

## Pupil Premium Strategy Statement 2025-26

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	166
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Date Reviewed	
Statement authorised by	School Board
Pupil premium lead	Deniece Graham
Governor / Trustee lead	Louise Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,415
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>£92,415</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	High levels of social, emotional and mental health (SEMH) need among disadvantaged pupils and a proportion of pupils with trauma-related difficulties (post-lockdown), limiting concentration, resilience and readiness to learn.
2	Significant attainment gap for disadvantaged pupils in writing and mathematics compared with non-disadvantaged peers; published KS2 R/W/M combined at 50% (below national 62%); MTC full marks (25/25) only 14% for cohort (significant underperformance).
3	Attendance for disadvantaged pupils is lower than for non-disadvantaged pupils; persistent absence (PA) and punctuality issues reduce access to learning.
4	Growing proportion of pupils with high levels of SEND (34.5% of roll) requiring specific, tailored support and effective deployment of staff and resources.
5	Inconsistent adaptation of classroom tasks and differentiation so that some pupils (including disadvantaged and SEND) develop curriculum fluency and avoid gaps in learning (as noted in Ofsted).

## 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
1. Improved SEMH and learner resilience for disadvantaged pupils	- Pupil voice and termly wellbeing screening show measurable improvement in SEL competencies (using a validated tool) by end of 2025/26 term: average SEL score increase (baseline → +) and reduction in behaviour incidents for targeted pupils by 30%. Evidence of improved classroom engagement

	recorded in lesson observations. (EEF guidance: SEL) <a href="#">Education Endowment Foundation – Improving Social and Emotional Learning</a>
2. Narrow the attainment gap in R/W/M for disadvantaged pupils	- KS2 combined (R/W/M) for disadvantaged increases from 50% → 65% (working towards national average 62% then higher). - % disadvantaged achieving higher standard increases (from 17% → 25%). - Yearly class tracking shows disadvantaged pupils make at least expected progress and progress gap narrowed termly. (EEF guidance: Improving Literacy KS2; Improving Mathematics KS2/3) <a href="#">EEF – Improving Literacy in Key Stage Two</a> ; <a href="#">EEF – Improving Mathematics in Key Stages 2 and 3</a>
3. Improve fluency in times-tables / arithmetic	- % pupils scoring full marks in MTC increases from 14% → 40% by next MTC administration for eligible cohort; broad increase in times-tables recall accuracy across Years 4–6. (EEF maths guidance evidence on fluency and practice) <a href="#">EEF – Improving Mathematics in Key Stages 2 and 3</a>
4. Increased attendance and reduced persistent absence for disadvantaged pupils	- Overall attendance for disadvantaged pupils increases termly to meet or exceed school average; persistent absence (PA) rate among disadvantaged reduced by 50% within 12 months. - Fewer latenesses and improved punctuality data. (EEF attendance evidence review: parental communication and targeted approaches) <a href="#">EEF – Taking a tailored approach to improving attendance</a>
5. SEND pupils receive effective tailored support without lowering expectations	- Individual provision plans in place and reviewed termly for all high-need SEND pupils; outcomes for SEND disadvantaged pupils show progress against personalised targets; reduced time out of class. (EEF guidance on SEN deployment of TAs and targeted support)

	<a href="#">EEF – Teaching and Learning Toolkit (Teaching Assistants / Targeted support)</a>
6. Teaching is consistently adapted so that tasks enable curriculum fluency for all pupils	- Lesson observations, work scrutiny and pupil progress data show consistent high-quality adaptive teaching; reduction in curriculum gaps identified by diagnostic assessments; teacher CPD completion 100% and coaching records show improved differentiation skills. (EEF guidance: effective teaching, feedback, and literacy/maths guidance) <a href="#">EEF – Teaching &amp; Learning Toolkit; Improving Literacy KS2; Improving Maths KS2/3</a>

