Pupil premium strategy statement – Jenyns First School and Nursery

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	75
Proportion (%) of pupil premium eligible pupils	1.33%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	**2026-2027** 2027-2028 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	James Sadler
Pupil premium lead	James Sadler

Governor / Trustee lead	Jo Knott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,100
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*	£3,100

Part A: Pupil premium strategy plan

Statement of intent

At Jenyns First School and Nursery our vision is summed up in our mission, which is; '*Embracing Respect, Nurturing Growth, Inspiring Ambiton'*. Our intention, is to ensure that all pupils at Jenyns First School and Nursery have access to high quality teaching which meets their individual needs through careful planning, assessment, delivery and personalisation. All pupils will be supported with their mental health and wellbeing and have a rich curriculum, which they can access at an appropriate level of challenge.

We will achieve this through ensuring that appropriate provision is made for all pupils who belong to vulnerable groups and recognising that not all of these pupils qualify for free school meals. Our intentions outlined in this statement aim to support these vulnerable pupils, regardless of whether they are disadvantaged or not.

We recognise that effective implementation of this strategy will need to be deeply rooted in a whole school approach where effective information gathering, assessments, and planning enable all staff to act early in identifying and supporting pupils to achieve highly in all subjects. This includes continued or better progress for those who are already high attaining and additional support for those with SEND. High quality teaching is at the forefront of our plan and this is supported through research from the EEF and rooted in high quality CPD.

Our approach will be responsive to common challenges identified across the school and tailored to meet individual needs, this will be driven by thorough assessment for learning as well as more formal assessment methods. Staff will not make assumptions around the impact of disadvantage. We recognise that pupil mental health and wellbeing is key to progress and this is embedded through the school ethos and the support available.

The key principles within our strategy plan are:

- To eradicate 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.

Challenges

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

Challenge number	Detail of challenge
1	Ensure accelerated progress in reading and writing through high quality teaching, early intervention and accurate assessment for learning.
2	Through assessment, parental conversation and observation, it is apparent that there are some oracy and language development needs. Disadvantaged children have been identified for targeted support.
3	Wider family difficulties, including bereavement, mental health difficulties, cost of living crisis impacting attendance, aspirations for their children and resilience themselves.
4	Some disadvantage pupil have narrow experiences of life outside school.
5	Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.

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
Accelerated progress in English and Maths. Increased confidence levels in English and Maths.	- Gaps in learning are identified. - Quality First teaching and targeted support fills identified gaps in learning. - Pupils make accelerated progress to close gap between PP and non-PP pupils, individually and collectively.
Empower pupils, who have experienced adverse childhood experiences with the necessary skills, resilience and emotional well-being to thrive in spite of their challenging pasts.	- Pupils develop effective coping mechanisms and emotional resilience, enabling them to better manage their emotions and respond to stressors in a healthy way - Pupils learn to bounce back from setbacks, persevere through challenges and view failures as opportunities for growth. - Support provided addresses individual SEMH and learning difficulties, promoting a love of learning and accelerated academic progress.
Improved overall attendance for disadvantaged pupils and decreased number of persistent absenteeism.	Sustained high attendance from 2024/25 demonstrated by: - All vulnerable pupils attendance to be greater than 95% - Persistent absenteeism procedures embedded into practice.

Pupils have access to wider life experiences, such as clubs and trips.	- Increase in number of PP pupils who attend extra-curricular clubs. - PP pupils attend school trips.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to improve quality-first teaching Maths, English and EY TLA support SLT staff deliver staff training	Quality-first teaching is the most effective way of targeting the needs of all pupils (EEF). Curriculum should meet needs of all learners, as outlined in curriculum intent statement. EEF: 'We have identified four priorities for teachers who want to help their student learn more: 1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise the opportunity to learn 4. present content, activities and interactions that activate their students' thinking' https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4

