

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 | Thomas Jolyffe Primary School |
| Number of pupils in school | 316 |
| Proportion (%) of pupil premium eligible pupils | 33% (103) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-27 (Most actions will remain in place beyond this, but may change slightly depending on future funding) |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Philippa Liversidge |
| Pupil premium lead | Philippa Liversidge |
| Governor | Julia Kenny |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £183,230 |
| School-led tutoring funding April 2025- April 26 | nil |
| 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 | £183,230 |

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium numbers have risen since Autumn 2020 to Autumn 2025 from 98 to 103, whilst our pupil numbers are falling in line with other schools in the county. The birth rate's decline has caused our numbers to fall over the past 2 years in Reception and this is likely to continue until 2029 at the earliest. We are committed to working towards strong outcomes for pupils and will continue to prioritise this amongst declining pupil numbers.

We strive to ensure that all our pupils have good levels of English and Mathematics and the ability to apply their skills in a range of situations. Our goal is for our pupils to see themselves as successful and resilient learners, knowing that they can succeed whatever their starting points. We recognise that for many of our disadvantaged pupils this is particularly challenging, with emotional well-being being a considerable barrier to their learning and their outlook on life.

Our strategy therefore aims to support all pupils to develop as the whole child academically, socially and emotionally throughout their time at school in order that they develop fluency in core subjects, but also that they see value in this and have high aspirations for their future, embracing themselves as learners and leaders of the future.

We believe that quality first teaching is the most important factor in ensuring that pupils make good progress. This is where new concepts are introduced, practised and reinforced, and where misconceptions can be addressed. Here, pupils do not learn in isolation, gaining guidance not only from skilled professionals but also from peers which for many pupils is a very supportive experience. We have provided opportunities for staff to share aspects of good practice and have identified some key priorities for whole school professional development. Through providing staff with the opportunity to refresh and develop skills, we aim to ensure that pupils also receive consistent high-quality input.

We also recognise that there is a place for specific targeted intervention for pupils who require some intensive support, particularly where pupils have missed key concepts, or have other barriers to learning such as language barriers. This year, we are continuing to target support predominately, although not exclusively, for Y4. This year group has been the most adversely affected by two long periods of lockdown meaning that they missed significant amounts of in school learning. We know also, that for many pupils across the school accessing online learning was not always easy and therefore this will have contributed to further gaps developing in knowledge and skills. We recognise, that for many pupils, they will need additional support year on year to enable them to make progress, addressing gaps in skills and knowledge created not only by lockdown, but by other barriers to learning. We also recognise that children in Year 1 missed early experiences such as healthcare professionals, early baby monitoring clinics etc.

when they were between birth-2. We seek to support families who have missed these early opportunities for their children to learn social skills and to enable these experiences to happen in our Reception and KS1 environment, both for the children and for their families.

Finally, our strategy focuses on pupils' social and emotional well-being. For many of our disadvantaged pupils, emotional stability is a significant challenge and as a result, many struggle to access learning consistently. As a school, all staff receive CPD in supporting pupils' well-being in the classroom and for many this is effective. However, there are pupils who require more intensive and specialised support. The school's extended well-being team provide a wide range of support for pupils including breakfast club, self-esteem group, friendship group, lunchtime nurture, 1:1 mentoring, and full nurture provision. We have extended the role of our well-being lead to offer support to families whose circumstances may be negatively impacting on children's ability to settle in school and access learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Disadvantaged pupils are making less progress than other non-disadvantaged pupils in reading across the school. Whilst many pupils have made good or better progress during 2024-25, some gaps in knowledge and skills remain meaning that there is still a difference in the attainment of disadvantaged and non-disadvantaged pupils. |
| 2 | Disadvantaged pupils are making less progress than other non-disadvantaged pupils in writing across the school. Whilst many disadvantaged pupils made good or better progress during 2024-25, gaps in knowledge and skills remain. |
| 3 | Disadvantaged pupils are making less progress than other non-disadvantaged pupils in maths across the school. Whilst some disadvantaged pupils made good progress during 2024-25 due to improvements in teaching and learning using CPA approaches to maths, gaps in knowledge and skills remain and the attainment gap between them and other pupils has widened. |
| 4 | PSED skills when children enter reception are lower for many pupils eligible for PP than for other pupils, particularly in current Year 4 and Year 1. As a result, this slows pupils' ability to access the learning opportunities both in reception and in subsequent years. Two significant lockdowns have also meant that children across the school have missed out on vital interaction with others and they have therefore been unable to develop important skills that would support future learning. |
| 5 | Language skills when children enter reception are lower for pupils eligible for PP than for other pupils. This has been exacerbated by two significant lockdowns as pupils have missed many opportunities to develop language skills over a sustained period. PP pupils in Year 1/Year 4 also have language skills below the standard expected for their age and compared to other pupils as they have also missed vital opportunities to develop these skills. As a result, pupils are less able to communicate |

