

Wallsend Jubilee Pupil Premium 2025/26 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wallsend Jubilee Primary
Number of pupils in school	351 (Not including nursery)
Proportion (%) of pupil premium eligible pupils	35% 122 pupils <i>(112 current, 0 Ev6, 6 post LAC, 2 LAC other district, 24 SEND, 5 service, and 7 EAL)</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2024-2027 (Year 2)
Date this statement was published	November 2025
Date on which it will be reviewed	January 2025 April 2026 July 2026
Statement authorised by	Governing Board & Head teacher (David Harrison)
Pupil premium lead	Joanne Tappenden
Governor / Trustee lead	Katrina Moffat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,500 (Autumn and spring term allocation only)
Pupil premium funding carried forward from previous years	£0
Total	£195,500

Part A: Pupil premium strategy plan

Statement of intent

At Wallsend Jubilee, over a third of our pupils are from disadvantaged backgrounds. Each and every pupil in our school is incredibly important to us. Many of our pupils come from disadvantaged backgrounds and have primary and secondary barriers to learning, with a high percentage being social, emotional and mental health barriers. It is our intention to break through these barriers and create an environment where pupils love to learn, are passionate about reading and writing, are able to problem solve in maths, enjoy working as a team with a respectful approach, confidently share opinions and listen to the views of others with an open mind. Most importantly we want our pupils to recognise and manage their own emotions and behaviours. We believe that positive social, emotional and mental health underpins a pupil's ability to be successful, happy and confident. We want to give our pupils opportunities to a range of inspirational and motivating adventures that further instil a love of learning through carefully constructed curriculum and real life experiences. They will have opportunities to be a part of a team, lead others and develop personal interests such as playing an instrument.

We want all of our pupils to develop fundamental life skills to prepare them for the next stage of their education and to **be the best they can be**.

Challenges

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

Challenge number	Detail of challenge
1	School context of deprivation: Our school context of deprivation means that there are a large number of families facing economic challenges. Our school deprivation indicator places our school at decile 5. 36% of our disadvantaged pupils are placed in decile 3 with a further 5% sitting in decile 1 and 2. 38% of our families sit in decile 8. Families are experiencing financial challenges due to the cost of living crisis and this could impact their participation in the enriching experiences.
2	Metacognition to impact progress (SDP Priority 1.2) Pupil voices in all curriculum subjects demonstrate that our pupils struggle to retain information, remember lessons and understand how they learn best. The Behaviour for Learning (B4L) project will allow teachers to develop their knowledge around metacognition, implement new strategies in teaching approaches and encourage pupils to think about their learning more deeply.
3	Writing (SDP Priority 3.2) Data from 24/25 shows that progress in writing across school is not in line with our reading and maths. We want all children to make good progress in writing, spelling and handwriting.
4	Social, emotional and mental health issues (SDP Priority 1.4) - a high proportion of our PP pupils have been identified as having social, emotional and mental health as a primary and/or secondary barrier to learning.

5	SEND (SDP Priority 2.2) - A high portion of pupils on our SEND register are from a disadvantaged background (53%). We also have a further 9% of pupil premium children currently being monitored.
6.	Attendance (SDP priority 1.1) – pupils from a disadvantaged background have poorer attendance in the past however this has improved due to our approaches to increase attendance. In 24/25 PP pupils had an average of 94.15% attendance in comparison to non-pupil premium pupils who have an average attendance of 93.83% (School target 96%). We have opened a free breakfast club through Greggs and this has positively impacted the attendance and punctuality of many individuals. Those from a disadvantaged background have significantly reduced their persistence absence rate with 16.7%. We recognise our attendance data is improving with our new and consistent approaches and we want this to continue being a target until attendance data of pupil premium pupils is in line with the school target of 96%

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
1. To reduce the effect of the local socio-economic gaps	<ul style="list-style-type: none"> • All PP are given opportunities to experience a range of inspiring trips and people (Visitors) • All PP pupils to be offered a place at a club • All PP pupils experience enhanced learning opportunities • Opportunities for PP pupils to be given fully funded private music lessons (Keyboard or guitar) • Parents are offered the opportunity to seek financial advice through welfare benefits advisors for North Tyneside Citizens Advice Bureau (Child poverty prevention scheme) • School develops approaches following the 21/22 poverty proofing audit and follows parent feedback to make school more inclusive. • Uniform swap shop expands clothing (E.g. Christmas jumpers/halloween costumes) and is easily accessible at all times • A Parent Teacher Association will be created to manage events, making them accessible and fully inclusive for all. • School will host the 'family learning' programme to further guide parents to promote quality time and activities between adults/their child. This will also allow parents to develop ways to support their child's learning.

