

Pupil premium strategy statement – Jesse Gray Primary 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	420
Proportion (%) of pupil premium eligible pupils	2.4% (10)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2029
Date this statement was published	10th October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Chris Belton
Pupil premium lead	Lucy Viggars
Governor lead	Heidi Ackroyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,500
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>	£15,500

Part A: Pupil premium strategy plan

Statement of intent

The money is targeted specifically at accelerating the progress for all PP pupils in all areas in order to meet/or exceed Age Related Expectations [ARE] based on starting points. There is clear accountability for the funding so that its use is carefully monitored and the impact of it tracked.

High quality first teaching from our teaching staff is used to meet the needs of ALL learners and 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. This approach also intends to sustain and improve non-disadvantaged pupils' attainment alongside progress for their disadvantaged peers.

We have a whole school approach where all teachers take responsibility for disadvantaged pupils' outcomes through the use of class provision mapping and whole school pupil progress meetings

Interventions in English and Maths are carefully planned and supported by the use of achievement data. Feedback is given to all staff about which children are eligible for the support and the progress they are making.

Each Pupil Premium child has a PP Profile which includes the holistic view of the child, ensuring this is taken into account when making plans for budget spending and meeting the needs of the child in the best way possible.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths Internal data suggests that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils however, this is in line with national averages.
2	Attainment gap in children achieving greater depth particularly in writing.

	Internal data suggests that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	50% PP children are from a non- White British background. This highlights the need for a curriculum that reflects diverse histories and experiences, fostering inclusivity and representation. This is currently part of our DEIB project with Nottinghamshire County Council. There are some challenges in engaging parents from diverse backgrounds due to cultural differences, and a lack of confidence in supporting their children within the education system.
4	Many PP children lack experiences that are relevant to the school curriculum compared to non- PP. This can effect vocabulary acquisition and contextual understanding of a lesson which impacts on knowledge of the world.

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
Good or better progress in Reading	KS2 reading outcomes in 2027-28 show that disadvantaged pupils met the expected standard in line with non- disadvantaged children. Children read regularly at school and at home. A love of reading is developed by all children.
Good or better progress in Writing	KS2 writing outcomes in 2027-28 show that disadvantaged pupils met the expected standard in line with non- disadvantaged children. Children's grammar and vocabulary use is extended through their exposure to rich texts and explicit teaching of vocabulary. Texts and experiences are chosen to reflect diverse histories and experiences, fostering inclusivity and representation.
Good or better progress in Mathematics	KS2 writing outcomes in 2027-28 show that disadvantaged pupils met the expected standard in line with non- disadvantaged children. Children's fluency is increased. Children's approach reasoning activities with greater confidence.
Good or better progress in Greater Depth in writing	KS2 writing outcomes in 2027-28 show that the number of disadvantaged pupils met the greater depth standard in line with non- disadvantaged children. Grammar and vocabulary use is extended through exposure to rich texts and explicit teaching of vocabulary

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: Included within whole school development training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching- Class teachers focus on identified individual children and address any gaps through focussed teaching/interventions/assessments as seen on class Progress Action Plans	EEF guide to pupil premium – Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum, which responds to the needs of the children.	1,2,3,4
High Quality Teaching – The Jesse Gray Writing Sequence embedded 2026-2027 across Y1-Y6	EEF guide to pupil premium – Teach writing composition strategies through modelling and supported practice	1,2,3,4
High Quality Teaching – ORACY progression project. Use of ‘Read like a..’, ‘Talk like a..’, ‘Think like a..’, ‘Write like a..’ structure embedded within all planning in curriculum subjects. Within	EEF guide to pupil premium - - Develop pupils’ speaking and listening skills and wider understanding of language - Develop pupils’ language capabilities	1,2,3,4
High Quality Teaching -Maths Mastery Approach- small steps teaching. Continued use of maths teaching and curriculum planning in line with DfE and EEF guidance. (Mastering Number project Sept 2026)	EEF teaching and learning Toolkit Mastery learning +5	1,2,3,4
CPD Whole School –SENCO ‘Adaptive teaching and inclusion.	EEF guide to SEND in mainstream schools - Professional development to support the implementation of approaches - Ensure all pupils have access to high quality teaching	1,2,4

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

Budgeted cost: £21,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.4 PP Teacher Small Group and 1:1 teaching based on analysis of needs Focus on pre teaching or intervention based on classroom performance. Focus on enrichment of vocabulary and spelling. Individual feedback based on independent writing and whole class feedback	EEF teaching and learning Toolkit 1:1 Tutoring +5 Small Group tuition +4 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind- in small groups. Feedback +6	1,2,3,4

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support children where needs have been identified as part of PP Profile	Supporting pupils social emotional and behavioural needs	1,2,3
Parental engagement	General approach which encourage parents to support with maths and reading at home	1,2,3,4

Total budgeted cost: £21,934

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium- July 2026							
Expected +				Greater Depth			
	Cohort	PP (10)	Non PP		Cohort	PP	Non PP
Reading	90%	73%	90%	Reading	41%	18%	42%
Writing	83%	54%	84%	Writing	22%	9%	22%
Maths	90%	55%	91%	Maths	34%	0%	35%

The outcomes we were aiming for by the end of our **2022-2025 strategy plan** show that the gap between disadvantaged pupils meeting the expected standard is static compared with non-disadvantaged pupils. The small number in the cohort makes tracking the group statistically very difficult. Individual children's progress is tracked through our Pupil Premium Profile with APDR cycles happening termly if not more frequently.

Challenge number	Success criteria
Good or better progress in Reading	Data above shows gap in reading outcomes for pupils eligible for pupil premium have remained static from July 25 to July 26
Good or better progress in Writing	Data above shows gap in writing outcomes for pupils eligible for pupil premium were narrowing in writing from July 25 to July 26. Writing continues to be a challenge.
Good or better progress in Mathematics	Data above shows gap in maths outcomes for pupils eligible for pupil premium have decreased from July 25 to July 26.
Good or better progress in Greater Depth in writing	Data above shows gap in Greater Depth writing outcomes for pupils eligible for pupil premium have decreased for reading, writing and maths from July 25 to July 26.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.