

Pupil Premium Strategy Statement

Old Hall Junior School – December 2024

3 Year Strategy (2023 – 2026) with Review for 2023/2024

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 academic year) 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	Old Hall Junior School
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	22.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	Reviewed: December 2024 Next review: December 2025
Statement authorised by	Rachel Davies
Pupil Premium Lead	Lauren Gregory
Governor / Trustee lead	Jemma Monkhouse

Funding overview

Detail (Academic Year 2024-2025)	Amount
Pupil premium funding allocation this academic year	£86,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,125

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Old Hall Junior School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils make better than expected progress, regardless of their background, to ensure they achieve high attainment in all subjects in our curriculum and ascertain the cultural capital they need to become active and socially-responsible citizens of the future. The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achieving pupils. Our aim is to continue to close the attainment gap between disadvantaged and non-disadvantaged pupils in our school.

We ensure this goal is achieved through quality first teaching, additional support in lessons and learning time, support for families and the encouragement of high levels of attendance and punctuality. We ensure that all teaching staff are involved in the identification of disadvantaged pupils and provide appropriate provisions, so that they are fully aware of the strengths and weaknesses of pupils within their cohort and across school.

We will provide a wide range of enrichment opportunities and experiences, so that children gain a clearer understanding of the world around them. This will be done through school visits, residential experiences, music lessons and well-being sessions.

We aim to focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

Our aims are:

- To ensure all pupils are able to read fluently (with good understanding) and have the expected phonic knowledge to explore and access the breadth of the curriculum.
- To narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- For disadvantaged pupils to make good progress to achieve the national standards by the end of Year 6.

- To support pupils (and their families) so that their health and emotional well-being allows them to access their learning at the appropriate level and for them to make good progress.

We will achieve our aims by:

- Providing all teaching staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address gaps in learning.
- Target funding to ensure that pupils have access to enrichment through residential trips, music lessons, after-school clubs and first-hand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning.

This is not an extensive list and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	To close gaps between non-disadvantaged and disadvantaged in reading, writing and maths. Our whole school data in 2024 shows that there is a gap. This could negatively impact on their further developments and transition into the next year group and on into KS3.
2	SEND and Pupil Premium – many of our pupils in receipt of Pupil Premium funding have an additional special educational need. Teacher referrals for SEN support have markedly increased in recent years. 26% of our pupils in receipt of Pupil Premium funding are also on the SEND register.
3	Social, emotional and mental health – our pupils require additional support to be able to talk about their feelings and emotions to ensure they are happy and healthy pupils and to support their mental health and well-being. This was identified by teachers on the barriers to learning document.
4	Access to wider opportunities – many of our pupils that are eligible for pupil premium funding do not have the rich and varied experiences that some of our non-pupil premium children appear to have, meaning that knowledge of the world and vocabulary acquisition is limited. This is evident through discussions with parents and our Family Support Worker.

5	Family challenges – many of our disadvantaged pupils face challenges or difficult circumstances at home such as family breakdown. This was highlighted on the barriers to progress document. To improve the attendance of PP children, so there is no gap between PP and non-PP to ensure that they are accessing all learning and experiences. This was highlighted in our regular monitoring of attendance.
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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 close the attainment gap in Reading, Writing and Maths to ensure that pupils make accelerated progress so that non-disadvantaged pupils are in line with disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 reading outcomes in 2025/26 show that disadvantaged results are more in line with non-disadvantaged results. • Whole school engagement with the Maths Hub and subsequent CPD and support. Maths co-ordinator is more skilled and all knowledge is shared with teachers and teaching assistant. New strategies will be seen in class and noted on learning walks. • Walkthrus skills will be used in lessons and noted during learning walks and did pupil voice feedback. • Credible plans are impactful and children are making progress to close attainment gaps. • Power Maths is taught well by teachers, learning behaviour of pupils is good and fluency and reasoning skills are strengthening. This will be evident during assessments, learning walks and in Pupil Progress meetings. • Teachers discuss in detail PP children at Pupil Progress meetings and identify clear next steps. • Teachers to identify children working towards Greater Depth standard to ensure necessary

