

Pupil Premium Strategy 2024-2027



Pupil premium strategy statement

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	Jackfield Infant School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	42.3%
Academic year/years that our current pupil premium strategy plan covers.	2024-2027
Date this statement was published	September 24
Date on which it will be reviewed	July 2026
Statement authorised by	Rachel Davies
Pupil premium lead	Paula Holmes
Governor / Trustee lead	John Lovatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133, 300
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	£133,300

Part A: Pupil premium strategy plan

Statement of intent

Jackfield Infant School

Right From the Start



Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy supports this.

We will consider the challenges faced by vulnerable pupils, such as those who have experienced adverse childhood experiences and reduced life chances through deprivation and home contexts. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 which includes all pupils within our school including children who are from non-disadvantaged backgrounds. As our pupil premium children form nearly half of our school this plan is an integral part of the school improvement plan ensuring all children make accelerated progress and attain well throughout their education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and educational research. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Have positive relationships with all pupils and families.
- Use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- Ensure the learning environment is supportive of disadvantaged pupils' needs regardless of their socio- economic background.
- Give access to a range of opportunities including cultural capital and enrichment to complement and enhance their educational experience.
- Ensure our Governing Body provides oversight on the distribution of funding, to impact the whole school culture of addressing disadvantage
- Use research evidence to inform our approaches to addressing disadvantage.
- Provide excellent pastoral care for all disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Significant targeted interventions and QFT to ensure our children close the gap to achieve Age Related Expectations. Baseline data and assessments indicate that children enter school well below age related expectations and school readiness. Children have poor understanding and underdeveloped oral language skills and vocabulary gaps and there is a higher proportion of disadvantaged children that this affects.
2	Improving early speech and language across EYFS and oracy across the school. Assessment and monitoring outcomes indicate under developed, speech, language and vocabulary gaps.
3	Ensure our children achieve their academic potential through QFT and addressing gaps immediately. Some children need to catch up in reading and writing(spellings) in order to access the full curriculum including disadvantaged pupils who also have SEND needs.
4	Ensure our children are ready to learn through the daily support from staff. Staff support children's SEMH where necessary ensuring children feel safe and happy. As a consequence, to the extreme deprivation within our school locality poor home learning environment and limited life experiences beyond the home. High number of families or pupils require social, emotional or mental health support.
5	Early identification of SEND needs ensure children receive the support needed to make above expected progress. Pupils from disadvantaged are more than twice as likely to be identified as SEND. This has been evident in previous cohort data.
6	Ensuring attendance of at least 97% Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-6% lower than for non-disadvantaged pupils.

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
1. Language, Vocabulary and Oracy continues to be developed through the curriculum ensuring the learning gap for disadvantaged children is closed and learning opportunities are effective in developing children's literacy skills.	• A Clear evidence-based strategy is in place across the school. High quality CPD for staff is planned. • Language development and oracy skills is planned across the curriculum ensuring children embed these skills and broaden their subject vocabulary and knowledge. • Language and Oracy Development strategies are planned. • High quality texts are used increasing cultural capital of our children. • Coaching and mentoring plan is in place to support professional development of teachers ensuring the best outcomes from all children. • Monitoring and Evaluation is in place. Rigorous assessments on entry to school are in place, Staff

	know the children well and plan effectively to develop their language skills. EYFS deploy the SHREC model approach as outlined in the EEF toolkit
2. High quality teaching of reading and phonics is in place across the school ensuring the disadvantaged children's attainment is in line with National standards by the end of EYFS and for the Year 1 National Phonics screening check.	- A validated phonics scheme is consistently in place across the school. - QFT of phonics is a priority and effective across the school. - A rigorous assessment and tracking system to track phonics is in place and used to identify gaps and plan targeted interventions for specific children. - The lowest 20% of children are targeted by class teacher. - CPD is ongoing and planned to ensure staff phonics teaching is consistently at least good.
3. High quality teaching of writing is in place across the school for the disadvantaged children.	- Quality first effective teaching including explicit input, modelling, scaffolding (adaptive teaching) and S&L opportunities is in place to ensure mastery of key skills. Maths is also supported by external schemes. - Rigorous assessments are completed to identify next steps ensuring children make at least good progress and no gaps occur. - There is a structured progression in place within Maths and English. - Work sampling demonstrates that disadvantaged progress is in line or better than non-disadvantaged pupils. - CPD is provided following an audit of staff needs and the school's development priorities.
4. High quality teaching of maths is in place across the school for the disadvantaged children.	
5. Through an enabling environment and high-quality facilitation and interactions children in the EYFS make accelerated progress and attain in line with their peers.	- Further development of an enabling environment in the EYFS will ensure children become independent and develop S&L skills. - Continued development of 'learning provocations' through topic-based curriculum. - CPD will continue to focus on quality interactions and facilitation.
6. Metacognition strategies are consistently planned for and staff's understanding of child development, attention development, cognition and brain development continues to inform practice.	- Further embed effective researched strategies linked to cognition and learning. - Staff timetable learning effectively, timetabling is fluid to ensure that 'hard thinking' is planned for and takes into account children's cognitive load. - Effective and appropriate child development led pedagogy is in place to secure good outcomes for pupils.
7. Attendance for the disadvantaged children is in line with the Non PP children.	- Pastoral team continue to work relentlessly with the families of PP children to ensure specific needs are known and are able to put appropriate support in place. - Support is specific and when necessary accessed wider external agencies.
8. Through our curriculum and the expertise of the staff our disadvantaged children's personal development and well-being is a priority. Families are supported and strategies are deployed to support engagement in understanding their role in preparing their child for learning.	- Provision map in place to identify opportunities over the year to engage parents in child's learning through the use of technology and face to face events led by curriculum leads and external agencies/family hub. - Pastoral offer continues to be effective in supporting identified PP families.

