Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2026 to 2027 academic year 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	Jewell Academy, Bournemouth
Number of pupils in school	282 (14 in pre-school)
Proportion (%) of pupil premium eligible pupils	Pupil Premium Eligible (PPE) 70
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	1st September 2027
Date on which it will be reviewed	June 2026
Statement authorised by	Alex Waddington Principal
Pupil premium lead	Kirsty Churchill
Governor / Trustee lead	David Herbert, Regional CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,830
Recovery premium funding allocation this academic year	£0
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	£127,830

Part A: Pupil premium strategy plan

Statement of intent

At Jewell Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are young carers or those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To engage with high-quality teaching and learning, and to enable the gap to close, pupils from all backgrounds must maintain a positive attitude towards attendance. Our intentions therefore include increasing attendance rates and reducing persistent absence.

Our strategy is also integral to our wider school plans, which nurture opportunities outside of the classroom that engage and strengthen learning skills, concepts and understanding. Our Enrichment Curriculum, alongside our Employability model and Applied Learning, supports our most vulnerable pupils — including those who are not disadvantaged — by giving them access to enriched learning experiences: trips, visits and clubs.

Whilst our strategy adopts the recommended Education Endowment Foundation (EEF) tiered approach, we recognise that many elements of the strategy overlap categories, and that the balance of the approach will vary from year to year as the school's and pupils' priorities change. We also ensure that, in order to make the biggest difference, we focus on a small number of strategies.

Our primary objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils across every statutory measure
- for all disadvantaged pupils in school to make or exceed nationally expected progress rates for disadvantaged pupils
- to improve the attendance and reduce the persistent absence of disadvantaged pupils, so that their attendance is in line with the national average
- to support our children's health and wellbeing so that they can access learning at an appropriate level
- to provide opportunities that ensure all disadvantaged pupils engage in the wider curriculum

Achieving these objectives:

The range of provision for this group would include, but is not limited to:

- ensuring that the quality of teaching is high, through professional development and training of staff and structured support for Early Career Teachers
- providing targeted academic support for those who are not making good progress, through teachers and learning support assistants running structured small-group or one-to-one interventions
- adopting a whole-school approach in which all staff are aware of, and take responsibility for, improving outcomes for disadvantaged pupils
- providing a range of support, such as Zones of Regulation, that enables disadvantaged pupils to access learning in and beyond the classroom
- removing financial barriers so that disadvantaged pupils can access extra-curricular clubs, trips, visits and real-life experiences that enhance learning within and beyond the classroom
- ensuring the attendance of disadvantaged pupils is closely monitored and tracked so that early intervention can be offered

Challenges

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

Challenge number	Detail of challenge
1	Assessment and monitoring data show that the attainment of disadvantaged pupils is lower than that of their peers. At the end of key stage 2 in 2025 to 2026, 58% of all pupils achieved the expected standard in reading, writing and mathematics combined, compared with 50% of disadvantaged pupils — a gap of 8 percentage points. Gaps are widest in mathematics (70% of all pupils at the expected standard compared with 54% of disadvantaged pupils).
2	Attendance among disadvantaged pupils is persistently below that of their peers, and persistent absence remains high. In 2025 to 2026, whole-school attendance averaged 93.6% while attendance for disadvantaged pupils averaged 90.3% — a gap of 3.3 percentage points. Persistent absence across the school was 20.5%, and 16 disadvantaged pupils were persistently absent during the year. Our analysis of assessment data shows that absence has a direct negative impact on attainment and progress.
3	Participation of disadvantaged pupils in enrichment activities beyond the school day is lower than we want it to be. In 2025 to 2026, an average of 22 disadvantaged pupils attended after-school clubs. We want at least 65% of disadvantaged pupils to access at least one club during 2026 to 2027.
4	Assessment through baseline, phonics screening and classroom observation has identified underdeveloped oral language, vocabulary gaps, speech sound production and communication difficulties in the Early Years among many disadvantaged pupils.

