

Pupil premium strategy statement – Jessie Younghusband 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	16%
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)	2024-25 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Luke Hanna
Pupil premium lead	Paul Neaves
Governor / Trustee lead	Sue Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£959,732

Part A: Pupil premium strategy plan

Statement of intent

At Jessie Younghusband School, our commitment is to ensure that every pupil—regardless of background—has access to high-quality learning experiences and support. Our strategy focuses on enhancing oral language development, addressing social, emotional, and mental health (SEMH) needs through a tailored wellbeing programme, improving motor and numeracy skills, and fostering a love of reading through phonics-aligned texts and reading for pleasure.

We are dedicated to ensuring all pupils, including those who are disadvantaged, participate fully in every aspect of school life. To support this, we invest in staff development through CPD, team teaching, and structured support for subject leaders, reinforcing our emphasis on quality first teaching.

Our pastoral provision includes targeted support for vulnerable pupils and families, delivered through a learning mentor, ELSA, and access to play therapy where needed. We aim to raise attendance among disadvantaged pupils, narrowing the gap with their peers and enabling full engagement with the school's curriculum and enrichment opportunities. By removing barriers and expanding access to a wide range of experiences both in and beyond the classroom, we strive to positively impact academic outcomes and overall wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for disadvantaged learners is lower than for other pupils.
2	Engagement at home, especially in supporting reading, is lower for disadvantaged children.
3	Access to a wide variety of opportunities (e.g., sports clubs, theatre trips) is often limited for disadvantaged children.

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
Increased attendance for disadvantaged children to maximise learning opportunities.	<p>Disadvantaged pupils' attendance rate improves by at least 2% compared to the previous academic year.</p> <p>Weekly attendance monitoring meetings identify and support at least 90% of disadvantaged pupils with attendance below 90%</p>
Increased overlearning and reinforcement in reading and maths at home and school.	<p>increased use of reading books matched to phonics and maths resources by disadvantaged pupils, monitored through home-school reading logs and intervention records.</p> <p>At least 85% of disadvantaged pupils demonstrate progress towards or attainment of Age Related Expectations (ARE) in reading and maths by July 2026.</p>
Disadvantaged children access a wide range of enrichment experiences.	<p>Disadvantaged pupils' participation in sports fixtures and cultural trips increases by 20% compared to the previous year.</p> <p>Feedback from pupils and parents indicates increased enjoyment and engagement with enrichment activities, gathered through surveys with a minimum 75% positive response rate.</p>
Learning mentor and play therapy services support vulnerable children and families.	<p>At least 90% of pupils referred to the learning mentor or play therapy show improvements in SEMH indicators, as measured by pre- and post-intervention assessments.</p> <p>SENCo completes play therapy apprenticeship and implements interventions with fidelity by the end of the academic year.</p>

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: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased administrative capacity to proactively manage and support attendance, including weekly safeguarding team meetings to develop strategies for disadvantaged children.	The Education Endowment Foundation (EEF) highlights that improving attendance through targeted monitoring and multi-agency collaboration can significantly reduce absenteeism and improve outcomes for disadvantaged pupils. EEF Evidence Brief on Improving Attendance	1
Targeted tutoring for basic maths skills.		2
Access to PiXL CPD and resources for staff.		2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor provides non-class-based 1:1 support for confidence, organisation, and emotional wellbeing.	Mentoring and targeted academic support improve outcomes by addressing specific barriers and supporting social and emotional development, which correlates with academic success. EEF Teaching and Learning Toolkit: Mentoring	2,3

SENCo completing play therapy apprenticeship to deliver tailored interventions.	Mentoring and targeted academic support improve outcomes by addressing specific barriers and supporting social and emotional development, which correlates with academic success. EEF Teaching and Learning Toolkit: Mentoring	2
---------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free or subsidised enrichment opportunities, including free wraparound care and access to sports fixtures for disadvantaged children.	Participation in extracurricular activities positively impacts academic achievement and wellbeing, especially for disadvantaged children, by enhancing motivation, social skills, and engagement. Nuffield Foundation Report	3

Total budgeted cost: £ 43,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the previous academic year, our pupil premium strategy has contributed to notable improvements in both attainment and engagement for disadvantaged children. In the Early Years Foundation Stage (EYFS), 77% of children reached a Good Level of Development (GLD) in 2024, outperforming the national average of 68%. This progress continued in 2025, with 78% achieving GLD, demonstrating sustained improvement in early learning outcomes.

Phonics screening results have also been strong, with 93% of children passing in both 2024 and 2025, compared to the national average of 80%. This reflects the effectiveness of targeted phonics teaching and reading support, which is crucial for early literacy development.

In mathematics, the Multiplication Tables Check showed an average score of 21 in both 2024 and 2025, slightly above the national average of 20, indicating solid progress in basic numeracy skills among our children.

Year 6 SATs results further highlight the success of our strategy. In 2025, 84% of disadvantaged children met the expected standard in reading (compared to 75% nationally), 78% in writing (nationally 72%), and 91% in maths (nationally 74%). The combined attainment rate was 78%, significantly above the national average of 62%. These outcomes demonstrate that our targeted academic and pastoral interventions are effectively closing attainment gaps.

Attendance rates for disadvantaged children improved by 1.9% over the year, reflecting the impact of enhanced attendance monitoring and support strategies. Additionally, engagement in extracurricular clubs and sports fixtures increased significantly, supporting our wider strategy to enrich the school experience for disadvantaged children.

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
PiXL	PiXL

