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	27%
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 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Marcella Dobson
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Mark Chaloner / Lauren O'Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90, 521
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*	£90,521

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 grant will 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.

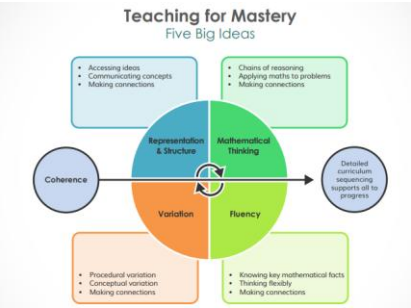
Activity in this academic year

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: £58,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a strong writing curriculum and lesson structure based on the new writing framework, to improve outcomes for	*... pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.*	1, 2, 6, 7

children and to support with spelling and handwriting acquisition. To strengthen the use of Edshed to target individual children to improve their spelling using the mastery zone.	[The writing framework] *The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested.* [EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf]	
To strengthen Echo Reading and Oracy in Schools to develop confidence and understanding in reading.	*Reading fluency is often described as a bridge between word recognition and comprehension. Some pupils may be able to cross the bridge independently if they regularly read varied and appropriately challenging texts. However, this crossing is a difficult journey for those who don't.* [EEF blog: Reading Fluency Practice in the Primary Classroom | EEF]	1, 2, 6, 7
To develop strong awareness of the 5 big ideas in teaching for Mastery so that teachers enable children to develop a deep coherence in maths. To develop subject expertise in maths – embedding key vocabulary using a mathematical vocabulary document linked to NCETM spine documents	 *A true understanding of these ideas needs discussion with other teachers and an exploration of how the ideas are reflected in day-to-day maths teaching.* [NCETM_Five_Big_Ideas_Updated_Feb_2024] Summarise the most important knowledge and understanding within each year group and important connections between these mathematical topics. [Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)]	4, 6, 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 embed an oracy curriculum across the school across all subjects by having key strategies that are used as a school. To use advice from Speaking Spaces to deliver speech and language sessions and to find a more holistic approach to working on targets by adapting learning to include group targets.	*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 *Communication and language approaches typically have a very high impact and increase young children's learning by seven months.* Communication and language approaches | EEF	1, 2, 4, 6, 7
To develop a whole school strategy to support children with EAL to ensure that pupils who have EAL and are under receipt of PPG get access to bespoke support.	*The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.* PRIMARY_national_curriculum.doc	1, 2, 4, 6, 7
To develop a bespoke RE, Science, Music and Geography curriculum to engage pupils and embed key knowledge.	*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	1, 2, 4, 6, 7
To develop staff by providing opportunities for training e.g. NPQSEN, OFSTED, EAL to provide consistent high quality teaching and high quality leadership at all levels	*The NPQ programmes are underpinned by a body of trusted research. The more mechanisms professional development includes (build knowledge, motivate teachers, develop teaching techniques, embed practice), the larger its impact on pupil attainment.* *EEF-Effective-Professional-Development-Guidance-Report.pdf*	1, 2, 4, 5, 6, 7

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

Budgeted cost: £26,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the use of EdShed Spelling programme as an	"Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling" (EEF guide to Literacy)	1, 5, 7

intervention for Mastery and homework.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1730812613	
To train staff to use Makaton to support a growing number of children with complex needs.	*With Makaton, signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help people who have no speech or whose speech is unclear. Using printed or drawn symbols can help people who have limited speech and those who cannot sign or prefer not to sign.* What is Makaton? - About Makaton	
To structure the use of and create further reduced classroom and outdoor space across KS2 to support with bespoke learning, regulation, concentration and communication skills.	*Smaller classes impact if the staff delivering the teaching are able to adapt the teaching approach to better support the pupils within the smaller class.* Reducing class size | EEF	
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: £12,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance the Leadership Program with a 'careers' element to	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

inspire children with PPG.	To give specific and focused praise when pupils display Social and Emotional Literacy skills. Improving behaviour in schools	
To build a stronger whole school approach to attendance using a graduated response.	*Make sure you build a culture of community and belonging for pupils and to communicate effectively with families.* *When the school community feels included in decisions that affect them, and that their perspectives are valued, then implementation outcomes are likely to improve.* Supporting attendance | EEF	1, 4, 5
Coffee mornings will be set up to support our more vulnerable parents and to signpost them with support, to strengthen attendance.	*Building a holistic understanding of pupils and families, and diagnosing specific needs.* 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	
Newly accredited Senior Mental health leads to use a well-being working party that includes, staff, pupils and governors to strengthen PPG pupil wellbeing.	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. Improving behaviour in schools	

Total budgeted cost: £96,937

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, reading or combined. Some disadvantaged children did not achieve in line with disadvantaged children nationally in maths, reading or combined. However, disadvantaged children at Hollybrook achieved in line with non-disadvantaged children at Hollybrook in writing and in line with disadvantaged children nationally in writing.

The data demonstrated that absence, especially persistent absence, for disadvantaged children is above that of non-disadvantaged children.

Our evaluation of the approaches delivered last academic year indicates that the focus on writing that was in the school development plan supported the writing of disadvantaged children at Hollybrook.

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

	Hollybrook Junior School 2025	National Pupil Premium 2025
	Age Related Expectations +	Age Related Expectations +
Reading	57%	63%
Writing	57%	59%
Maths	50%	61%
Combined	50%	51%

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

Intended outcome	Success criteria	Evaluation
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.	Disadvantaged children achieved in line with non-disadvantaged in writing in 2025.
	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.	The new handwriting scheme was launched and is currently being embedded within the teaching and learning. Early indicators demonstrate that the handwriting scheme has had a very strong impact and over 50%b of the disadvantaged pupils were able to write legibly by the end of 2024/25.
	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	The introduction of the new spelling scheme had significant impact on the writing of all children, particularly disadvantaged pupils.

	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.	Children who had been part of a Little Wandle catch up group made good progress with pace of reading and knowledge of key words. An increased number of children completed 200 reads by the end of July 2025, but this remains a focus. Children are more willing to talk about their reading.
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.	Attendance of disadvantaged children was below national at 91%. This is an area to focus on throughout the 2025-2026 academic year.
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.	Maths data was lower than anticipated for disadvantaged pupils for a variety of reasons and will be an area of focus for the 2025 – 2026 academic year.
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.	Analysis of the SATs papers and discussions with pupils demonstrates that disadvantaged pupils are improving in this area but this has not yet had a significant enough impact on test data.
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	The impact of this has been very strong and the disadvantaged children are very well supported across the school. Disadvantaged children are able to talk in detail about their

	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.	feelings and are increasingly able to demonstrate regulation strategies.
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.	The oracy skills of disadvantaged pupils have developed in line with non-disadvantaged. They demonstrate strong oracy 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 grant will complete a level of the leadership award and this figure will improve year on year.	Although 50% of the disadvantaged group did not complete a level of the Leadership Award, 100% completed at least half a level. We aim to build on this over the next academic 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.	The PSHE curriculum has been written to support all children, including the pupil premium pupils.
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.	The Wellbeing Champions have been trained by the Southampton Mental Health in Schools Team and the peer mediators undertook a day of training and proved highly successful at supporting children across the school. The children led an assembly to support pupils.