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: £71,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outcome 1 Continue to deliver high quality CPD to all staff around developing children's language and oracy skills. Embed a consistent model based on evidenced based research(Oracy Framework)to the teaching of language and the development of oracy opportunities with lessons. Ensure these opportunities are integrated across the whole curriculum. Launch days will focus on speaking and listening opportunities. Speaking and listening rules will be consistent throughout the school. High quality CPD will be delivered, this will include Universally Speaking, helicopter stories, talk for writing questioning and facilitation. Continue to use high quality texts across the school increasing cultural capital. Monitoring and Evaluations continue to inform language and oracy developments. Rigorous assessments on entry to school are in place so staff know what needs to be targeted. Pupils in EYFS are baselined on entry using the Stoke Speaks Out speech screening tool. The identified gaps are then planned into quality first teaching experiences. The SHREC model- EEF toolkit will be the consistent approach applied in EYFS. The Wanderlust and curiosity led approach to the curriculum will support this. Continue to develop purposeful speaking and listening activities to support the use and range of pupils' language capability and provides a foundation for thinking and communication in all subjects e.g. Sentence stems Think, pair, share, present, perform and collaborate .	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF- Metacognition and Self-Regulated Toolkit EEF – EYFS Toolkit Self-regulation strategies EEF- Improving Literacy KS1 Oracy framework Cambridge university	1,2,3,5,6

Monitoring activities evidence an explicit vocabulary approach is implemented across the curriculum. Identify Pupils New to English and mobile pupils who need to make accelerated progress in speaking and listening. Chatty learning will be used to ensure progression in the understanding and use of vocabulary		
Outcome 2 Guided and shared reading ensures quality explicit teaching of reading. Reading Squads continue to ensure the consistent teaching of the lesson sequence including the use of reading characters to support speaking, listening and understanding. Professional development meetings will focus on specific aspects of reading such as predicting and inference and the use of the reading characters. Staff are well trained to teach reading effectively and assess reading attainment. Reading for pleasure opportunities are in place.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Preparing for Literacy – EEF guidance report EEF – Effective professional Development The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy. EEF – Working with Parents to Support Children's Learning The evidence here supports prioritising what you want parents to help with and providing them with practical strategies that support learning at home.	1, 2, 3, 5, 6
Outcome 3 Quality first, effective teaching including: explicit input, modelling and scaffolding is in place to aid the development of writing and support pupil progress. CPD for Talk for writing is used to support children's sequencing of texts/non-fiction. Additional writing support will be timetabled and in place in KS1. Timetabling ensures discreet teaching of handwriting following the schools consistency document. Monitoring of this will be a focus. Regular formative assessment is in place and gaps are addressed promptly.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Preparing for Literacy – EEF guidance report EEF – Effective professional Development The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy EEF Teacher Feedback to improve pupil learning. States that teachers should provide high quality initial instruction including use of formative assessment strategies. Use of different strategies not just written feedback are effective.	1, 2, 3, 5, 6
Outcome 4 Quality first effective teaching including explicit input, modelling and scaffolding is in place to ensure mastery of concepts and strategies development in maths. CPD to develop oracy in maths and the use of mastering number to develop reasoning skills. Continue to embed 'fluent in 5' and fluency quizzes to support children's retrieval of number facts. Continue to embed retrieval practice questions at the start of every lesson – can you still? Flashback four.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving mathematics in early Years and Key Stage 1 EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months EEF improving mathematics in early years states investment in staff CPD and their own understanding of mathematics and how children typically learn. EEF – Effective professional Development	1, 2, 3, 5, 6

