

Pupil premium strategy statement 2024 - 2027

Jump Primary 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Jump Primary School
Number of pupils in school	227 (4 th September 2024)
Proportion (%) of pupil premium eligible pupils	28% September 2022 – 49 pupils were eligible (21.2%) September 2023 – 59 Pupils (26%) September 2024 – 55 Pupils (24%) September 2025 – 54 / 215 Pupils (25%) 50 x £1,5150.00 4 x £2,630 (LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025 October 2026 October 2027
Statement authorised by	G. Clark Head Teacher
Pupil premium lead	Z. Baker Deputy Head Teacher
Governor lead	Claire Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023 – 2024 - £66, 550 2024 – 2025 - £67, 690 2025 – 2026 - £82, 100
Recovery premium funding allocation this academic year	
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	£82, 100

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by Education Endowment Foundation (EEF) will then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for some disadvantaged children at Jump Primary School, can include; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” but our children are placed at the heart of all of our decisions.

Our ultimate objectives are:

- ✓ 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.

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all the pupils.

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time, this will depend on the needs of each individual.

Achieving these objectives:

The range of provision the Governors and Staff consider making for this group include:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by **all** children is improved.

Monitoring class sizes thus improving opportunities for effective teaching and accelerating progress

To allocate Classroom Support Assistants to each Key Stage - providing small group work focussed on overcoming gaps in learning through pre and post teaching and precision teaching in Maths and English.

1-1 support when necessary and based on individual needs.

All our work through the pupil premium will be aimed at supporting our Pupil's Social and Emotional Mental Health and Wellbeing as well as accelerating progress, moving children to at least age-related expectations.

Pupil premium resources are to be used to target more able children on Free School Meals to achieve at least Age-Related Expectations

Additional learning support through interactive software – Nessy, IDL, Spelling Shed and TT Rockstars.

Ensuring children have first-hand experiences to use in their learning in the classroom and outdoors through Forest School.

Behaviour and parental support from our dedicated Parent Support Advisor.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of Pupil Premium children – data from 2023 – 2024 shows that a large proportion of Pupil Premium children are persistently absent. This was noted in the school's Ofsted report.
2	Communication and language in the Early Years and across Key Stage 1 – children enter school with a lack of vocabulary and oracy skills required to access the curriculum.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.

	Assessment data shows that 3/7 PP children in Year 1 did not pass the Phonics Screening Check in June 2024. This then impacts the fluency rate of these children when they move in to KS2.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to behaviour, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high with children requiring additional support with social and emotional needs leading to small group interventions.</p>
5	Increase the aspirations of our disadvantaged children by participating in Careers Enrichment Activities through the Careers Related Learning Project.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils decreasing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of PP pupils who are persistently absent will reduce.
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that 8/10 of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improve the aspirations of the pupils who leave Jump Primary School, especially those who are disadvantaged.	<p>Through Pupil, Staff and Parent surveys – monitor the aspirations of our pupils and enrich lifelong</p>

	opportunities for when children leave Jump Primary School.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching: Ongoing CPD to improve teaching early reading which will improve oral language.</p> <p><i>(Cover for Year 2 teacher to liaise with all staff members and provide training)</i></p>	<p>Ensure all relevant staff (including new staff) have received training to deliver the Read Write Inc phonics scheme effectively and to include new phonic books to send home/ share in class.</p> <p>This cascades to include CSAs.</p> <p>Phonics Lead to teach in Year 2 to embed and share good practice.</p> <p>Engage with Learning Development Days from Read Write Inc Consultants.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 3</p>
<p>Teaching: Ongoing CPD to improve the teaching of fluency in Whole Class Reading and continue to promote reading for pleasure to improve oral language.</p> <p><i>(Time for Reading Lead to support class teachers, monitor the implementation of the new Reading Scheme and promote a love of reading through developing</i></p>	<p>Point 3 of the EEF guidance states that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’</p> <p>Therefore, improving our teaching quality in Reading for all will ultimate support disadvantaged pupils. We aim for the teaching of Whole Class Reading to be at least good all of the time.</p> <p>The implementation of fluency activities during Whole Class Reading will increase children’s ability to read at pace, with intonation and expression and will increase stamina when accessing longer texts.</p>	<p>1 3</p>

