

Pupil Premium Strategy Statement: Old Hall 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 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	250
Proportion (%) of pupil premium eligible pupils	22% (56 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24, 2024/25, 2025/26 (reviewed Dec 2025)
Date this statement was published	December 2025 Updated: April 2026
Date on which it will be reviewed	31/11/26
Statement authorised by	Rachel Davies
Pupil premium lead	Lauren Gregory
Governor / Trustee lead	Ian Barber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,702 (Sept 25-July 26)
Recovery premium funding allocation this academic year	£0
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	£83,702 (Sept 25-July 26)

Part A: Pupil premium strategy plan

Statement of intent

At Old Hall Junior School, we are committed to ensuring that our use of Pupil Premium Grant funding enables disadvantaged pupils to make strong progress from their starting points, regardless of their background. Our aim is for all disadvantaged pupils to achieve high levels of attainment across the curriculum and develop the cultural capital required to become active, responsible and well-informed citizens in the future.

The focus of our strategy is to support disadvantaged pupils in achieving these outcomes, including those who are already attaining highly. We are committed to continuing to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers within our school.

We achieve this through a strong emphasis on high-quality teaching, targeted academic support and wider strategies that remove barriers to learning. Quality First Teaching remains at the heart of our approach, supported by additional in-class support, targeted interventions and the effective use of learning time. We also recognise the importance of working closely with families and promoting high levels of attendance and punctuality.

All staff play an active role in identifying disadvantaged pupils and ensuring appropriate provision is in place. Teachers are supported to develop a clear understanding of pupils' strengths and areas for development so that teaching and support can be carefully targeted to meet their needs.

We also ensure that disadvantaged pupils have access to a broad range of enrichment opportunities that enhance their understanding of the world and build cultural capital. These opportunities include educational visits, residential experiences, music provision, extra-curricular activities and well-being support.

Our strategy focuses on a small number of key priorities each year, concentrating on approaches that evidence shows are most likely to have the greatest impact, alongside careful and effective implementation.

Our key aims are:

- Close attainment gaps in reading, writing and maths, ensuring disadvantaged pupils achieve in line with their peers by the end of KS2.
- Improve social, emotional and mental health outcomes, so pupils are better able to regulate emotions, engage in learning and reduce lost learning time.
- Increase access to enrichment and develop cultural capital and vocabulary, enabling disadvantaged pupils to fully access the curriculum and wider opportunities.

- Improve attendance and reduce the impact of adverse home circumstances, ensuring pupils are present, punctual and ready to learn.

We will achieve our aims by:

- High-quality teaching: Strengthening Quality First Teaching through targeted CPD, regular pupil progress meetings, and early identification and rapid response to gaps in learning.
- Targeted academic support: Providing structured interventions including phonics, small group and 1:1 tuition, and targeted programmes to close specific gaps and accelerate progress.
- Wider barriers to learning: Addressing SEMH needs, supporting families through Early Help and external agencies, improving attendance, and removing financial barriers to participation.
- Enrichment and cultural capital: Ensuring disadvantaged pupils access clubs, trips and wider experiences that build vocabulary, confidence and knowledge, with active encouragement to participate.

This strategy will remain responsive and flexible, adapting as necessary to meet the changing needs of our disadvantaged pupils and ensure that support continues to have the greatest possible impact.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps in core subjects Assessment data (2025) shows that disadvantaged pupils achieve below non-disadvantaged pupils in reading, writing and maths. This is particularly evident in writing (PP is 18% below non-PP), which may impact progress and readiness for KS3.
2	Social, emotional and mental health needs A number of disadvantaged pupils require additional support with emotional regulation and wellbeing. This has been identified through teacher assessments, CPOMs logs, Boxall profiles, parental concerns and pupil discussions. These needs impact pupils' ability to regulate behaviour, leading to reduced engagement, increased disruption and lost learning time.
3	Limited access to wider experiences and vocabulary development Some disadvantaged pupils have fewer opportunities for enrichment outside school, leading to gaps in background knowledge and vocabulary. This has

	been identified through pupil voice, parental discussions, Barriers and Opportunities profiles and classroom observations. This affects reading comprehension, writing quality and their ability to access the wider curriculum.
4	Attendance and home circumstances Attendance for disadvantaged pupils is lower than for non-disadvantaged pupils. Some pupils experience challenging home circumstances (e.g. family instability), which impacts attendance, punctuality and readiness to learn.

