



Pupil premium strategy statement – Jericho Primary School

This statement details our school's use of pupil premium (and recovery 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	380
Proportion (%) of pupil premium eligible pupils	10.8% (41)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 This is the 2 nd year of a 3 year plan
Date this statement was published	Dec 2024
Date on which it will be reviewed	
Statement authorised by	J Blackwell / G Gregg
Pupil premium lead	L Ball
Governor / Trustee lead	L Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60680
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£80886 School Contribution: £20186



Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who require external support from a range of agencies and professionals. The outline we have in this statement is also intended to support needs, regardless of disadvantaged or not.

High-quality teaching is at the center of our curriculum, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support and use of wider support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set and we will act early to intervene at the point need is identified.
- Use small steps in progress documents to ensure we can monitor progress made for those who are working towards their year group objectives or below.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.



Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions indicate that oral language skills and vocabulary practice is yet to be embedded in EYFS. Further work to continue in order to close the vocabulary and oral language gap across the early years.
2	Regular assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties acquiring the fluency required in reading to enable them to make progress once they have completed the RWI phonics scheme. Specific focus is to be given to fluency practice in Key Stage 2.
3	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils is a barrier to their learning. Pupils struggle with resilience, independence and emotional regulation.
4	Our assessments show that children are still behind in their writing. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in writing across the key stages. There was a low percentage of pupil premium children at greater depth in writing at the end of the academic year 23-24
5	Our assessments show that whilst we have made significant gains in children catching up in their reading, writing mathematics knowledge, children still lag behind in some key areas.
6	Absence – A small number of parents and carers have low aspirations for their children and are less motivated to ensure their children have their educational entitlement.
7	Observations across the school have shown that some pupils are passive in learning. Pupils lack resilience, motivation and independence including the ability to think independently and access tools to support their own progression.



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
Embedded oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Improvement in language screening scores for nursery and reception children. Evident in the use of vocabulary across the curriculum subjects, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved level of fluency among pupils across the school with a focus on KS2 Bottom 20% of pupils.	Internal data will show rapid progress where intervention has taken place- regular monitoring will demonstrate this.
Improvement in percentage of ARE data for children in EYFS, KS1 and KS2 across core curriculum subjects.	A higher percentage of children are assessed by triangulated data to be working at ARE in maths, writing and reading.
To narrow gaps for all identified 'catch up' children across core curriculum subjects.	Those identified as having fallen behind catch up and data demonstrates that they are back on track with their progress.
To improve the ARE/ GD percentage in writing across the whole school.	There is a higher proportion of children assessed at ARE or GD by the end of the academic year.
To improve the rates of attendance for disadvantaged pupils so they are in line with whole school expectation.	The data shows that support has enabled disadvantaged pupils to access regular school attendance and families communicate effectively to break down barriers to attendance.
Observation demonstrate pupils are ready for learning at all times and can independently access the resources that they need. Pupils are confident when asking for support. Pupils readily have a go before accessing support.	Staff implement consistent approach to the use of scaffolding, questioning and targeted teaching that ensures all children fully participate and access lessons within lessons. Staff use adaptive teaching practices to enable all learners to engage in the classroom.



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: 41879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency CPD	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Reading_Fluency_Resource_1.0.pdf?v=1694513940	2
<i>Fluency practice to be implemented in key stage 1 and 2.</i>	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Reading_Fluency_Resource_1.0.pdf?v=1694513940	2
Purchase of standardised and diagnostic assessments and trackers.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3 and 4
Continued increased staffing level to ensure all classes in school have support from both a teacher and teaching assistant. 1 per class is EYFS and KS1. One per year group in KS2.	Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF EEF: Making the best use of Teaching Assistants Guidance Report.	1,2,3,4 and 7
CPD1) Design and led GTT based CPD on Whole staff Training – CPD programme to cover - create agreed understanding for T and L policy, explore strategies to support, effective scaffolding in the classroom. Implementation through knowledge sharing, coaching, team.	Transformative professional learning that is done “with you, not to you” - Evidence Based Education	2, 3, 4, 5 and 7
Curriculum Planning – Subject Leaders for English and Maths to review small steps	Department for Education Rosenshine in English: Small Steps – TomNeedham	2, 4 and 5
EYFS oracy CPD sessions	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-	1



