



Holland Junior School
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Pupil Premium Strategy Statement 2021-22

School overview

Metric	Data
School name	Holland Junior School
Pupils in school	178
Proportion of disadvantaged pupils	30% (tbc for Sept 21)
Pupil premium allocation this academic year	£68, 595 + c/f £13,757 + £6,000 Catch Up fund = £88,852
Academic year or years covered by statement	2021-22
Publish date	01 September 2021
Review date	01 September 2022
Pupil premium lead	Gill Robertson
Governor lead	TBC

Disadvantaged pupil progress (points) compared with non-pupil premium pupils progress over last academic year – internal data

Measure	Score
Reading Pupil Premium	6.5
Non Pupil Premium	6.8
Writing Pupil Premium	7.7
Non Pupil Premium	7.2
Maths Pupil Premium	6.0
Non Pupil Premium	6.0

Disadvantaged pupil performance overview for last academic year – internal data

Measure	Score
Meeting expected standard at KS2	27% (R, W, M)
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure pupils with emotional and mental health needs receive timely in-school support. To provide activities and resources to support emotional and mental health needs of pupils and embed a culture of support within the school.
Priority 2	To provide curriculum support resources for less able pupils and for remote learning.
Priority 3	To provide additional training for support staff to enhance their work with individual pupils.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Social, emotional and mental health needs – children who are struggling with mental health issues are not able to settle easily to learning. 2. When learning is remote, pupils are not able to access adult support easily. 3. Growing number of pupils with high level of need who require specific, tailored support.
Projected spending	£42,775 (balance to c/f to 22-23: £46,077)

Teaching priorities for current academic year

Aim	Target	Target date
To increase the number of PP pupils achieving the national standard.	Greater % achieve national average scores in KS2 Reading, Writing, Maths (Y6).	May 2022
To embed high level pastoral care in the school.	To achieve the Wellbeing Award for Schools and promote our pastoral care. TAs to receive programme of training to meet needs of current cohort.	July 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	To provide emotional support for pupils in need (internal and external providers). Projected spending £21,214
Priority 2	Establish small group R, W, M interventions for disadvantaged pupils falling behind age-related expectations to improve pupil confidence. Provide remote learning programmes to support teaching. Projected spending £19,865

Priority 3	TA training programme to ensure the support they offer pupils is better suited to need. To continue with precision teaching methods to support catch up activities. Projected spending £1,696
Barriers to learning these priorities address	Issues related to SEMH needs that prevent children from learning.
Projected total spending	£42,775

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve reading outcomes and enjoyment of reading for all pupils.
Priority 2	Embed writing programme and assessment of writing in all year groups.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided Use of online training (National College)
Targeted support	Ensuring enough time for school maths-lead/teachers/TAs to support small groups	Additional cover can be provided for Maths lead to take small groups/train TAs and teachers when pupil need has been assessed.
Wider strategies	Engaging children in Reading for enjoyment Improved teacher confidence in assessing writing	Reading rewards introduced and additional time afforded to English leads to promote reading initiatives, train TAs in Benchmarking etc. Additional time in staff meetings for all teachers to continue with the NMM initiative of comparative marking.