

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Jarrow Cross C of E
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 24/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025 December 2025 July 2025
Statement authorised by	S. McBeth
Pupil premium lead	K. Taggart
Governor / Trustee lead	C. Aberdeen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£190,790</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
--	--

## Part A: Pupil premium strategy plan

### Statement of intent

*Our ultimate objectives are:*

- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*
- *To narrow the attainment gap between disadvantaged and non- disadvantaged pupils*
- *For all disadvantaged pupils in school to make or exceed nationally expected progress rates*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*
- *To support parents in order to support their child's learning and development.*

High quality teaching is at the heart of our approach. 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.

School sees pupils as individuals each with their own challenges, talents and interests. Staff work to identify what might help each pupil make their next steps in their learning whether they are performing below, at or above expectations. The approaches we adopt complement each other to help pupils excel.

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Across the school pupils demonstrate poor oracy skills.
2	Assessments and observations indicate our disadvantaged pupils have greater difficulties with phonics than their peers.
3	Assessments indicate that maths attainment among disadvantaged pupils is below that of our non- disadvantaged pupils
4	Assessments indicate that attainment in reading for disadvantaged pupils is below that of our non- disadvantaged pupils.
5	Assessments indicate that in writing disadvantaged pupils struggle with transcription and attainment is below that of our non- disadvantaged pupils
6	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of these experiences in addition to challenges through COVID, has seen more pupils experiencing emotional and wellbeing needs. Therefore, the wider family requires support from school staff.
7	Poor Attendance can be a barrier to disadvantaged pupils Our attendance data indicates that absenteeism is negatively impacting disadvantaged children's progress.
8	Limited experiences outside of the family home which impact upon children's knowledge and understanding of the world in which we live.
9	Children enter Reception with poor fine motor skills which impact handwriting in later years.
10	Children ability to co-operate with each other during 'outdoor play 'has deteriorated over time.

## 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
Improved language and communication skills among reception pupils.	Pupils eligible for PP in Reception make rapid progress from starting points and meet age related expectations.
Narrow the gap between the percentage of disadvantaged pupils and non disadvantaged pupils who pass the phonic screen.	Gap between PP and Non PP to be reduced ( 2023 Gap 12% 2024 33%)
To further narrow the gap by the end of KS2 in reading, writing and maths attainment	Reading

between disadvantaged and non disadvantaged pupils.	(Gap 37% 2023 Gap 2024 5%) decrease to 0% Writing (Gap 33% 2023 Gap 2024 35%) decrease to 0% Maths (Gap 27% 2023 Gap 8% 2024) decrease to 0%
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Specific social and emotional support for identified disadvantaged individuals and their families led by Family worker.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	The overall absence rate to be no more than 5% and the attendance gap between disadvantaged and non disadvantaged to be reduced. Whole school Attendance 2023/4 above National Average Absence rate for disadvantaged children below National Average
Increased opportunities for curriculum related experiences / visits.	Enriched opportunities across all key stages to be planned across the year.
Provide all children with breakfast each morning, helping to ensure they are ready for the school day.	Improving health and well being
Improve pupils handwriting skills	Explicitly teach handwriting and frequently capitalize upon modelling correct handwriting
Promote Reading for Pleasure across the school	Improved outcomes for children across the curriculum.
Improve the oracy skills of pupils across the school	Ensure opportunities to develop speaking and listening are planned for across the curriculum
Early Years setting to achieve communication friendly status.	Lead professionals to complete Elkan Training and support all EYFS staff to develop a whole setting approach
Improve the outside environment to provide many different types of play opportunities	Continue to introduce and embed the principles of OPAL Play

## 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: £137,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure quality teaching and learning. High quality CPD for staff.</i>	The EEF states that improving classroom teaching increases independent thinking, self esteem confidence and problem solving skills. High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.	3,4,5
<i>Implement the 4's of scaffolds, scale, structure and style when adapting classroom tasks</i>	Good adaptive teaching is thus rooted in, and reliant upon, good formative assessment so that the instructional decisions that are made are better, or better founded, than decisions made in the absence of it (Wiliam, 2017).	3,4,5
<i>Developing children's Oracy skills</i>	The EEF states that Oral language interventions can have a positive impact at all phases of education, but the impact is highest in the early years (+7 months), and higher in primary schools (+6 months)	1
<i>Embed the practice of children recalling their previous learning eg using daily revision activities – retrieval PowerPoints, knowledge organisers.</i>	The EEF states that this helps to motivate learners and instil persistence and resilience in their learning which then boosts confidence.	3,4 5
<i>Increase parental engagement with learning through workshops and curriculum sessions within the school day</i>	The EEF states Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than generic help	8
<i>Use of Read, write Inc a systematic synthetic phonics programme and consequent spelling programme to secure strong phonics teaching to all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word building and improves fluency in decoding. 'Fluent, accurate decoding is a hallmark of skilled reading' (Moats 1998)	1,2, 4 and 5

