

Pupil premium strategy statement – Lee-on-the-Solent Junior School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	22%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lucy Faulkner
Pupil premium lead	Lucy Faulkner
Governor	Jules Furniss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144115 73 FSM £110595 64 Service £22400 2 LAC / 5 PLAC £10520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£144115

Part A: Pupil premium strategy plan

Statement of intent

Principles

- *We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We ensure that teaching and learning opportunities meet the needs of all pupils*
- *We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed*
- *In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged*
- *We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
- *Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.*

Ultimate Objectives

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.*
- *To ensure children who are socially disadvantaged receive equitable access to high-quality teaching, targeted academic support, and enriching wider opportunities*
- *For all disadvantaged pupils in school to exceed progress rates in order to reach Age Related Expectation at the end of Year 6*

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- *To allocate booster groups to Year 6 - providing small group work with an experienced teacher focussed on overcoming gaps in learning support*
- *Additional teaching and learning opportunities provided through trained LSAs or external agencies*
- *All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.*

- *Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectation or beyond*
- *Strong transition from primary to secondary*
- *Additional learning support.*
- *Subsidise activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.*
- *Support the funding of specialist learning software.*
- *To extend PE provision through extra-curricular clubs*
- *To allow the children to learn a musical instrument*
- *Behaviour and nurture support during lunchtimes by providing activities to engage and promote the school values and thus enhance learning.*

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Across the school 43% of our PP children have SEND needs which requires support to make good progress. 5 of these children have EHCPs
2	In maths a large proportion of all children including those entitled to PP make slow progress due to the application of fluency to problem solving and reasoning. Progress is limited in meeting and exceeding age related expectations as a result. Whilst changes to the pedagogy in maths have demonstrated impact
3	Across the school PP children with SEND attain at significantly lower levels to their peers in the areas of place value and understanding the number system and lack fluency in the four operations due to poor recall of known facts. A proportion, with the fluency skills, can sometimes lack the vocabulary and reading skills required to solve problem solving and reasoning tasks.
4	A large proportion (54%) of our PP children face significant challenges at home and need emotional and behavioural support before they can access learning
5	10.7% children entitled to PP funding were persistently absent in the academic year 2024-2025 and did not attend school regularly which impacted on their attainment and progress.
6	Cultural capital is less secure and broad in children from disadvantaged backgrounds – pupils do not have access to as broad a range of

	experiences as pupils who are non-disadvantaged (including clubs, trips and music lessons).
7.	Almost a fifth of the school have family serving or have served in the Armed Forces. Their challenge is around ensuring children's wellbeing and family connections are supported particularly during times of deployment

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
Progress and attainment in Reading	Continue to achieve at or above national average progress scores in KS2 Reading Robust Pupil Progress meetings informed by children's work, LSA intervention and PIXL testing will fill gaps in learning so better progress can be made.
Progress in Writing	Continue to achieve above national average progress scores in KS2 Writing
Progress and attainment in Mathematics	Achieve at or above national average progress scores in KS2 Maths Targeted intervention will demonstrate strong outcomes in attainment and progress Robust Pupil Progress meetings informed by children's work, LSA intervention and PIXL testing will fill gaps in learning so better progress can be made.
Pupil Premium Children with SEND needs will make at least good progress from their starting points. This will be measured through outcomes of interventions and calculation of ratio gains for the intervention period	Interventions will show progress through in school assessments, Attainment and progress for PP children with SEND needs in the domain targeted by quality first teaching and additional interventions show improving outcomes for individual children (SEND profile tracking)
Children identified as being vulnerable in terms of their social, emotional and financial context will access a broad and balanced school and extra curriculum offer.	Analysis of club attendance shows all requests from disadvantaged pupils for school-led club places have been honoured Pupils eligible for Pupil Premium Funding access a wide range of school – led clubs, music lessons, trips and residential.
Pupil Premium children with emotional and behavioural needs will improve their learning	Family Liaison Manager ensures families have the appropriate support to achieve well in school and this has had a positive impact

behaviours resulting in less disruption to their learning	on school attendance, engagement and attainment Wellbeing support shows application of school values in class and children receiving rewards in line with non-disadvantaged.
Pupil Premium children with persistent absence will show improved attendance so that it is at least in line with national attendance figures	Pupil Premium children will achieve 95% attendance overall Targeted support for children who we know attendance is the barrier
Children who experience turbulence at home due to service postings will be supported so that they can continue to access their learning. This will be monitored through maintained rates of progress from KS1 starting points	21% children have service backgrounds. Hampshire Heroes once a week will address the peer and adult support required so that children can continue to access their learning Access to Wellbeing support provided on a timely basis so that children with more unique difficulties have their needs met and are able to continue to achieve Service Premium children will continue to attend well

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 86 696

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENDCo Admin Assistant 0.2 (£4 551)</i>	29% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 1 of these has additional medical and intimate care needs. Years 5 and 6 have significantly higher needs than years 3 and 4 and these needs are wide ranging. There are 11 children with EHCPs, therefore there needs to be additional capacity in the Inclusion team so that the paperwork aspects of the role do not outweigh those of high quality provision.	1, 2, 3
<i>Coaching and mentoring from HT, Deputy</i>	Coaching is a proven approach to improving the quality of teaching. At	1, 2, 3