## 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: £11,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme (inset and follow-up coaching) on: explicit reading comprehension strategies, writing composition strategies (modelling & scaffolded practice), maths fluency (arithmetic & times-tables), and adaptive teaching to meet SEND needs. Includes half-termly lesson study and coaching cycles.  Delight 'Power of Arts' CPD training for all LKS2 Teachers	EEF guidance: Improving Literacy in Key Stage Two (explicit strategies for comprehension and writing); EEF guidance: Improving Mathematics in Key Stages 2 & 3 (fluency & conceptual understanding); EEF guidance on effective professional development and implementation guidance. <a href="#">EEF – Improving Literacy in Key Stage Two</a> ; <a href="#">EEF – Improving Mathematics in Key Stages 2 and 3</a> ; <a href="#">EEF – A School's Guide to Implementation</a>	2, 4, 5
2. Train teachers in evidence-informed SEL classroom strategies (SAFE	EEF guidance: Improving Social and Emotional Learning in Primary Schools	1, 5

principles), integrate SEL into curriculum sequences and daily routines (emotional vocab, self-calming, problem solving). Provide 1 day training + coaching and embed SEL into Pioneer Passport activities.	(SAFE principles, sequenced & active approaches). <a href="#">EEF – Improving Social and Emotional Learning</a>	
3. Continue use of structured whole-school reading spine and guided reading approach emphasising fluency & vocabulary (decodable/exposure texts), linked to Little Wandle progression where appropriate and library enrichment to support vocabulary. Provide class sets of carefully selected texts and time allocation for guided oral reading & modelling.	EEF – Improving Literacy KS2 (reading fluency, vocabulary, guided oral reading and role of rich texts). <a href="#">EEF – Improving Literacy in Key Stage Two</a>	2, 5
4. Whole-staff training on effective feedback, formative assessment and mastery of arithmetic (including a consistent approach to times-tables practice across Years 3–6). Establish consistent routines for feedback that reduce workload and increase impact.	EEF Teaching & Learning Toolkit (Feedback high impact); EEF maths guidance re: building automaticity through practice and careful sequencing. <a href="#">EEF – Teaching and Learning Toolkit (Feedback)</a> ; <a href="#">EEF – Improving Mathematics in Key Stages 2 and 3</a>	2, 3, 5
5. Strengthen deployment and professional development of TAs (training in structured interventions, guided practice, formative assessment) and define high-impact TA roles for in-class support and targeted small-group delivery.	EEF guidance: Making Best Use of Teaching Assistants; EEF Teaching & Learning Toolkit (Teaching assistant interventions / small group tuition). <a href="#">EEF – Making Best Use of Teaching Assistants</a> ; <a href="#">EEF – Teaching and Learning Toolkit</a>	2, 4, 5

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

Budgeted cost: £17,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. High-quality small-group tuition in reading and maths (30 min sessions, 3–4x weekly for 8–12 weeks) for disadvantaged pupils identified by diagnostic assessment; use structured programmes that link to class teaching. Where appropriate, deliver 1:1 tuition for the lowest attainers	EEF Teaching & Learning Toolkit — One to One Tuition (average +5 months) and Small Group Tuition (+4 months); EEF guidance on high-quality structured interventions for literacy (features: frequent, short, structured sessions linked to classroom learning). <a href="#">EEF – One to One Tuition</a> ; <a href="#">EEF – Improving Literacy in Key Stage Two</a>	2, 5
7. Structured reading interventions (guided reading fluency, repeated reading and comprehension strategy programmes) and a targeted spelling & grammar intervention programme for disadvantaged pupils with identified gaps. Delivered by trained staff/experienced TAs with regular monitoring. (Little Wandle phonics).	EEF – Improving Literacy KS2 (structured interventions, guided oral reading, repeated reading, targeted spelling instruction). <a href="#">EEF – Improving Literacy in Key Stage Two</a>	2, 5
8. Targeted times-tables fluency programme (short daily practice, retrieval practice, small-group rhythm and paired/peer practice, use of manipulatives where helpful) for Years 4–6; use diagnostic checks and intervene early for Year 4 MTC cohort.	EEF – Improving Mathematics guidance (fluency & practice; effective use of manipulatives and retrieval practice to build automaticity). <a href="#">EEF – Improving Mathematics in Key Stages 2 and 3</a>	2, 3
9. Peer tutoring / reciprocal reading and paired work to provide additional guided practice and opportunities to rehearse reading strategies;	EEF Teaching & Learning Toolkit — Peer Tutoring (high impact for low cost) and Collaborative Learning. <a href="#">EEF – Teaching and Learning Toolkit (Peer Tutoring / Collaborative</a>	2, 5