<p>CPD for all staff in the EYFS 'High quality interactions- the SHREC approach. Weekly EY lead monitoring and modelling practice to develop staff skill sets.</p> <p>Weekly development meetings.</p>	<p><u>early-years/Supporting oral language development 2021-08-18-154019_ehqs.pdf?v=1694513940</u></p>	
<p>Hold termly support meetings with families. Implement support plans to support improvements with attendance. Attendance officer to work collaboratively with families to raise aspirations and break down barriers.</p> <p>Implement revised attendance strategy and policy inline with attendance statutory guidance August 2024.</p>	<p><u>Parental engagement EEF</u></p> <p><u>Attendance of disadvantaged pupils in disadvantaged secondary schools - FFT Education Datalab</u></p> <p><u>Working together to improve school attendance (applies from 19 August 2024)</u></p>	<p>6</p>



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

Budgeted cost: £ 33698

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention and language screener to identify those with oral language and vocabulary gaps at baseline in EYFS.	<p>Language screener to identify children entering school with language skills lower than the expected standard. EKLAN language programme recommended by the DFE to improve early language</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf</p>	1
<i>Fluency intervention for key stage one and two.</i>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Poster.pdf?v=1694496661</p> <p>Where targeted support is required to enable children to make rapid progress, the EEF research recommendations suggest high quality targeted approaches be used to accelerate progress.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Reading_Fluency_Resource_1.0.pdf?v=1694513940</p>	2
<i>Increase in staffing levels to ensure high quality targeted intervention can be delivered to support those identified as needing to 'catch up' or PP.</i>	<p>The EEF research recommends developing effective strategies and diagnosing the challenges for children who are identified as pp or need to 'catch up'. Ensuring adequate staff to deliver focused intervention is a strategy to narrow gaps.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,3,4 and 5



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

Budgeted cost: £ 5289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on attendance, roles responsibilities of teachers, to governors.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	6
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Coaching for staff from the lead in school coach. Release time and cover required for the staff taking part. Teaching staff completing coaching qualifications with leadership edge to further provide a coaching offer.	<u>https://www.headteacher-update.com/content/best-practice/instructional-coaching-what-it-is-how-it-works-and-why-it-matters/</u>	All
ELSA sessions available 1:1 and in small groups to target emotional regulation and social and emotional barriers. Learning monitor completed ELSA training and offering weekly sessions for 8 weeks to individuals recommended.	<u>Other Research – ELSA Network</u> <u>Social and emotional learning EEF</u>	3, 6 and 7

Total budgeted cost: £ 80886



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

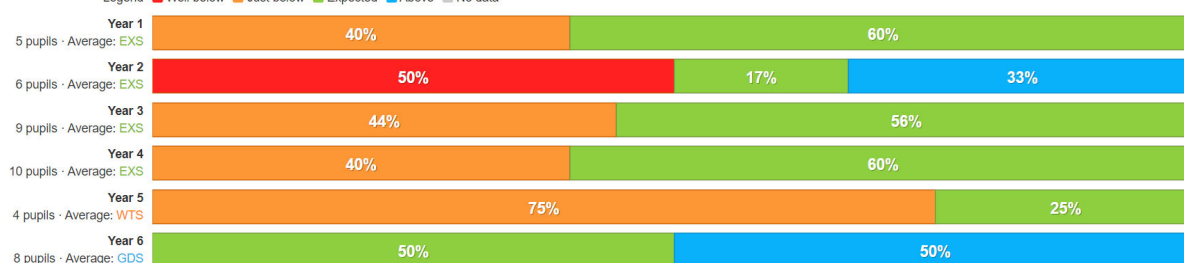
This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024-2025 academic year using key stage 2 performance data, phonics check results and our own internal assessments. These included *standardised assessments were used as an end as well as using small step triangulation of the curriculum to measure the progress made by disadvantaged pupils.*

