



## Holland Junior School

# Pupil Premium Strategy Statement 2022-25

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	Data
School name	Holland Junior School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 - Reviewed 2023-2024 - Reviewed 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Date Reviewed	September 2024
Statement authorised by	School Board
Pupil premium lead	Deniece Graham
Governor / Trustee lead	Anne Slade

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480
School led tutoring grant	£0
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£75,480</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Holland Junior School, we are determined that all our pupils, regardless of their background, receive a first class education that gives them the skills, resilience and confidence to build on their successes and make their way in the world.

We work with families and outside agencies to identify possible barriers and carefully plan how we can help minimise the impact of any obstacle in their path to achieving their potential. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Quality First Teaching is paramount as we believe that this has the greatest impact for all groups of learners. Good quality CPD and coaching for all teachers ensures a focus on improving outcomes for all pupils with additional support as appropriate. We have identified pupils to target to close the disadvantaged attainment gap and have regular meetings to review and focus on children's progress to ensure that effective strategies are being implemented.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure our approaches are effective, we will:

Ensure disadvantaged pupils are challenged in the work they are set

Adopt an early intervention approach at the point need is identified

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what pupils can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health needs – children who are struggling with mental health issues are not able to settle easily to learning. Their resilience as learners has suffered as a result of periods of lockdown.
2	The school has a growing number of pupils with high levels of need who require specific, tailored support.
3	Assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Assessments, observations and discussions with pupils suggest pupils generally have greater difficulties with phonics and reading than their peers.
5	School attendance data indicates that attendance among disadvantaged pupils is lower than attendance for non-disadvantaged pupils

## 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
To increase the number of disadvantaged pupils achieving the national standard in English and Maths.	An increased percentage of PP pupils will achieve EXS in Reading, Writing and Maths by end Year 6; and that in Years 3 to 5 a greater percentage of PP pupils will achieve in line with ARE than compared to last year.
To embed high level pastoral care in the school for all groups.	To develop the work of the ELSA and the Well Being lead to ensure that all staff are aware of how they are able to support pupils.
To improve school attendance rates of disadvantaged pupils and thereby diminish the difference between attendance of this group with non-disadvantaged pupils.	That attendance of disadvantaged pupils is improved and broadly in-line with that of non-disadvantaged pupils in our school. End of 2023/24 data: Pupil Premium pupil attendance – 90.2% Non Pupil Premium pupils – 94.1%

## 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: £14,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Quality First Teaching in all classrooms though effective coaching and CPD.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Supporting high quality teaching is pivotal in improving pupil outcomes. Research tells us that it is high quality teaching that can narrow the disadvantage gap.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £41,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
In Upper phase- establish group interventions in R, W, M for disadvantaged pupils falling behind ARE to improve pupil confidence – Shine interventions and Year 6 intervention sessions	<p>Small Group Tuition:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a></p> <p>Tuition targeted to specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>And one to one tuition:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a></p>	2, 3, 4
In lower phase - Rapid Catch Up (Little Wandle phonics).	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a></p> <p>As for upper phase.</p>	2, 3, 4

	Tuition targeted to specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	
Providing 1:1 tuition	<p>one to one tuition:</p> <p>Tuition targeted to specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a></p>	2, 3, 4
Purchase of standardised diagnostic assessments.	<p>Standardised tests can provide reliable insights into the strengths and areas for development of each child and will help to ensure they receive the correct additional support for their individual needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	2, 3, 4

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

Budgeted cost: £19,750

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To provide emotional support for pupils in need (internal and external providers).	<p>Ensuring disadvantaged pupils have access to Nurture provision thereby improving their social and emotional skills and develop their resilience.</p> <p><a href="https://www.nurtureuk.org/reports/how-you-see-us-report/">https://www.nurtureuk.org/reports/how-you-see-us-report/</a></p>	1, 2
Provision of Educational Psychologist when required to assess need.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a></p> <p>Both targeted interventions and universal approaches can have positive effects and outcomes for young learners.</p>	1, 2
To work closely with families where their child's	<p>Embedding principles of good practice set out in the DfE's</p> <p><a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p> <p>Provision of EWO service.</p>	5

attendance is erratic or poor.		
To support families of disadvantaged pupils in attending extra-curricular events, music lessons, clubs and educational visits.	All children should have the opportunity to develop their interests through extra-curricular clubs and residential trips or holiday clubs.  <a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a>  and  <a href="https://oeapng.info/downloads/making-the-case/">https://oeapng.info/downloads/making-the-case/</a>	1, 5

**Total budgeted cost: £75,480**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### **Priority 1**

##### ***To provide emotional support for pupils in need (internal and external providers).***

- Pupils with emotional and mental health needs to 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.

As a result of the effects and disruption to learning of Covid and the necessary lockdowns, school prioritised pupils' emotional wellbeing and mental health. Funding was redirected as necessary to enable the school to be responsive to these emotional needs.

School provided ELSA support to enable speedy response to needs. School also continue to implement the Wellbeing for Schools Award and this ensured staff, pupils and parents had a shared focus on pupil wellbeing. School also supported pupil wellbeing with Wellness Week – a week off timetable where staff are joined by external providers to give specialist sessions (e.g. Taekwondo, yoga, Forest School, photography etc.)

#### **Priority 2**

##### ***To provide curriculum support resources for less able pupils.***

- Establish small group R, W, M interventions for disadvantaged pupils falling behind age-related expectations to improve pupil confidence.

Due to the challenges remote learning previously brought, the school recognised the need to provide additional virtual and physical resources to ensure continuity in learning and consistency in teaching.

Little Wandle Catchup has supported slow moving readers to improve their speed of decoding texts and reading became a whole school focus to good effect (internal data supports this).

All pupils benefitted from online learning platforms for use at home and in school – these platforms enabled learning to be personalised to meet individual needs.

School invested in providing all Y6 pupils hard copy workbooks for English and Maths and online programmes and headsets for laptops/chromebooks for all pupils.

### **Priority 3**

***To provide additional training for support staff to enhance their work with individual pupils.***

All teaching and support staff benefitted from additional training via the VVV portal as well as face to face training from TPA central staff and Surrey CC Specialists to which the school subscribed. Staff completed the following units:

SEND Code of Practice, New assessment strategies for your SEND pupils, Adaptation of learning to support all learners, supporting pupils with ASC. Using questioning to support memory retention, Linking learning and building on prior knowledge.