Pupil premium strategy statement – Hollybrook Junior School

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	240
Proportion (%) of pupil premium eligible pupils	25%
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)**	3 year strategy 2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Marcella Dobson
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Mark Chaloner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,130
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£92,130

Part A: Pupil premium strategy plan

Statement of intent

At Hollybrook Junior School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, and make strong progress, including those who are high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

All staff are committed to meeting the pastoral, social and academic needs of every disadvantaged pupil by providing a nurturing and caring environment. We will develop a love of learning and ensure all children fulfil their potential. Irrespective of the children's background or the challenges they face all children will make good progress across all subject areas.

High-quality teaching is at the heart of our approach, using the EEF '5 a day' approach we will focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

At Hollybrook Junior we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the HET PP Strategy. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wide school improvements and improving readiness to learn and be ready for the next stage of their education.

Overcoming barriers to learning is at the heart of our PPG use. We use the PPG to ensure that every child receives the best quality of education and the highest possible standards.

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 they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene 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 they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1 Writing	There is a gap in attainment in writing, where those in receipt of the pupil premium grant are attaining below their peers. The key areas for improvement are handwriting and spelling.
2 Reading	Assessments, observations and discussions with pupils suggest many disadvantaged pupils' do not achieve as well as their peers in reading. Reading logs suggest that home reading is a target area.
3 Attendance	Attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 2.8% lower than the whole school overall data
4 Maths	Assessments demonstrate that many pupils in receipt of PPG achieve significantly less well in maths, with vocabulary to reason and fundamental maths knowledge e.g. times tables, contributing heavily to this.
5 Social and Emotional	Observations and discussions with pupils and families have identified social and emotional issues for many families, particularly with our underserved pupils. Frequent dysregulation for pupils causes missed learning time, leading to gaps in education over time.
6 Oracy Vocab	Assessments, observations, and discussions highlights Oral language, including range of vocabulary as an area of development for our underserved pupils.
7 Confidence	Discussions with pupils indicate they those who are entitled to the PPG are not confident in some subject areas, particularly writing, and have a difficulty in self-reflection e.g.not having the skills to talk about what they are good at.

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
Improved writing outcomes at the end of KS2.	At least 72% (2023-24 national data for writing) of children will achieve EXP+ in writing and the gap between disadvantaged and non-disadvantaged will decrease year on year.
	A new handwriting scheme, Teach Handwriting, will be purchased and implemented to support children with their fine motor skills, through whole class teaching.

	The handwriting scheme will be carefully planned for to support children who are at risk of falling behind, as an intervention. The impact of the scheme will be that over 50% of children at the end of 2024-25 will be able to write legibly and joined and this figure will improve year on year.
	Additional spelling practise opportunities will be planned for and provided weekly by teachers. The Spelling Shed will be used as intervention and homework to help children to learn their year group Common Exception Words and spelling rules. The impact of the scheme will be that over 60% of children at the end of 2024-25 will be able to accurately spell key words within their independent writing and this figure will improve year on year.
Children make rapid progress in reading and are able to answer questions about an age-related text.	Children who have been part of a Little Wandle Catch up group and precision intervention will improve their keyword knowledge and pace of reading. Reading passports are completed regularly and monitored with 50% of children reaching 200 reads. Disadvantaged pupils can confidently talk about their favourite books and explain why.
PPG pupils have improved attendance, and the number/percentage of persistent absence is reduced.	Attendance for PPG is in line with non-PPG pupils by the end of 2027.
Improvements in Times Table knowledge are tracked regularly and interventions have taken place to ensure that children are keeping up with non-disadvantaged pupils.	The disadvantaged pupils achieve in line with non-disadvantaged pupils and achieve at least 75% EXP+ at the end of KS2 in maths.
Children are able to select the correct vocabulary in order to be able to reason effectively in maths.	PPG children will be able to reason effectively and answer worded problems using mathematical vocabulary.
Children will be skilled at self-regulation, securing strong learning behaviours and feel positive about their learning.	Individual pupils are targeted and supported to develop self-regulation and additional support/intervention/ELSA time is offered to support their development. Staff will use a range of strategies to help co-regulate and support self-regulation of pupils in the school community. A trauma informed approach will be embedded across the school. Zones of regulation will be introduced and used as a classroom and individual approach to manage feelings.

