

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	JORDANS SCHOOL
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	8.11%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022,2023,2024
Statement authorised by	Headteacher –H.Swain
Pupil premium lead	Headteacher – H.Swain
Governor	Pupil Premium Governor- V.Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,070
Recovery premium funding allocation this academic year	£2,870
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	£10,940

Part A: Pupil premium strategy plan

Statement of intent

- **To ensure full inclusion to school life, learning and wellbeing through ...**
 - *Participation in all activities including school trips, visits, and fundraising events;*
 - *Social and emotional support including health and wellbeing, attendance, playground social skills, nutrition and sensory needs;*
 - *Early reading and writing acquisition with retention of knowledge and skills*

Challenges

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

Challenge number	Detail of challenge
1	Social & Emotional a)Limited nutrition b)Punctuality & Attendance c)Playground social skills and behaviour d)Oracy, ability to express self confidently e)Sensory needs a barrier to inclusion
2	Curriculum -Limited knowledge, skills and retention in Reading, Writing and Number
3	Cultural Capital -Limited opportunities to widen cultural capital through a range of experiences outside of 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. a) Children enjoy mealtimes and know that good nutrition builds a strong body and	Children join in with school lunchtimes with confidence.

brain.	<p>Children are open to trying new textures and flavours.</p> <p>Children can identify foods that belong to different food groups and how they benefit the body's growth and repair.</p>
1.b) Children arrive at school on time with high attendance, gaining full learning.	<p>Punctuality is above 95%</p> <p>Attendance is above 95%</p>
1.c) Children have developed social skills enabling them to have happy and safe playtimes.	<p>Playtimes are safe and respectful. Children know how to look after each other and themselves, interacting in a respectful way. Accident forms and behaviour forms show incidents as rare.</p>
1.d) Children have the fluency and vocabulary to articulate thoughts and feelings confidently through speech.	<p>Children speak in full sentences, can explain ideas, use conjunctions and respond appropriately to others in equal turn taking conversations.</p>
1.e) Children can identify sensory needs and know how to regulate them to ensure full inclusion to school day.	<p>Children are coached in self –regulation including strategies to wear safe clothes, appropriate to activities. Anxiety levels are reduced by feeling safe, understood and supported by the whole school team – <i>the opposite of anxiety is not calm but trust.</i></p>
2.Children leave Jordans School at the end of Y2 confidently reading, writing and fluent in numeracy.	<p>Children progress through the phonics programme successfully, achieving the Phonics Check pass score. Children achieve the Expected level or higher in reading, writing and maths by the end of KS1.</p>
3.Children are fully included in all school activities, widening their cultural capital through trips, visits and full participation in events and clubs.	<p>Attendance on trips, visits, chosen clubs and school events is fully funded by the school.</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: £ 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational Approach Sensory Needs Playground Supervision Food Training	EEF –CPD EEF- guidance- improving social and emotional learning	1

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

Budgeted cost: £ 2,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Qualified Teacher 1:1 tuition -Teaching Assistant structured intervention sessions	EEF Research – tuition EEF- guidance- Improving mathematics in the early years and KS1 EEF- Guidance –making best use of teaching assistants	2

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

Budgeted cost: £ 8,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded Cultural Capital opportunities: Trips, visits, clubs, events	EEF Research Using Pupil Premium funding effectively – inclusion / cultural capital	3
Additional Adults:	EEF Research – wellbeing	1

<ul style="list-style-type: none"> -Lunchtime support -Family liaison time -Additional playground support- playground supervision training -Social & Emotional Support In School Hot Meals -Nutrition and inclusion 	Improving social and emotional learning	
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Total budgeted cost: £ 10, 940

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 2020 to 2021 academic year.

	INTENT	IMPLEMENTATION	IMPACT			
A	<i>Improved attainment</i>	<i>Strategic interventions in Maths, Phonics and Reading.</i>		Pupil Premium at Age Related Expectations	Non-Pupil Premium At Age Related Expectations	Subject
			R	N/A	96%	Number
				N/A	83%	Word Reading
				N/A	83%	Writing
			Y1	33%	52%	Maths
				67%	64%	Reading
				67%	60%	Writing
			Y2	0%	75%	Maths
				50%	85%	Reading
				50%	70%	Writing
B	<i>Children can access the curriculum and express themselves fully, including evidencing their knowledge and skills in speech and writing.</i>	<i>Language Link Speech Link programmes</i>	<i>Language and Speech programmes identified and supported specific areas of challenge. All pupils on the programme made accelerated progress.</i>			
C	<i>Children have good health and wellbeing, allowing them the energy and resilience to participate fully in all activities.</i>	<i>Child sized cutlery purchased. Adult support to coach through an exposure ladder for flavours and textures.</i>	<i>All children began to join in more with nutritious mealtimes. Further developments from September 2021 as the school moves away from a bought in service to a more bespoke in-house provision with additional support for those who find mealtimes challenging.</i>			

<i>D</i>	<i>Parents engage with the school and know how to support the learning at home.</i>	<p><i>Topic Webs</i></p> <p><i>Curriculum Newsletters with ideas for games at home.</i></p> <p><i>Weekly blog on website, sharing the week's learning.</i></p> <p><i>Google Classroom used out of lockdowns as a sharing space for curriculum support.</i></p>	<p><i>Parent engagement is high as evidenced from email feedback during lockdowns and beyond.</i></p> <p><i>A strong partnership between home and school has been forged, supporting the children's progression and security in the curriculum.</i></p>
<i>E</i>	<i>Families are not excluded from their child attending school trips, JSA events, school uniform purchases or after school club participation.</i>	<i>Funded trips, clubs, and uniform.</i>	<p><i>Trips were suspended during the covid restrictions.</i></p> <p><i>School events, activities and uniform were funded.</i></p>

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Forest School – Wellbeing & Involvement

Hot School Meals, in house – Planning and implementing the recipes and cooking collaboratively with the children, staff and parents- supported by local businesses and kitchen garden.

Oracy –Focus throughout school development plan.

EYFS / Outdoor Spaces- Enabling Environment resourcing