	<p>support and interventions are in place to enable them to achieve this.</p> <ul style="list-style-type: none"> • Staff CPD at all levels to ensure good quality first teaching in all subject areas using the teacher Walkthrus CPD guides • Teachers to closely track disadvantaged pupils using Provision Map to implement appropriate interventions for all to make expected or better than expected progress. Extra interventions are put in place if needed. • All subject leaders to attend regular Learners' Trust subject meetings to ensure recent knowledge and latest guidance is shared.
<p>For pupils with identified SEND needs and PP to be supported appropriately and to make at least good progress from their individual starting points.</p>	<ul style="list-style-type: none"> • Ensure that SEND needs are accurately assessed (early) so that pupils can make good progress from their individual starting points in Reading, Writing and Maths. • All Pupil Premium pupils reaching or exceeding their individual targets. • Targeted outcomes are met. Provision map shows progress measure. EHCP and Inclusion Panel Funding evaluations show progress. • Credible Plan interventions are put in place (if children aren't on track to meet expectations) to ensure that children reach their targets; therefore, children achieve their goals. • IEPs are purposeful and child-specific to ensure individuals close their gaps and are shared with parents and pupils regularly. • Provide revision guides and workbooks for all PP children. Stretch books to be provided for children working towards Greater

	<p>Depth standard. Children have access to the same materials as their peers and achieve well in their KS2 SATs.</p>
<p>For pupils and families to receive emotional literacy support to help them learn to understand their emotions and well-being. To enable pupils to have a safe place to talk, be listened to and develop their skills and strategies to look after their mental health and well-being.</p>	<ul style="list-style-type: none"> • Continue to use a research-based intervention (ELSA) to provide support and measure success and progress is made from entry to exit assessments. • For training and ongoing supervision to be provided for Teaching Assistants to deliver specialist support. • Rainbow Nurture Group to develop social skills and to provide emotional support with assessments to measure impact on entry and exit. • Make use of external agencies such as Stop. Breathe. Think, Elm Foundation, Community CAMHS and other counselling and support therapies are in place to ensure barriers are removed and children are able to talk about their feelings and emotions.
<p>Children eligible for Pupil Premium funding to access the wide range of enrichment activities we have at Old Hall Junior School.</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to children eligible for Pupil Premium funding (e.g. musical theatre, gaming, gymnastics, cricket, robotics, sport hall athletics, football etc.). Attendance of PP children attending after school / extra-curricular clubs. • Children eligible for PP funding, who do not attend a club in the Autumn term, will be invited to attend in the Spring and Summer terms. • Children to access experiences (e.g. residential visits or representing the school team) which extend their cultural capital and this is shown through discussions with pupils and pupil voice activities.

	<ul style="list-style-type: none"> • Pupil Premium children are able to access school uniform – so that they are well presented at school and feel part of the school community. • PP children are offered milk at school lunchtimes to ensure they have a healthy, balanced diet.
<p>Families are supported in school to ensure that all pupils and their families are supported and that barriers to progress are removed, so that children and families are successful in creating happy, healthy environments for children to succeed.</p>	<ul style="list-style-type: none"> • Family Support worker to provide Early Help offer for families in need of additional support. Family Support Worker to signpost families to appropriate agencies to support where necessary. FSW to monitor attendance and provide necessary intervention so that pupil attendance improves. • Home-School links are created with more parents of PP children engaging: coffee morning, curriculum enrichment events, newsletters, open evenings, sports days and assemblies. • Parents are invited to come into school regularly during coffee mornings and also are invited in to see curriculum learning taking place once a term. • The gap between pupil premium and non-pupil premium attendance closes (less than – 2.17%)

