

Pupil premium strategy statement

Jervoise School Pupil Premium Strategy 2024 - 2025

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 | Jervoise School |
| Number of pupils in school | 204 (YR – 6) |
| Proportion (%) of pupil premium eligible pupils | 55% (113 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024 – 2027 (Year 1 - 2024-2027) |
| Date this statement was published | 14.10.24 |
| Date on which it will be reviewed | 14.7.25 |
| Statement authorised by | Simon Byrne |
| Pupil premium lead | Jayne Doherty |
| Governor / Trustee lead | David Peters |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £167,240 |
| 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 | £167,240 |

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Cohort Context

| Characteristic | Number in group | Percentage of group |
|----------------|-----------------|---------------------|
| Boys | 102 | 50% |
| Girls | 102 | 50% |
| SEND support | 43 | 21% |
| EHC plan | 1 | 0.4% |
| EAL | 81 | 40% |
| LAC | 3 (2 SGO) | 1.4 |

Class Breakdown of PP

| Classes | PP in each year | Percentage of group |
|-----------|-----------------|---------------------|
| Reception | 5 (30) | 16% |
| Year 1 | 16 (26) | 61% |
| Year 2 | 21 (30) | 70% |
| Year 3 | 15 (30) | 50% |
| Year 4 | 18 (30) | 60% |
| Year 5 | 17 (30) | 57% |
| Year 6 | 17 (30) | 57% |
| Total | 109 children | |

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) and Recovery premium funding by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

- Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:
- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance and punctuality |
| 2 | Social and economic factors, including readiness to learn |
| 3 | Poor emotional and social skills on entry to school |
| 4 | Poor language and communication skills of pupil |
| 5 | Attainment of entry is well below the national expectations |

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| 6 | Safeguarding and emotional barriers to learning |
| 7 | Gaps in skills and knowledge, including those due to the impact of COVID-19 |
| 8 | SEND (including SEMH) or other learning difficulties |
| 9 | Pupils will English as a second language are not fluent in the acquisition of English. |
| 10 | School population has high mobility |
| 11 | Long term absence of staff |

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 |
|---|--|
| Improve the outcomes for all pupils' premium pupils in English and Mathematics across the school. | Targeted interventions the gap is narrowed Pupil premium pupils are given support to narrow the gap significantly in English and Mathematics across the school. |
| Continue the improvement in the quality of teaching | Quality teaching to be consistently good across every lesson in every class every day and all pupils making strong progress. |
| Improve attendance of PP pupils to be close to national expectations | Pupil premium pupils regularly attend. Pupil premium pupils are punctual for school Less pupil premium pupils are persistently absent PA attendance for PP has reduced from 21/22 to 22/23 and from 22/23 to 23/24. PP attendance has improved from 21/22 to 22/23 and 22/23 to 23/24. |

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| <p>Improve pupil the oracy of pupils through speech and language support</p> | <p>Pupils to speak fluently and interact with their peers</p> <p>Vocabulary is a key focus in lessons and evident in working walls.</p> <p>The Voices 21 project will support languages and oracy across the whole school.</p> |
| <p>Improve enrichment and enhanced opportunities e.g., clubs, visits, visitors, trips</p> | <p>Pupils to have a broad and exciting curriculum and can take part in life changing experiences beyond the classroom.</p> <p>There are a range of clubs mapped out across the school year for all children to access.</p> <p>Visits and visitors are mapped out across the year.</p> |
| <p>Provide support for children with SEMH needs and are at risk of permanent or fixed term exclusions</p> | <p>Learning mentor and pastoral team to support vulnerable pupils and families.</p> <p>Interventions are mapped out using SDQ's to ensure key areas are addressed. Drawing and Talking therapy sessions are in</p> |

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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: £37,982