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
<p>Attainment gaps in core subjects</p> <p>Intended Outcome: To reduce attainment gaps in reading, writing and maths so that disadvantaged pupils achieve in line with non-disadvantaged pupils by the end of KS2.</p>	<ul style="list-style-type: none"> • KS2 outcomes (2025/26) show gaps between disadvantaged and non-disadvantaged pupils are significantly reduced in reading, writing and maths. • In-school assessment data shows disadvantaged pupils make accelerated progress from their starting points. • High-quality teaching is consistent across the school, evidenced through learning walks, pupil voice and work scrutiny. • Evidence-informed approaches (e.g. Maths Hub, WalkThrus, Power Maths) are embedded and impact teaching practice. • Targeted interventions (e.g. Reading Plus, Magma Maths) lead to measurable gains in attainment and progress. • Disadvantaged pupils are prioritised in pupil progress meetings, with clear next steps and timely interventions in place. • The proportion of disadvantaged pupils achieving greater depth increases over time. • Attendance at CPD (including Learners' Trust networks) leads to improved subject knowledge and classroom practice.

	<ul style="list-style-type: none"> • Children who are working more than two years below have their progress tracked via Birmingham Toolkits. • Robust tracking systems show diminishing gaps over time.
<p>Social, emotional and mental health needs Intended Outcome: Disadvantaged pupils develop improved emotional regulation and wellbeing, leading to increased engagement in learning, reduced disruption and improved readiness to learn.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils demonstrate improved emotional regulation, evidenced through reduced behaviour incidents and CPOMS logs. • Pupil voice indicates that pupils feel safe, supported and able to talk about their emotions. • Increased engagement in lessons and reduced lost learning time for identified pupils. • Targeted SEMH interventions (e.g. ELSA, nurture provision) show measurable impact through entry and exit assessments. • Staff delivering interventions are well-trained and supported, resulting in consistent, high-quality provision. • External agency support (e.g. CAMHS, counselling services) is effectively used to address barriers to learning. • Improvements in wellbeing contribute to better attendance and classroom participation over time. • Lunchtime group led by 2 x TAs helps to regulate behaviour over lunchtime.
<p>Limited access to wider experiences and vocabulary development Intended Outcome: Disadvantaged pupils have access to enrichment opportunities, increasing participation, confidence and sense of belonging within the school community.</p>	<ul style="list-style-type: none"> • Increased participation of disadvantaged pupils in extra-curricular clubs and enrichment activities over the academic year. • All disadvantaged pupils attend at least one enrichment activity or club during the year. • Targeted pupils who do not engage in the Autumn term are successfully engaged in Spring and Summer terms. • Disadvantaged pupils access wider experiences (e.g. trips, residentials, representing the school), contributing to increased cultural capital, evidenced through pupil voice. • Pupil voice indicates that disadvantaged pupils feel included,

	<p>confident and part of the school community.</p> <ul style="list-style-type: none"> • Barriers to participation (e.g. cost of uniform, resources) are removed, ensuring pupils are well-presented and able to fully engage in school life. • Provision supports pupils' wellbeing and readiness to learn (e.g. access to healthy options at lunchtime).
<p>Attendance and home circumstances Intended Outcome: Attendance for disadvantaged pupils improves and the gap with non-disadvantaged pupils diminishes as barriers linked to home circumstances are effectively identified and addressed.</p>	<ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils improves and the gap with non-disadvantaged pupils is reduced (target: less than 2.8%). • Rates of persistent absence for disadvantaged pupils decrease over time. • Targeted families engage with school support, including Early Help and external agencies, leading to improved attendance and punctuality. • Family support provision is effective in removing barriers, evidenced through case studies and improved pupil outcomes. • Increased parental engagement from disadvantaged families (e.g. attendance at parents evenings, coffee morning and curriculum enhancements). • Disadvantaged pupils demonstrate improved readiness to learn, linked to better attendance and home-school engagement. • Monitoring systems (e.g. attendance tracking and intervention records) show timely and effective support in place.

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: £7902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths CPD through Maths Hub (including Teaching for Mastery) Teacher release time to access Maths Hub CPD to strengthen maths teaching and curriculum.</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. Maths Guidance KS2</p> <p>The EEF guidance is based on a range of best available evidence. Improving maths in KS2 EEF Improving Maths KS2 and 3</p>	1
<p>Pupil Premium Lead CPD (Trust Network) Termly attendance at trust-wide CPD to share best practice and maintain up-to-date provision.</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. Strong leadership and implementation improve pupil outcomes (EEF implementation guidance).</p>	1,2,3,4
<p>Termly Pupil Progress meetings Structured meetings between teachers and SLT to review progress, identify barriers and plan targeted support.</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. Live classroom marking takes place for PP children regularly to quickly address errors and misconceptions and enable them to make rapid progress. EEF highlights the importance of targeted academic support and responsive teaching. EEF Feedback</p>	1,2
<p>PP Lead release time (monitoring and evaluation) Time allocated to monitor implementation, analyse data and refine strategy</p>	<p>Clear and confident Pupil Premium leadership helps ensure support is well organised and up to date, leading to better progress for pupils. Regular monitoring and evaluation allow staff to identify what works best and focus on strategies that have the greatest impact,</p>	1,2,4

