

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	New Milton Junior School
Number of pupils in school	342
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	E Grinyer
Pupil premium lead	E Grinyer
Governor / Trustee lead	J Corrigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 167240
Recovery premium funding allocation this academic year	£ 4168
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£171408

Part A: Pupil premium strategy plan

Statement of intent

At New Milton Junior School, we are committed to providing an environment where there is an appetite for **excellence** in everything that is seen or heard and where staff are passionate about teaching and learning in order to achieve the best possible outcomes for all pupils. This is demonstrated through our school values.

To be: **respectful, honest, caring, supportive, responsible, kind and to achieve.**

We expect success from all of our pupils. Everyone is encouraged to achieve as individuals, in preparation for how they will contribute to society, the economy and the environment.

In our school, learning is at heart of all that we do: our curriculum is highly inclusive and our teaching is adaptive to meet all needs. Where fitting, activities are driven by the personal interests of the pupils and culture of our community, both local and from around the world. They will develop their knowledge and skills throughout the year and will have opportunities to retrieve their understanding at different points to ensure they do not forget what they have learnt.

Staff at New Milton Junior School continue to grow as educators in a consistent drive to meet individual needs supporting every child's academic and emotional need. All members of the NMJS staff are committed to furthering their professional practice by working together. As a result, every child receives the highest quality teaching that leads to best possible outcomes.

We ensure that teaching and learning will meet the needs of each individual child. Whilst making the provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, but do ensure appropriate provision is made for pupils who belong to all vulnerable groups.

With awareness of funding, resources and a child's well-being support will be allocated on need and coordinating intervention with a well-rounded curriculum may well dictate when a child may receive an intervention throughout the year.

At New Milton Junior School, we are committed to enabling each child to believe in themselves; recognise their role in their social and academic journey and ensure that the bar is high for each and every one of us. All doors are open and the ceiling is high. Each child's journey is made in a supportive, warm and creative environment where we aim high.

Challenges

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

Challenge number	Detail of challenge
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1	All children to read fluently and with accuracy.
2	Progress for pupil premium (PP) children is in line with progress for national non pupil premium children.
3	Pupils are able to take more ownership in their learning and have the skills to communicate more confidently in all areas of the curriculum.
4	To increase the attendance of all children, particularly those who are disadvantaged.

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
<i>Standards in reading will be consistently above the national average</i>	<ul style="list-style-type: none"> -Children demonstrate greater rates of progress in multi-fluency dimensional scale. (measurement of fluency and accuracy on reading) -Reading data growth -Consistent delivery of Complete Comprehension -Reading progress will increase consistently for all children -PIRA and Testbase assessment will drive next steps and influence planning -Children's verbal responses will improve within a dialogic environment -Increased progress in PIRA and comparatively introduction of Testbase for Y3 4 5 data (tests for reading) and SATs data
<i>Children will enjoy reading a range of texts</i>	<ul style="list-style-type: none"> -Children will use the library on non-allocated days and bring parents to morning sessions -Uptake and pleasure in class/ whole book events -Greater confidence in participation and sharing of their reading

	-a wider range of books will be shared by children's choice during WBD
<i>Standards in reading, writing and maths will be consistently above the national average (individual and combined)</i>	Scaled scores across the school are in line or exceed progress targets
<i>Progress for PP children is in line with progress for non-PP children</i>	Scaled scores across the school are in line or exceed progress targets
<i>All children will have grown in confidence and ability to recognise their own academic needs in English, maths and science; know how to get the best of themselves as learners.</i>	<ul style="list-style-type: none"> -Children will present a willingness to have a go and not give up -Children will be able to share what they will do should a task be too much to tackle independently -They will be able to share what they need to do -as a next small step- to improve -The children will also be responsible in their decision making in order to maximise opportunities through positive learning attitude and skills to achieve
<i>To increase the attendance of all children, particularly those who are disadvantaged.</i>	<ul style="list-style-type: none"> -Increase in all children's attendance -Increase collaborative drive with families and school for children to attend daily -Families and school to work together with one goal for each child to attend school daily as a natural expectation. -Families to know how the school will support helping their child attend school daily should it be required -Evidenced improvement on Arbor -For school attendance to sit above national for both PP and non-PP children

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: £95 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SAL project	<ul style="list-style-type: none"> • <i>A 3 year professional development project for all teachers and teaching assistants</i> • <i>All teaching staff will have the opportunity to further develop their professional practice</i> • <i>Teaching staff will support and challenge colleagues through the use of peer coaching, non-judgmental feedback and personal reflection in order that every child receives the highest quality teaching that leads to the best possible outcomes. 1</i> • <i>As a school we will:</i> • <i>Provide weekly/fortnightly dedicated professional development time</i> • <i>Provide support for individual professional growth (research, resources, peer development)</i> • <i>Provide training on non-judgmental peer observation and feedback</i> • <i>Agree a set of guidelines for working alongside colleagues</i> • <i>Expect commitment from all staff to achieving the best possible outcomes for all pupils</i> • <i>Expect all staff to fully engage with their professional learning and present their findings to the school community</i> • <i>Provide PDM/ Twilight time for reflection of impact and identification of areas of future development</i> 	<p style="text-align: right;">2 3 4</p>