	These gaps persist into key stage 1: 61.5% of disadvantaged Year 1 pupils passed the phonics screening check in 2025 to 2026, compared with 75% of all Year 1 pupils.
5	A significant proportion of our disadvantaged pupils require additional support with social, emotional and mental health needs, which affects their readiness to learn and their ability to regulate in the classroom. Referrals for ELSA support, counselling, mentoring and play therapy are disproportionately drawn from our disadvantaged cohort.

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
Improved progress and attainment for disadvantaged pupils in reading, writing and mathematics across all year groups.	● By the end of 2026 to 2027, at least 60% of disadvantaged pupils achieve the expected standard in reading, writing and mathematics combined at the end of key stage 2. ● The attainment gap between disadvantaged pupils and all pupils in combined reading, writing and mathematics narrows from 8 percentage points (2025 to 2026) to no more than 5 percentage points. ● Internal progress data for every year group shows the gap narrowing across the strategy period. ● At least 80% of pupils receiving targeted intervention meet the individual targets set for them.
Improved and sustained attendance, and reduced persistent absence, among disadvantaged pupils.	● Whole-school attendance is at least 94% (2025 to 2026: 93.6%). ● Attendance for disadvantaged pupils is at least 92% (2025 to 2026: 90.3%). ● The attendance gap between disadvantaged pupils and their peers reduces from 3.3 percentage points to no more than 2 percentage points. ● Whole-school persistent absence falls below 18% (2025 to 2026: 20.5%). ● Persistent absence among disadvantaged pupils reduces year on year and the gap to their peers narrows.

Sustained improvement in Quality First Teaching in all classrooms, taking into account the principles of effective classroom practice (Steps for Learning and effective assessment for learning).	● School and Trust quality assurance identify that all pupils experience high-quality lessons that enable them to make at least good progress. ● Effective, evidence-informed CPD is in place for all teaching staff and its impact is evaluated termly. ● Teachers and leaders can articulate the targeted support in place for their disadvantaged pupils and the impact it has had.
Interventions are evidence-based and close the gap for all pupils, with a particular focus on disadvantaged pupils.	● At least 80% of Year 1 pupils achieve the expected standard in the phonics screening check, with disadvantaged pupils within 5 percentage points of their peers. ● At least 92% of Year 2 pupils achieve a pass in the phonics screening check by the end of Year 2. ● At least 80% of Year 4 pupils score at least 20 in the multiplication tables check. ● At least 90% of disadvantaged pupils are reading within four months of their chronological reading age. ● At least 80% of pupils meet or exceed their FFT 20 targets in reading, writing and mathematics.
Improved participation of disadvantaged pupils in the wide range of enrichment activities offered at Jewell Academy.	● At least 65% of disadvantaged pupils access at least one after-school club during the year (2025 to 2026: an average of 22 pupils). ● 100% of disadvantaged pupils access school trips, residentials and enrichment activities, with financial barriers removed. ● Our Enrichment Tracker shows participation by disadvantaged pupils is representative of the whole cohort.
Improved wellbeing and emotional regulation, so that disadvantaged pupils are ready to learn.	● Qualitative feedback from pupils, parents and staff shows improved wellbeing and engagement among pupils receiving ELSA and other targeted support. ● Pupils accessing ELSA support show measurable improvement against their individual entry and exit assessments. ● A reduction in behaviour incidents and internal referrals involving disadvantaged pupils.

Learning support assistants are deployed effectively and Quality First Teaching is embedded and consistent.	• Assessments, observations and intervention data evidence the impact of learning support assistants on pupil outcomes. • Monitoring shows consistent Quality First Teaching from both teachers and learning support assistants, contributing to a narrowing gap between disadvantaged pupils and their peers.