<p>2. Pupils will be able to work collaboratively, taking ownership of their own learning and self regulation thus impacting their progress.</p>	<ul style="list-style-type: none"> • Pupils will work collaboratively in most lessons • Children will develop a better understanding about how to learn successfully • Pupils will retain more information (Tests to reflect this alongside daily assessments) • Teaching approaches promote metacognition
<p>3. Pupils across school to make good progress in writing, spellings and handwriting</p>	<ul style="list-style-type: none"> • All year groups follow a consistent handwriting scheme. Handwriting to be monitored • All year groups time table and teach spellings using 'Ed Shed' • Literacy lead works alongside the local authority (EM) to review the English curriculum at WJPS, making changes where needed
<p>4. To ensure all disadvantaged pupils' additional barriers to learning are recognised and individual needs are addressed</p>	<ul style="list-style-type: none"> • Pupils' primary and secondary barriers are identified and approaches/interventions are put in place. <p>This could include</p> <ul style="list-style-type: none"> ◦ Attending a lunch time club regularly. For example: reading, art, dance, drama, construction club ◦ Attending an extracurricular club ◦ Offering nurture intervention. For example: Forest of Feelings, About Me ◦ Bereavement support ◦ Small group support in class ◦ English/maths/phonics intervention • The year 1 outdoor area is developed by installing a canopy will enrich their learning environment and broaden learning opportunities • Sensory rooms are set up across school (EYFS/KS1/KS2) • 'Zones of Regulation' is taught and implemented across school
<p>5. For disadvantaged pupils with SEND to make good progress from their starting point in reading, writing and maths</p>	<ul style="list-style-type: none"> • Those that have SEND to make at least expected progress from their individual starting points
<p>6. For all disadvantaged pupils to attend school regularly. Persistent absence (PA) and attendance at least in line with non PP pupils</p>	<ul style="list-style-type: none"> • PP attendance rate will be in line with school target (96%) • PP persistent absence will be in line, or lower than non PP • Attendance is closely monitored • A clear attendance policy is shared with all parents/carers and persistence absence and late attenders will be contacted (In line with our policy). • A free breakfast club is offered to all parents/carers. This will ensure pupils are in school on time and have accessed a nutritious breakfast.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<i>Read, Write Inc Training (Development Day)</i>	<p>Teaching staff were last trained by Ruth Miskin Read, Write Inc trainers in 2025. School wants to continue to develop the delivery of Read, Write Inc.</p> <ul style="list-style-type: none"> • DFE Reading Framework • Phonics toolkit EEF DFE accredited phonics programmes 	2, 3	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>
Quality first teaching: retention of experienced teaching staff	<p>'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils' EEF Evidence Brief</p>	2, 3, 4, 6	
Behaviour for Learning Training - Coaches deliver CPD and monitor teaching	<p>'The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.'</p> <p>EEF Toolkit</p>	1	
Zones of Regulation Training	<p>'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.'</p> <p>EEF Toolkit</p>	5	

Communicate and Regulate Programme training (Targeted staff)			
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Autumn Term Spring Term Summer Term
Year 6 reading, writing and maths intervention <ul style="list-style-type: none"> An experienced teacher will provide further support in year 6 targeting individuals/small groups and will focus on reading, writing and maths. 	'This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.' EEF Toolkit	3	
Reception early reading/language intervention <ul style="list-style-type: none"> An experienced teaching assistant will complete BLAST intervention An experienced teaching assistant/teacher will complete Launchpad for Literacy intervention Visuals around the classroom will promote new and specific vocabulary, adults will use this regularly in conversation Read, Write Inc assessments will be carried out regularly (When needed) to create appropriate small groups for Read, Write Inc 	'A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write.' The Reading framework, July 2021 'The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.' EEF Toolkit	4	
Phonics intervention (Reception – year 4) <ul style="list-style-type: none"> Children to be assessed half termly and tracked. Those not achieving expected progress/ARE will receive virtual intervention 	<i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i> EEF Toolkit	2	