structured protocols and monitoring of impact.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">Learning)<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></a>	
10. Targeted small group / 1:1 SEMH mentoring for pupils provided by ELSA for children whose SEMH prevents learning, linked to classroom re-integration plans and with regular outcome monitoring (use trained pastoral staff or external clinicians where required).	EEF – Improving Social and Emotional Learning guidance (targeted support as part of whole-school SEL approach) and evidence that targeted approaches support vulnerable pupils. <a href="#">EEF – Improving Social and Emotional Learning</a>	1, 4

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

Budgeted cost: £39,682

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
11. Strengthen attendance systems: implement personalised attendance action plans for disadvantaged pupils, early notification of absences, regular home visits as needed; use tailored, non-punitive approaches.	EEF Rapid Evidence Review summary: tailored and targeted approaches and parental engagement show promise; personalised communications/nudge letters can change parental behaviour. <a href="#">EEF – Taking a tailored approach to improving attendance (EEF blog &amp; review)</a>	1, 2
12. Parental engagement communications: regular personalised, empathetic contact (texts, calls, “days missed” letters, newsletters), attendance workshops, and family support signposting; ensure translations where needed.	EEF attendance evidence & EEF guidance – parental communication interventions show some promise (nudge/personalisation). <a href="#">EEF – Rapid Evidence Review of Attendance Interventions / EEF blog</a>	1, 2
To work closely with families where their child’s attendance is erratic or poor.	Embedding principles of good practice set out in the DfE’s	5



	<a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a>  Provision of EWO service.	
Subsidy for wider enrichment / Pioneer Passport activities for disadvantaged pupils (trips, clubs, sport), targeted music or outdoor learning provision to build cultural capital, engagement and attendance.	EEF Teaching & Learning Toolkit — Arts participation and extracurricular approaches show moderate benefits for engagement and personal development; enrichment increases engagement and belonging. <a href="#">EEF – Teaching and Learning Toolkit (Arts Participation / Extracurricular)</a>	1, 3
14. Expand pastoral SEMH provision: school counsellor / part-time Educational Psychologist (EP) input, Therapeutic group programmes (where clinical need), and group SEL work (zones of regulation, emotion vocabulary). Create calm zones and supervised 'time-to-regulate' spaces.	EEF SEL guidance: whole-school SEL combined with targeted support improves well-being and learning; targeted/progressive support recommended for higher need pupils. <a href="#">EEF – Improving Social and Emotional Learning</a>	1,4
16. Strengthen partnership working with external agencies (CAMHS, Surrey LA SEND services, family support services) for high-need SEND and SEMH pupils and allocate contingency Pupil Premium funding for specialist assessments and short-term therapeutic packages where necessary.	EEF SEL guidance and implementation guidance emphasise liaising with external services for targeted needs and ensuring coordinated plans. <a href="#">EEF – Improving Social and Emotional Learning</a>	1,4
17. Implement a proportionate evaluation and monitoring system: termly RAG reporting to governors/trust, termly impact reviews of interventions (0/6/12 week checkpoints), and cost-effectiveness review for PP spend. Use diagnostic	EEF guidance: Putting Evidence to Work – Implementation and EEF guidance on literacy/maths emphasise diagnostic assessment and monitoring. <a href="#">EEF – A School's Guide to Implementation</a> ; <a href="#">EEF – Improving Literacy in KS2</a>	2, 3, 5

assessments to target interventions and inform next steps.		
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**Total budgeted cost: £92,415**

## **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 2024 to 2025 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.

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).

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 VWV 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.