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: **£70,330**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD in reading, in line with the National Year of Reading, to strengthen combined outcomes at the end of key stage 2. Includes embedding Pathways to Read as a whole-school approach and weekly visits from Preacher the Storyteller to bring the curriculum to life and develop oracy.	- EEF Improving Literacy in Key Stages 1 and 2 guidance reports. - The Reading Framework (DfE). - EEF Teaching and Learning Toolkit: oral language interventions (+6 months).	1, 4
Funded release time for teachers to embed key elements of guidance across the school, and subject leadership time to strengthen challenge and greater depth in the foundation subjects.	A review of the evidence on the impact of teacher professional development (Education Policy Institute, 2020) found that high-quality CPD has a significant effect on pupils' learning outcomes. Rosenshine's Principles of Instruction — repetition, review and modelling. EEF guidance on effective professional development.	1

Training delivered by MITA (Maximising the Impact of Teaching Assistants) for all support staff, to improve pupils' arithmetic, reading and phonics. To be embedded this academic year.	EEF Teaching and Learning Toolkit: teaching assistant interventions (+1 month), with greater impact where TAs are trained and deployed deliberately. EEF Making Best Use of Teaching Assistants guidance report.	1, 4
CPD on feedback and on developing staff subject knowledge across the curriculum, supporting teachers to identify and address misconceptions.	EEF Teaching and Learning Toolkit: feedback (+6 months). EEF Teacher Feedback to Improve Pupil Learning guidance report.	1
Structured support and mentoring for Early Career Teachers, including protected time with an induction mentor.	EEF evidence that the quality of teaching is the single most important in-school factor in improving outcomes for disadvantaged pupils. Early Career Framework (DfE).	1

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

Budgeted cost: **£31,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group and one-to-one interventions delivered by teachers and learning support assistants, targeted using assessment data and reviewed each term.	EEF Teaching and Learning Toolkit: small group tuition (+4 months) and one to one tuition (+5 months). EEF evidence that targeted interventions are most effective when short, regular, and closely linked to classroom teaching.	1, 4
Delivery of our Phonics Action Plan for 2026 to 2027, providing high-quality catch-up phonics intervention for pupils in Years 1 to 3 who did not pass the phonics screening check.	EEF Teaching and Learning Toolkit: phonics (+5 months). The Reading Framework (DfE).	1, 4
Delivery of our multiplication tables check action plan, including the whole-school Number Sense programme, with targeted support for pupils who scored below 20 in Year 4.	EEF Improving Mathematics in Key Stages 2 and 3 guidance report. EEF Teaching and Learning Toolkit: mastery learning (+5 months).	1
Home learning: CGP books purchased for pupils in reading, mathematics and grammar, punctuation and spelling, alongside work with parents to support learning at home.	EEF Teaching and Learning Toolkit: homework (+5 months).	1, 3
Speech, language and communication support	EEF Teaching and Learning Toolkit: oral language interventions (+6 months).	4

in the Early Years, including targeted oral language and vocabulary interventions following baseline assessment.	EEF Preparing for Literacy guidance report.	

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

Budgeted cost: **£25,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance, including daily challenge of absence, strategic meetings and frequent data review with BCP Council.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF: supporting school attendance — communicating effectively with families.	2
Training and release time for staff to develop and implement new attendance procedures, including "golden hour", in which key staff make direct contact with families.	EEF: attendance interventions rapid evidence assessment — approaches that combine data monitoring with personalised family contact show the most promise. DfE Working Together to Improve School Attendance.	2
Morning Club and Soft Start Club (8.15am to 8.45am), providing an environment in which pupils can settle, complete home learning and arrive punctually for the school day. Breakfast is provided through the National Breakfast Scheme, which is separately funded.	DfE breakfast club guidance and case studies. EEF Magic Breakfast evaluation: improved outcomes for pupils in schools offering a universal breakfast provision.	2
Pupil premium hardship fund, to prevent disadvantaged pupils from being unable to access enrichment opportunities or to obtain the resources, equipment and uniform required for learning.	EEF Teaching and Learning Toolkit: arts participation (+2 months). EEF Teaching and Learning Toolkit: physical activity and sports participation (+1 to +2 months).	3