	in line with Education Endowment Foundation guidance.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics intervention</p> <p>Additional phonics support for pupils who are not yet secure in their phonic knowledge, delivered through Twinkl phonics (to follow on from Westfield Infants).</p>	<p>Phonics approaches have a strong evidence base and show a positive impact on early reading, particularly for disadvantaged pupils. Targeted, intensive support helps pupils secure the foundations needed for reading. (Education Endowment Foundation – Phonics) Phonics EEF</p>	1,2
<p>Targeted small group and in-class intervention (teacher and TA led)</p> <p>Teachers and teaching assistants provide targeted support for disadvantaged pupils through small group work and in-class interventions to address specific gaps in learning and accelerate progress.</p>	<p>Small group tuition and one-to-one support have been shown to be effective in closing gaps for low-attaining pupils when carefully targeted and linked to classroom learning (Education Endowment Foundation – Small Group Tuition / One to One Tuition). Small Group Tuition EEF One to One Tuition EEF</p>	1,2
<p>Provision of revision guides, workbooks and stretch materials.</p> <p>Disadvantaged pupils are provided with high-quality revision guides and workbooks to support learning at home. Pupils working towards Greater Depth are also given stretch materials to extend their learning.</p>	<p>Access to high-quality, structured resources supports consolidation and independent learning, particularly when aligned with classroom teaching and targeted to pupil need (Education Endowment Foundation – Supporting pupils to make effective use of homework and independent study).</p>	1

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

Budgeted cost: £24,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA training and delivery of targeted SEMH support</p> <p>Two teaching assistants will be trained as Emotional Literacy Support Assistants (ELSA) to deliver targeted weekly sessions for identified pupils to support emotional regulation and wellbeing. Staff also attend regular supervision and CPD once per half term.</p>	<p>ELSA interventions are evidence-informed and supported by regular supervision from Educational Psychologists, helping staff deliver structured emotional support effectively.</p> <p>ELSA Evidence</p>	<p>3,5</p>
<p>Pastoral support and Family Support Worker intervention</p> <p>Family Support Worker to deliver targeted pastoral support programmes for pupils and families to improve emotional wellbeing, engagement and attendance.</p>	<p>Family engagement and targeted pastoral support can improve pupil outcomes, with parental engagement shown to have a positive impact on attainment. EEF Parental Engagement</p> <p>Attendance is also strongly linked to attainment, with persistent absence negatively affecting outcomes DfE Link between absence and attainment</p>	<p>5</p>
<p>Forest School provision</p> <p>Weekly Forest School sessions led by a trained specialist for up to 30 pupils to support personal development, wellbeing and engagement.</p>	<p>Research and evaluations of Forest School approaches show positive impacts on pupils' confidence, social skills, communication, motivation and wider personal development. A participatory evaluation of Forest School in England and Wales GOV.UK Outdoor Learning</p>	<p>4</p>

<p>Nurture group provision Weekly nurture group for identified disadvantaged pupils, delivered by trained staff in a small group setting to support emotional regulation, social skills and readiness to learn.</p>	<p>Social and emotional learning interventions are associated with improved pupil outcomes, including behaviour, attitudes to learning and peer relationships. Nurture approaches focus on developing emotional regulation and communication skills, which support engagement in learning. Social and Emotional Learning EEF GOV UK Nurture Group</p>	<p>3,5</p>
<p>Subsidised enrichment opportunities (trips, residential, milk, uniform and music lessons) Pupil Premium funding is used to remove financial barriers so disadvantaged pupils can fully access school enrichment activities and essential provision.</p>	<p>Reducing financial barriers increases participation in enrichment opportunities, which supports pupils' cultural capital, engagement and broader understanding of the world. (Education Endowment Foundation - Arts participation / Physical and social development).</p>	<p>4</p>
<p>Structured lunchtime support group A supervised lunchtime provision for identified pupils to support positive social interaction, emotional regulation and behaviour during unstructured time.</p>	<p>Social and emotional learning approaches have a positive impact on pupils' attitudes, behaviour, peer relationships and long-term outcomes (Education Endowment Foundation – Social and Emotional Learning). Social and Emotional Learning EEF</p>	<p>3,5</p>

Total budgeted cost:

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
Jigsaw RE and PSHCE Schemes	
Pathways to Write	
Charanga Music	
NCETM Maths	

Real PE	
My Happy Mind	
Doodle (Maths/SPaG/English/Spell)	
Times Table Rockstars	
PenPals Handwriting	
Magna Maths	
Reading Plus	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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 2024/25 academic year (Statements RAG rated for review)

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.

