

Pupil premium strategy statement

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	JORDANS SCHOOL
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	2.31%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024,2025,2026
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	£4,365
Recovery premium funding allocation this academic year	£2,000
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	£6,365

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 brain.	Children join in with school lunchtimes with confidence. Children are open to trying new textures and flavours. Children can identify foods that belong to different food groups and how they benefit the body's growth and repair.
1.b) Children arrive at school on time with high attendance, gaining full learning.	Punctuality is above 95% Attendance is above 95%
1.c) Children have developed social skills enabling them to have happy and safe playtimes.	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.
1.d) Children have the fluency and vocabulary to articulate thoughts and feelings confidently through speech.	Children speak in full sentences, can explain ideas, use conjunctions and respond appropriately to others in equal turn taking conversations.
1.e) Children can identify sensory needs and know how to regulate them to ensure full inclusion to school day.	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>
2.Children leave Jordans School at the end of Y2 confidently reading, writing and fluent in numeracy.	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.
3.Children are fully included in all school activities, widening their cultural capital through trips, visits and full participation in events and clubs.	Attendance on trips, visits, chosen clubs and school events is fully funded by the school.

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: £ 365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Proportion of subscription to The National College - unlimited CPD Relational Approach Sensory Needs Teaching Assistant training Quality Interactions Quality Questioning to develop learning Playground Supervision Food Safety & Nutrition for Educational Settings 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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>-Teaching Assistant structured intervention sessions</i> Phonics Boosters Speech & Language	EEF- Guidance –making best use of teaching assistants	2

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funded Cultural Capital opportunities: Trips, visits, clubs, events</i> <i>Inclusion: School Uniform inc. P.E kit</i>	EEF Research Using Pupil Premium funding effectively – inclusion / cultural capital	3

<i>Additional Adults:</i> <i>-Lunchtime support</i> <i>-Family liaison time</i> <i>-Additional playground support- playground supervision training</i> <i>-Social & Emotional Support</i> <i>In School Hot Meals support to eat a balanced diet</i> <i>-Nutrition and inclusion</i>	EEF Research – wellbeing Improving social and emotional learning	1
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Total budgeted cost: £ 6,365

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 2022-2023 academic year.

	INTENT	IMPLEMENTATION	IMPACT																																		
A	Improved attainment	Strategic interventions in Maths, Phonics and Reading.	<table> <tr> <th>Year Group</th><th>Pupil Premium at Age Related Expectations</th><th>Non-Pupil Premium at Age Related Expectations</th><th>Subject</th></tr> <tr> <td rowspan="3">EYFS – Reception</td><td>0% (0/1) 100% (2/2) 100%</td><td>78% 96% 96%</td><td>Number</td></tr> <tr> <td>0% (0/1) 50% (1/2) 100%</td><td>57% 83% 96%</td><td>Word Reading</td></tr> <tr> <td>0% (0/1) 50% (1/2) 100%</td><td>57% 75% 96%</td><td>Writing</td></tr> <tr> <td rowspan="3">Y1</td><td>50 % (1/2) 50% 50%</td><td>96% 88% 88%</td><td>Maths</td></tr> <tr> <td>0% (0/2) 0% 0%</td><td>68% 64% 76%</td><td>Reading</td></tr> <tr> <td>0% (0/2) 0% 0%</td><td>64% 64% 76%</td><td>Writing</td></tr> <tr> <td rowspan="3">Y2</td><td>100% (1) 100% N/A</td><td>82% 83% 77%</td><td>Maths</td></tr> <tr> <td>100% (1) 100% N/A</td><td>88% 88% 88%</td><td>Reading</td></tr> <tr> <td>100% (1) 100% N/A</td><td>82% 77% 82%</td><td>Writing</td></tr> </table> <p>Key: Autumn, Spring, Summer Term</p> <p>All children made accelerated progress from their starting points. 50% of the children receiving pupil premium support have dyslexia, making reading and writing particularly challenging. They have SEN support plans and progress has been made, however, they require longer sustained support to reach age related expectations and may require additional technology to support them as they move up to KS2 in 2024. The school will liaise fully with the next school.</p>	Year Group	Pupil Premium at Age Related Expectations	Non-Pupil Premium at Age Related Expectations	Subject	EYFS – Reception	0% (0/1) 100% (2/2) 100%	78% 96% 96%	Number	0% (0/1) 50% (1/2) 100%	57% 83% 96%	Word Reading	0% (0/1) 50% (1/2) 100%	57% 75% 96%	Writing	Y1	50 % (1/2) 50% 50%	96% 88% 88%	Maths	0% (0/2) 0% 0%	68% 64% 76%	Reading	0% (0/2) 0% 0%	64% 64% 76%	Writing	Y2	100% (1) 100% N/A	82% 83% 77%	Maths	100% (1) 100% N/A	88% 88% 88%	Reading	100% (1) 100% N/A	82% 77% 82%	Writing
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B	Children can access the curriculum and express themselves fully, including	Language Link Speech Link programmes	Language and Speech programmes identified and supported specific areas of challenge. All pupils on the programme made accelerated progress. NHS Speech &																																		

	<i>evidencing their knowledge and skills in speech and writing.</i>		<i>Language team have advised further when the need is more complex.</i>
<i>C</i>	<i>Children have good health and wellbeing, allowing them the energy and resilience to participate fully in all activities.</i>	<i>Adult support using the Helping Hands approach (see Hot Meals page on school website)</i>	<p><i>All children know about how to keep healthy.</i></p> <p><i>Children can talk about how the food on the plate helps our body.</i></p> <p><i>Those who struggle with new flavours and a wide variety of foods have a support system in place that they can use independently, empowering them to progress. They now also help others by teaching them how to use the tool.</i></p>
<i>D</i>	<i>Parents engage with the school and know how to support the learning at home.</i>	<p><i>Topic Webs, Knowledge Organisers and resources keep parents informed as to the learning with ideas to support at home.</i></p> <p><i>Weekly blog and photographs on website, sharing the week's learning.</i></p> <p><i>Google Classroom used as a weekly sharing space for curriculum support.</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> <p><i>Parents can talk to their children about the week's learning, helping to secure the new information.</i></p> <p><i>Attendance was closely tracked. 25% of those in receipt of pupil premium support had additional support for attendance. The school sought support from the local authority attendance team and the home education team.</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>	<i>All children were enabled to enjoy school life fully with their peers, leading to high wellbeing and involvement.</i>

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/ Staffing- Enabling Environment, additional staff hours and resourcing