Increasing the proportion of families engaging directly with the school, so that participation is representative of the whole cohort. Includes parenting courses and targeted family liaison.	EEF Working with Parents to Support Children's Learning guidance report. EEF Teaching and Learning Toolkit: parental engagement (+4 months).	2, 3
Improving wellbeing services for pupils by prioritising Emotional Literacy Support Assistant (ELSA) provision for disadvantaged pupils, funding supervision for trained ELSAs, and training one further member of staff as an ELSA this year.	EEF Teaching and Learning Toolkit: social and emotional learning (+4 months). EEF guidance on wider strategies within the tiered approach. Mind (2021): 68% of young people with mental health problems reported that their mental health had worsened since the first national lockdown, with those in households receiving benefits affected most.	1, 2, 5
Cultural capital: funded participation in arts, music, sport and residential experiences, tracked through our Enrichment Tracker.	EEF Teaching and Learning Toolkit: arts participation (+2 months). EEF Teaching and Learning Toolkit: physical activity (+1 month).	3
A contingency fund to meet emerging and newly identified needs of disadvantaged pupils during the year.	Based on our experience and on EEF guidance, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified. This will be reviewed regularly to ensure effective financial planning.	1, 2, 3, 4, 5

Total budgeted cost

Tier	Budgeted cost
Teaching	£70,330
Targeted academic support	£31,950
Wider strategies	£25,550
Total budgeted cost	**£127,830**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2025 to 2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Early Years and phonics

78.6% of children in the Early Years Foundation Stage achieved a Good Level of Development (GLD). Three of our four disadvantaged children in the cohort achieved GLD (75%), a marked improvement on the 2024 to 2025 cohort, although we recognise that percentages drawn from such a small group should be treated with caution.

75% of Year 1 pupils achieved the pass mark in the phonics screening check, compared with 61.5% of disadvantaged Year 1 pupils. Six of the nine Year 2 pupils retaking the check passed. A rigorous Phonics Action Plan is in place for 2026 to 2027 to ensure that pupils who did not pass receive high-quality intervention, removing a barrier to achieving the expected standard in reading and writing at key stages 1 and 2.

Mathematics

54.5% of pupils scored full marks in the Year 4 multiplication tables check. Seven pupils scored below 20, six of whom were disadvantaged. An action plan is in place for the coming year, and the introduction of Number Sense as a whole-school scheme will support these pupils as they move into Year 5.

Attendance

Whole-school attendance averaged 93.6%, successfully meeting our Attendance and Behaviour Improvement Expectation. Attendance for disadvantaged pupils averaged 90.3% — below the national average — and so remains a focus of our Attendance Action Plan.

The attendance team continues to work closely with BCP Council to review the attendance of key individuals. This year the team was strengthened by the appointment of a Safeguarding, Family Liaison and Attendance Officer. We challenge reasons for absence daily, hold strategic meetings and review data frequently.

Persistent absence remains high at 20.5%, but we have seen significant progress: persistent absence in spring 2025 was 26.28%, falling to 19.38% in spring 2026. This year we introduced a Morning Club and a Soft Start Club to support pupils coming into school; both have been well attended, with an average of more than 20 pupils. Each term a focus group has worked with our Jewell Attendance Cards, and 13 of the 16 disadvantaged pupils with attendance between 93% and 95% made progress.

Key stage 2 outcomes

The table below compares the attainment of all pupils with that of disadvantaged pupils at the end of key stage 2 in 2025 to 2026.

Measure	All pupils – expected standard	Disadvantaged – expected standard	All pupils – greater depth	Disadvantaged – greater depth
Reading	68%	63%	25%	8%
Writing	75%	63%	19%	4%
Mathematics	70%	54%	30%	13%
Grammar, punctuation and spelling	72%	63%	30%	17%
Combined reading, writing and mathematics	**58%**	**50%**	18%	4%

Year 6 attainment and attendance remain a priority for 2026 to 2027.