	Pupils will be able to articulate how they've made changes to their behaviour and how it has impacted on them at school/home.
For all children to have developed oracy skills which enable them to fully access all areas of the curriculum	Teachers will be skilled to provide high quality opportunities to develop communication skills. High quality extra-curricular and in school opportunities will be carefully planned and children will demonstrate strong communication skills.
Developing self-esteem and self-reflection	We will have introduced and embedded the Hollybrook Schools Leadership Award to boost self-esteem and reflection. 50% of children in receipt of pupil premium grantwill complete a level of the leadership award and this figure will improve year on year.
We will have a bespoke curriculum across the school to support every child, including those on the Pupil Premium Grant.	A bespoke PSHE curriculum has been written and implemented with a focus on trauma informed practise and emphasis on oracy that means that children in our school will have a social, moral, cultural and emotional awareness of themselves and the people in their community.
We will have a 'wellbeing working party' to develop a graduated response to support children with their wellbeing, mental health and confidence, in line with trauma informed practises.	Peer mediators are trained and playing a more active role across the school and children can talk about how they help the children at lunch and playtime to resolve problems. All underserved pupils can talk about how school helps to support their physical and mental wellbeing.

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: £60,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff to use Edshed to support the learning of spellings and for spelling practise in homework.	When writing, pupils must coordinate processes in their working memory (the brain's system for holding and using information while completing a task). Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency.	1, 5, 7

	There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	
Train staff and introduce the Teach Handwriting Scheme to ensure explicit, consistent and regular handwriting modelling and practice across the school	The aim of handwriting practice is to support children to develop a quick, efficient, and legible handwriting style. Slow or effortful transcription hinders writing composition as pupils have to concentrate on monitoring their handwriting and are less able to think about the content of their writing. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1, 5, 7
Develop subject expertise in maths – applying problem solving and deepening tasks that use rich vocabulary. Develop the use of STEM sentences to support children to reason effectively about maths.	The development and use of precise and accurate language in mathematics is important, so the guidance includes 'Language focus' features. These provide suggested sentence structures for pupils to use to capture, connect and apply important mathematical ideas. Once pupils have learnt to use a core sentence structure, they should be able to adapt and reason with it to apply their understanding in new contexts. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)	4, 6, 7
Support staff to develop an oracy curriculum across the school across all subjects by creating a progressive oracy curriculum that can be applied across subject areas clearly. An action plan will be implemented to support the development of oracy across the whole curriculum. A progression of oracy skills will be written to ensure that children are making progress and areas of weakness are identified. To deliver speech and language sessions.	Having meta-language to talk about speaking and listening is key to your students' success in oracy. It will enable them to give precise feedback and engage in meaningful self-reflection. Voice21-Student-Friendly-Oracy-Framework-Final.pdf Speaking and listening are at the heart of all language development. They are foundational for reading and writing, whilst proving essential for thinking and communication. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Oral language interventions | EEF	5, 6, 7
Develop a bespoke Hollybrook curriculum to support pupils more effectively.	PSHE Association | Charity and membership body for PSHE education D&T gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. We	3, 5, 6, 7

	feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work. Primary - D&T Association The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement. National curriculum in England: framework for key stages 1 to 4 - GOV.UK	

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

Budgeted cost: £27,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff and introduce the EdShed Spelling programme as an intervention for Mastery and homework.	"Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling" (EEF guide to Literacy) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1730812613	1, 5, 7
Embed the Pupil Premium Champions to support individual PP children with their writing	To give specific and focused praise when pupils display Social and Emotional Literacy skills. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1730815968	1, 5, 7
To train and implement precision teaching and Little Wandle Catch Up reading groups. To ensure baseline assessments take place before interventions take place. Training will be provided for Precision Teaching and this will be used to identify pupils at risk of	Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively. Use high quality structured interventions to help pupils who are struggling with their literacy. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1, 5, 7

falling behind, and catch them up with their peers.		
To train and set up a 'forest school' for pupils to access weekly. To purchase guidance and resources for forest schools.	The evaluation suggests Forest Schools make a difference in the following ways: • **Confidence:** children had the freedom, time and space to learn and demonstrate independence • **Social skills:** children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • **Communication:** language development was prompted by the children's sensory experiences • **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills • **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment Forest Schools: impact on young children in England and Wales - Forest Research	