<p>reading pods. Money to be spent on new reading books for the scheme)</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further encourage reading for pleasure.</p>	<p>EEF – <i>‘The challenge of implementation means that less is more’</i> – old book stock to be reviewed and new books purchased with a focus on engaging, new texts based on pupil voice and meeting the needs of each class. More choice available but less clutter to invite children in to read.</p> <p>Book Clubs and book talk areas to be a prominent feature in the school to encourage a love of reading age appropriate books.</p> <p>Reading Buddy system to be rolled out across Key Stage One.</p>	<p>1 2 3</p>
<p>Reading, Writing and Maths interventions;</p> <ul style="list-style-type: none"> • Parallel teaching • Same day • Specific skill-based intervention. 	<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>SENDCo adapted working pattern to work a four-day week to be available to support the implementation of interventions, train staff and support groups of children.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1 2 3 4</p>
<p>Vocabulary and language enhancements</p>	<p>Continue to implement NESSY language intervention for increased vocabulary development.</p> <p>Monitor Spelling Shed approach to introduce new vocabulary.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Begin to research the use of Voice 21 or other oracy projects which will impact children’s vocabulary development.</p>	<p>3 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote parental engagement further to improve attendance and attitudes to learning.</p> <p><i>(PSA to continue to have an active role in parental engagement)</i></p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. • Inclusion meetings with PSA. 	<p>1 5</p>
<p>Monitor and improve attendance and readiness to learn for the most disadvantaged pupils.</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions / Blurt / assemblies which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Interventions, such as Forest School, might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p> <p>Attendance team to meet on a two weekly basis – rigorous processes to be in place to identify families of concern early.</p> <p>It is our hope that by implementing the above, children will have an increased positive attitude to school and will want to attend.</p> <p>Inclusion meetings will monitor attendance on a half termly and weekly basis.</p> <p>Support provided from the EWO.</p>	<p>5</p>

	Time for staff to meet with families who require support with attendance.	
<p>Increased awareness of accountability amongst all staff to increase the life experiences of our disadvantaged children.</p> <p>Children who are vulnerable will be discussed regularly and a programme or targeted interventions will be reviewed.</p>	<p>A safe, supportive and secure learning environment is developed through the school's ethos, vision, quality of teaching and the behaviour policy.</p> <p>Vulnerable pupils are targeted with a package of support alongside Quality First Teaching. Blurt / 1decision / Circle Time.</p> <p>Interventions to support EHWB – Term 1 – Sunshine Circles, Forest School, enhancement through trips / after school clubs.</p> <p>Music teaching – First quality music teaching by Barnsley Music Services provides expert tuition to all pupils. Pupil Premium children are offered the chance to continue Music tuition in Key Stage 2 for free.</p> <p>Meetings with relevant staff take place termly – SEND reviews of Pupil Premium children and Pupil Progress Meetings support discussions. Teachers also meet termly with parents of those children who are SEND and Pupil Premium to share outcomes and next steps.</p> <p>Audit of enrichment activities which aim to develop pupil's cultural capital.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Total budgeted cost: £ 82, 100

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 to 2024 academic year.

Impact from 2023 - 2024

- The school purchased Read, Write, Inc resources for all members of staff who teach reading, as well as continued access to the online portal and consultancy service. This has ensured that all staff are up to date with the teaching requirements for these sessions. All members of staff are reading teachers and there is clear and evidenced fidelity to the programme. The Reading Lead has adopted a coaching model in order to support staff as and when necessary. Workshops for staff take place weekly and regular workshops for parents began in Autumn 2022, continuing into July 2024.
- New Read, Write, Inc book bag books were ordered, in order to ensure that all books taken home closely matched the phonics sounds that were taught in lessons – a particular focus was placed on the early stages of reading.
- After the second attempt in Year 2, all children have passed the Phonics Screening Check.
- All staff attended INSET training for Whole Class Reading – Learning Development Days evidenced that the teaching of this was consistently good. This was then revisited in Autumn 2023 and Fred’s Fluency resources were purchased. This ensured that up to date, high quality texts which motivate children to want to read are utilised in class. Staff also have access to Literacy Shed + reading texts.
- The school continued to undertake a complete overhaul of their Reading for Pleasure offer – Library pods were created from Nursery to Year 6 and with support from the Usborne Ready, Steady, Read events, new books were purchased for each area. The promotion of Book Talk alongside pupil surveys meant that books were chosen to encourage a lifelong love of reading. The Year 6 librarians (3 of which were PP children) supported the launch of the new reading areas.
- The SENDCo and PSA targeted PP children in their intervention programmes – Lego Therapy, Flower 125, Friendship Formula, Forest School and Echo Reading. These programmes greatly supported the mental health and wellbeing of our children and improved attitudes to learning. They were also accessed by those children deemed disadvantaged or vulnerable by the school.
- White Rose Maths and Primary Stars were monitored as they identified the small steps needed to catch up children quickly in Maths. The practical approach in Key Stage One led to 4/6 PP children achieving the EXS standard in Maths.
- The SENDCo worked closely with class teachers to identify children at an early stage for the Nessy Intervention. Eklan strategies were used by all EYFS staff in order to develop a communication friendly school. The school was awarded this status in September 2022 because of the work over the previous year. Our PP children in the early years are now benefitting from a language rich environment with developing oracy at its heart. The implementation of Drawing Club has also improved children’s vocabulary knowledge.