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: £8,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Further enhancement and CPD of maths teaching and curriculum in light of best practice shared at Maths Hub.</p> <p>We will fund teacher release time to access Maths Hub CPD (including teaching for mastery).</p>	<p>The DfE non-statutory guidance produced in conjunction with the national centre for excellence in the teaching of mathematics draw on the evidence-based approach.</p> <p>Maths Guidance KS2</p> <p>The EEF guidance is based on a range of best available evidence.</p> <p>Improving maths in KS2</p> <p>EEF Improving Maths KS2 and 3</p>	<p>1</p>
<p>Pupil Premium lead to attend trust-wide CPD network meetings on a termly basis to gain up to date practice regularly.</p>	<p>PP leader to gather and share up to date information with other trust schools. PP leader to share this with stakeholders back in school.</p>	<p>1,2,3,4</p>
<p>Class teachers to meet with SLT members in regular termly meetings to discuss progress, barriers and next steps to ensure all children achieve their potential.</p>	<p>Professional dialogue regarding identifying appropriate and timely interventions to best support PP children. All class teachers to be accountable for PP children progress in improving outcomes. Staff to have a good knowledge and understanding of PP pupils their barriers to learning and strategies needed to help them meet their emotional and educational needs.</p> <p>Live classroom marking takes place for PP children regularly to quickly address errors and misconceptions and enable them to make rapid progress.</p> <p>EEF Feedback</p>	<p>1,2</p>
<p>Release time for PP Lead to gather information, ensure that the PP strategy is being implemented effectively, to analyse and measure the impact and to identify and address next steps.</p>	<p>Staff that are skilled and confident in leading Pupil Premium will see better progress from the pupils as effective, up-to-date support and procedures will be in place.</p> <p>Through effective leadership, there is more effective monitoring and evaluation enabling teachers to evaluate which strategies lead to good progress and can measure the impact effectively.</p>	<p>1,2,4</p>

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

Budgeted cost: £52,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention for all children who are not yet secure with their phonic knowledge.	Phonics approaches have strong evidence including a positive impact on pupils, particularly from disadvantaged backgrounds. Delivery of a validated DfE synthetic phonics programme. Intensive intervention to develop their phonic knowledge to give them the basic tools to develop early reading. Phonics EEF	1,2
Teachers to work with disadvantaged and focus group children in small groups to support specific needs. TA interventions – targeted support in class. Addressing individual needs. Credible plans.	Tuition and focused learning targeting specific needs and gaps in knowledge and learning can be an effective method to support low attaining pupils or those falling behind both as a one – to – one and in small group tuition. Small Group Tuition EEF One to One Tuition EEF	1,2
Provide revision guides and workbooks for all PP children. Stretch books to be provided for children working towards Greater Depth standard.	Pupils have high quality resources to learn from at home. They have the opportunities similar to their cohort and can access the same materials.	1

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

Budgeted cost: £ 25,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train two Teaching Assistants for the Emotional Literacy	Evidence informed intervention to train ELSA specialists to support emotional development of pupils.	3,5

<p>Support Assistants (ELSA). To deliver 4 sessions per week to identified pupils to help them develop specific skills and strategies.</p>	<p>ELSAs have regular professional supervision from Educational Psychologists to support them in delivery of their intervention. ELSA Evidence</p>	
<p>Pastoral work. TA to work with Family Support Worker to deliver specific programmes and interventions to support emotional well-being and mental health.</p>	<p>FSW to work with families. This will include meeting with pupils at home or in school and giving them one-to-one support to improve their behaviour, attitude to learning, or general wellbeing. FSW will focus on improving parental engagement with school, which is deemed to have a positive effect on EEF. FSW will focus on improving attendance for pupils. EEF Parental Engagement DfE Link between absence and attainment</p>	5
<p>To deliver forest school sessions from a fully-trained forest school specialist for 1 afternoon per week (for up to 30 pupils).</p>	<p>Evaluation of forest schools has been found to make a difference in a number of ways: confidence, improved social skills, language development and communication, motivation, physical skills, knowledge and understand of the world and respect for the environment. A participatory evaluation of Forest School in England and Wales GOV.UK Outdoor Learning</p>	4
<p>Nurture group provision for identified PP pupils to run 1 x weekly. 2 adults with 10 children (small ratio)</p>	<p>There is extensive evidence associating childhood and emotional skills with improved outcomes in school and in later life including improved academic performance, attitudes and relationships with peers. These interventions aim to improve pupil's interactions with others, communication and self-management of feelings and emotions, rather than focusing directly on the cognitive and academic aspects of learning.</p>	3,5

	Social and Emotional Learning EEF GOV UK Nurture Group	
Trips, residential visits, milk, uniform, music lessons to be provided for children.	Children who are exposed to these have an enhanced knowledge and understanding of the world around them. When finance isn't a factor for families, they almost always want their children to experience these and have these opportunities.	4
Lunchtime group to support pupils in a structured lunchtime group.	There is extensive evidence associating childhood and emotional skills with improved outcomes in school and in later life including improved attitudes and relationships with peers. These support structures aim to improve pupil's interactions with others, communication and self-management of feelings and emotions. Social and Emotional Learning EEF	3,5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

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.

