

# Pupil premium strategy statement – Jacksdale Primary & Nursery 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	Jacksdale Primary & Nursery School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	05.09.2025
Date on which it will be reviewed	05.09.2026
Statement authorised by	Jack Wakeling – Link Governor
Pupil premium lead	Julie Brockerton
Governor /	Jack Wakeling

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,415

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas in line with their peers both locally and nationally. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good or better progress for those who are already high attainers.

When considering the challenges faced by vulnerable pupils, including those who may not be in receipt of Pupil Premium funding, we will consider all variable factors which may adversely affect pupil's engagement with learning and their subsequent academic success in attainment and progress from their starting points.

In line with our vision and values at Jacksdale Primary & Nursery School, we aim to –

- ~ Motivate and inspire our children to have a love of learning
  - ~ Develop learners and leaders of the future
  - ~ Equip the children to meet the changes and challenges in their life ahead
- Make sure that every child reaches their full potential

High-quality teaching, alongside continuing to maintain an environment where children feel safe, secure and valued is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. The gap has widened between our disadvantaged and non-disadvantaged pupils throughout the Covid Pandemic and subsequent lockdowns which have adversely affected many of our pupils, despite our best efforts to ensure engagement with learning during periods of school disruption.

Our aim is to respond to common challenges faced by vulnerable pupils as well as responding to individual needs which are identified through diagnostic assessment. We will ensure that all approaches and support (whether in relation to starting points academically; social; emotional) or in relation to wider challenges such as attendance, engagement in extra-curricular activities or real life experiences are driven through engagement with all stakeholders in our school community. To ensure that these measures are effective we will continue to ensure that all vulnerable pupils are challenged academically based on rigorous teacher assessment and identifying gaps in knowledge / skills to implement interventions in a timely manner.

Ultimately, we are striving to ensure that no child is 'left behind' in any aspect of their lives whilst attending school and that support is in place to meet the needs of the whole child and prepare them for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1.	Behavioural logs, observations and pupil / parent voice demonstrate that dysregulation is presenting as a greater barrier to learning for a higher proportion of disadvantaged pupils in comparison to non-disadvantaged pupils. This also has an impact within classrooms for peers who are adversely affected
2.	Assessments, observations and parent voice identify that disadvantaged pupils are less successful in retaining phonics knowledge and applying this independently than non-disadvantaged pupils.
3.	Assessment show significant knowledge gaps leading to pupils falling behind age-related expectations, especially in retaining core knowledge linked to reading, writing and maths.
4.	Observations and assessments have identified that many disadvantaged pupils have lacked opportunities for social engagement or real-life experiences in the time outside national lockdowns, including extra-curricular opportunities. This lack of opportunity has negatively impacted upon resilience and self-esteem as well as building positive relationships with peers, which then impacts on engagement with learning.
5.	Our attendance data indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils which has an impact upon their learning time in school.

## 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
1. To improve disadvantaged pupils attainment and progress	<p>Pupils at risk of not attaining national expectations are identified and targeted support is in put into place.</p> <p>Internal assessments (termly) demonstrate impact of interventions on progress and attainment following targeted support, both in the classroom and as part of a group.</p> <p>The gap is closing between JPS DA pupils and national DA pupil achievements.</p>

	<p>More pupils are making expected or better progress between termly assessment points.</p> <p>Monitoring by leaders identifies that planning &amp; provision for DA pupils effectively meets their needs.</p>
<p>2. To improve disadvantaged pupils' emotional resilience, behaviours for learning and access to enrichment activities so that academic engagement improves</p>	<p>Higher proportion of children enter school in a calm manner and are able to demonstrate regulated behaviour within the classroom and in the shared areas of school. All children able to identify emotions and attribute to actions / reactions and use strategies to improve self-regulation. Access to external agencies where required, such as SBAP or counselling. More time available for support adults to support academic interventions and class-based support for all pupils (observations, learning walks, review of interventions, parent communication log).</p> <p>Pupil voice demonstrates that children feel happy, safe and know who they can talk to. ELSA and Positive Play logs demonstrate personalised, tailored support in response to wider influences which affect individual pupils.</p> <p>Reduction in number of children presenting behavioural challenges in behaviour log and on individual learning plans. Reduction in contact to parents related to behavioural concerns.</p> <p>All children have access to wider opportunities which they may not have access to outside school: music tuition, sporting clubs, trips, visitors to school to meet in person (sports professionals, emergency service professionals, local counsellors)</p>
<p>3. To improve the retention of phonics learning and knowledge for those who are disadvantaged – particularly in reception, KS1 and the lowest 20% in KS2</p>	<p>Pupil's progress scores reflect higher level of retention and knowledge of taught phonics levels. (Assessments, Phonics screening).</p> <p>Independent reading demonstrates greater phonological awareness and application independently (learning walks, Precision Teaching – KS2, observations, assessments).</p> <p>Disadvantaged pupils have regular opportunities for 1:1 or small group reading support.</p> <p>Monitoring by leaders identifies that planning &amp; provision for DA pupils effectively meets their needs.</p>
<p>4. To achieve and sustain improved attendance for all pupils, particularly those who are persistently absent disadvantaged pupils</p>	<p>Improved attendance, particularly for disadvantaged pupils and those who are persistently absent.</p> <p>Attendance to be at least in line with national for DA pupils.</p>