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

Budgeted cost: £18,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff and introduce a bespoke Hollybrook leadership award across the school to develop confidence and self-esteem.	Self-awareness: expands children's emotional vocabulary and support them to express emotions. Self-regulation: teaches children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. To give specific and focused praise when pupils display Social and Emotional Literacy skills. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1730815968	1, 4, 5
To establish a well-being working party. Head teacher and SLT to complete well-being training.	Self-awareness: expands children's emotional vocabulary and support them to express emotions. Self-regulation: teaches children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives.	1, 4, 5

	To give specific and focused praise when pupils display Social and Emotional Literacy skills. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1730815968	
To use the EEF supporting school attendance reflection and planning tool to create a more robust attendance action plan.	To build a culture of community and belonging for pupils and to communicate effectively with families. Supporting attendance | EEF	4
Nursing drop ins to support parents and children with areas that may be impacting attendance.	Building a holistic understanding of pupils and families, and diagnosing specific needs. Supporting attendance | EEF	4
Training and implementing zones of regulation for the whole class and individuals. The introduction of 'turn around' charts to help children to self-regulate.	The Zones of Regulation framework and curriculum was developed from foundational research and practices in the fields of social-emotional learning, neuroscience, curriculum development, and psychological foundations. Learners benefit from: • Increased self-awareness and social and emotional skills • A common language for communication, problem solving, and emotional understanding • More time spent on learning instead of on behaviour management • A healthier, more inclusive school climate The Zones of Regulation | A Curriculum For Emotional Regulation	
Extra sporting activities planned for to develop confidence in their own abilities, self-regulation, well-being and risk taking.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.	

Total budgeted cost: £105,935

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that some disadvantaged children did not achieve in line with non-disadvantaged children, in maths. However, disadvantaged children were in line for reading and writing with non-disadvantaged pupils.

The data demonstrated that absence, especially persistent absence, for disadvantaged children is above that of non-disadvantaged children. The number of pupils who had attendance of less than 85% decreased from 12 pupils to 9. This will continue to be a focus next year with the use of a robust attendance action plan based on the EEF model and the use of a graduated response. We will be fast tracking pupils where needed.

Our evaluation of the approaches delivered last academic year indicates that the focus on reading at home was having a positive impact and numbers of disadvantaged children reading more regularly at home was rising which in turn had a positive impact on reading outcomes. An increased push on this for the next academic year will continue to increase reading outcomes for disadvantaged children.

ELSA interventions have begun to have more impact on positive behaviours for learning, leading to more positive wellbeing. Trauma informed practise has had an impact on disadvantaged and LAC children who feel more secure in their learning/well-being.

Intended outcome	Success criteria	Evaluation
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Through book looks and discussions with pupils there was some improvement in oral skills and vocabulary but this needs to be developed further and is part of the SDP for 2024-2025.

Pupils make accelerated progress through having more opportunities to practice reading fluently	Pupil interviews show children are reading regularly and display a love of reading. Reading passports are completed regularly with the following achievements: 50 % complete 200 reads in a year. Reading passports show 100% of PPG children are reading at least 4 times a week.	Pupil interviews show a love of reading but some disadvantaged pupils admitted to not reading at home. Less than 50% of pupils read 200 reads. PP children are nearly in line with Non-PP for reading.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/24 show that more than 61% of disadvantaged pupils met the expected standard.	67% of disadvantaged pupils achieved EXP+ in writing. 7% of disadvantage achieved GDS compared with 3% of non-disadvantaged.
Improved maths attainment for disadvantaged pupils at the end of KS2 through targeted support on Fluency of key concepts	KS2 maths outcomes in 2023/24 show that more than 86% of disadvantaged pupils met the expected standard.	72% of pupils achieved EXP+ in maths.
Targeted interventions in the core curriculum are used to narrow the gap between PPG pupils and non-PPG	Progress gap between PPG and non-PPG is narrowing through successful targeted interventions as well quality first teaching.	See above data.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • increased ELSA interventions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	33% of disadvantaged pupils took up playing an instrument as an enrichment activity which was a higher number than non-disadvantaged. Disadvantaged pupils were prioritised for support with ELSA as needed and the children were positive about this.
PPG children have improved attendance and the percentage of persistent absence is reduced	Attendance for PPG is line with Non PPG.	This was not achieved.

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
N/A	

Service pupil premium funding (optional)

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**
N/A
The impact of that spending on service pupil premium eligible pupils