<ul style="list-style-type: none"> • Data analysis meeting held half termly with RWInc staff 			
<p>Fresh Start Intervention</p> <ul style="list-style-type: none"> • Pupils in year 5 and 6 will complete 4 1 hour small group sessions of Fresh Start each week. 	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'</p> <p>EEF Toolkit</p>	2, 3, 4	
<p>SEMH interventions/support</p> <ul style="list-style-type: none"> • Our Wellbeing Lead will offer SEMH support, working with individuals 1:1 or in small groups. The newCommunicate and Regulate programme will begin to be delivered from October 2025. 	<p><i>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</i></p> <p>EEF Toolkit</p>	5, 1	
<p>Academic support</p> <ul style="list-style-type: none"> • Dedicated teaching assistants to support in- class learning that offers immediate and accurate feedback to the pupil to ensure praise and misconceptions/next steps are shared clearly • In class attainment grouping supported by pre assessment outcomes 	<p><i>'Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).'</i></p> <p>EEF Toolkit</p>	2, 6	
<p>Targeted home reading</p> <ul style="list-style-type: none"> • Read, Write Inc home reading books to be provided to all pupils on the scheme to ensure they are accessing appropriate decodable texts • Colour banded texts will be used for ks2 to include a range of themes/topics of interest • Fresh Start anthologies will be used for those completing Fresh Start • Quality picture books/texts will be sent home for reading for pleasure weekly for all children in school 	<p>Decodable texts match current phonics level to consolidate knowledge and build fluency</p> <p><i>'Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.'</i></p> <p>DFE Reading Framework 2021</p>	2, 3, 4	

<p>Teach and test vocabulary EYFS/KS1</p> <ul style="list-style-type: none"> • <i>Daily story time in nursery following the 'Over and Over' approach. Daily story time in reception/year 1 following the agreed school approach and class novels for year 2-6</i> • <i>Vocabulary displayed in EYFS to inform staff's choice of words and on display for children to access/use new vocabulary</i> • <i>Visual support from Widget</i> 	<p><i>'Second, book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.¹⁵ This primes them to understand what they read later, in their leisure reading and across the curriculum.'</i> DFE Reading Framework 2021</p> <p><u>EEF Toolkit Oral Language Interventions</u></p>	<p>2, 4</p>	
<p>Further funding for all subjects</p> <ul style="list-style-type: none"> • Middle leaders receive extra funding to help close the gap in their subject area. This can be through interventions, enriched experiences and learning resources. 	<p>'It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.'</p> <p>EEF Toolkit</p>	<p>1, 2, 5</p>	
<p>Year 1 and reception gross motor skills development</p> <ul style="list-style-type: none"> • An experienced coach will support 	<p>'Small group tuition is almost likely to be effective if it is targeted at pupils' specific needs.'</p> <p>EEF Toolkit</p>		

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Attendance	<ul style="list-style-type: none"> • To closely monitor attendance, regularly communicating with parents by phone/face to face • To share a clear attendance policy with all parents • To continue to develop our free Greggs breakfast club 	The attendance of disadvantaged pupils is below the school target (96%) at 93.7% and 17% of the persistent absence register is made up with pp pupils.	7, 2, 5
Enhanced learning experiences	<ul style="list-style-type: none"> • To ensure all disadvantaged pupils have opportunity to experience a range of carefully planned curriculum activities involving trips, clubs, visitors and performances • To finance private music sessions for those pupils showing interest in music lessons (Parents/carers expressed interest in this through the PP parents survey) 	Lack of enrichment opportunities due to lockdowns have limited our pupils' social interactions and range of experiences.	1, 2, 5, 7
Whole school reading sheds	<ul style="list-style-type: none"> • 'Reading Ambassadors' develop reading sheds and to read to EYFS/KS1 yards. • Update reading sheds with appropriate texts 	<i>'The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'. DFE Reading Framework 2021</i>	2, 3, 4, 5
Poverty proofing	<ul style="list-style-type: none"> • School will continue to develop its PTA. 	Rationale: 36% of our disadvantaged pupils are placed in decile 3 with a further 5% sitting in decile 1	1, 7, 5
			Sarah Skipsey is in school for appointments/drop

