

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	34.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	E Grinyer
Pupil premium lead	E Grinyer
Governor / Trustee lead	A.Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£178770

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
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	In maths, maintain progress and attainment for vulnerable pupils so that it is in line with 2024 results.
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 -WPM baseline assessments, MDFS analysis, 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 Testbase for Y3 4 5 reading and SATs data
<i>Children will enjoy reading a range of texts</i>	<ul style="list-style-type: none"> -engagement with reading events throughout the year (reading in different ways) A whole school ethos of 'Be Curious'. -Children will use the library on non-allocated days and bring parents to morning sessions -Uptake and pleasure in class/ whole book events -Uptake and use of SORA at home as well as in school

	<ul style="list-style-type: none"> -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"> -PDMs and staff training following research from EEF with particular focus on Metacognition and Self-regulation to facilitate our children's awareness of how they can grow themselves as learners - Staff to reflect and provide opportunities daily for children to develop a growth mindset -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 - children have status in and outside of the classroom through the key roles they display
<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 through our new attendance drive (launched September 2025) -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
<p><i>Staff professional development that builds on our SAL project (2021-2024)</i></p>	<ul style="list-style-type: none"> ● <i>Our 3 year professional development project (SAL: Staff as Learners) for all teachers and teaching assistants (introduced in 2021-2024) referenced and woven into PDMS and INSETs</i> ● <i>All teaching staff will have the opportunity to further develop their professional practice</i> ● <i>Staff to use IRIS as a reflection tool to review aspects of their SAL journey</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> ● As a school we will: ● <i>Provide regular staff training to explore research-based practice</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>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> 	<p style="text-align: center;">2 3 4</p>

<p><i>Coaching and mentoring available for all staff</i></p>	<ul style="list-style-type: none"> ● <i>Building on DHT's coaching experience, DHT attended international coaching conference</i> ● <i>Staff able to receive Instructional Coaching for 6-8 weeks</i> ● <i>Coaching is driven by coachee for bespoke professional development</i> ● <i>Mentoring for staff early in their career</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 reviewed</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 and Y4 phonics intervention for autumn term led by Phonics lead</i> 	<p>1 2 3</p>

	<ul style="list-style-type: none"> ● <i>Phonics Lead to attend county network sessions</i> 	
<i>Language and Communication in practice</i>	<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</p> <p>2</p> <p>3</p> <p>4</p>
<i>In maths, maintain progress and attainment for vulnerable pupils so that it is in line with 2024 results.</i>	<ul style="list-style-type: none"> ● <i>A whole school focus on factual fluency - all children knowing number bonds, addition and subtraction facts and times tables</i> ● <i>Daily fluency session - all classes</i> ● <i>'Get Ready to Rock' times table event and use of weekly competitions and rewards</i> ● <i>Staff attending Times Tables CPD and delivering to school</i> ● <i>Provide online access for times tables and other maths homework for those with limited resources at home</i> ● <i>Use of pre-topic assessments to understand children's prior knowledge and target appropriately</i> ● <i>Developing oracy in maths - ensuring a focus on key mathematical vocabulary and use of stem sentences in lessons gives children the language to understand and express their learning</i> ● <i>Providing opportunities for 'mathematical talk' in all lessons and modelling of this</i> 	<p>2</p> <p>3</p> <p>4</p>

	<ul style="list-style-type: none"> ● <i>Use of proof, estimation, explanation and conjecture through reasoning</i> ● <i>Focus on written explanation builds on speaking and listening and embeds understanding</i> ● <i>Use of appropriate pictorial representations and concrete manipulatives to expose mathematical concepts and support children's own explanations</i> ● <i>Develop positive attitudes to maths through whole school culture of challenge, making mistakes and building on these, collaborative activities, whole school events and assemblies and celebrating achievements</i> ● <i>A culture of challenge builds children's resilience in maths</i> ● <i>Teaching key problem solving strategies through 'Maths Masters' that is applied in all lessons</i> ● <i>Develop children's ability to break down worded problems, finding key information to understand how to approach a problem</i> ● <i>Children use metacognition strategies to plan, do and reflect on their mathematical processes and success</i> ● <i>Appropriate feedback is provided to move learning on</i> ● <i>Targeted intervention allows children to keep up</i> ● <i>S planning identifies common misconceptions so that teaching is explicit</i> ● <i>Training delivered to staff</i> ● <i>Maths lead attends Core Provision and Maths Hub</i> 	
<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 style="text-align: center;">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
<i>Pre-teaching and Keep Up approach</i>	<ul style="list-style-type: none"> • <i>Daily pre-teaching or vocabulary introduced prior to a lesson; and/or Keep Up sessions for consolidation for any child that is falling behind age-related expectation</i> 	1 2 3
<i>Championing our children</i>	<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> 	2 3 4
<i>Progress Review half-termly meetings</i>	<ul style="list-style-type: none"> • <i>Staff awareness of need and support for next steps</i> • <i>Interventions reviewed</i> 	1 2 4
<i>Interventions</i>	<ul style="list-style-type: none"> • <i>Meeting needs to ensure we are closing the gaps in order to move towards working at age-related expectations</i> • <i>1: 1 and small group targeting against identified need - small steps, looking for marginal gains</i> 	1 2 3
<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> 	1 2 3
<i>Ketchup and Lego Clubs</i>	<ul style="list-style-type: none"> • <i>developing social interaction; ability to interact; take turns; follow instructions</i> 	3 4
<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>Paired reading with Y6 and Y4 and Y5 and Y3 children</i> • <i>Intervention control group in each year group: fluency strategies</i> 	1 2 4