## 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: £29085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for English Lead focused on Phonics and vocabulary development for whole school – 1 day per fortnight – to be devolved to all staff</p> <p>CPD – teaching and support staff – phonics / vocabulary</p>	<p><u>Phonics (EEF):</u> <u>5 months</u></p> <p>Phonics an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. To ensure that this explicit and systematic approach is delivered as quality first teaching, it should be regularly reviewed for impact and adaptation. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. Approaches using digital technology tend to be less successful than those led by a teacher or teaching assistant. In Jacksdale Primary School all adults in the EYFS and KS1 and selected teaching support adults in KS2 teach explicit groups which are regularly reviewed to ensure that targeted teaching of phonics is effective.</p>	<p>2, 3</p>
<p>CPD – Assessment</p> <p>CPD – development of core English skills</p> <p>ELSA CPD – 6 days &amp; registration</p> <p>CPD – release all middle leaders for ½ day per term to ensure a high quality curriculum reflects the needs of our pupils, particularly those who are disadvantaged</p> <p>Additional ½ day per half term for spotlight subject leaders to ensure scaffolded approach and high quality T&amp;L is in place for all staff &amp; pupils</p> <p>CPD – SEMH</p>	<p><u>High Quality Teaching: School Improvement Planning (EEF):</u></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching. In order for Quality First Teaching to take place in any class, intervention or lesson, it is vital that CPD is sourced in line with the School Improvement Plan.</p>	<p>1, 2, 3, 4</p>

	Enabling standardised assessments which can be compared for every child on a termly basis to identify progress against teacher assessments.	3
<p>Maintaining average or smaller class sizes, particularly EYFS and KS1 to enable single year group classes.</p> <p>Partial cost of teacher contribution to support retention of highly experienced teacher:</p>	<p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Considered due to falling numbers and cohort specific needs, it has been deemed key to keep single year groups in year 1, 2 and 3 instead of mixed year groups. This will enable smaller classes particularly at year 1 and 2, to run alongside a continuous provision centre, supporting those children who are DA + SEND.</p>	1, 2, 3, 4, 5

## Targeted academic support

Budgeted cost: £42510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reception, Year 1 and year 2 teaching assistants to deliver same day 1:1 and group interventions via RWI programme to ensure children keep up not catch up (5 times weekly)</p> <p>Speech &amp; Language Programmes of Support</p>	<p><u>Oral language interventions (EEF):</u> <u>6 months</u></p> <p>This is an approach that emphasise the importance of spoken language and verbal interaction in the classroom. They include verbal activities. In Jacksdale Primary &amp; Nursery, this approach is targeted to support pupils whose vocabulary or oral skills are assessed as areas of need. It is based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral</p>	1, 2, 3

	language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. In Jacksdale this support is directed through a 1:1 approach and reiterated at whole class level based on the assessments of individuals on a daily basis.	
Small Group RWI groups – additional KS2 adults and TA support within all KS1 classes – 5 times per week	<p><u>Small Group Tuition (EEF):</u>  <u>4 months</u></p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging skills. In Jacksdale we have employed current staff to undertake the tuition to ensure consistency in approach, knowledge of children is already established and targeted support based on current gap analysis assessments for peer groups (up to 3 children) who require similar support for identified needs. In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. Impact tends to be greater in primary schools. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months).</p>	1, 2, 3

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

Budgeted cost: £20,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer – maintaining daily contact, monitoring and support for families (supplemented by main budget)	<p><u>Parental Engagement (EEF):</u>  <u>4 months</u></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes many aspects and for the identified needs of many pupils at Jacksdale Primary School, attendance is a concern which impacts upon their academic success as well as their routine in school life. School evidence demonstrates the children who did not attend school during the lockdown period and had less engagement with online learning have been impacted more heavily than those who undertook regular remote learning and engagement with school.</p>	1, 4, 5