<i>The explicit teaching of reading comprehension strategies focussing upon learning of written texts.</i>	The EEF states that teaching reading comprehension boosts confidence in reading and help to develop vocabulary. This helps children to access other subjects not just english.	4
<i>Enhancement of maths teaching - supported by Maths Hub. Release of Specialist Maths Lead and staff to attend relevant training.</i>	The EEF guidance is based on a range of the best available evidence as stated in ' Improving Mathematics in Key Stages 2 and 3 '	3
<i>Whole class teaching of the Mastering Number programme (NCTEM) to be taught across the school</i>	The NCTEM state that participating in this programme will support pupils to develop and demonstrate good number sense, secure understanding of how to build firm mathematical foundation and develop fluency in calculation and number sense for all children.	3
<i>Promote reading for pleasure across the school eg whole class story time, book club, Reading Ambassadors</i>	Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) Evidence from The Organization for Economic Cooperation and Development (OECD2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status	4
<i>Focus upon improving sentence structure in the teaching of writing.</i>	EEF states Target support where understanding of pupil misconceptions is weak. Providing clear, specific and challenging goals improves children's outcomes.	5
<i>Improving children's handwriting skills by explicitly teaching handwriting and capitalizing upon modelling correct handwriting</i>	Professor Steve Graham states that handwriting places the greatest constraints upon early writing – if children cannot form letters or cannot form them with reasonable speed or legibility they cannot transform the language in their mind into written text.	5, 9
<i>Social and Emotional approaches will be embedded into routine educational practices and supported by DSL</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	6

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

Budgeted cost: £45,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group activities to support communication and language skills.</i>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. The EEF states that good speaking and listening skills improve behaviour and social outcomes and can increase learner confidence.	1
<i>Targeted maths support for pupils throughout KS2</i>	Small group tutoring is defined as one teacher or professional educator working with two to five pupils together. Intensive tuition in small groups is often provided to support lower learners or those who are falling behind, but it can also be used as more general strategy to ensure effective progress, or to teach challenging topics or skills.	3
<i>Teacher led targeted support for Year 3 and 4 pupils</i>	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils.	3,4 and 5
<i>Small group phonic sessions targeted at disadvantaged pupils who require further phonic support.</i>	Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress (EEF)	2
<i>1:1 Targeted Reading sessions focus upon development of phonic knowledge and understanding of text</i>	1:1 sessions (3,5 times per week) over a set period of time appear to result in optimum impact. (+5 months gain EEF)	4
<i>Targeted small group reading sessions focussing upon comprehension</i>	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils (EEF)	4
<i>Targeted small group handwriting intervention – Helping Handwriting Shine Programme</i>	Fluent hand writing supports transcription and writing skills (Professor Steven Graham )	5.9
<i>Purchase of digital technologies eg Reading Plus, Times Tables Rockstars, Lexia</i>	Digital technology can be used to bring about improvements in attainment, producing on average an extra four months progress over a year, (EEF)  Reading plus has had a positive impact on fluency of reading with significant gains in previous years for KS2 children.	3,4 and 5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Worker to provide social and emotional support for identified disadvantaged children. Also to liaise with Healthy Minds link to ensure children receive the correct external support.</i>	The EEF states Self regulation strategies and social and emotional learning can be consistently linked with successful learning.	6
<i>Early Help Plans set up to support the whole family</i>	A team around the child increase protective factors that positively influence a child's wellbeing, and decrease risk factors that may be impacting a child's life negatively. (NSPCC Aug 2023)	6
<i>Emotional Resilience Officer to provide support for individuals as part of transition</i>	A well-planned and coordinated approach to transitioning students from primary to secondary school over this extended period can make a significant difference to a student's achievement, engagement and wellbeing outcomes. (DFE)	6
<i>Healthy Minds link to deliver whole class programmes supporting positive emotional wellbeing</i>	The EEF states Self regulation strategies and social and emotional learning can be consistently linked with successful learning.	6
<i>Continue to develop PACE strategies throughout the school-supporting children to self regulate linked to Behaviour Policy</i>	See above EEF strategy regarding self-regulation. Also The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson state 'Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.	6
<i>Ensure Reasonable Adjustments are put in place to support children to make good</i>	All pupils should be helped to fulfil their potential. Reasonable adjustments can help level the playing field by minimising the disadvantages that	3,4,5

