

## Pupil premium strategy statement

1. Summary Information					
School	Holmer Green Junior School				
Academic Year	2021-22	Total PP budget	£33,555	Date of most recent PP review	April 2021
Total number of Pupils	246	Number of pupils eligible for PP	25	Date for next PP strategy review	September 2021

2. Attainment and Progress (previous academic year ) *Delete as appropriate								
Number of PP eligible pupils in	<i>Reception</i>	N/A	<i>Year 1</i>	N/A	<i>Year 2</i>	N/A	<i>Year 6</i>	4
			PP eligible pupils (school)		Pupils not eligible (national)		Difference	
% achieving KS2 age related expectations (Year 6) in:	Reading							
	Writing							
	Maths							
Value Added score average in:	Reading							
	Writing-GAPS							
	Maths							

3. Barriers to future attainment for PP eligible pupils
<b>In school barriers to be addressed</b>
Some PP children have issues with behaviour and concentration, which can impact on their rates of progress.
Some PP children have low self-esteem and this can result in low expectations of themselves.
<b>External barriers</b>
Current attendance figures for PP are lower than those of non-PP. This can have an impact on their learning due to the reduction of time spent in class.
Fewer adults in the home make it more challenging for parents to reinforce learning at home to consolidate skills.
Parents' own experience of school and own challenges reduce their ability to reinforce learning in the home.

4. Outcomes ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>
PP children make better than expected progress compared to non-PP children.	The % of PP achieving age related expectations in writing is not significantly different or is above that of non-PP children nationally.
PP children make better than expected progress compared to other PP children locally and nationally.	The % of children making expected progress is not significantly different or is above that of PP children locally and nationally.
PP children have higher levels of confidence and self-esteem and have a positive attitude to learning.	Pupil interviews show that 100% of PP can say how adult support has helped them. Assessments show good progress for PP with attainment closer to other pupils.

#### 5. Planned expenditure

**Academic Year** | 2021-22

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
Assessments indicate good progress for targeted vulnerable children during academic year in maths with attainment closer to other pupils	Provide small group support in maths for targeted pupils	Previous small group interventions have had a positive impact on PP children's progress.	Planning and book scrutiny Learning walk Pupil interview	RC	End of academic year
<b>Total budgeted cost from Pupil Premium budget</b>					<b>£2,000</b>

##### ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Lead by?</b>	<b>When will we review implementation?</b>
Improved confidence and self-esteem Assessments indicate vulnerable group are on track to make expected progress and good progress in many areas	Provide academic mentoring for targeted pupils	Pupil interview outcomes were positive Research by the Sutton Trust suggests that mentoring is one of the most effective forms of intervention to enable children to make better progress.	Pupil interviews Monitoring of academic mentoring paperwork and impact – improved attitude and achievement scales over the year.	RC	Termly
Assessments indicate vulnerable group are on track to make expected progress and good progress in many areas	Provide additional adult support for a vulnerable group of pupils	In previous years specific barriers to learning were removed due to this type of targeted support and enabled a small group of vulnerable children to access all aspects of their learning.	Monitoring of planning and teaching to check impact of support. Behaviour records. Regular meetings between teaching staff and those providing support.	RC	Termly
Assessments indicate good progress for targeted vulnerable children during academic year in writing and maths with attainment closer to other pupils	Support targeted pupils with their writing and maths skills through one to one teaching	Previous one to one interventions have had a positive impact on PP children's progress. This, alongside proven research by the Sutton Trust that this type of intervention works, means that we will continue to work with individual children.	Monitoring of planning and teaching to check impact of interventions Regular meetings between teaching staff and those leading interventions.	RC	Half termly monitoring on pupil view. Termly review of data
Assessments show good progress for targeted vulnerable children during the academic year in reading, with attainment closer to other pupils	Support PP children with their reading through: Weekly planner checks Regular reading opportunities	Previous monitoring of planners shows the potential to improve reading habits of a group of vulnerable children, with the intention of engaging them more with books and improving their vocabulary.	Monitoring of planners and frequency of library use, pupil interviews. Regular meetings with staff leading intervention and teaching staff.	RC	Half termly monitoring on pupil view. Termly review of data
<b>Total budgeted cost from Pupil Premium budget</b>					<b>£30,370</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Lead by?</b>	<b>When will we review implementation?</b>

Pupils report that they feel part of the school community.	Provide a range of life experiences to promote pupils self-esteem and confidence	Some PP children are lacking the resources and confidence to take part in trips and clubs.	Pupil interviews linked to academic mentoring sessions	RC	Termly (following clubs cycle)
<b>Total budgeted cost from Pupil Premium budget</b>					<b>£1,185</b>

## 6. Review of Expenditure

**Previous academic year** | 2019-2020

### i. Quality teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Assessments indicate good progress for targeted vulnerable children during academic year in maths with attainment closer to other pupils	Provide small group support in maths for targeted pupils	National testing did not take place; however, teacher assessments showed that 75% of the cohort achieved age related expectations.	Continue with small group work to target PP pupils in Year 6.	<b>£11,994</b>
Assessments indicate good progress for all PP children during academic year in reading, writing and maths with attainment closer to other pupils	Identification of PP on planning Targeted questioning for PP children More regular developmental feedback for PP children	Due to the pandemic testing did not take place in the same way.	In reviewing the impact of work with PP during the pandemic, the use of PP funding will be targeted with class teachers released to work with the children individually or in small groups each week.	

### ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved confidence and self-esteem. Assessments indicate vulnerable group are on track to make expected progress and good progress in many areas	Provide academic mentoring for targeted pupils	Due to the pandemic, the mentoring did not take place but all PP pupils were either invited into school or contacted to support them during periods of lockdown.	We have decided that each class teacher will work directly with the PP children in their class to provide both academic and wellbeing support due to the impact of forming closer relationships with this group of children during the lockdown situations.	<b>£13,546</b>
Assessments indicate vulnerable group are on track to make expected progress and good progress in many areas	Provide additional adult support for a vulnerable group of pupils	Due to the pandemic testing did not take place in the same way.	Each class teacher will work directly with their PP pupils on a weekly basis.	
Assessments indicate good progress for targeted vulnerable children during academic year in writing with attainment closer to other pupils	Support targeted pupils with their writing and maths skills through one to one teaching	Targeted pupils were brought into school or targeted through direct contact or questioning on our online platform. Being in school had a positive impact on their writing and maths skills.	Each class teacher will work directly with their PP pupils on a weekly basis. Class teachers have a better knowledge of the children's attainment and areas to target.	
Assessments show good progress for targeted vulnerable children during the academic year in reading, with attainment closer to other pupils	Support PP children with their reading through: Weekly planner checks Regular reading opportunities	Teacher assessment of reading attainment at the end of KS2 was 75% greater depth and showed positive progress.	Each class teacher will work directly with their PP pupils on a weekly basis and this will include regular reading opportunities.	
Assessments indicate good progress for targeted vulnerable children during academic year in maths with attainment closer to other pupils	Provide small group support in maths for targeted pupils	Due to the pandemic this did not take place in the same way.	Each class teacher will work directly with their PP pupils on a weekly basis as well as continuing to target pupils in lessons.	

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupils report that they feel part of the school community.	Provide a range of life experiences to promote pupils self-esteem and confidence	All trips were cancelled due to the pandemic but PP pupils who were not eligible for FSM were also supported if needed with food vouchers.	Continue to increase this funding as required. Consider funding music lessons or external PE opportunities to help realise potential talent.	£1015

## 7. Additional Detail

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