

Jessie Younghusband Pupil premium strategy statement 2025-2026



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Jessie Younghusband
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Luke Hanna
Pupil premium lead	Luke Hanna
Governor / Trustee lead	Ian Lomax

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year; £38750 per pupil , £ 1080 service pupils, post adopted £ 5280	£ 45110
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	£ 45110

Part A: Pupil premium strategy plan

Statement of intent

At Jessie Younghusband school, we expect all children to achieve well academically and socially, regardless of background. Our pupil premium strategy focuses on securing excellent classroom teaching, reducing barriers to learning for disadvantaged children, accelerating progress in writing and reading, and increasing cultural capital and attendance so that pupils can access the full curriculum before, during and after our move to the new site. We prioritise early language, targeted small-group and 1:1 support, and pastoral interventions that reduces absence and anxiety. We will monitor impact termly and target resources to the children with the greatest need while building staff capacity so improvements are sustainable beyond this strategy period.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading and writing attainment for a group of disadvantaged pupils, especially those below expected standard and the bottom 20% in each cohort.
2	Some disadvantaged pupils have limited access to adult-led interventions (capacity constraints) and require targeted small-group/1:1 support.
3	Attendance and punctuality differences for a minority of disadvantaged pupils that reduce curriculum access.
4	Social, emotional and mental health needs that restrict learning, including transition anxiety associated with the recent relocation.
5	Limited cultural capital and vocabulary enrichment at home for some disadvantaged families.

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 increase the percentage of disadvantaged pupils reaching expected standard in reading, writing and maths combined from 50% (2024/25) to 65% (success indicator: R/W/M combined)	Gap will close in progress made between PP and non PP.

outcomes in end-of-year teacher assessment and internal summative assessments).	
To reduce the gap in attendance between disadvantaged and non-disadvantaged pupils to less than 2 percentage points (success indicator: whole-year attendance reports)..	Increased attendance for this group
Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.
An intensive learning mentor service provided by JYS to support pupils and/or parents, identified by school as vulnerable or in need.	Parents indicating there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home.
To increase the proportion of disadvantaged pupils at Greater Depth or exceeding age-related expectations in writing.	Internal writing moderation & published outcomes
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers to engage in work with the Sussex Maths Hub, engaging with training and delivery of the programme across the phase. This will continue over the next 3 years.</p>	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>Work with the Sussex Maths hub will commence in October 2022 and involves a full review of our current maths offer, 6 X CPD sessions for all staff with a focus upon moving forward our teaching for mastery. There are also 3 sessions for our maths subject leads to action plan, implement and review.</p>	<p>2, 3</p>
<p>CPD – focussing upon reading comprehension strategies and providing consistency and the explicit teaching of reading skills. Working across the school to share good practice and ensure text are well matched to year groups drawing upon PiXL and the resources and strategies this offers.</p>	<p>EEF - Reading comprehension strategies are high impact on average (+6 months)</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p>	<p>1,2</p>
<p>Linking with other schools, locally and with our neighbouring LA to share good practice with a particular focus upon EYFS, early reading and mathematics</p>	<p>EEF – documents and reviews of teachers professional development</p> <p>British Council - Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes managers more effective at identifying areas for further growth.</p>	

<p>Engaging with the local SEND hub for training and support for all staff that could be used for a variety of vulnerable pupils.</p>		
<p>Continuing to use the PiXI network, accessing CPD, assessment and intervention resources to support very specific and targeted support for our vulnerable learners</p>	<p>Having communicated with other schools accessing this network, outcomes have improved and strategies widened.</p>	

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

Budgeted cost: £ 30948

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Quality first teaching for all pupils. ● Maths and English are high priority on school development plan and CPD plan. ● Maths and English subject leaders are being provided with 1:1 CPD to look at research based approaches and effective monitoring and development of staff. ● Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. ● Additional reading and phonics resources to support pupils who have fallen behind in this area. 	<ul style="list-style-type: none"> ● EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. ● Sutton Trust – quality first teaching has direct impact on student outcomes. ● Training and supporting highly qualified teachers deliver targeted support. 	1,2,3

<ul style="list-style-type: none"> • Dedicated learning mentor delivers interventions 0.5 days a week to pupils identified as in need. • School counsellor to support the learning mentor delivering 0.1 a week for pupils who are identified as requiring emotional support. • Speech and language therapist (2 days a week – LA pay for one day) • Dedicated TA delivering catch up reading interventions across the school with a 0.8 timetable. • Qualified teacher (SENDCo) receiving a dedicated 0.2 	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning. • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	2,4,5
<p>timetable to support pupils who have potential to exceed curriculum standards in reading through targeted interventions.</p> <ul style="list-style-type: none"> • Catch up maths intervention delivered across KS2 by a dedicated LSA 		

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

Budgeted cost: £ 11162

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● School ELSA to deliver 1:1 and group session to build emotional resilience for pupils that require this and to work with families requiring preearly help. ● School counsellor to support the learning mentor delivering 0.1 a week for pupils who are identified as requiring emotional support. ● School attendance officer contacts all new families as join, finds out needs and circumstances and offers support. Consent form filled in. ● LSA with a dedicated period of time each morning (35 minutes) to support children who have high levels of anxiety about pupils who entering school to support this transition. 	<ul style="list-style-type: none"> ● Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention. ● Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. ● EEF toolkit– Parental engagement 	2,4,5
<ul style="list-style-type: none"> ● School attendance officer phones 	<ul style="list-style-type: none"> ● Attendance data 	1,2,3,4,5