<p><i>Coaching for all staff</i></p>	<ul style="list-style-type: none"> ● <i>DHT attend international coaching conference</i> ● <i>Staff receive Instructional Coaching for 6-8 weeks</i> ● <i>Coaching is driven by coachee for bespoke professional development</i> ● <i>Year leaders half-termly professional discussions, responding to needs and impacting planning</i> 	<p>1 2 3</p>
<p><i>Oracy and Reading - staff training</i></p>	<ul style="list-style-type: none"> ● <i>Staff INSET and PDMs that in turn are woven in to planning where planning and delivery weaves strategies to promote fluency and opportunities to listen and talk during each lesson for every child</i> ● <i>Further PDMs unpick the subject knowledge from within a text alongside balancing the passion of unpicking authorial choices with the children</i> ● <i>PDMS to recognise the reading domains and the strategies to model and grow independence of application</i> ● <i>Modelling, explanations research and implementation woven in to professional development</i> ● <i>Oracy Audit</i> ● <i>TA training on how to support reading comprehension lessons, including the skills and strategies of each domain</i> ● <i>Phonics training for whole staff</i> ● <i>Parents invited for bespoke sessions of 'how to support at home if helpful'</i> ● <i>Y3 phonics intervention for autumn term</i> ● <i>Phonics Lead to attend county network sessions</i> 	<p>1 2 3</p>

<p><i>Language and Communication in practice</i></p>	<ul style="list-style-type: none"> ● <i>Building a dialogic space</i> ● <i>PDMs focussing on vocabulary growth</i> ● <i>Response to EEF research and HIAS's feedback</i> ● <i>Resourcing that ensures rich reading across the wider curriculum</i> ● <i>A passion for reading throughout the school</i> ● <i>A message that words are powerful, and so we are to use our words wisely, running throughout our school day</i> ● <i>Our English curriculum builds upon being able to read like a writer; write like a reader</i> ● <i>SALT - initially 10 and reduced to 8 by summer term</i> 	<p>1 2 3 4</p>
<p><i>Subject knowledge training for whole staff</i></p>	<ul style="list-style-type: none"> ● <i>PDMS, INSETs, twilights and weekly release sessions to develop</i> 	<p>1 2 3</p>

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

Budgeted cost: £ 37 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pre-teaching and KUCU</i></p>	<ul style="list-style-type: none"> ● <i>Daily pre-teaching or vocabulary introduced prior to a lesson; and/or Keep Up Catch Up sessions for consolidation for any child that is falling behind age-related expectation</i> 	<p>1 2 3</p>
<p><i>Championing our children</i></p>	<ul style="list-style-type: none"> ● <i>SLT and class teachers to champion a child: meet weekly discuss their work and day-to-day and support with small step action</i> 	<p>2 3 4</p>
<p><i>Progress Review half-termly meetings</i></p>	<ul style="list-style-type: none"> ● <i>Staff awareness of need and support for next steps</i> ● <i>Interventions reviewed</i> 	<p>1 2 4</p>
<p><i>Interventions</i></p>	<ul style="list-style-type: none"> ● <i>Meeting needs to ensure we are closing the gaps in order to</i> 	

	<p><i>move towards working at age-related expectations</i></p> <ul style="list-style-type: none"> • <i>1: 1 and small group targeting against identified need - small steps, looking for marginal gains</i> 	<p>1</p> <p>2</p> <p>3</p>
<i>Book Looks</i>	<ul style="list-style-type: none"> • <i>Identifying need to respond in timely manner; ensure consistency and high expectations of pitch for all</i> 	<p>1</p> <p>2</p> <p>3</p>
<i>Ketchup and Lego Clubs</i>	<ul style="list-style-type: none"> • <i>developing social interaction; ability to interact; take turns; follow instructions</i> 	<p>3</p> <p>4</p>
<i>Daily readers</i>	<ul style="list-style-type: none"> • <i>Child is heard twice a day in school</i> • <i>Parent readers support daily reading</i> • <i>Intervention control group in each year group: fluency strategies</i> 	<p>1</p> <p>2</p> <p>4</p>

