

Holmer Green Junior School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	249
Proportion (%) of pupil premium eligible pupils	22 pupils
Academic year that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Robin Cusdin, Headteacher
Pupil premium lead	Shona Timms, Assistant Headteacher
Governor / Trustee lead	Vicki Fitt, Inclusion governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,699
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£28,699

Part A: Pupil premium strategy plan

Statement of intent

At Holmer Green Junior School, we believe that every child, irrespective of their background or any challenges they may face, is entitled to achieve their very best and make good progress. This pupil premium strategy outlines how we support disadvantaged pupils to achieve this goal.

The Education Endowment Foundation makes it clear that high-quality teaching has the greatest impact on closing the disadvantaged attainment gap. For this reason, this is a key focus within our setting. We believe that this will also ensure that pupils who are not disadvantaged will also make sustained progress alongside those who are disadvantaged.

Alongside high-quality teaching, the Education Endowment Foundation suggests that targeted academic support is in place. We provide all disadvantage pupils with one-to-one or small group academic tuition which is targeted to pupils' specific areas of need. This intervention takes place weekly and links heavily to the high-quality teaching that pupils receive.

As well as supporting the academic progress of pupils, we, as a school, know that it is vital that every child has equal rights to extra-curricular activities. For this reason, the school reduces costs for school trips for those families who are entitled to Pupil Premium funding. After school clubs can also be accessed for no cost to families. For specific pupils, the school also fund private music lessons.

Challenges

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

Challenge number	Detail of challenge (% of PP Pupils)
1	<i>SEND needs (27% of pupils are also on the SEND register)</i>
2	Mental health (32% of pupils are identified as needing additional support for their levels of anxiety)
3	Prior attainment (Only 45% of PP pupils have a prior attainment of Expected Standard across Reading, Writing and Maths at the end of Key Stage 1)
4	Gap in access to extra-curricular activities

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice surveys will show increasingly positive attitudes from pupils • Pupils will be able to name techniques that they use to calm themselves when anxious or overwhelmed • Teachers surveyed will be able to report that pupils are calm and able to manage their worries.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2026/27 show that more than 90% of disadvantaged pupils with a prior attainment of working at the expected standard will achieve this.</p> <p>KS2 reading outcomes in 2026/27 show pupils allocated pupil premium funding are in line or higher than the national data for PP pupils.</p> <p>Reading fluency data will show that all pupils entitled to pupil premium funding can read at the expected speed.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2026/27 show that pupils allocated pupil premium funding are in line or higher than the national data for PP pupils</p>
All children can identify what activities they enjoy and have access to a wide range of both academic and extra-curricular activities.	<p>Pupil voice surveys will show that pupils are able to identify clubs and activities that they have particularly enjoyed.</p>

Improved attainment for pupil who are both on the SEND register and entitled to pupil premium funding.	The attainment of pupils who are identified as both on the SEND register and entitled to pupil premium funding will be in line or above the national average of pupils with SEND.
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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: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on adapting teaching to individual needs to support all pupils, with a particular focus on those with Special Education Needs and Disabilities.</i>	Guidance from the EEF is clear on ensuring that learning is adapted for all pupils. https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	1,3
<i>Whole school training related to trauma</i>	A holistic approach is necessary for all children. Studies carried out in England, Wales, and the USA consistently demonstrate that around 50% of the population has experienced at least one traumatic or stressful event in childhood. https://neu.org.uk/sites/default/files/2024-08/NEU3553%20What%20is%20trauma-informed%20approach%20and%20practice%20v2.pdf	2

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one and small group tuition for pupils which focuses on learning gaps identified from summative and formative assessments.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	3
<i>Purchase of Read Write Inc Fresh Start and implementation of this intervention programme for pupils identified.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	3

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

Budgeted cost: £10,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on behaviour management</i>	The DFE guidance has provided in <i>Below the radar: low-level disruption in the country's classrooms</i> . https://assets.publishing.service.gov.uk/media/5a7dcf3b40f0b65d8b4e3a1c/Below_20the_20radar_20-_20low-	1,2,3

<p>ement to ensure that all pupils have access to a</p>	<p>level 20disruption 20in 20the 20country E2 80 99s 20classrooms.pdf</p>	
<p>Reduced costs of all educational visits for pupils who are entitled to Pupil Premium funding.</p>	<p>EEF guidance shows that these approaches may increase engagement in learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314</p>	<p>3,4</p>
<p>Funded music lessons for pupils entitled to Pupil Premium to provide them access to this additional activity.</p>	<p>As above, EEF guidance shows that this may increase engagement in learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314</p>	<p>3,4</p>
<p>ELSA sessions provided.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314</p>	<p>2</p>

Total budgeted cost: £ 28,872

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a school, we have analysed the Key Stage 2 SATS data and have detailed it in the table below. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and county level and to results achieved by our non-disadvantaged pupils.

Our school:

	Maths	Reading	Writing
Pupil Premium	100% Expected standard or higher	100% Expected standard or higher	100% Expected standard
Non- Pupil Premium	70% Expected standard or higher	78% Expected standard or higher	74% Expected standard or higher

This data demonstrates that our targeted group support and tutoring had a positive impact. This is why we have continued to follow this approach in this academic year.

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***

Service pupil premium allocation was focused around providing small group tutoring, focused around their individual needs.

The impact of that spending on service pupil premium eligible pupils

Data analysis shows that all pupils who were allocated forces pupil premium achieved the expected standard or higher in Reading, Writing and Maths with 100% of pupils achieving the greater depth standard in the grammar, punctuation and spelling assessments.