<p>families at 9am if pupil not in school and offers support.</p> <ul style="list-style-type: none"> ● School attendance officer works closely with attendance officer, pupils below 96% are identified and protocols followed. 	<ul style="list-style-type: none"> ● Data shows pupils with highest attendance make the most progress at JYS, due to increased opportunities for overlearning and access to a personalised curriculum. ● Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. 	
<ul style="list-style-type: none"> ● Cultural capital experiences promoted in the curriculum. ● Reduction in cost of trips for PP ● Residential trip cost is greatly reduced for PP ● Sports events / music lessons promoted to PP are encouraged to attend and subsidised ● Outdoor learning encouraged ● Ensuring all pupils have access to hot meals where entitled 	<ul style="list-style-type: none"> ● Learning is contextualised in concrete experiences and language rich environments. ● Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. ● Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. ● EEF – sports participation increases educational engagement and attainment. ● EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence. 	4,5

Total budgeted cost: £45110

Part B: Review of outcomes 2025/26

Our pupil premium investment focused on three evidence-informed priorities: high-quality classroom teaching (reading, writing, maths), targeted academic support (phonics, catch-up, speech & language) and removing non-academic barriers (attendance, mentoring, family support, enrichment). Below we summarise measurable impact to summer 2025 and early 2026, including attendance, behaviour and successful operational changes.

Headline academic impact (2023–2025)

- Combined RWM (all pupils): 75% met the expected standard in 2025 (school) vs 62% national — a strong recovery from 2024 (58%). This reflects improved classroom practice and timely interventions. (ISDR: RWM 2025.)
- Phonics: Year 1 phonics pass rate 2025 = 93% (3-year average well above national ~80%) — sustained strength in early reading. (ISDR: phonics section.)
- Reading stretch: Reading higher standard rose to 50% in 2025 (sig+ increase) showing effective teaching of comprehension and stretch. (ISDR: reading higher standard.)
- Maths: 91% at expected standard in 2025 (above national), supported by Sussex Maths Hub mastery CPD and targeted catch-up. (ISDR: maths section.)

Disadvantaged pupils — focused gains

- Disadvantaged RWM: 2025 disadvantaged group = 50% expected (school) vs national disadvantaged 47%; gap to national non-disadvantaged narrowed to -19 percentage points in 2025 (Gap Trend: Narrowing). Improvements are clearest where cohort sizes give reliable signals. (ISDR: disadvantaged tables.)
- Disadvantaged reading and maths improved markedly in 2025 where targeted tutoring, small-group interventions and speech & language input were used; phonics foundations supported later reading gains. (ISDR + internal intervention monitoring.)
- SEND: Pupils with SEND who received S&L therapy, targeted TA support and learning-mentor input made measurable progress against personalised R/W/M targets; specialist input has upskilled staff and improved access to the curriculum.

Attendance and engagement (evidence of impact)

- Whole-school attendance 2025/26 (3 half terms): 96.1% (school) vs 94.9% national — Above. Improved attendance increases pupils' access to high-quality teaching and interventions. (Attendance ISDR.)
- FSM (disadvantaged) attendance 2025/26: 93.4% (close to national); FSM6 attendance improved in 2024/25 to 93.2% (relative improvement from 2023/24). (Attendance ISDR.)
- Persistent absence: all pupils reduced to 5.9% in 2024/25 (significant decrease vs national 13.3%), meaning fewer pupils miss critical teaching and intervention time. FSM6 persistent absence has improved from higher rates but remains a continued focus. (Attendance ISDR.)

Behaviour, safeguarding and pastoral impact

- No suspensions in the last three terms: indicates strong behaviour systems and effective early intervention. (School behaviour logs.)
- Behaviour and attitudes remain strong: internal monitoring plus an external WSCC review confirm consistently high standards of conduct across the school.
- Ofsted commentary (most recent report): pupils “behave exceptionally well”, are “polite, kind and well mannered”, and demonstrate strong attitudes to learning. The school is described as “extremely ambitious for all pupils, including those with SEND” and having an inclusive and positive culture where pupils feel safe and happy. These findings corroborate improvement in pastoral provision and inclusion. (Latest Ofsted report — summary comments.)

Operational successes supporting outcomes

- Successful relocation: the move to the new site has not negatively impacted standards, attendance or behaviour; routines and consistent learning environments were implemented to maintain continuity of provision. (School relocation monitoring.)
- Implementation fidelity: continued CPD (PiXL reading; Sussex Maths Hub), specialist S&L provision and a funded learning-mentor service have been delivered as planned and are reflected in the outcomes above.

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
Literacy Tree	Literacy Tree
Twinkl Phonics	Twinkl
PiXL	PiXL
Nessy	Nessy

Impact report

Activity	Impact
Power of Reading	
Twinkl Phonics	
PiXL	

Disadvantaged pupil progress scores for 2025-26

Measure / Score
Reading See above
Writing See above
Maths See above

Disadvantaged pupil performance overview for 2025-26

Measure	Score
Numbers of children at expected standard in phonics	See above