<p>Breakfast Club Provision – subsidised – with additional breakfast club support assistant to ensure engagement for all children attending</p> <p>Breaktime milk</p>	<p><u>Breakfast Club Attendance (IFS research in collaboration with National Children's Bureau):</u></p> <p>Children who come to school hungry may be less attentive, more disruptive and less likely to understand and remember the day's lessons. Research demonstrates that by offering a before-school breakfast club can improve pupils' academic attainment.</p>	<p>1, 4, 5</p>
<p>Positive Play Provision</p> <p>ELSA Support sessions</p>	<p><u>Impact for arts participation (EEF): 4 months</u></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. This can then impact not only on an individual but on peers who may be affected if pupils are dysregulated in the classroom.</p>	<p>1, 4, 5</p>
<p>Peripatetic Music Provision</p>	<p><u>Impact for arts participation (EEF): 3 months</u></p> <p>Arts participation (including music) approaches can have a positive impact on academic outcomes in other areas of the curriculum. Raising individual's self-esteem and engagement with the provision at school can have a positive impact on improving outcomes in English, maths and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported as evidenced in the EEF research documentation.</p>	<p>1, 5</p>
<p>Contribution to trips, visits, residential and extra-curricular visitors</p>	<p>Enabling ALL pupils to have first-hand access to extra-curricular provision, such as experiencing residential, where life skills and separation from known adults in the home are developing independency - without funding being a barrier to preventing participation. Ensuring that all pupils have equal opportunity to participate in extra-curricular offers, such as peripatetic lessons or after school clubs, when funding may prevent</p>	<p>1, 4, 5</p>

	these from being accessed privately, outside school.	
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**Total budgeted cost: £ 91,900**

## 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
Times Tables Rockstars	Times Table Rockstars
Spelling Shed	EdShed
FFT Reading Assessment	Fischer Family Trust
RWI Phonics	RWI
NTS Termly Assessments	Rising Stars

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Evidence of impact to date (Autumn 2025)
<p>1. To improve disadvantaged pupils attainment and progress</p>	<p>Good progress has been made towards this outcome in phonics, MTC, and Key Stage 2.</p> <p><b>Phonics (9 pupils)</b>            Outcomes in July 2025 demonstrate that both group outcomes are in line with one another (DA 77.8% exs, Non-DA 78.6% exs). This is higher than the national comparable groups (66.8%), though lower than the national outcomes (80% for all pupils).            This demonstrates the positive impact of our phonics teaching &amp; learning approach.</p> <p><b>KS1 (5 pupils)</b>            Reading – 20%            Writing – 20%            Maths – 40%            This is lower than expected and appropriate catchup in year 3 has been planned.</p> <p><b>MTC</b>            Minimal gap in pupils attaining 25/25 (DA – 33%, non-DA - 38%)            Average score for DA pupils – 22            Average score for non-DA pupils - 23            This demonstrates the positive impact of interventions and quality first teaching.</p> <p><b>KS2 (29 pupils)</b>            Reading – 67% (which is higher than outcomes for DA nationally – 63.3%)            However, there is still a 12% gap between DA and non-DA at JPS.</p> <p>Writing – 47% (which is lower than outcomes for DA nationally – 59.6%)            Writing remains a focus for SIP 25-26.</p> <p>Maths – 60% (which is in line with for DA nationally – 60.7%)            Maths remain s a focus on the SIP 25-26.</p> <p>Combined - 47% (which is in line with DA nationally – 47.6%)</p> <p>Reorganisation of daily timetable has enabled all teaching and support staff to run x3 days per week interventions focused on DA pupils.            Interventions are completed by teaching assistants and reviewed alongside class teachers. Once a term, leaders quality assure intervention logs so any issues</p>