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

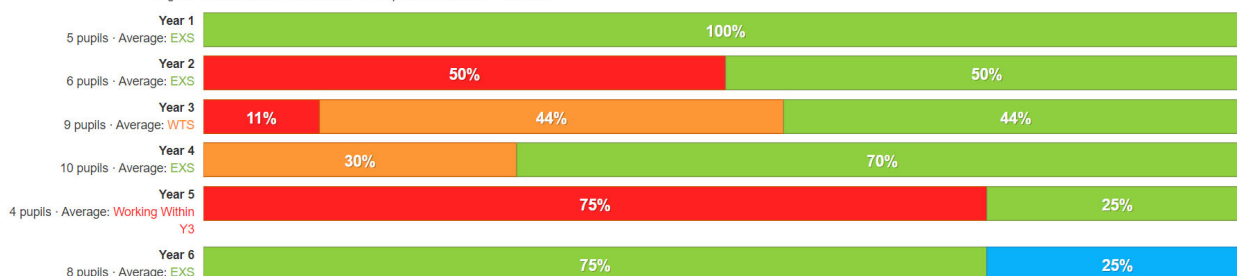
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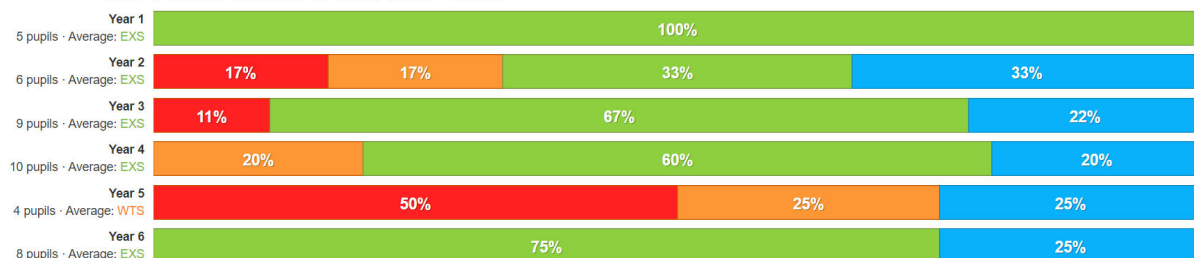
Writing

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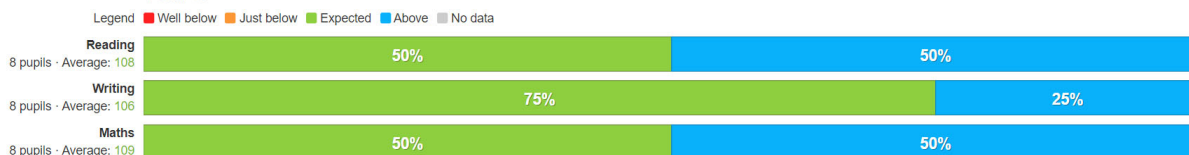


Maths

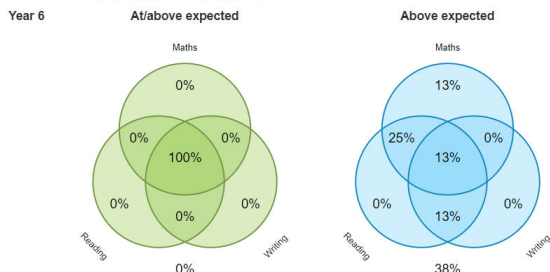
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Year 6



Combined attainment



The attainment gap between our disadvantaged pupils and non-disadvantaged pupils varies within our school. This is due to the relatively low percentage of disadvantaged children. 1/3 of disadvantaged children are also identified as SEND. In addition to this, the small percentages of children within each year group who are eligible for pupil premium has impact on the comparison data. Therefore, teachers carry out individual assessments of pupils where there are concern in relation to attainment and progress and act by intervening at the earliest possible point.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

EYFS Outcomes

From our baseline assessments in 2023 – outcomes for all pupils and DAP increased. Outcomes Communication were high with 100% of pupils who are disadvantaged meeting the goal. Interventions were used to target this area.