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| | effectively in both academic and social situations which slows their learning in subsequent years. |
| 6. | Some pupils have considerable social and emotional needs which require support from outside agencies as well as from the school's own nurture provision. The impact of lockdown has been long lasting and particularly challenging for some families and this has impacted long term on pupils' stamina, resilience and ability to focus on learning. The numbers of pupils who have become eligible for the PP during 2024-25 has risen significantly and the change in some families' personal circumstances has impacted some children. |
| 7. | Attendance rates for pupils eligible for PP are lower than other non-PP pupils which negatively impacts on pupils' ability to access learning opportunities. |

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 |
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| Disadvantaged pupils' progress in reading continues to accelerate and the attainment gap between them and other non-disadvantaged pupils is reduced. We recognise that within one academic year, this gap will not be closed for some pupils, and many of our strategies will be implemented over a longer-term period. | Pupils eligible for PP across the school make at least as much progress in reading as non - PP pupils during the academic year. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level. Pupils with identified other significant needs make good progress from their starting points which will be measured at assessment points throughout the year and at SEN reviews. |
| Disadvantaged pupils' progress in writing continues to accelerate and the attainment gap between them and other non-disadvantaged pupils is reduced. We recognise that within one academic year, this gap will not be closed for some pupils, and many of our strategies will be implemented over a longer-term period. | Pupils eligible for PP across the school make at least as much progress in writing as non - PP pupils during the academic year. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level. Pupils with identified other significant needs make good progress from their starting points which will be measured at assessment points throughout the year and at SEN reviews. |
| Disadvantaged pupils' progress in maths begins to accelerate and the attainment gap between them and other non-disadvantaged pupils is reduced. We recognise that within one academic year, this gap will not be closed for some pupils, and many of our strategies will be implemented over a longer-term period. | Pupils eligible for PP across the school make at least as much progress in maths as non - PP pupils during the academic year. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level. Pupils with identified other significant needs make good progress from their starting points which will be measured at assessment points throughout the year and at SEN reviews. |

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| <p>Develop pupils' personal and social skills in EYFS and KS1 so that they access all learning opportunities and made good progress from their starting points.</p> <p>Continue to support pupils personal, social and communication skills in KS2 enabling them to further access the curriculum and become more resilient, confident learners</p> | <p>All PP children achieve the expected standard in PSE, in EYFS. Pupils make good progress from their starting points in reading, writing and number.</p> <p>All PP pupils across the school make good progress in core subjects.</p> |
| <p>Develop pupils' communication and language skills in EYFS and across both key stages.</p> | <p>All PP pupils achieve at least the expected standard in Communication and Language (ELGs). Pupils make good progress from their starting points in reading and writing.</p> |
| <p>Support identified PP pupils to be comfortable in coming into school and accessing learning enabling them to make good progress from their starting points.</p> | <p>Identified PP pupils are able to come into school and settle, accessing learning.</p> <p>Identified PP pupils make good progress from their starting points.</p> |
| <p>Rates of attendance for PP pupils improves and are at least in line with other non-PP pupils across the school.</p> | <p>Measured by attendance figures and compared to previous years. Rates of attendance are also compared to that of non-PP pupils at key assessment points throughout the year.</p> |

