

Pupil premium strategy statement – Jeavons Wood 2025-2026

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	Jeavons Wood Primary
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Shelley Desborough (Director of Education, Primary)
Pupil premium lead	Emily McMurray (Head)
Governor / Trustee lead	LAB vice chair-Julie Ayre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100000
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	£100000

Part A: Pupil premium strategy plan

Statement of intent

We will have high expectations of all pupils' ability to achieve good outcomes in all subject areas, irrespective of their background or the challenges they face. Quality first teaching is at the core of our strategy as we know that the children who need the most support also need the most skilled staff to deliver that, this will also benefit our non-disadvantaged pupils. Our aim is to continue to close the disadvantage gap and our strategy will be responsive to the needs of cohorts and individuals, through clear monitoring and tracking systems. We will intervene early to ensure that gaps do not widen and instead, close. We have a whole school culture of responsibility and accountability of ensuring good outcomes for all children.

Challenges

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

Challenge number	Detail of challenge
1	Reading data (internal and external) as well as teacher observations and parent meetings, indicates that pupils from disadvantaged backgrounds have greater difficulty with reading. Outcomes are lower and reading opportunities outside of school are less compared to non-disadvantaged pupils. 2025 school data shows 60% disadvantaged pupils achieving ARE+ compared to 79% non-disadvantaged.
2	Writing data and book scrutiny shows a gap between disadvantaged and non-disadvantaged pupils, indicating they find writing harder compared to their non-disadvantaged peers (42% ARE+ compared to 70%).
3	Internal and external assessments indicate that pupils who are disadvantaged generally find maths harder and their outcomes are lower than non-disadvantaged pupils. 2025 school data shows 42% of disadvantaged pupils achieving ARE+ compared to 70% non-disadvantaged.
4	Our assessments, observations and parent meetings show there are emotional and social issues (including those with mental health and well-being and safeguarding concerns) which can affect learning. Teachers continue to ask for support from the Inclusion Team. 9% of pupils in school currently require additional support with social and emotional needs, with 50% of those pupil being disadvantaged, receiving small group interventions.

5	Attendance data for the last 2 years shows that attendance for our disadvantaged pupils is between 1.8 and 1% less than our non-disadvantaged pupils, with our ESBA being highest for our SEND pupils.
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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
1 Improved reading attainment for disadvantaged pupils	The gap in outcomes between disadvantaged and non-disadvantaged pupils reading outcomes in Y6 are reduced to <10%
2 Improved writing attainment for disadvantaged pupils	The gap in outcomes between disadvantaged and non-disadvantaged pupils writing outcomes in Y6 are <10%
3 Improved maths attainment for disadvantaged pupils	The gap in outcomes between disadvantaged and non-disadvantaged pupils maths outcomes in Y6 are <10%
4 to have improved emotional literacy and well-being to ensure behaviour is calm and learning can continue	Improved emotional literacy and resilience leads to good behaviours for learning Behaviour logs reduced Suspensions rate reduced to 0.5
5 To further improve and sustain good attendance for disadvantaged pupils (narrowing the gap)	Attendance of disadvantaged pupils is sustained above national for this group with an aim of 97%

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for staff in maths pedagogy by maths lead (0.2 teacher)	Coaching to support quality first teaching in English & maths	3
CPD for all staff in reading intervention	Skilled practitioners to deliver intervention has had previous success	1
CPD, including coaching for all staff on colourful semantics to improve writing	Evidence informed approach	2
Therapeutic thinking CPD for all staff	Evidence informed programme recommended by the local authority to support behaviour	4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Y6 disadvantaged children in core subjects outside of school hours	Trained staff known to the children will tutor regularly outside of school hours to ensure gaps are filled and new concepts reinforced. Tutoring has been found to have more impact when the teacher knows the pupils well.	1,2, 3
Little Wandle Fluency project Y2-3	Evidence based reading programme which follows on from the DFE accredited Little Wandle phonics scheme.	1

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA trained teaching assistant	Emotional literacy programme which supports good learning behaviours in school, to help improve outcomes	4
A play therapist works with identified children.	A research based intervention to improve emotional literacy, process trauma and detrimental life events	4
Lego therapy delivered to small groups	Evidence based programme recommended by Local Authority SEND specialist teacher	4
Therapy dog to support attendance at school and pupil well-being	evidence based programme	4,5
Attendance lead to champion behaviour	We have seen an improvement last year in disadvantaged attendance already	5
Safeguarding and Well-being lead works with pupils and wider families to improve outcomes in all areas		4,5

Total budgeted cost: £100,000

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 2024-2025 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 for the last 2 years. The data demonstrated that although there is still a gap to address, it is less than the previous year. Our 2023-2024 Y6 RWM ARE+ result was 40% for our disadvantaged pupils compared to 80% non-disadvantaged. This has improved last year 2024-2025, with 67% disadvantaged achieving RWM ARE+ compared to 74% non-disadvantaged (closing the gap from 40% to 7%)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that behaviour continues to improve with less suspensions and behaviour logs and attendance has continued to improve to above national for disadvantaged.

Our evaluation of the approaches delivered last academic year indicates that tuition in Y6 was highly effective in securing good outcomes, narrowing the gap. Phonics tuition in Y1 proved successful, ensuring a PSC pass of 75% for our disadvantaged. Our family support for disadvantaged pupils continues to be strong with additional emotional support through ELSA, play therapy, MHST. Our provision mapping shows our disadvantaged pupils have extra support from HLTAs and TAs to offer extra catch up where needed which has impacted positively on pupil attainment and confidence.

We have reviewed our strategy plan and made changes to our challenges and intended outcomes as detailed above.

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

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