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Further developing Quality First Teaching.</i></p> <p><i>By-: coaching staff, provide feedback through monitoring and evaluating, provide CPD regarding feedback and other areas of need.</i></p> <p><i>Teaching WalkThrus</i></p> <p>Mentoring of ECTs</p> | <p>EEF Feedback +6</p> <p>EEF Reading comprehension. Strategies +6 months</p> <p>Great Teaching Toolkit: “Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided buy formative feedback in a supportive professional learning environment.”</p> <p>Teaching WalkThrus introduced to all staff to improve the teaching offer and ensure consistent approach to pedagogy.</p> | <p>2</p> <p>4</p> <p>5</p> |
| <p><i>SLT monitoring is robust and evaluated to highlight areas of additional need</i></p> <p><i>SLT Pupil Progress / scrutiny of books.</i></p> | <p>EEF: Reading comp. Strategies +6 months</p> <p>Feedback +8 months QFT in phonics +4 months</p> <p>Renaissance Learning – gov.uk pupil progress 2020/21 “In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)”</p> | <p>2</p> <p>4</p> |

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| <i>Developing spoken language and social skills within the curriculum</i> | EEF Oral language intervention +6 Voices 21 Oracy Project To transform the learning and life chances of young people through talk so that all children can use their voice for success in school and in life. | 3,4,7,9 |
|---|---|---------|

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

Budgeted cost: £67,449

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Year 6 interventions teacher</i> | EEF Small Group Tuition +4 | 2 4 |
| <i>Early Reading Phonics Lead coaching staff and coordinating interventions for children after assessments.</i> | EEF Phonics +5 EEF Early years interventions +5 months | 4 |
| <i>Teaching Assistant to provide phonics interventions</i> | EEF Phonics +5 EEF Teaching Assistant interventions +4 | 4 2 |
| <i>Purchase of revision materials</i> | EEF Homework +5 | 4 |
| <i>Speech and Language interventions</i> | EEF Oral Language interventions +6 | 2 4 |
| <i>Pupil and School support – assessing and intervention</i> | EEF Teaching Assistant Intervention +4 | 2 4 |

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| <i>Teaching Assistant to provide interventions relating to gaps in learning</i> | EEF Teaching Assistant Intervention +4 | 4 |
|---|--|---|

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

Budgeted cost: £61,809

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <i>System for appropriate support allocation of well-being, mental health and behaviour interventions</i> | EEF Behaviour Interventions +4 months EEF Social and Emotional Learning +4 months Readiness to engage with learning has a direct impact on progress and attainment. Parents are included in the behaviour planning process which supports family engagement. | 3 4 5 |
| <i>Learning Mentor training and interventions</i> | EEF Behaviour Interventions +4 months EEF Social and Emotional Learning +4 months EEF Mentoring +2 months We communicate with the families of those children receiving well-being interventions throughout the process, this supports family engagement. | 3 5 |
| <i>Attendance Officer to track attendance and put in strategies to increase it.</i> | Improved attendance in school impacts academic achievement. The Attendance Officer tracks attendance and punctuality, works with families to encourage good attendance, completes relevant paperwork and reports to the SLT. Our Attendance Officer is also a DSL, so is able to highlight cause for | 1 2 3 4 5 |

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| | <p>concerns promptly and offer Early Help. Supporting families with attendance has a direct link to improved outcomes for pupils.</p> <p>Free breakfast club available every day for pupils to attend</p> | |
| <i>Specialist Behaviour Support - Beacon</i> | EEF Behaviour Interventions +4 months | 3 |
| <i>Behaviour / Senior Mental Health Lead to lead the system for allocation of support to individuals. Coordinate the use of the Learning Mentor, MHST and Beacon and COBs (specialist behaviour support).</i> | <p>EEF Behaviour Interventions +4 months</p> <p>EEF Social and Emotional Learning +4 months</p> <p>EEF Mentoring +2 months</p> <p>We communicate with the families of those children receiving well-being interventions throughout the process, this supports family engagement.</p> | 3 5 |
| <i>Pastoral Team - DSL to co-ordinate safeguarding and appropriate interventions.</i> | <p>As a result of the pandemic, the number of families requiring additional support, for all areas of their lives has dramatically increased. Our pastoral team attend meetings and makes referrals relating to safeguarding. Supporting pupils and carers with pastoral issues improves outcomes for pupils. Pastoral team develop relationships with the parents which increases the engagement with school.</p> | 1 3 4 5 |
| <i>Supporting pupils' social, emotional and behavioural needs</i> | <p>EEF Behaviour Interventions +4</p> <p>Opal programme- To improve behaviour at lunchtimes, encourage communication and collaborative working</p> | 2 3 4 |

