

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 | 63 |
| Proportion (%) of pupil premium eligible pupils | 6.3% |
| Academic year/years that our current pupil premium strategy plan covers | 3 Years |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025,2026,2027 |
| 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 | £5,920 |
| 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 | £5,920 |

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: £ 420

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------|
| Proportion of subscription to The National College - unlimited CPD Childhood Anxiety Occupational Therapy Teaching Assistant training Self-Regulation 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: £ 3,000

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

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

Budgeted cost: £ 2,500

| 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 Adult Support:</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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---|

Total budgeted cost: £ 5,920

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 2023-2024 academic year.

| | Challenge | Activity | IMPACT |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | 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 | <i>Staff have been upskilled through high quality CPD drawing upon the latest research.</i> <i>-The daily hot meals provide a balanced and nutritious lunch. The children have steady energy throughout the day helping them thrive and learn.</i> <i>-The children are supported at playtimes with their social skills. This then helps them to be settled in class with high wellbeing, ready to learn and boosts their life long social interaction and friendship skills.</i> <i>-A whole school approach to Oracy, including the Oracy framework, enables the children to express themselves fluently.</i> <i>-Sensory needs are considered and met enabling the children to focus on their learning.</i> <i>All work ongoing.</i> |
| 2 | Curriculum -Limited knowledge, skills and retention in Reading, Writing and Number | -Teaching Assistant structured intervention sessions Phonics Boosters Speech & Language | <i>-Phonic booster sessions enabled passing in the Phonics re-check assessment.</i> <i>-Speech & Language sessions developed fluency in sound articulation.</i> |
| 3 | Cultural Capital -Limited opportunities to widen cultural capital through a range of | <i>Funded Cultural Capital opportunities: Trips, visits, clubs, events</i> | <i>-Funded school trips, clubs and uniform have allowed for full inclusion.</i> <i>This work will continue.</i> |

| | | | |
|--|-------------------------------|-----------------------------------------------|--|
| | experiences outside of school | <i>Inclusion: School Uniform inc. P.E kit</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? | |