<ul style="list-style-type: none"> • School will develop approaches to further support families • School will work with the Child Poverty Prevention Scheme which offers financial advice/guidance for parents/carers through drop-in sessions at school 	<p>and 2. Families are experiencing financial challenges and this could impact their ability to participate in the enriching experiences and events planned by school.</p>		in sessions every Tuesday
<p>Family Learning</p> <ul style="list-style-type: none"> • Each programme provides 8 hours of guided family learning time, delivered over four weeks (two hours per week) for 7 pupil/adult pairs (14 participants). 	<p>Rationale: We want our parents to be confident to further support their children's learning. We also want to promote quality activities to develop bonds/communication between our parents/carers and children.</p>	2	
<p>Sensory rooms</p> <ul style="list-style-type: none"> • Rooms will create a calm environment to help children regulate • Resources will be appropriate and effective 	<p>Social and emotional learning approaches have a positive impact on average of 3 months' additional progress in academic outcomes over the course of an academic year.</p>	4, 6	

Total budgeted cost: £100,000

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Reviewing the outcomes for **year 1** of our strategy

1. School context of deprivation (To reduce the effect of the local socio-economic gaps)

Our main focus is to ensure all pupils have the opportunity to be apart of a range of events/trips/activities. This year we have continued to offer a free block of guitar or keyboard sessions to children in ks1 and ks2. All trip letters and activities involving payment included opportunities for parents/carers to receive financial support and a small proportion of parents/carers requested support. School completed a poverty proofing audit in 2022/23 and this was a very successful and informative experience for school. We have made many changes to further develop our approaches in school to create an inclusive environment for all. We have started a PTA to help fundraise for school and create a sense of community. We do keep poverty proofing in mind when planning events. We were asked to take part in a case study which reflects our good practice. You can find the case study here:

<https://children-ne.org.uk/poverty-proofing-wallsend-jubilee-taking-part-was-another-way-to-ensure-we-are-offering-a-school-experience-in-which-everyone-feels-valued/>.

We have a welfare benefits advisor from North Tyneside Citizens Advice Bureau (Child Poverty Prevention Scheme) holding weekly financial advice drop in sessions for parents, carers and staff. We have listened to feedback shared through our parent questionnaire and have adapted approaches to allow more parents/carers to access this service. We have noted more parents/carers using this service and are going to continue to promote and encourage parents/carers to use it.

We have held 'Family Learning' sessions run by the Northern Learning Trust. We will continue to run these sessions for our families to build a sense of community and to support the growth of positive communication between our families.

2. Metacognition and progress

Staff have attended Behaviour 4 Learning (B4L) training sessions with the local authority and are using strategies shared in these sessions in class. Opportunities to observe our B4L coaches have been given to all teaching staff and key approaches have been shared to promote communication and reflection in class. We will continue to build our understanding of B4L and will continue to work with the local authority to train staff in this area.

EYFS Data

In reception, less pupil premium pupils achieved GLD compared with our non pupil premium pupils.

Our pupil premium pupils GLD was below local authority and national outcomes.

Next year we are going to continue to develop our EYFS curriculum to ensure it supports the current needs of our specific cohorts. Reception will also work with year 1 to ensure there is a seamless transition between key stages.

KS1 progress data

Across key stage 1 and key stage 2, data shows that pp and non pp are making similar progress overall.

KS1

Year 1 and 2 pupils made similar progress with year 1 pupil premium pupils out performing non pupil premium pupils in reading, writing and maths. Age related data has the largest gaps between pupil premium and non pupil premium in reading and writing so this will be a focus for next year.

Phonics Screening Check data

Year 1

Our overall year 1 Phonics Screening Check pass rate was 75% with an average raw score of 33.

88% of non pp passed the screening with an average raw score of 34, compared to 73% (Above national) pp passing the screening with an average raw score of 33.

Year 2

In year 2 our overall pass rate was 67%, this is above Local authority and national emerging by 17%. We had 2 new admits in the summer term.

Read, Write Inc works well. Next year we are going to plan for interventions to be in place in autumn term so gaps can be closed quickly. We have regular regrouping meetings to discuss focus groups, data and identify areas to develop through practice sessions. Our Ruth Miskin development day also deepens our knowledge in RWInc.