<i>progress from their starting points.</i>	pupils with disabilities might face compared with their peers. GOV.UK	
<i>Attendance of all children with a focus upon disadvantaged children to continue to be monitored</i>	EEF report 2015 states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4.  School has invested in the A Star Attendance programme to support the monitoring of attendance and also works closely with LA Attendance Team,	7
<i>Wider curriculum experiences planned throughout the year. (cultural capital)</i>	The term 'cultural capital' is defined as "the essential knowledge that children need to be educated citizens" Ofsted Early Years Inspection handbook.	8
<i>Magic Breakfast provides a free breakfast for all children to start their day.</i>	Research shows hungry children do not perform well. In their 2006 Eating Breakfast report, Health4Schools claimed: "Research has shown that children who skip breakfast perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem solving abilities, their memory, concentration levels, visual perception and creative thinking."	6
<i>Throughout the school year provide opportunities to develop awareness of different careers and occupations</i>	Every young person needs good career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system.- Gatsby Foundation	8
<i>Develop OPAL Play strategies in the outside environment</i>	Play teaches children all of the things that need to be learnt but cannot be taught. Benefits of OPAL Play are improved behaviour, less accident, improved self regulation, increased physical activity. – OPAL Play	10

**Total budgeted cost: £8,000**

## 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 2020 to 2021 academic year.

*Jarrow Cross has a significantly high level of pupil premium currently 38% of the school roll. 28% of the school population has consistently been in receipt of FSM since entry. 25% of the school population is also SEN and 51% of SEN children are also Pupil Premium.*

*Pupil Premium numbers have remained relatively stable at Jarrow Cross. They did increase as a direct result of the high impact of Covid and we predict that this number may continue to increase during the forthcoming years in light of the cost of living crisis.*

*Full end of KS2 data showed that Pupil Premium Pupils were working below Non Pupil Premium.*

*Reception data also indicated that Pupil Premium pupils are also working at a level below Non Pupil Premium.*

*Writing is an area of focus across the school. This is closely linked with transcription and handwriting skills.*

*63% of our Pupil Premium children passed the Year 1 Phonic screening test.*

*Through the use of class Dojo and year group events parents are becoming more engaged in their children's learning.*

*Our Pupil Premium children access targeted well being and emotional support. We have a high number of Early Help Plans in place which support the whole family.*

*Closing the gap between groups of learners is a priority in our School Improvement Plan. Data is closely analysed specifically gaps between our disadvantaged and non disadvantaged children. The progress of our Disadvantaged Pupils is discussed during our Pupil Progress meetings and SLT ensure targeted support is in place.*

*Exit data Year 6 2023/4*

<i>Reading</i>	<i>PP2024</i>	<i>NPP24</i>	<i>Gap</i>
<i>ARE</i>	<i>79%</i>	<i>82%</i>	<i>3%</i>
<i>GD</i>	<i>30%</i>	<i>41%</i>	<i>11%</i>

<i>Writing</i>	<i>PP2024</i>	<i>NP2024</i>	<i>Gap 2024</i>
<i>ARE</i>	<i>52%</i>	<i>86%</i>	<i>34%</i>
<i>GD</i>	<i>0</i>	<i>23%</i>	<i>23%</i>

<i>Maths</i>	<i>PP2024</i>	<i>NP2024</i>	<i>Gap</i>
<i>ARE</i>	<i>78%</i>	<i>86%</i>	<i>8%</i>
<i>GD</i>	<i>17%</i>	<i>23%</i>	<i>66%</i>

***Average Progress Measures: Disadvantaged Pupils***

<i>Subject</i>	<i>2018 Average Progress Scores</i>	<i>2019 Average Progress Scores</i>	<i>2022 Average Progress Score</i>	<i>2023 Average Progress Scores</i>	
<i>Average progress reading</i>	+2.8	+1.9	0.27	-1.88	
<i>Average progress writing</i>	+0.1	-0.9	-10.21	-4.67	
<i>Average progress maths</i>	-1.1	+1.1	-4.18	-2.06	

*2023/ 2024 No progress scores available as KS1 Assessments did not take place due to COVID 19*

## 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
Targeted reading comprehension activities	SAFC Foundation of Light
Reading Plus	Reading Plus LLC
Times Table Rockstars	Maths Circle Ltd
IDL	IDL Solutions Ltd - Ascents
Mastering Number	Maths Hub - NCTEM
Lexia	Lexia UK limited

## 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?	N/A

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium funding.*

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

- *Subject leaders to be given dedicated time to build upon subject specific progression of skills and knowledge for their specific subject areas*
- *Offering a wide range of in school and after school activities*
- *Educational Psychologist Assessments for specific pupils*
- *Funding school Food Bank*

*Planning, implementation and evaluation*

*In planning our new pupil premium strategy we evaluated activities and triangulated evidence from multiple sources eg work scrutinies, assessments, observations of pupils and conversations with parents, pupils and teachers.*

*We also use the EEF's implementation guidance to help us develop our strategy.*