- Spelling Shed was purchased and utilised by children in Year 2 – Year 6. During the pandemic, PP children were offered laptops to make sure that they could access online learning. These were utilised for homework.
- To promote parental engagement further – the PSA ran coffee mornings and was available, on the playground at the start of every school day. She made regular phone calls to parents and invited them to workshops in school. A new PSA was appointed from September 2022 and has made strong links and relationships with families. The Pupil Premium Grant has allowed for an increase in PSA hours from Autumn 2022 to further improve impact. This will continue in to 2024 – 2025.
- The school's behaviour policy was overhauled with the introduction of House Points. PP and non-PP children from Year 6 and Year 5 were chosen to represent their 'Houses' as captains. The school purchased token points and instigated an 'Ethic of Excellence.' Pupils have responded well to this new approach, taking responsibility and setting an example.
- Barnsley Music Services provided expert tuition to all Key Stage 1 pupils in percussion and singing. Year 4 pupils accessed whole class guitar teaching.

Impact from 2024 – 2025

- Attendance
As of 10.6.25 – 25/65 PP children have 100% attendance. The school has adopted a robust system for monitoring attendance which is having an impact. 27 pupils are below 96% and 19 pupils are below 90%. Work is ongoing with these families who are supported by the school's PSA, Head teacher and SEND Lead. 11 pupils are not showing an improvement in attendance from the previous end of year – these will be monitored over the final 6 weeks of the school year.
Currently 12 PP children are PA. (24%) Last year, it was 18 children (37%). Equally, we have increased the number of PP children in the 'good' or 'excellent' bracket – 28% (was 18%).
Gap to National figures has decreased – from 3% to 1% higher than national.
Case Studies available.
- Oracy in Early Years and KS1
English Lead attended 5 days of training with the LA.
Oracy policy and intent document shared with staff. Introduction of sentence stems into all year groups to support communication and language development.
Morning check ins with key children support PP children who may enter school dysregulated. This will be opened up to all children through the introduction of journaling next academic year.
Implementation documents audited and will be a focus of the 2025-2026 SDP.
Introduction of a new Maths scheme – NCETM supports the work on Oracy and it is hoped the impact will be seen in 2026 results for PP children.
- Reading
Phonics Screening Check – 63% of PP achieved 32 / 40. (5/8 PP children, 2/5 PP and SEND)
KS 1 – 57% of PP children achieved EXS in reading. (4/7 PP children)
KS 2 – 78% of PP children achieved EXS in reading. (10 PP children)
- Social and Emotional

Vulnerable PP pupils have been targeted for Zones of Regulation support and Sunshine Circles (continued from previous years). A whole school approach has been adopted for Zones of Regulation with a weekly Circle Time planned in to each year group.

- Careers

Over the course of the year, the Pupil Premium Lead has completed 6 modules of training with Teach First in order to audit, implement and evaluate a new approach to the teaching of careers in school.

As a result of the training above, PP children and all children in Yr 6 have participated in Employee Encounters with staff who design Rolls Royce engines and Symphony who design and manufacture fitted furniture.

There has been an increased focus through the Science curriculum too with changes made to curriculum plans in order to raise aspirations in the field of STEM. All pupils across school participated in 'Science Week' where an event for parents was also well attended. PP children across school were involved in the outcomes presented to parents – to persuade them which animal is the best.

The impact of this project has raised aspirations in our KS2 children and supported their knowledge of jobs and prepared them for the wider world.

Externally provided programmes

Programme	Provider
N/A	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. These areas will be developed during 2024 – 2025.

They will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils and forms part of our wider School Development Plan.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- In Year 1, there will be a renewed focus on teaching vocabulary through the implementation of Drawing Club.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the activities undertaken in previous years and why they had not had the degree of impact that we had expected.

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 will be using the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and will contact schools this year with high-performing disadvantaged pupils to learn from their approach.

In order to write this strategy, we explored 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. From observations of our pupils in 2023 - 2024, we also noticed the impact that the pandemic continues to have on our children, especially the disadvantaged. This informed the specific activities and challenges of this document.

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.

Our strategy will be evaluated through pupil surveys, learning looks, book looks, learning development day outcomes and discussions with teachers and parents on a termly basis and adapted to suit any emerging needs of our children.