KS2 SATs and progress data

SATs

Our pupil premium data shows that our outcomes surpassed national and local expected standards in all areas by 11%-29%.

Next year we are going to focus on spelling and handwriting to develop this area across school further.

Overall data in KS2

In ks2 overall, pupil premium pupils made similar progress compared with non pupil premium pupils. We will continue to develop our stamina in writing, spelling knowledge and handwriting.

3. Writing

Staff questionnaires have been used to identify the strengths and developments within English and with support from the local authority we have been able to review and revise our approaches and texts in our English curriculum. Staff meetings have been dedicated to moderate writing so clear targets can be set across school to ensure gaps are targeted and closed.

We have shared an updated handwriting policy for all year groups to ensure it is clear and progressive.

4. Social, emotional and mental health

We recognise the importance of a wellbeing lead in school and they will continue to support children through 1:1 check ins and small group interventions. This year two members of experienced staff have received training on delivering 'Communicate and Regulate' which is an 8-10 week programme all about being able to identify feelings, communicating and cooperating in social and academic environments. This is a programme that is popular with parents and we will be continuing it next year.

We have set up sensory rooms throughout school with a grant from the local authority for all pupils to access. Pupil premium funding has been used to help stock these rooms with resources to support the SEMH of our children. We will review the resources termly and repurchase some items with pupil premium funding.

We will continue our 'Zones of Regulation' as a whole school approach to identifying feelings and promote effective coping strategies. Next year we will dedicate lesson time at the beginning of the year to review the zones of regulation to ensure all children have a good understanding.

Parents/carers appear to find out 'life bags' very useful as they are regularly sent home to support children's understanding and mental health about specific life events. We will continue to develop the bags and offer them as support for home.

Whole school parent/Carer views regarding support

- Our parent/carer pupil premium 2024/25 voice shows that 97.4% of parents/carers (From our 78 responses) feel their child is well supported in school.
- 96.2% of parents are happy with their child's progress. We will continue to use quality first teaching and interventions when possible to ensure pupils make at least expected progress.
- Around 37% of those responding to our survey use our free breakfast club. We will continue to run our breakfast club next year, which is currently oversubscribed due to its popularity. A waiting list can be accessed through our website.
- 14% of families from our survey have also taken part in our Family Learning sessions, which are led by the Northern Learning Trust. We will continue to run our Family Learning sessions next year. It would appear that a lower percentage of families have accessed our Family Learning sessions but it is due to spaces being limited..

5. SEND

We have spent the year developing our use of visual support through Widget. We have found that this supports those with SEN and positively impacts most pupils in the learning environment.

We have developed our sensory rooms and have stocked them with appropriate resources to support individuals/groups. We will continue to develop our sensory rooms to ensure they are meeting the needs of our pupils. Lunch time clubs held for specific individuals have helped break up lunch time into 20/20/20 to create a more structured time. Through observation it can be seen that the children who attend these clubs develop more positive communication and interaction with others while supported by the member of staff running it. We will continue this approach. Termly meetings and EHCP reviews with parents/carers show us that children are making good progress from their starting point as they work through appropriate targets. We will continue to have regular meetings with parents/carers to discuss targets and progress ensures all parties have ownership over the outcome.

Reading and writing are areas to focus on next year.

Further EHCPs have been granted for next academic year and an increase in hours have been given to those with current EHCPs to further support individuals. We are going to continue our small group interventions/support and we will continue to use reasonable adjustments.

6. Attendance

Overall the school's attendance is 94.9% (Target 96%). This is a slight improvement from 24/25 which was 94.37%. Persistence absence is 9.42% which is below the school's target of 10%.

Pupil premium attendance is 94.15% compared to non pupil premium at 93.83%. The gap between PP and non PP attendance has closed and PP now has a slightly higher attendance rate.

Persistence absence for pupil premium has dropped very slightly from 17% to 16.7%. Regular attendance meetings with parents/carers, phone calls and offering nurture support have positively impacted the attendance of our pupils. Our new free Greggs breakfast club has also allowed children to get into school earlier, ensuring they are on time and attending.

We will continue to follow our attendance policy next year. We will continue running our free Greggs breakfast club as we find that this positively impacts punctuality and attendance.