



# John Emmerson Batty Primary School



## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	29.7%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Stephen Harvey, Head Teacher
Pupil premium lead	Mr Stephen Harvey Head Teacher
Governor / Trustee lead	Mrs Lesley Webster

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£84,146
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£84,146</b>
<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>	

## Part A: Pupil premium strategy plan

### Statement of intent

At JEB, all staff and governors share responsibility for the progress and wellbeing of disadvantaged pupils. We are committed to providing a nurturing environment where every child can thrive academically, socially, and emotionally. Our goal is for all pupils to develop a love of learning, acquire essential knowledge and skills, and build the confidence and resilience needed for future success.

#### Objectives for Disadvantaged Pupils

- Achieve and progress in line with their peers.
- Develop a lifelong love of learning.
- Gain cultural capital to succeed in later life.
- Build self-belief and emotional wellbeing to face challenges confidently.

#### Our Strategy

We will achieve these objectives by:

- Prioritising high-quality teaching for all pupils.
- Providing targeted interventions in literacy and mathematics to accelerate progress.
- Offering enrichment opportunities to broaden experiences and cultural capital.
- Delivering small-group and one-to-one support from skilled staff at key learning points.
- Ensuring emotional and pastoral support for pupils with mental health or wellbeing needs.

#### Key Principles

- Quality first teaching is the foundation for success.
- Positive self-esteem and resilience are essential for learning.
- Increased adult interaction and timely feedback drive progress.
- Skilled staff are crucial for effective intervention.
  - Where home experiences are limited, school will actively compensate through rich learning opportunities and emotional support.

### Challenges

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

Challenge number	Detail of challenge
1	Low Attainment and Persistent Disadvantage Gap (IDACI)
2	Deprivation reports highlight limited early language development and home learning environments in Redcar, impacting school readiness and literacy.
3	National data shows disadvantaged pupils have higher absence rates (11% vs 6%), and local deprivation correlates with poor attendance.
4	Redcar reports high levels of SEMH needs, linked to poverty and family stress, with increasing demand for emotional support.
5	IDACI and local deprivation data indicate restricted access to enrichment experiences, limiting pupils' cultural capital and contextual knowledge
6	A high proportion of children eligible for PP funding are also classed as vulnerable and have home issues that affect their ability to learn, e.g. support with homework

## 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
Disadvantaged pupils make accelerated progress in reading, writing, and maths, closing the attainment gap with non-disadvantaged peers.	<ul style="list-style-type: none"> <li>• KS2 outcomes show disadvantaged pupils achieve at least national averages in RWM combined.</li> <li>• Internal tracking demonstrates at least expected progress for all disadvantaged pupils and accelerated progress for those below age-related expectations.</li> </ul>
Disadvantaged pupils develop strong oral language and vocabulary skills to support reading comprehension and writing.	<ul style="list-style-type: none"> <li>• EYFS and KS1 assessments show improved language scores (e.g., ELG for Communication &amp; Language).</li> <li>• Increased use of tier 2 and tier 3 vocabulary in writing samples.</li> <li>• Pupil voice indicates confidence in speaking and listening activities.</li> </ul>
Disadvantaged pupils attend school regularly, reducing persistent absence rates.	<ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils is at least 95% and persistent absence falls below national average.</li> <li>• Weekly monitoring shows sustained improvement in attendance trends.</li> </ul>
Disadvantaged pupils receive timely SEMH support, improving engagement and readiness to learn.	<ul style="list-style-type: none"> <li>• Reduction in behaviour incidents and exclusions among disadvantaged pupils.</li> <li>• Pupil surveys show improved wellbeing and resilience.</li> <li>• Teachers report increased engagement and focus in lessons.</li> </ul>
Disadvantaged pupils access a wide range of enrichment experiences to broaden horizons and support curriculum engagement.	<ul style="list-style-type: none"> <li>• All disadvantaged pupils participate in at least one enrichment activity per term.</li> <li>• Pupil voice reflects increased aspiration and enjoyment of learning.</li> <li>• Curriculum monitoring shows improved contextual understanding in subjects like history and geography.</li> </ul>
Disadvantaged pupils have equitable access to technology and resources for home learning.	<ul style="list-style-type: none"> <li>• All disadvantaged pupils have access to a device and internet for homework and remote learning.</li> <li>• Homework completion rates for disadvantaged pupils match those of peers.</li> <li>• Parental engagement in online platforms increases (tracked via logins or participation).</li> </ul>