Intended Outcomes 1

Attainment gaps in core subjects. Assessment data (2025) shows that disadvantaged pupils achieve below non-disadvantaged pupils in reading, writing and maths. This is particularly evident in writing (PP is 18% below non-PP), which may impact progress and readiness for KS3.

Outcomes

Data outcomes for Y6 SATs assessments for academic year 2024-2025

	Reading			Writing			Maths		
	WTS	EXS	GD	WTS	EXS	GD	WTS	EXS	GD
Year 6 PP at Old Hall	18%	69%	13%	31%	69%	0%	25%	75%	0%
Year 6 Non-PP at Old Hall	6% <i>(2% BLW)</i>	37%	55%	10% <i>(2% BLW)</i>	63%	24%	12% <i>(2% BLW)</i>	59%	27%
National Data		62%			72%			75%	

	Reading	Writing	Maths
2023 -2024	Gap = 25%	Gap = 33%	Gap = 28%
2024-2025	Gap = 10%	Gap = 18%	Gap = 11%

2025-2026	Awaiting data	Awaiting data	Awaiting data	End of
<p>year data shows: Gap between PP children and Non-PP children</p> <p>The gap between attainment of PP children in comparison to Non-PP children at Old Hall has narrowed in all core subjects over the last two years.</p> <p>Further areas to develop / monitor</p> <ul style="list-style-type: none"> Percentage PP children achieving standard in reading, writing and maths. Although percentages have increased, they are still below those of non-disadvantaged pupils. Further improve the academic outcomes for all PP children by implementing robust monitoring, evaluating and targeting procedures so that children's barriers are identified and support given, in order to close the gap. 				

Intended Outcome 2

Disadvantaged pupils develop improved emotional regulation and wellbeing, leading to increased engagement in learning, reduced disruption and improved readiness to learn.

Outcomes/successes

- Research-based intervention (ELSA) has been put in place to provide support. 63% of the children who accessed the provision were pupil premium children.
- ELSA trained teaching assistants have accessed half termly CPD and supervision to enable them to successfully deliver specialist ELSA provision in school.
- Nurture Group to develop social skills and provide opportunities for children to learn how to collaborate successfully has been put in place to provide support. 59% of the children who accessed the provision were pupil premium children.
- Transition work to prepare pupils for the next stage of education has been undertaken by FSW for pupil premium children.
- EBSA support work to prepare pupils for the next stage of education has been undertaken by FSW. 60% of the children who accessed the provision were pupil premium children.
- Pupil leadership groups have a proportion of pupil premium representation to encourage and support children to put themselves forward for leadership responsibilities.
- Whole school CPD on understanding sensory needs and regulation.

- My Happy Mind is used as a whole-school strategy to support children in understanding emotions, how the brain works and strategies they can use during periods of dysregulation.

Further areas to develop / monitor

- Continue to provide support through programmes in school to children who are PP on a needs led basis.
- Look into ways in which school can monitor small steps of progress to measure impact of interventions.

Intended Outcome 3

Disadvantaged pupils have access to enrichment opportunities, increasing participation, confidence and sense of belonging within the school community.

Outcomes/successes

- A wide range of extra-curricular activities has been offered to 100% of pupil premium children with pupil premium budget funding one club for pupil premium children per year.
- 44 places were allocated to pupil premium children at extra-curricular clubs out of 60 children.
- All pupil premium children received £100 towards the cost of the Y6 residential visit in the summer term. 88% of Y6 pupil premium children attended.
- Pupil premium children are able to access school uniform through the uniform exchange, so that they are well-presented at school and feel part of the school community.
- All pupil premium children are offered milk at school lunchtimes to ensure they have a healthy, balanced diet.

Further areas to develop / monitor

- Seek pupil voice to establish pupil interests and offer lunch time clubs to enable more pupil premium children to access extra-curriculum enhancement activities.
- Continue to track the attendance and engagement of PP pupils at after school clubs ensuring that new parents are aware of the entitlement to a subsidised place.

Intended Outcome 4

Outcomes/successes

Attendance for disadvantaged pupils improves and the gap with non-disadvantaged pupils diminishes as barriers linked to home circumstances are effectively identified and addressed.

- Our Family Support worker to provide Early Help offer for families in need of additional support, signposting families to appropriate agencies to support where necessary on a needs led basis.
- Our Family Support Worker has worked with children to support positive attendance.
- Pupil Premium attendance figures for the academic year 2024-2025 was 93.6%. The attendance of Non-Pupil Premium children was 97.04% = 3.44% difference. The gap between pupil premium and non-pupil premium attendance from academic year 2023-2024 was 2.34%.

Further areas to develop / monitor

- Continue to develop strategies to narrow the gap between pupil premium attendance and non-pupil premium attendance (less than 3.44%).
- Developing close monitoring strategies to ensure gaps in attendance are quickly identified and addressed through support being offered to children and families.