

Pupil premium strategy statement – Jordans School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2025, 2026, 2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Pupil Premium Governor
Pupil premium lead	H.Swain -Headteacher
Governor lead	V.Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£6,060

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 – the opposite of anxiety is not calm but trust.
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 funding **this academic year** to address the challenges listed above.

Teaching (CPD)

Budgeted cost: £ 560

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

Budgeted cost: £ 4,000

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

Wider strategies

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funded Cultural Capital opportunities: Trips, visits, clubs, events Inclusion: School Uniform inc. P.E kit EEF Research Using Pupil Premium funding effectively – inclusion / cultural capital 3 5 Additional Adult Support: - Lunchtime support -Family liaison time -Additional playground support- playground supervision training -Social & Emotional Support In School Hot Meals support to eat a balanced diet - Nutrition and inclusion</p>	EEF Research – wellbeing Improving social and emotional learning	1

Total budgeted cost: £ 6,060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	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	<i>Curriculum</i> <i>-Limited knowledge, skills and retention in Reading, Writing and Number</i>	<i>-Teaching Assistant structured intervention sessions</i> <i>Phonics Boosters</i> <i>Speech & Language</i>	<i>-Phonic booster sessions enabled passing in the Phonics re-check assessment.</i> <i>-Speech & Language sessions developed fluency in sound articulation.</i>
3	<i>Cultural Capital</i> <i>-Limited opportunities to widen cultural capital through a range of experiences outside of school</i>	<i>Funded Cultural Capital opportunities:</i> <i>Trips, visits, clubs, events</i> <i>inclusion: School Uniform inc. P.E kit</i>	<i>-Funded school trips, clubs and uniform have allowed for full inclusion.</i> <i>This work will continue.</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Further information

Our pupil premium strategy is strengthened by a wide range of whole-school practices that are not dependent on pupil premium funding but play a significant role in supporting disadvantaged pupils. These approaches reflect our commitment to high-quality, inclusive provision for all children and ensure that disadvantaged pupils benefit from the same ambitious culture of care, consistency and high expectations.

Whole-school approaches that support disadvantaged pupils (not funded by PP)

- **Strong, proactive SEND and inclusion leadership** that ensures early identification of need, high-quality provision mapping, and close monitoring of progress for all vulnerable learners, including those who are disadvantaged.
- **Robust use of assessment and data** (statutory and non-statutory) to identify gaps early, plan responsive teaching, and ensure disadvantaged pupils are prioritised in discussions around progress, attendance and wellbeing.
- **High-quality teaching for all**, supported through ongoing professional development, coaching, and modelling of adaptive teaching strategies that reduce barriers to learning.
- **Consistent whole-school routines and expectations** that create predictable, calm learning environments where disadvantaged pupils can thrive.
- **Pastoral support and relational practice**, including daily check-ins, key adults, and nurturing approaches that build trust, emotional regulation and readiness to learn.
- **Universal access to enrichment**, such as assemblies, clubs, themed days, performances and wider curriculum experiences, ensuring disadvantaged pupils are fully included in the life of the school.
- **Family engagement and communication**, including regular contact with parents/carers, supportive conversations around attendance, and signposting to wider services when needed.
- **Collaborative working with external agencies**, ensuring disadvantaged pupils benefit from timely advice, specialist input and joined-up planning.
- **Careful transition planning** between year groups and key stages, with enhanced handover for pupils who may be vulnerable to dips in progress or confidence.
- **A strong safeguarding culture**, ensuring that staff are alert to contextual factors that may affect disadvantaged pupils and respond swiftly and appropriately.
- **Promotion of pupil voice**, ensuring disadvantaged pupils are heard in decisions about their learning, wellbeing and school experience.

- **Inclusive curriculum design**, with clear progression, vocabulary development, and scaffolded access built in from the outset rather than added on.
- **Daily reading culture**, including story time, book talk, and access to high-quality texts that broaden language and cultural capital for all pupils.
- **Attendance monitoring and supportive follow-up**, ensuring disadvantaged pupils are not disproportionately affected by absence.
- **Staff awareness and training**, ensuring all adults understand the barriers disadvantaged pupils may face and the strategies that best support them.