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: £25,000 (*Some costs for staffing may vary slightly*)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>CPD to focus on elements of quality first teaching, through scaffolded approaches in writing and using the CPA approach effectively in maths. 3 teachers to attend NCETM maths mastery training in Years 2-4. Focus on Cognitive Load and Metacognition. Follow up monitoring activities.</p> | <p>EEF Guide to Pupil Premium states that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p> <p>EEF research states that pupils understanding about how they learn and being able to select the most effective ways can accelerate pupils' progress by up to 7 months</p> | <p>1,2,3,4,5.</p> |
| <p>CPD and ongoing sharing of good practice focused on quality feedback to impact on pupil progress. Providing release time for teaching staff to observe and share good practice.</p> | <p>EEF shows that effective quality feedback can accelerate pupils' progress by up to 6 months.</p> | <p>1,2,3,4,5.</p> |
| <p>Provide phonics training throughout the year, for all teachers and teaching assistants as well as SLT staff at school to ensure that those children who have significant gaps in knowledge are supported to make progress and become proficient readers.</p> | <p>Government document, 'The Reading Framework', lists a range of evidence stating the importance of phonics in children learning to read, enjoying reading and ultimately being able to access further learning across the curriculum independently.</p> | <p>1,2</p> |
| <p>Provide CPD and identified appropriate resources to support EAL disadvantaged learners. Train 3 TAs using the Bell Foundation to support the development of spoken English for pupils with EAL.</p> | <p>EEF research states the importance of developing oracy skills across the school. 'oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.' (EEF).</p> <p>EEF state that pupils progress can be accelerated on average 6 months through effective use of language.</p> <p>DfE 'New Reading Framework' highlights the importance of spoken language. As children develop the skills of an articulate and competent speaker, this will support</p> | <p>1,2,3,4,5</p> |

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| | them in becoming competent readers and writers | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000 *(Some costs with regards to staffing may vary slightly)*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Teaching Assistants to carry out Precision Intervention, focusing on pupils who need recent learning re-enforcement or providing pre-tutoring. These are always directed by the class teacher. These are always short sessions, approximately 10-15mins so that pupils do not miss teaching input. | EEF research states that support from TA's can accelerate pupil progress by 4 months on average, providing they are effectively deployed by class teachers. Class teachers are responsible for identifying which pupils need further support following a lesson and ensuring that TA's understand the concepts being reviewed. | 1,2,3, |
| Additional teacher (SLT) to support writing and maths pupils' progress in Y6. | EEF research on small group tuition states that pupils progress can accelerate on average by 5 months. | 3 |
| Class teachers in specific year groups, starting with Y6 to provide additional targeted interventions for pupils in maths before school. | EEF research on small group tuition states that pupils progress can accelerate on average by 5 months. | 3 |
| Employ a trained Forest School Teacher to support Forest/Outdoor learning sessions for the whole school. The outdoor learning environment will support their social and emotional development, enhance language skills and build resilience. These children were impacted by lockdown and need continued | There is extensive research to show that a Forest School programme supports, well-being, confidence, problem-solving skills and resilience. These include, the University of Exeter (2019), Natural England (2016), The Forestry Commission (2008) | 3,4,5,6. |

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| intervention throughout their primary schooling. | | |
| Teaching Assistants to hear PP pupils read regularly, and at least 2 additional times from the class teacher. | EEF states that Teaching Assistant intervention can accelerate pupils' progress by approximately 4 months. Teaching Assistants are supported to hear pupils read, by having targeted questions. | 1 |
| Subscribe to Times Table Rockstars to support pupils' times table knowledge from Y2. Subscribe to EdShed to support pupils' spelling application and knowledge from Y1. | Pupils can access this at school and at home, both individually or with an adult support. EEF evidence for parental support states that parental support, when given can accelerate pupil progress by 4 months. Some pupils will not receive this support and so will also be able to access this programme in school. | 3 |
| Subscribe to White Rose online support for learning. This can be used in school or given as homework. | When given has homework, pupils can access this individually or with an adult support. EEF evidence for parental support states that parental support, when given can accelerate pupil progress by 4 months. Some pupils will not receive this support and so will also be able to access this programme in school. | 3 |
| Promote reading for enjoyment. PP pupils to choose books for the library and also one for themselves. This will be achieved through author visits and visits to Waterstones. | There are many benefits associated with reading for pleasure. The Reading Agency say, ' <i>Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).</i> <i>Also, 'Students who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013).</i> | |