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

Budgeted cost: £ 46270

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 style="text-align: right;">2</p> <p style="text-align: right;">3</p> <p style="text-align: right;">4</p>
<i>Attendance</i>	<ul style="list-style-type: none"> ● <i>positive, supportive, but clear communication with families about expectations for all children to be in school daily</i> ● <i>rigorous daily monitoring and action responding accordingly</i> ● <i>recognition of success of working together</i> ● <i>Bespoke practice to support where needed</i> 	<p style="text-align: right;">4</p>
<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 style="text-align: right;">2</p> <p style="text-align: right;">3</p> <p style="text-align: right;">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, fostering leadership skills</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 style="text-align: right;">1</p> <p style="text-align: right;">2</p> <p style="text-align: right;">3</p> <p style="text-align: right;">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 for all</i> ● <i>Expert learner and classroom hosts</i> ● <i>Club and playground leaders lead by our children</i> 	<p style="text-align: right;">1</p> <p style="text-align: right;">2</p> <p style="text-align: right;">3</p> <p style="text-align: right;">4</p>

	<ul style="list-style-type: none"> • <i>Opportunities to lead and support their peers as day-to-day practice</i> • <i>Family Support Worker time spent with children and support for families</i> • <i>Senators, leading whole school initiatives</i> • <i>Anti-Bullying Ambassadors</i> 	
<i>Attachment and Trauma training</i>	<ul style="list-style-type: none"> • <i>PINS Project in order raise school staff awareness and increase understanding and expertise in 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 addressing attachment and trauma in schools</i> 	<p>2 4</p>
<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); Marvellous Me app; end of Year 6 Awards Ceremony</i> • <i>Sense of self and personal achievement: opportunities to regularly reflect on personal growth</i> 	<p>1 2 3 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> 	<p>2 3 4</p>

	<ul style="list-style-type: none"> • <i>Leadership (classrooms hosts, expert learners, club leaders, librarians, PE Leaders, Play Leaders, Senators, PC Leaders, Anti-Bullying Ambassadors)</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> 	
<i>Reading incentives</i>	<ul style="list-style-type: none"> • <i>Whole school ethos of the power of reading</i> • <i>School to ensure a diverse range of texts available</i> • <i>Class 80% weekly reading target = a brand new book for the classroom bookshelf</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>Join the National Book Awards via SLS (Schools Library Service)</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 personal interests of the pupils and culture of our community, both local and from around the world.</i> • <i>Our children will develop their knowledge and skills throughout the year and will have opportunities to retrieve their understanding at different points</i> 	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

	<i>to ensure they do not forget what they have learnt.</i>	
<i>Breakfast Club</i>	<ul style="list-style-type: none"> • <i>Start the day positively and feeling full</i> 	2 4
<i>After school clubs</i>	<ul style="list-style-type: none"> • <i>Ranging from production, gardening, film, sport, I pad, chess, 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> 	3 4
<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> • <i>ELSA and Listening ear sessions with our children</i> 	2 4
<i>ELSA and Listening Ear</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> 	2 3 4
<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

School uniform	<ul style="list-style-type: none"> • Pre-loved uniform available to all Families are who are in need of support with school uniform • Support for school shoes or trainers if required 	4
Library time	<ul style="list-style-type: none"> • Support to choose a wider variety of reading material, stretching vocabulary • Fostering further love of reading within a well-stocked, vibrant and enticing library • Library open 5 times a week for parents to join their children in choosing books : Monday Tuesday, Thursday and Friday 8:40-8:50am and Wednesday 3:30-3:45pm 	1 2
Support for school trips, including residential	<ul style="list-style-type: none"> • Enabling opportunity for all 	3 4

Total budgeted cost: £178770

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.

<p>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</p> <p>Year 6 Pupil Premium data:</p> <p>KS2 Combined RWM results 2025</p>		
2022/23	2023/24	2024/2025
50%	53.3%	62.9%

The percentage of Pupil Premium pupils meeting the expected standard has increased significantly from 50.0% in 2022/23 to 62.9% in 2024/25.

- This 12.9 percentage point rise reflects the impact of targeted interventions and the school's commitment to narrowing the disadvantage gap, consistent with our school improvement priority to maximise progress for all pupils.

- The gap between Pupil Premium and non-Pupil Premium pupils has reduced from 32.9 points in 2022/23 to 8.8 points in 2024/25, showing strong progress in closing inequality

KS2 Reading Expected Standard:

2022/23	2023/24	2024/2025
70.8%	63.3%	80.0%

The increase for Pupil Premium pupils to 80.0% is a very positive development; significantly closing the attainment gap with their non-pupil premium peers (78.3%).

- This aligns with our school improvement priority to maximise progress for disadvantaged pupils.

KS2 Writing Expected Standard:

2022/23	2023/24	2024/2025
58%	62%	69%

The increase for Pupil Premium pupils to 69% reflects a steady growth towards closing the attainment gap with their non-Pupil Premium peers (80%).

KS2 Maths SATs Outcomes

2022/23	2023/24	2024/2025
70.8%	73.3%	71.4%

Pupil Premium pupils continue to perform below their non-Pupil Premium peers, consistent with national trends and our school context where 37% of pupils are Pupil

Premium.

- Encouragingly, Pupil Premium pupils' attainment has remained stable, and will remain a focus for the upcoming year.

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.

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

2023/24	2024/2025
93.7%	93.8%

While this year's increase is modest, it highlights the need for continued targeted support and engagement with all families to further close the attendance gap and ensure equity.

A refined approach of practices has been launched (September 2025) and we continue to work with all families to ensure both support and expectation sit side by side.

Engagement with provision:

An increase in the amount of our families requesting 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 7 children received additional Speech and Language support from trained SALT lead - increased 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, well-being and emotional 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?	