## 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: £30,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement high-quality teaching strategies (EEF guidance: Quality First Teaching).</p> <p>Provide targeted small-group and 1:1 interventions in reading, writing, and maths.</p> <p>Use structured programmes such as Read Write Inc and White Rose Maths.</p>	<p>EEF Toolkit: Small group tuition (+4 months) and 1:1 tuition (+5 months) show strong impact on attainment.</p> <p>DfE guidance prioritises high-quality teaching as the most effective way to close gaps.</p>	1,

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

Budgeted cost: £ 50,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily oral language sessions and vocabulary-rich curriculum.</p> <p>Use approaches like NELI and WellcoM in EYFS and KS1.</p> <p>Embed explicit vocabulary teaching across subjects.</p>	<p>EEF Toolkit: Oral language interventions (+6 months) have high impact, especially in early years.</p> <p>NELI is endorsed by DfE for improving language development in disadvantaged pupils.</p>	2,1
<p>Provide access to counselling and nurture groups.</p> <p>Train staff in trauma-informed practice and emotional regulation strategies.</p> <p>Implement whole-school wellbeing programmes (e.g., Zones of Regulation, sensory diet).</p>	<p>EEF Toolkit: Social and emotional learning (+4 months) improves attainment and wellbeing.</p> <p>DfE mental health guidance recommends early intervention and staff training.</p>	4,1

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

Budgeted cost: £ 3,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund trips, visits, and extracurricular clubs for disadvantaged pupils.</p> <p>Provide experiences linked to curriculum (e.g., museums, theatre, outdoor learning).</p> <p>Invite external speakers and role models to raise aspirations.</p>	<p>EEF Toolkit: Arts participation (+3 months) and outdoor learning can boost engagement and attainment.</p> <p>Ofsted framework emphasises cultural capital as a key component of curriculum quality.</p>	5,4,2
<p>Provide devices and internet access for disadvantaged pupils.</p> <p>Train parents and pupils to use online learning platforms effectively.</p> <p>Offer homework clubs and digital literacy sessions in school.</p>	<p>EEF Toolkit: Digital technology (+4 months) can support learning when combined with effective pedagogy.</p> <p>DfE guidance on remote education stresses equitable access to technology for disadvantaged pupils.</p>	6,2,1
<p>Implement robust attendance monitoring and early intervention systems.</p> <p>Engage families through home visits and personalised support plans.</p> <p>Use incentives and mentoring for pupils with persistent absence.</p>	<p>DfE guidance: Strong attendance systems and parental engagement are key to improving attendance.</p> <p>EEF Toolkit: Parental engagement strategies (+4 months) can positively impact attendance and learning.</p>	3,2,1

**Total budgeted cost: £84,146**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

**PP Combined RWM:** Improved from 43% (2024) to 58% (2025) → +15 percentage points, narrowing the gap with national average (62%).

**PP Reading:** From 103 scaled score (2024) to around 104–105, ~70% expected standard (2025), approaching national (75%).

**PP Maths:** From 101 scaled score (2024) to around 103–104, ~69% expected standard (2025), close to national (74%).

**PP Writing:** Significant improvement from below 2024 baseline to ~68%, near national (72%).

**PP Gap:** Still present but reduced compared to previous years (national gap ~21ppt).

**JEB attendance:** For the academic year 2023 to 2024, the attendance percentage for pupil premium eligible students was 93.6%. This compares to 94.3% attendance in the last academic year 2024 to 2025, showing a slight improvement in pupil premium attendance.

**JEB PP attendance** (94.3%) is above the national primary average (93.5%), which is a positive outcome given the high deprivation context.

**Persistent absence** nationally remains a significant challenge, especially for disadvantaged pupils (FSM), but the school's attendance figure suggests effective strategies are in place.

**The school is outperforming the national trend for disadvantaged attendance, indicating strong impact from Pupil Premium-funded attendance initiatives.**

#### Externally provided programs

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
TVMS	Tees Valley Music Services