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

Budgeted cost: £ 83,230

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Well-being team to support the social and emotional needs of identified pupils. This ranges from full nurture provision (5 mornings and 4 afternoons per week), to 1:1 mentoring in the mornings, breakfast club, self-esteem groups and lunchtime club.</p> | <p>Maslow's hierarchical table of needs clearly shows that if pupils basic needs, including emotional needs are not met, they will not be able to access learning and other needs higher up the table. EEF states that social and emotional learning can add up to 4 months to a pupil's academic progress. It also acknowledges that there are considerable benefits to pupils in terms of well-being, where pupils learn to manage emotions successfully, and are therefore being more able to access learning.</p> | <p>6,7</p> |
| <p>Additional hours for a member of Well-being Team to run Nurture Breakfast club</p> | <p>Maslow's hierarchical table of needs clearly shows that if pupils basic needs, including emotional needs are not met, they will not be able to access learning and other needs higher up the table.</p> | <p>6,7</p> |
| <p>Purchase motivational awards to promote good attendance each term.</p> | <p>It is clear that pupils who are attending school regularly make better progress than pupils who do not.</p> | <p>7</p> |
| <p>Well-being, behavioural and MHFA training for SLT and well-being team to support social and emotional needs of identified pupils, particularly those who exhibit more challenging behaviours.</p> | <p>Record levels of young people are struggling. Academic pressure, social media, bullying, poverty, lack of availability of professional mental health support – all have been named by various sources as contributing to this epidemic of poor mental health in our young people. It's clear that young people are not getting the support they need. Key figures in a young person's life – parents, family members, teachers, tutors, carers, youth workers – can often spot when a young person is struggling but may not know how best to help (MHFA 2024).</p> | <p>6,7</p> |
| <p>Subscription to Warwickshire Attendance Service to support families whose children have low attendance.</p> | <p>It is clear that pupils who are attending school regularly make better progress than pupils who do not. Those with poor or sporadic attendance develop large gaps in knowledge and skills and become less motivated to access learning in school.</p> | <p>7</p> |
| <p>Ensure that the learning environments throughout the school support and promote</p> | <p>A study by Salford University (2015) found that a well-designed learning environment promotes children's motivation and engagement in learning.</p> | <p>1,2,3,4,5,6</p> |

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| learning, including book areas, ensuring displays are language rich | | |
| Additional support staff employed to support individual pupils with significant social and emotional needs, including where these needs affect behaviour. | 1:1 Nurture support in place 5 mornings and 4 afternoons per week to support children with SEMH needs in school and work on small step targets for success. 1:1 TAS employed to support pupils in class with significant emotional and attachment needs | |
| Subscription to Jigsaw PSHE scheme | Following the proposed curriculum plan and using many of the resources supports the well-being of all pupils. | 6 |
| Further develop library area during Year of Reading 2026 for EYFS and KS1 to enable pupils to choose from a wider range of books and encourage reading for pleasure and selection of books to promote well-being across school in central areas. | There are many benefits associated with reading for pleasure. The Reading Agency say, ' <i>Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).</i> Also, ' <i>Students who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013).</i> | |
| Opportunities planned for pupils to meet with a range of professionals to raise aspirations for future employment. Invite aspirational speakers to talk to the children in school and hold 'Futures' Week in school to help promote this. Possible university visit to raise aspirations for future education. | Evidence that work on raising aspirations is very limited. The EEF state that many PP pupils have high aspirations. Our aim is to try and show pupils a range of possibilities and for them to understand the commitment and academic qualifications needed to achieve their goals. | 6,7 |

Total budgeted cost: £183,230 (as of September 2025)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for disadvantaged children

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2025 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of 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). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. We have amended our intervention programme for children who need further exposure to elements of their learning and subject leads and SLT are now taking intervention groups from January 2026 for children needing further support. We are also planning to offer further nurture provision for the increasing number of children who find it challenging to be in the classroom for extended periods of time, who do not have EHCPs, yet who show signs of EBSNA, so they can develop their social and emotional skills before they can learn effectively in a smaller group setting.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Our end of KS2 outcomes are shown below:

| | Year 6 Reading outcomes - % pupils meeting ARE | Year 6 Writing outcomes - % pupils meeting ARE | Year 6 Maths outcomes - % pupils meeting ARE | Year 6 Reading, Writing and Maths overall outcomes - % pupils meeting ARE |
|----------------------|--|--|--|---|
| Disadvantaged pupils | 61% (National 63%) | 28% (National 59%) | 50% (National 61%) | 22% (National 47%) |
| All pupils | 69% (National 75%) | 42% (National 72%) | 63% (National 74%) | 38% (National 62%) |

In 2025, the gap between disadvantaged children and all pupils narrowed in Reading and Maths. Our focus is on Writing for this current year to close the gap and keep it closed.

Absence among disadvantaged pupils was 10.6%, 7.4% higher than their peers (7.2%) in 2024/25, although this was mainly due to the increase in children on reduced timetables to support them with their emotional wellbeing, including children who were receiving flex learning and learning at alternative provision. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. 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, strengthening the amount of Nurture we offer to support our children.