<i>Headteacher, SENDCo English and Maths Leaders (£18 500)</i>	our school, we can demonstrate coaching as an effective method to improve teaching and learning. This also distributes leadership of teaching and learning across the school team so that everyone is accountable for the progress of the children.	
<i>Staff CPD, including cover (£18 206):</i>	Teacher subject knowledge is key to ensuring positive outcomes for pupils entitled to pupil premium funding (Sutton Trust) High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Training for writing at greater depth to be provided and disseminated across year groups. Further training and support with cluster schools to share strong practice.	1, 2, 3
<i>HIAS input from Primary Phase Inspectors (5 days) (£2500):</i>	Our school improvement planning had focused on improving writing for all learners. Now this aim has been achieved, a focus on early reading and phonics is critical to ensuring that children make rapid progress and are able to read well by the end of KS2 Enrolment on the Pupil Premium Network meetings, Assessment network meetings and core provision.	1, 3
0.8 HLTA time for catch up booster support in school time (£33 000)	EEF Research into metacognition shows that children need to have the basic facts on which to continue to build knowledge. The school uses a co-ordinated response in conjunction with transition leaders to ensure that children get access to catch up intervention in school.	1, 2, 3
Additional support for subject leaders to create exciting and relevant learning opportunities (£5 000)	Children who are engaged and enthusiastic about their learning perform well. Whilst English and Maths are the bedrock for strong educational outcomes, children thrive at other subjects within the curriculum and can make better than expected progress in these subjects. Having additional time to plan opportunities for the curriculum and wider curriculum is vital in ensuring all lessons in all subjects are engaging and progress is maximised.	1, 7
Subscription to PIXL (£2889)	High quality CPD is provided through research based organisation resulting in	1, 2, 3

	positive outcomes based on the national picture	
--	---	--

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

Budgeted cost: £ 13 005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bug Club reading to read daily with children who do not get the opportunity at home (Bug club annual subscription + LSA time) (£1099)	Not all of our children have access to books at home and throughout the pandemic, we worked to ensure they had access to IT. Bug club facilitates children to read at home and at school. Bug club also allows teachers to set books for the children with a focus on what they are learning at that time, they can pinpoint phonics and use the system to build reading over time. Interventions in school use bug club to target and accelerate early readers. The school is limited in its early reading books and bug clubs allows access to a range of books. Money will be spent on a range of books to support phonics and early reading.	1, 2, 3, 4
Times Table Rockstars (£176) – to support fluency in multiplication and division	Not enough children scored highly on the (voluntary) multiplication tables check last year. Times tables knowledge is a key skill in maths fluency and children have regular and instant access to times tables practice through this programme. This will in turn be used to support learning through all aspects of maths.	1, 2, 3, 4
Phonics Intervention and Early reading support – training of other staff and phonics leader (£5235)	Not all of our children arrive in Year 3 with secure phonics knowledge. Phonics and early reading interventions are essential to secure strong outcomes at the end of KS2	1
Tutoring – Year 6 booster classes autumn/spring term (£6 475)	In the past, the school has provided tutoring to those children who need it in the build up to the SATs tests. Their results improved as a direct impact of that support. This year, we want to spend money on providing access to tutoring again using teachers that the children know well.	1, 2, 3

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

Budgeted cost: £ 45 158

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer (£12252)</i>	Good attendance is key to making good progress but we have some persistent absence and punctuality issues. Attendance figures improved last year for Pupil Premium Children and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils	5
<i>Home family Liasion Officer (£12252)</i>	Research shows that limited parental engagement has a detrimental impact on learning. We have seen a huge increase in socio and economic deprivation in our schools and our Family Liaison manager is critical to ensuring parents are signposted to the appropriate support.	4, 5
<i>Safeguarding Officer (£12252)</i>	With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with a significant increase in Social Services involvement. With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.	4, 5
<i>Hampshire Heroes project to support (£2000)</i>	Pastoral support allows children to feel safe and cared for while their parent/carer serves away from home. This also allows early intervention should a child's mental health and wellbeing be deteriorating as a result of having a family member in the services.	7
<i>Hampshire Heroes Weekly club (£2 400)</i>	Pastoral support allows children to feel safe and cared for while their parent/carer serves away from home. This also allows early intervention should a child's mental health and wellbeing be deteriorating as a result of having a family member in the services.	7
Resources for extra-curricular clubs (£2000) to provide high quality	The enrichment theory of school improvement suggests that all children benefit from improved access to enrichment opportunities	4, 6

activities to engage pupils	Not all children at our school have access to 'paid for' clubs in our community and at our school we want to provide a range of clubs to support and nurture the talents of our children regardless of their financial means. Investment in resources to offer these clubs is therefore essential to their success.	
Funding for children where finance is a barrier to access to trips and residentials (£2600)	Not all children have the finances to support access to trips and residentials. Research suggest that gaining cultural capital through these experiences benefits future outcomes and opens opportunities	6

Total budgeted cost: £144 859

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 Outcomes				
Subject	School EXS+	National	School GDS	National
Reading	59%	63%	12%	21%
SPAG	71%	60%	12%	19%
Writing	77%	60%	0%	7%
Maths	59%	61%	12%	15%
RWM Com.	47%	48%	0%	4%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
Hampshire Heroes club, a club for children of services families to meet and share experiences and to talk with a trained wellbeing leaders on the issues affecting them. They also benefit from teaching strategies and 'wider' aspects of the whole PP spend. Relationship development is critical for these children, and to work alongside other peers that are experiencing the same is important to nurture a sense of belonging. The Hampshire Heroes group enables children to have the sense of belonging to the school as well as capitalise on opportunities to visit service events/ organisations to foster their sense of belonging to the armed forces community.
What was the impact of that spending on service pupil premium eligible pupils?
Children feel safe in school and have a trained adult to share feelings with thus impacting on their wider wellbeing but also related to being successful academically in school. They have a strong sense of belonging.