	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457 Schools should consider how—and in which contexts—to give teachers high quality CPD around cognitive science approaches, and enough time to test and incorporate approaches appropriately into their practice and for their subject and learners. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	
Implementation of SEMH interventions continuing across KS1 and KS2.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5
Home reading books and shared reading books resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity.	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018). Within the school context, reading and vocabulary are a priority in all lessons.	1, 2

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

Budgeted cost: £2,802

Activity	Evidence that supports this approach	Challenge number(s) addressed

Implementation of SEMH interventions continuing across KS1 and KS2.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5
Online programmes including: TT Rockstars and Google Classroom, home learning access across the school	Digital technology can add up to 4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside the classroom.	1, 2
Literacy Gold – English Intervention programme	Smaller groups allow greater personal learning support and attention. Targeted attention helps boost confidence and motivation. Resources specifically meet the needs of individual learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
UCan 2 Maths interventions	1:1 Maths intervention to enable the embedding of core Maths knowledge. Targeted attention will boost confidence and help to access other areas of Maths. Improving Working Memory and Arithmetic - second trial | EEF	1, 2

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

Budgeted cost: £298

Activity	Evidence that supports this approach	Challenge number(s) addressed
Threapeutic Thinking behaviour training for staff	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic	3, 5

	behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Forest School sessions	Implementation of regular Forest School sessions is proven to improve the wellbeing and Mental Health of young children. Forest Schools: impact on young children in England and Wales - Forest Research	3, 4, 5
Financial support *Trips / school uniform etc*	Providing financial support for these disadvantaged children enables them to access wider opportunities and provides support with items such as school uniform so that they are ready and prepared for the school day feeling comfortable and confident therefore ready to learn.	3, 4, 5
Enrichment opportunities including: subsidised peripatetic music lessons and subsidised residential visit for children in receipt of the pupil premium grant	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning to ensure an effective spending model. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Total budgeted cost: £3,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our pupils, irrespective of their background or the challenges they face, have loved coming to school and loved learning. They continue to make good progress even though some of the steps may be small ones.

We know all our children and families well. We continue to support families where and when it is needed. Families are greeted every morning with a welcoming smile and parents are in conversation with the headteacher and teachers if they have any concerns or worries.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time has benefited the non-disadvantaged pupils in our school.

The approaches we have adopted have been effective this academic year in ensuring that:

• disadvantaged pupils are challenged – we use our value of "Never Give Up" to aim high, with every child accessing the same learning in the class through different levels of support and scaffold-ing.

• Interventions are put in place for all vulnerable children to act early to intervene at the point need is identified – not all of these have been academic, sometimes they are for emotional support, sometimes opportunities to read with the help of many members of our community to be able to offer daily reading for our most vulnerable children.

• We have a whole school approach where everyone is responsible for helping to raise academic outcomes and self-esteem for all children. A programme of high quality CPD for teachers, teaching assistants and governors has led to a team of people in our school all looking out for and supporting our most vulnerable children.

Summary of Impact:

Narrow the gap in progress and attainment for PP children
The focus has been on closing the gap in maths and English. Pupil progress and outcomes were carefully tracked and progress was observed across all PPG pupils and children with SEND. New targets have been set and shared with parents through parent consultations.
Careful monitoring of pupils took place each half term. The majority of our PPG pupils received 1:1 and small group support and good progress was observed for most pupils.

Reduce social, emotional and mental health needs that impact on learning

We have noticed the impact that staying at home through COVID lockdowns has had on some pupils wellbeing and independence, with some children showing heightened anxieties and detachment issues.
PSHE, RE and mindfulness that takes place daily and weekly gives children the opportunity to pause, think and talk about their lives as well as lives of others. It is also an opportunity for staff to capture children's voice and feelings and act on them where appropriate.

Increase attendance rates for eligible PP children
We noticed that the attendance of our PPG pupils was lower than non-PPG pupils. Some PPG children attendance is still poor despite regular phone calls, letters home and meetings with the headteacher. The school has supported these parents to make every effort to bring their child to school even if they have a slight cold or not feeling well, with the promise that school will always send the child home if they are not well enough to learn. Attendance for these pupils has improved.

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