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

Budgeted cost: £ 38908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Power of the Pupil</i>	<ul style="list-style-type: none"> • <i>Language</i> • <i>Expert Learner</i> • <i>Classroom Hosts</i> • <i>Privilege Club run by Y6</i> • <i>Playground Leaders</i> • <i>Sports Leaders</i> • <i>Senators</i> • <i>Librarians</i> • <i>Peer Paired Reader</i> • <i>PC Leader</i> • <i>Team Captain</i> • <i>Play Leaders</i> 	<p>2</p> <p>3</p> <p>4</p>
<i>Attendance</i>	<ul style="list-style-type: none"> • <i>positive, supportive, but clear communication with families about expectations</i> • <i>rigorous daily monitoring and action responding accordingly</i> 	<p>4</p>

	<ul style="list-style-type: none"> ● <i>recognition of success of working together</i> ● <i>year group incentives as collective to be in school</i> 	
<i>THRIVE approach</i>	<ul style="list-style-type: none"> ● <i>a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children where required</i> 	<p>2 3 4</p>
<i>Privilege Card</i>	<ul style="list-style-type: none"> ● <i>Recognition and reward of children's level of engagement and effort demonstrated whilst learning</i> ● <i>Daily lunchtime clubs run by our Year 6 children</i> <p><i>"Being a PC Leader is really fun. I think it is really fun being able to do stuff and make fun for everyone. If they are having a bad day, they can do PC club and I think it's really great."</i></p>	<p>1 2 3 4</p>
<i>Promotion of 'excellence' and acceptance that it is not cool to not want to achieve</i>	<ul style="list-style-type: none"> ● <i>Quality First Teaching</i> ● <i>Expect Success ethos</i> ● <i>Expert learner and classroom hosts</i> ● <i>Club and playground leaders lead by our children</i> ● <i>Opportunities to lead and support their peers as day-to-day practice</i> ● <i>Family support worker</i> ● <i>Senators, leading whole school initiatives</i> ● <i>Anti-Bullying Ambassadors</i> 	<p>1 2 3 4</p>
<i>Attachment and Trauma training</i>	<ul style="list-style-type: none"> ● <i>raise school staff awareness and increase understanding of the role of attachment and trauma in our children's education and strategies to better address their needs- internal and external training led by Primary Behaviour Support team</i> ● <i>reduce exclusions from school and improve attendance of children who are vulnerable</i> ● <i>improve progress and the well-being of our children who are vulnerable</i> ● <i>for our staff to identify the most effective approaches to</i> 	<p>2 4</p>

	<i>addressing attachment and trauma in schools</i>	
<i>Recognition of Achievement</i>	<ul style="list-style-type: none"> • <i>share work with another member of staff; work photocopied and sent home; postcards home; weekly phone call/ catch parent on playground; Celebration Assembly; Citizen of the Week; Academic Assembly (termly)</i> 	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<i>Wider curriculum opportunities</i>	<ul style="list-style-type: none"> • <i>Trips</i> • <i>Sport competitions internal and external</i> • <i>Opportunities to perform: in class, assemblies, school production, music recital, choir in the community</i> • <i>Leadership (classrooms hosts, expert learners, club leaders, librarians, PE Leaders, Play Leaders, Senators, PC Leaders)</i> • <i>Oh, The Places I'll go - visitors join the upper school to share the journey into their profession and occasionally groups may visit their workplace</i> 	<p>2</p> <p>3</p> <p>4</p>
<i>Reading incentives</i>	<ul style="list-style-type: none"> • <i>Whole school ethos of the power of reading</i> • <i>Reading raffle, giving opportunity to win a brand new book every week</i> • <i>Star Reader - nominated by Deputy headteacher</i> • <i>Termly certificate</i> • <i>Reading assemblies for the website</i> • <i>Book club</i> • <i>Librarian run initiatives</i> • <i>visits to local library</i> • <i>In conjunction with Hampshire SLS, extra books for all PP children during the school holidays</i> • <i>Summer reading challenge</i> 	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<i>Curriculum design</i>	<ul style="list-style-type: none"> • <i>Our curriculum is highly inclusive and our teaching is adaptive to meet all needs. Where fitting, activities are driven by the</i> 	<p>1</p>

