

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% (55 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
Date on which it will be reviewed	31/07/26
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:

- Ensure all pupils develop fluent reading skills and secure comprehension, supported by strong phonics knowledge, so they can fully access the wider curriculum.
- Continue to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.
- Provide disadvantaged pupils with a wide range of experiences and opportunities that broaden their knowledge and understanding of the world.
- Ensure disadvantaged pupils make good progress and achieve national expectations by the end of Year 6.
- Support pupils and their families to promote positive health, wellbeing and emotional resilience so that pupils are ready to learn and able to succeed.

We will achieve our aims by:

- Provide high-quality professional development for all staff to strengthen the delivery of effective Quality First Teaching.
- Deliver targeted academic interventions to address gaps in learning and support pupils in making accelerated progress.
- Use funding strategically to enable access to enrichment opportunities such as residential visits, music lessons, after-school clubs and first-hand learning experiences.
- Provide appropriate nurture and pastoral support to remove barriers to learning and ensure pupils are able to engage fully with their education.

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	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	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.
3	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.
4	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.

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>1. 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.</p>	<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 support and interventions are in place to enable them to achieve this. • 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

	<p>appropriate interventions for all to make expected or better than expected progress. Extra interventions are put in place if needed.</p> <ul style="list-style-type: none"> • All subject leaders to attend regular Learners' Trust subject meetings to ensure recent knowledge and latest guidance is shared.
<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

	<p>and this is shown through discussions with pupils and pupil voice activities.</p> <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: £7902

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: £51,266

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: £24,534

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. ELSAs have regular professional	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>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. Social and Emotional Learning EEF GOV UK Nurture Group</p>	3,5

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

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	

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

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

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. Y6 Data Academic Year Sept 2024 – July 2025.

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% (2% BLW)	37%	55%	10% (2% BLW)	63%	24%	12% (2% BLW)	59%	27%
National Data		62%			72%			75%	

End of year data shows: Gap between PP children and Non-PP children

	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

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.

Further areas to develop / monitor

- 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

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.

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

Children eligible for Pupil Premium funding to access the wide range of enrichment activities we have at Old Hall Junior School.

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

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.

Outcomes/successes

- 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.