load reducing capacity for accessing learning • Demonstrative negative behaviours linked to frustration and anxiety put pupils at risk of exclusion and isolation from peers 	4 & 5

HLTA leads for both phonic and speech and language	<ul style="list-style-type: none"> Gaps in knowledge, skills and understanding result in on-going challenges to develop broad and deep learning. Highly effective quality first class teacher delivered teaching is the most effective intervention for pupils to develop learning linked to class theme 	1 & 3
Thought-Full (WS & NHS joint venture)	<ul style="list-style-type: none"> Mental health and well-being have declined in children and young people Attendance and punctuality is a concern for some pupils with reduced well-being 	4 & 5

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

Budgeted cost: £45,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher – Thought-Full	<ul style="list-style-type: none"> Mental health needs impact negatively on pupils' ability to access learning, self-care skills and peer relationships Without opportunities to talk and explore issues with experienced adults within school, pupils can become disengaged with education, frustrated, isolated from peers which will have a significant impact on current and future mental health 	4 & 5
Family Liaison Assistant	<ul style="list-style-type: none"> Attendance of disadvantaged pupils is often below that of peers due to lack of engagement with school and lack of targeted support from professionals Punctuality of disadvantaged pupils is lower than non-disadvantaged peer group due to home factors Without opportunities to talk and explore issues with experienced adults within school, pupils can become disenfranchised with education, frustrated, isolated from peers which will have a significant 	4 & 5

	<p>impact on current and future mental health</p> <ul style="list-style-type: none"> • Parents and carers often have a negative view of professionals and school and need a friendly point of contact with the school • Parental engagement with school is sometimes negative and infrequent • Parents and carers are often unaware of external professional support or help or have no awareness of the procedures to access this support 	
School uniform	<ul style="list-style-type: none"> • Financial challenges for disadvantaged families can mean that choices are made between essential purchases such as food and non-essential purchases • Feeling smart and belonging to the school community is important for pupils 	4 & 5
School breakfast and tuck	<ul style="list-style-type: none"> • Hungry children do not perform or learn well or consistently strongly • Disadvantaged pupils often do not have a balanced or healthy diet 	4 & 5
Residential funding	<ul style="list-style-type: none"> • Disadvantaged pupils have not had broad or sustained opportunities and experiences • Financial challenges for disadvantaged families can mean that choices are made between essential purchases such as food and non-essential purchases 	2, 4 & 5
School visit/event funding	<ul style="list-style-type: none"> • Disadvantaged pupils have not had broad or sustained opportunities and experiences • Financial challenges for disadvantaged families can mean that choices are made between essential purchases such as food and non-essential purchases 	2 & 5
Outside activity funding	<ul style="list-style-type: none"> • Disadvantaged pupils have not had broad or sustained opportunities and experiences • Financial challenges for disadvantaged families can mean that choices are made between essential purchases such as food and non-essential purchases 	2 & 5

Total budgeted cost: £75,480

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 2023 to 2024 academic year.

Outcomes for Disadvantaged Pupils:

Key stage 2 outcomes 2024

Meeting Expectations

- ✓ Reading: 88.2%
- ✓ Writing: 82.4% (Higher level: 11.8%)
- ✓ Maths: 64.7% (Higher level: 23.5%)

Average Score

- ✓ Reading: 104.7
- ✓ Writing: 106.4
- ✓ Maths: 103.7

Reading, writing and maths combined:

- ✓ Meeting expectations: 64.7%

School Progress measure from KS1 Teacher Assessment:

Reading:

- ✓ Progress - 33%
- ✓ Accelerated progress - 67%

Writing:

- ✓ Progress - 33%
- ✓ Accelerated progress - 67%

Mathematics:

- ✓ Progress - 33%
- ✓ Accelerated progress - 67%

*Progress is defined as meeting Pound Hill Junior School trajectory outcomes. Accelerated progress is defined as exceeding them. Pound Hill Junior School trajectories are created from Fisher Family Trust (FFT20) predictions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars
Nessy.com	Nessy.com
Nessy Fingers	Nessy.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	None

Further information (optional)

Nothing further to add