Wellbeing and family support

We continue to act early to identify children and families in need of targeted support such as counselling, mentoring, play therapy, Think Bricks and ELSA. We have provided a number of parenting courses, and several families are accessing alternative provision. We are also proud of the in-school alternative provision we have created for pupils with SEND — often non-verbal — who are awaiting a more suitable long-term placement.

Enrichment

We provide a variety of opportunities beyond the classroom, which contribute to our carefully planned creative curriculum. We track the experiences pupils take part in using our Enrichment Tracker, and we remove any financial barrier a disadvantaged family may face. On average, 22 disadvantaged pupils attended after-school clubs. In sport, we ensure disadvantaged pupils are well represented; our most recent trip was a visit to Wimbledon to watch the tennis. Increasing participation and converting these experiences into improved attainment remain priorities for the year ahead.

Pupil premium strategy outcomes: 2024 to 2025

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

33% of our disadvantaged children in the Early Years Foundation Stage achieved a Good Level of Development.

74% of Year 1 pupils passed the phonics screening check. Ten pupils did not pass and received high-quality intervention in Year 2. All Year 2 pupils who had not passed the check in Year 1 received phonics intervention; three did not pass and went on to receive intervention in Year 3. A phonics plan for 2025 to 2026 was created at the end of the year so that support was ready for those pupils.

Year 4 was proactive in its attention to times tables, providing interventions and monitoring data closely. Three pupils were disapplied (two of them disadvantaged) and only three pupils scored below 10 in the national check, while 45 pupils scored 20 or above.

In Year 6, all pupils made positive progress in arithmetic. Those who had not met the expected standard in reading by the second assessment point made positive progress from their key stage 1 starting points.

Whole-school attendance was above the national average at 93.4%; for disadvantaged pupils it was 89.9%. Persistent absence among disadvantaged pupils remained high at 32%. The school continued to work with these families through a rigorous attendance plan and in partnership with BCP Council. A number of strategies were used to raise attendance, including a whole-school tracking system (Jewell Rockets), in which pupils take responsibility for acknowledging their own attendance through an interactive display, and positive reinforcement through letters to parents, mentions in assemblies, class rewards, display boards and weekly attendance records. Members of the senior leadership team engaged with Trust-level networks to raise attendance.

We continued to act early to identify children and families for targeted support such as counselling, mentoring, play therapy, Think Bricks and MBN Arts. We provided a number of parenting courses and pupil interventions, and engaged with alternative provision and external services.

Fair and equal access to clubs and residentials was ensured through funding where identified as necessary. 50% of disadvantaged pupils accessed at least one extra-curricular club, and some of these pupils compete and represent the academy at local sporting fixtures.

Externally provided programmes

The table below lists the non-DfE programmes we purchased in the previous academic year. This helps the Department for Education identify which programmes are popular in England.

Programme	Provider
Pathways to Read	Pathways to Read

Programme	Provider
Number Sense Maths	Number Sense Maths
ELSA (Emotional Literacy Support Assistant) training and supervision	ELSA (Emotional Literacy Support Assistant) training and supervision
Think Bricks	Think Bricks
MBN Arts	MBN Arts
Preacher the Storyteller	Preacher the Storyteller

Please delete any programme above that was not purchased in 2025 to 2026, and add any that is missing.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A - no Service Pupil Premium pupils were enrolled at the school
What was the impact of that spending on service pupil premium eligible pupils?	N/A - no Service Pupil Premium pupils were enrolled at the school

Further information

Alongside the activity funded through the pupil premium, we make additional provision that supplements and enhances our curriculum for every child:

- Forest School sessions for each child, developing confidence, resilience and communication outside the classroom.
- The National Breakfast Scheme, through which every child in the school is offered a Grab and Go breakfast on arrival.

We use additional school funding to ensure that no pupil is excluded from an educational experience for financial reasons, and we review the impact of our wider offer on disadvantaged pupils each term through our Enrichment Tracker.