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| | | |
| <i>Parental Engagement</i> | Good working relationships with parents supports children both with well-being and academically. Parental support for homework can significantly increase its impact. | 1 2 3 4 5 |

Total budgeted cost: £167,240

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy Summary

From their starting points, PP pupils have made positive progress during the last academic year:

- In EYFS, 63% of all pupils achieved GLD. 79% of PP pupils achieved GLD 50% for non-PP pupils)
- 95% of PP pupils passed their phonics screening test in Year 1.
- 77% of PP pupils passed their phonics screening test by the end of Year 2.
- The average scaled scores for PP pupils in Year 6 were:
- Reading – 104 (cohort = 102)
- Maths – 103 (cohort = 101)

69% of PP pupils met at least the expected standard in Reading, Writing and Maths combined.

All pupils in receipt of PP, who are on the SEND register for their SEMH needs, are positively engaged in personalised Zones of Regulation interventions with a trauma-informed practitioner. Progress is monitored via staged behaviour profiles and SDQ scores.

Numbers of PP pupils attending extra-curriculum clubs was monitored throughout the year and is increasing. All pupils in Year 5 received 1-year of specialist music teaching and all pupils were invited to continue this, fully funded for two years.

Pupil premium attendance was 93.64% only slightly lower than NPP at 94.24

Persistent absence was 20% and NPP was 16%. This reflects a reduction of 7% compared with 22/23.

| Other Data | | |
|-------------------------------|--|---|
| Look at: | Strengths | Weaknesses |
| Attendance data (summer 2025) | <ul style="list-style-type: none"> • An attendance manager supports pupils in receipt of PPG to attend school regularly and punctually. | <ul style="list-style-type: none"> • Persistence absence for PPG pupils is higher than national and all pupils |

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| | <ul style="list-style-type: none"> • Breakfast club supports the attendance of all pupils especially PPG | |
| Behaviour data | <ul style="list-style-type: none"> • Pastoral team support pupils to access education and to thrive throughout the day. • The pastoral team supports parents and carers; so that the children in their care can access education. | <ul style="list-style-type: none"> • PPG pupils at Jervoise School are more likely to be involved in behaviour issues at school. • Pupils receiving support from COBS/Beacon support this academic year are in receipt of PPG. • Pressure on the NHS, post-pandemic, means that some pupils cannot access external support in a timely manner. |
| Safeguarding referrals | <ul style="list-style-type: none"> • There is a pastoral team in place to support access to education. • The pastoral team ensures the safeguarding and wellbeing of pupils is a high priority and as a result pupils are accessing Early Help interventions. • The pastoral manager engages with families to provide additional support to enable their children to fully access learning. | <ul style="list-style-type: none"> • Referrals to social services are disproportionately made for pupils in receipt of PPG. • PPG pupils at Jervoise School are more likely to have contact with outside agencies, than pupils not in receipt of PPG. |

Long-term plan (3-year timescale):

1. To ensure outcomes for PPG pupils are in line with national outcomes at the end of each key stage, and that there are no gaps between disadvantaged pupils and the whole school cohort.
2. To ensure equality of opportunity for all pupils and to support pupils in overcoming barriers to education.

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3. To ensure that all pupils attend school regularly and punctually, so that they can thrive in their learning.

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 |
|-------------------------------|-----------------------------------|
| ECF – Haybridge and NPQs | Ambition |
| Music Service | Birmingham Music Service |
| Speech and Language Therapist | West Midlands Speech and Language |
| Wellcom Programme | West Midlands Speech and Language |
| Teaching WalkThrus | Teaching WalkThrus |