	Reading			Writing			Maths		
	WTS	EXS	GD	WTS	EXS	GD	WTS	EXS	GD
Year 6 PP at Old Hall	35%	59%	6%	41%	59%	0%	53%	47%	0%
Year 6 Non-PP at Old Hall	10%	46%	44%	8%	69%	23%	25%	50%	25%
National Data		74%			72%			73%	

Year 6 and 4 will become a focus cohort for the coming year.

As a school, we continue to provide a broad and balanced curriculum. We are proud to have offered our pupils school trips to all year groups (both local and further afield), residential visits and day outdoor education experiences, school productions and performances, class assemblies, cooking sessions, sporting events and festivals, Church visits, multi-faith visitors, before and after school clubs (yoga, cooking, football, cricket, running, athletics, tennis, science and others) and curriculum enhancement opportunities.

Trips and residential – funded by pupil premium funding

Year 3

All year 3 pupil premium children have the opportunity to attend an after-school club funded by PP funding.

All year 3 pupils experience music wider opportunity experiences, where they get the opportunity to learn to play a music instrument and learn basic music skills.

Year 4

All Year 4 pupil premium children have the opportunity to attend an after-school club funding by PP funding.

All Year 4 pupil premium children attend swimming lessons and a water safety workshop led by skilled instructors.

Year 5

All Year 5 pupil premium children have the opportunity to attend an after-school club funding by PP funding.

All Year 5 pupil premium children are given the opportunity to perform on a stage as part of the dance festival.

All pupil premium children attended anti-discrimination workshops led by Chesterfield Football Club.

Year 6

All year 6 pupil premium children attend a residential to Hollowford outdoor centre, Castleton- part funded by pupil premium funding.

All Year 6 pupil premium children have the opportunity to attend an after-school club funding by PP funding.

All pupil premium children have the opportunity to attend Mini Leader workshops led by Chesterfield Football Club.

All pupil premium

All Pupil Premium children have the opportunity to have milk at break time.

All Year 6 Pupil Premium children receive SATs revision guides

Additional Teaching Assistants to work with Pupil Premium children

An after-school club is funded by Pupil Premium funding

Music lessons – funded by pupil premium funding

Flute, keyboard, guitar and clarinet lessons are all accessed by Pupil Premium children.

Impact of trips, music lessons and residential

So that all pupil premium children receive the same opportunities and this increases inclusion. So that all children have a sense of fitting in and participation contributes to self-esteem and confidence.

All families of our Pupil Premium children have access to work with our Family Support Worker.

Where appropriate, these experiences were subsidised for children in receipt of Pupil Premium funding. As a school, we feel this improved their cultural capital and enhanced their curriculum and learning experiences.

In 2024, throughout the whole school there were 265 identified barriers to learning and progress. This is an increasing number and pupils in receipt of Pupil Premium funding have doubled in the past 5 years. Many children have a number of barriers, but these are being addressed through the interventions outlined above. Our biggest barrier to learning is the combination of SEND and Pupil Premium need. Our Family Support Worker has

increased the number of families that she is working with to ensure that more needs are being met and we have started enhanced ELSA and nurture provision to support children in school.

Old Hall continues to support children in maintaining good mental health and self-esteem through: My Happy Mind, Jigsaw, Rainbow Group, Pastoral Care, Family Support Worker and links with agencies such as Stop. Breathe. Think. Relate and the Elm Foundation. Parental feedback on stakeholder questionnaires is also positive.

Other outcomes include:

Phonics – percentage of pupils attaining phase 5 phonics has improved. For those children that didn't quite obtain phase 5, significant progress was made.

Interventions have been clearly identified and run and reviewed on Credible Plans.

Teachers are able to talk more specifically about progress of disadvantaged pupils during Pupil Progress meetings.

Assessments at the start and end of ELSA and nurture provision show progress has been achieved in Rainbow and ELSA sessions.

Monitoring and intervention in persistent absentees for a number of PP children.

Monitoring and intervention in the number of children who are persistently late.

Pupil progress meetings and discussions between class teachers and parents were positive.

All staff are aware of all children to ensure that Pupil Premium children are targeted.

More families and children are engaged in out of school activities – sports clubs, homeworking, online learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	
Power Maths	

Times Table Rockstars	
Doodle (Maths/SPaG/English/Spell)	
Jigsaw	
Charanga	
NCETM Maths	
Real PE	
My Happy Mind	
Pathways to Write	