	<p><i>personal interests of the pupils and culture of our community, both local and from around the world. They will develop their knowledge and skills throughout the year and will have opportunities to retrieve their understanding at different points to ensure they do not forget what they have learnt.</i></p>	<p>2 3 4</p>
<i>Breakfast Club</i>	<ul style="list-style-type: none"> • <i>Start the day positively and feeling full</i> 	<p>2 4</p>
<i>AM Sports Club</i>	<ul style="list-style-type: none"> • <i>Energising and a positive way to begin the week, particularly to help those that may struggle with a 'Monday morning feeling' - football at 07:45</i> 	<p>3 4</p>
<i>After school clubs</i>	<ul style="list-style-type: none"> • <i>Ranging from production, gardening, film, sport, I pad and a range of art clubs. Clubs are run on a daily basis and we aim to maximise the amount of children that we include on a weekly basis</i> 	<p>3 4</p>
<i>Family Support Worker</i>	<ul style="list-style-type: none"> • <i>Support with parenting</i> • <i>Liaising with agencies</i> • <i>Food bank referrals</i> • <i>Care for the family group led sessions</i> • 	<p>2 4</p>
<i>ELSA and TALA</i>	<ul style="list-style-type: none"> • <i>6-8 week interventions provided to build a child's self-esteem and support any emotional needs, either on a 1:1 or in a small group. They may focus on:</i> • <i>recognising and understanding emotions</i> • <i>building self esteem</i> • <i>social skills</i> • <i>friendship skills</i> • <i>anger and behaviour management</i> • <i>loss and bereavement</i> • <i>relaxation techniques</i> • <i>transition/ change</i> 	<p>2 3 4</p>

<i>School minibus</i>	<ul style="list-style-type: none"> • <i>enabling trips within our immediate locality</i> • <i>transport to school when required</i> • <i>transport to sport fixtures</i> 	2 4
<i>Technology support</i>	<ul style="list-style-type: none"> • <i>Laptop availability for home use throughout term time</i> 	2 3
<i>School uniform</i>	<ul style="list-style-type: none"> • <i>Pre-loved uniform available to all Families are who are in need of support with school uniform</i> • <i>Support for school shoes or trainers if required</i> 	4
<i>Library time</i>	<ul style="list-style-type: none"> • <i>Support to choose a wider variety of reading material, stretching vocabulary</i> • <i>Fostering further love of reading</i> • <i>Library open 3 times a week for parents to join their children in choosing books</i> 	1 2
<i>Support for residential trips</i>	<ul style="list-style-type: none"> • <i>Enabling opportunity for all</i> 	3 4

Total budgeted cost: £171408

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 2022 to 2023 academic year.

All children to read fluently and with accuracy.

Pupil Premium data:

PIRA (reading assessment)

Year 3 Autumn SS 99.3 Summer SS 106.7 (progress +7.3)

Year 4 Autumn SS 101.3 Summer SS 102.6 (progress +1.3)

Year 5 Autumn SS 98.4 Summer SS 102.0 (progress +3.6)

Year 6 SATs Meeting ARE 69% (increase 1% from 2023)

Progress for pupil premium (PP) children is above progress for non PP in all year groups. This has been maintained for 3 years.

Pupil Premium data:

Maths - PUMA (maths assessment)

Year 3 - Autumn SS 99.2 Summer SS 106.8 (progress +7.6)

Year 4 - Autumn SS 101.8 Summer SS 104.0 (progress + 2.2)

Year 5 - Autumn SS 102.2 Summer SS 103.6 (progress +1.4)

Year 6 SATs Meeting ARE 77% (increase 4% from 2023)

Writing Teacher Assessment

Year 3 Autumn 38% Summer 69% (progress + 31%)

Year 4 Autumn 45% Summer 48% (progress +3%)

Year 5 Autumn 35% Summer 53% (progress +18%)

Year 6 62% ARE (increase 8%) 7% GD (increase +3%)

Grammar Punctuation and Spelling

Year 3 Autumn SS 103.1 Summer 107.8 (progress +4.7)

Year 4 Autumn SS 103.7 Summer 105.1 (progress +1.4)

Year 5 Autumn SS 107.1 Summer 107.2 (progress +0.1)

Year 6 SATs 73% (increase 10%)

Pupils are able to take more ownership in their learning and have the skills to communicate more confidently in all areas of the curriculum.

Children demonstrate pride in the roles that they have in school: class host; expert learners; PC leader- running a club for younger children; class senators; librarians; Eco-Warriors; Sports Leaders. They also lead peer tutoring/ paired reading and have control over the curriculum design. OFSTED evidence (December 2021).

To increase the attendance of all children, particularly those who are disadvantaged.

Overall attendance for PP children was above the national average

PP children's attendance was down by 0.8% from July 2022

Engagement with provision:

An decrease in the amount of our families receiving food via the Basics Bank

A growing group of children attending a social skills group/ bespoke 1:1 number of children meet regularly throughout the day with a member of staff in a mentoring role.

A growth in the number of children receiving Emotional Literacy support

An increase of 1:1 play time adult to child in need was planned to ensure significant children were supported during break times in order to improve social time and an ease into learning following a break time.

A greater number of children attended Ketchup Club to support a positive lunchtime

SALT - autumn 10 children received additional Speech and Language support from trained SALT lead - reduced to 8 by summer term.

A growth in the number of children receiving additional 1:1 reading support in the lower school

A sustained increase in communication with our families, supporting wherever possible with: attendance, emotional or financial needs.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

