

Pupil premium strategy statement – Jeavons Wood

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Jeavons Wood Primary
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governors
Pupil premium lead	Mrs Constable
Governor / Trustee lead	Mr Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98940
Recovery premium funding allocation this academic year	£8270
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	£107210

Part A: Pupil premium strategy plan

Statement of intent

We want all children to achieve and fulfil their potential. Children can face barriers to learning. Children from disadvantaged backgrounds can face barriers due to poverty which can affect their ability to thrive in education.

We provide support to match the needs of the children to ensure they make the best academic and social progress they can. The support ranges from targeted support in class, extra tuition to emotional support. We ensure that lack of money is not a barrier to a full curriculum offer and subsidise costs of trips and experiences so access is available to all children.

Challenges

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

Challenge number	Detail of challenge
1	High number of SEND needs/gaps in learning
2	High proportion of Early help/CP needs/emotional needs
3	Lack of support with home learning due to parental needs, overcrowding, many siblings etc
4	Lack of money for basic needs, transport and extras such as clubs
5	Children not reaching full potential although reaching expected development

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
All disadvantaged children are challenged and supported with academic learning, making good progress in all areas.	<ul style="list-style-type: none">• Extra support in place as required• Progress is good• Gap is closing with peers in attainment and progress
All SEND needs are supported in school and disadvantaged children with SEND	<ul style="list-style-type: none">• Disadvantaged children with SEND make good progress

make good progress from their starting points.	
Children and families feel supported.	<ul style="list-style-type: none"> • Strong Communication • Pupil and Parent voice is positive
All emotional support is in place for every child who needs it at the level they need it.	<ul style="list-style-type: none"> • Children feel needs are being met • Parents are positive about the support in place
All children access enrichment such as visits, visitors and clubs. Lack of funds is not a barrier.	<ul style="list-style-type: none"> • Access to all on trips • Access to all with clubs

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra hltas across school in the mornings	First quality teaching is a major way we improve outcomes for disadvantaged children. Four extra hltas means groups can be smaller in the morning, meaning children benefit from more feedback and targeted in class support.	1,2,3, 5
Whole school therapeutic Cambridge thinking embedding across the school CPD	Emotional well-being of all leads to increased achievement for all.	1,2,3,5
CPD for forest school	Two SLT leads trained	1,2,3,4
Phonics updated CPD for all teachers/Learning assistants in KS1 and Year 3. More phonic readers purchase to increase range of books with the same phoneme being taught.	CPD for all staff that teach phonics is proven to raise attainment for all children but especially disadvantaged children who benefit from consistency in approach, clear, direct teaching and reinforcing. Extra phonic catch up groups across the school are run by school staff who know the children well.	1,2,3, 5
Maths Mastery of Number CPD for all KS1, maths leader and head. New programme in KS1 from Autumn half-term.	A daily session of key number knowledge, includes all children and develops mastery in maths. This has been successful in KS2 and is now being added to KS1 in addition to daily maths lessons. New fluency teaching for multiplication also added to KS2. This includes coaching from specialist maths teacher.	1,2,3, 5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring for all disadvantaged children.	A teacher who knows the children will ensure all extra is in place and monitor impact/adjust as needed. One SLT member per year group to monitor.	1,2,3, 5
Tutoring for disadvantaged children.	Trained teachers known to the children will tutor weekly to ensure gaps are filled and new concepts reinforced. Tutoring has been found to have more impact when the teacher liaises with the class teacher to ensure the best provision is given.	1,2,3, 5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time family and inclusion worker working with children in school individually, in nurture groups etc and with families.	When children feel safe and happy they learn. When parents feel supported they can help their children learn. Our FIW is highly regarded in the school community by children, staff and parents.	2, 5
A play therapist works with children. Employed two days a week.	All children who access play therapy have improved an area of need and some have improved many areas.	2,
All trips are funded at half-cost for disadvantaged children.	All children are entitled to a full curriculum and enrichment improves well-being.	2, 5
Development of the NEST for extra targeted provision for children with high SEND and emotional/behavioural needs.	Childrens attendance and well-being improved. They could then access class for the afternoons and came in happily. Their progress improved.	1,2,3,5
Development of Forest Leads. Trained and leading targeted provision for groups of children.	Children benefit in so many ways. This works with school values and supports mental health and well-being. Children who attended groups in Year 6 all did well academically due to increased engagement with learning.	1,2,3,4

Total budgeted cost: £110,000 (Extra Money for staffing from main school budget)

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 2022 -23 academic year.

Last year, we used some funding to support phonics training and resources. Our new scheme was successfully embedded. The impact can already be seen in Reception and Year One phonic results 90%.

The maths mastery had a very positive impact on success at maths already and we expect to see more impact as the children move to Key Stage 2. Maths progress across the school is strong and showing an improving trend for disadvantaged children.

We had an experienced Year 6 teacher who worked with groups of children and individuals to accelerate progress. This was very successful with all children making excellent progress.

The mentoring support was effective but was impacted by staff needing to cover for absence. We put extra money towards the tutoring which has a very positive impact on children's progress and attainment but also their self-esteem.

Wider strategies had a positive impact on well-being for children and families. Parental feedback and children's voices clearly show the impact this has and helped keep attendance as high as it could be with covid absences. All children had the opportunity to attend all trips and residential.

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