EYFS Outcomes 2023-2024	Prime							Specific									
	Communication & Language		Physical Development			Personal, Social & Emotional Development		Literacy			Numeracy		Understanding the World			Expressive Arts & Design	
	Listening & Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationship	Gross Motor	Fine Motor	Comprehension	Word Reading	Writing	Number	Number Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being Imaginative
Expected ELG 2024 48 Children	74	89	75	82	84	95	88	81	79	67	72	72	82	82	96	91	91
	1.7	1.9	1.8	1.8	1.8	1.9	1.9	1.8	1.8	1.7	1.7	1.7	1.8	1.8	1.9	1.9	1.9
Good level of development (GLD) 2024	67	Cumbria ELG 2024		National 2024		Released in Nov 24											
Disadvantaged (9 children) GLD 2024	67	100	67	78	67	100	89	78	67	56	67	67	67	67	89	100	100



Writing: Writing outcomes improved from the previous academic year for KS1/2. Y2: 69% (national 62%), Y6: 90% (national: 72%). Y3, Y4 + Y5 cohorts still a considerable amount of children not EXS, despite making progress since the start of the year. This is a continued focus for 2024-2025.

Mathematics: Reasoning and Problem Solving:

In 2023-2024 we moved from NTS assessment as a tool to White Rose summative assessments. We felt that this would be a more useful tool for teachers to use when monitoring the impact of the curriculum.

Impact on Pupils~: Headlines:

All pupils (329 pupils) - EXS Autumn 23 – 74 %, Summer 83% Increase of 9% across the school in EXS.

All pupils (329 pupils) – GDS Autumn 23 – 15%, Summer 26% Increase of 11% across the school in EXS.

Disadvantaged Pupils (38 pupils)- EXS Autumn 23 – 68 %, Summer 83% Increase of 15 % across the school in EXS.

Disadvantaged (38 pupils) – GDS Autumn 23 – 15%, Summer 13% Increase of 20% across the school in EXS

We now have a consistent Lesson structure throughout Y1-Y6. Book monitoring shows consistency in expectations from Year 2 - 6 (year 1 use workbooks). Evidence of daily Reason and Problems Solving within all parts of lesson structure



Further information

In addition to ensure that pupil premium children can access educational visits, we have provided supplements to costs for visits. We have families who struggle with transport to enable the children to attend school on time and regularly. We have provided additional support by organising and financing the cost of private taxis to eliminate barriers to children accessing school. In addition, we have paid for families to attend breakfast and afterschool clubs to support their social development and access to a range of differing clubs and activities.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

2024-2025	
Explore	
<ul style="list-style-type: none"> Academisation and the benefits to the school 	
Prepare	
<ul style="list-style-type: none"> Review the school's approach to Early Reading and catch up To review the computing curriculum across the school 	
Implement	Sustain
<i>These aspects are our priorities for school improvement this year – see action plans</i>	<i>Whilst implementing the priority action plans we need to</i>
<ul style="list-style-type: none"> Writing: To develop writing pedagogical strategies continuing to raise outcomes in writing across the school. Developing Teaching: To develop our teaching <u>approaches</u> with a focus on greater feedback leading to greater pupil independence. Phonics: To raise outcomes in Phonics in the Year 1 and 2 cohorts. To improve our children's understanding of diversity, tolerance and cultural differences exploring this through the lens of a defender. 	<p style="text-align: center;">SUSTAIN</p> <ul style="list-style-type: none"> Our focus on reasoning and problem solving in maths, raising outcomes and continuing the focus on the automaticity of number facts. Continue to implement the new writing curriculum (2023/2024 priority) Further develop the monitoring cycle of subjects across the school (new subject leaders) <p style="text-align: center;">SCALE-UP/FURTHER DEVELOP</p> <ul style="list-style-type: none"> The spiritual, moral, social and cultural enrichment opportunities for children to discover their interests and talents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

We work closely with a local project – WELL. Who have support us through training and developing a research based approach to school improvement. This is based on the EEF – Putting the Evidence to Work approach.

Our work is monitored and evaluated by the Full Governing Body who undertake a range of monitoring strategies across the school year.