	<p>are identified and appropriate actions considered. Intervention logs identify engagement and success. There is a direct correlation between the success of pupils and their engagement. More than 80% of pupils engaged well and achieved success, though this was not always evident during independent class based activities.</p>
<p>2. To improve disadvantaged pupils' emotional resilience, behaviours for learning and access to enrichment activities so that academic engagement improves</p>	<p>Enrichment register demonstrates 67 / 67 (100%) of DA pupils have been engaged in a minimum of 1 enrichment offer, with some pupils taking up the wider offer of up to 14 enrichment opportunities. This is an increase from the previous academic year of 92% uptake.</p> <p>ELSA overview demonstrates successful intervention for 19 pupils in the academic year 2024-2025, with 15 pupils completing their support intervention with positive outcomes in the wider school &amp; home community.</p> <p>Positive Play register demonstrates success and completion for 6 pupils with a positive impact on behaviour &amp; relationships with peers.</p> <p>1 pupil (new to school) who had severe anxiety around attending school has successfully engaged in class based learning on a full time basis – part time provision was utilised for a 4 week period in the summer term on entry.</p> <p>Wider opportunities log demonstrates positive impact for pupils who engage with opportunities and a positive impact on vocabulary and knowledge acquisition (impact log documents from Autumn 2024). Pupil voice is also captured and shows a positive impact on the pupils of wider opportunities. Pupils refer to impact on learning new skills / substantiating previous learning.</p> <p>Parent View (March) was positive. 85% attendance of disadvantaged families at parent evenings (increase from 75% in previous year).</p> <p>Staff feedback from parent meetings suggest that parental concerns are largely related to mental health, as opposed to academic concerns.</p> <p>Families who were not in attendance are invited to meet with the teacher at an alternative time / date (not taken up).</p> <p>20 pupils partook in peripatetic music lessons throughout the year – of these, 55% were DA. Parents reported higher levels of self-esteem and pride. Attendance on the music days was higher than those of non-music lesson days for the identified pupils.</p> <p>The continued use of recording and reporting pupil voice in the 'Wider Opportunities' log enable staff to target any pupils who have not initially taken up wider curriculum offers.</p> <p>Evidence shows the use of increased vocabulary and pupil feedback on learning both in and out of the classroom.</p>
<p>3. To improve the retention of phonics learning and knowledge for those who are disadvantaged – particularly in</p>	<p>March 2025 - Phonics progress review: progress is slower for disadvantaged pupils</p> <p>65% of non DA pupils attaining expected progress vs 55% DA pupils attaining expected progress as of March 2025. Intensive individualised programmes devised and followed by identified staff have ensured that the gap between DA and non-DA has closed between March and June 2025.</p>

reception, KS1 and the lowest 20% in KS2

4. To achieve and sustain improved attendance for all pupils, particularly those who are persistently absent disadvantaged pupils

Autumn 2024: 16.67% PP children classified as PA in comparison to 19.49% of non-PP children.

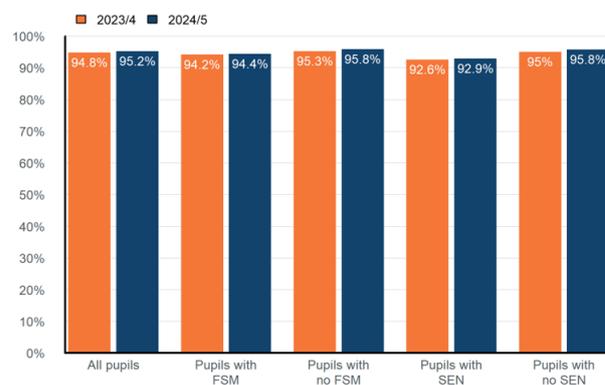
Spring 2025: a positive upward trend for PP -

**Graph alternative: table of attendance by pupil groups from the start of the academic year 2024 to 2025, up to Tuesday 08 April 2025.**

Pupil group	Your Attendance	Similar schools' median attendance
All pupils	95.2%	94.6%
Pupils with FSM	94.4%	92.8%
Pupils with no FSM	95.8%	96.3%
Pupils with SEN	92.9%	91.7%
Pupils with no SEN	95.8%	95.4%

**Previous academic year comparison**

**Figure 3: Bar chart showing attendance for your school and different pupil groups from the start of the academic year 2024 to 2025, up to Tuesday 08 April 2025 compared to the same time period in the previous academic year. The pupil groups shown are pupils eligible and not eligible for free school meals, and pupils with and without special educational needs.**



May 2025: Persistent absence: 11.67% of PP children are classified as PA, in comparison to 14.73% of non-PP children – a POSITIVE upward trend, however in the summer term 5 DA pupils were negatively impacted due to medical appointments (2 serious operations), 1 part-time timetable and 2 pupils linked to family relocation / travel distance.

July 2025: 16.4% of Pupil Premium pupils are persistently absent (missing 10% or more sessions), compared to just 11.1% of non-Pupil Premium pupils. Of these pupils, 1 is new to setting and using a p/t timetable, 1 is on a CPP plan, 1 is provided with transport.

Overall Attendance Rate: 93.8%  
 1.0 % below the national average (94.8%)  
 1.3 % below the local authority average (95.1%)  
 1.2 % below our non-Pupil Premium pupils (95.0%)