	The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy	
Outcome 5 EYFS long term plan reviewed including a progression in Wanderlust questioning which will develop children's oracy further. Review and plan areas of learning to ensure an enabling environment CPD will focus on learning provocations, continuous provision planning and adult interactions	EEF- EEF eyfs educationendowmentfoundation.org.uk EEF- Play-based learning EEF educationendowmentfoundation.org.uk EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF educationendowmentfoundation.org.uk	1,2,3,4,5,6
Outcome 6 Metacognition strategies overview will be revisited and staff will continue to ensure these are an integral part of their planning and delivery. Further develop staff's understanding of attention development exploring the 'hard thinking' children engage in and how the 'rhythm of the Day' can support this.	EEF- Metacognition and Self-Regulated Toolkit EEF – EYFS Toolkit Self-regulation strategies EEF- Metacognition and Self-Regulated Toolkit EEF – EYFS Toolkit Self-regulation strategies	1,2,3,5,5,6

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

Budgeted cost: £19,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day in class interventions are established with lessons explicitly linked to daily lessons e.g. pre-teach maths and phonics Established structured interventions such as small group, one to one support, effective deployment of TA's and teachers. Additional small group phonics sessions targeted at disadvantaged pupils who require additional support. Impact of interventions are rigorously monitored	The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification EEF- Small Group Tuition These Toolkits suggests that high quality feedback is an effective way to improve achievement by up to 8 months. EEF - Making the Most of Teaching Assistants This includes the use of the following researched strategies- interventions such as 1:1 and small group work. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2,3,4,5,6

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

Budgeted cost: £42,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outcome 7 Monitor attendance and punctuality regularly. FSW and attendance lead to support identified families. Early help set up as required. Letter sent home to parents for identified children. FSW and attendance lead to monitor attendance. PP lead aware of any attendance issues. Weekly attendance reports analysed and acted on. Free breakfast club to support PP children's punctuality and school readiness. Parent workshops will be delivered to parent to ensure understating of supporting their children in school readiness.	Evidence "the findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour, setting high expectations, focusing on the quality of teaching and developing the role of TAs) Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE. Research shows attendance improves when a school engage students and parents in positive ways and when schools provide mentors for chronically absent students. EEF – Working with Parents to Support Children's Learning The evidence here supports reviewing how you work to secure good parental engagement	1,2,3,4,5,6
Outcome 8 Continuation and development of Well-Being Wednesday' to support children's well-being and mental health. Pupil voice will form a strong part of planning this. Opportunities to engage with 'JOE's'(Jackfield Outdoor Explorers) to support children with SEMH. Review of the Right From the Start activity entitlement tracker ensures activities are achievable by all children during their time at JIS. Enrichment clubs leader will continue to develop a long term overview of after school clubs available to the children and additional experiences through the local community and visitors into school.	EEF Toolkit – Improving Social and Emotional Learning in Primary Schools The EEF guidance report for improving social and emotional learning is implemented using the 5 core skills for SEL. These include: • self -awareness, • self-management • social awareness • relationship skills • responsible decision making. EEF Toolkit Improving behaviour Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace." Life lessons. Sutton Trust	1,2,3,4,5,6,7

Total budgeted cost: £ 133,300

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 2025 to 2026 academic year.

Data demonstrates that the majority of disadvantaged pupils are making at least expected progress across EYFS and KS1. There is evidence of particularly positive progress in EYFS writing and mathematics and Year 1 writing, where disadvantaged pupils' progress is broadly in line with or above that of their peers.

The data also identifies areas where further work is required. Progress gaps remain for disadvantaged pupils in reading, particularly in Year 1 and Year 2, and in Year 2 writing and mathematics. Attainment gaps also remain between disadvantaged and non-disadvantaged pupils.

Phonics outcomes need to be considered in the context of the high proportion of disadvantaged pupils with SEND. Where SEND is not a factor, outcomes for disadvantaged pupils are considerably stronger, with 93% of disadvantaged/non-SEND pupils passing the Year 1 phonics check and 100% passing in Year 2.

Overall, PP provision is having a positive impact on the progress of disadvantaged pupils, with the majority making at least expected progress. The school has identified the remaining gaps and will continue to provide targeted support, particularly in reading, writing and mathematics, alongside appropriate support for pupils with SEND. Assessment information will continue to be used to identify individual barriers, target provision and monitor the impact of interventions.

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
Power Maths	Pearson
Reading Wise	Reading Wise
Jolly Phonics	Jolly Learning
Chatty Learning	Chatty Learning