



Pupil Premium Strategy 2025-28 -Jubilee 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	382
Proportion (%) of pupil premium eligible pupils	85
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026/November 2027/ November 2028
Statement authorised by	Trust Board
Pupil premium lead	M. Nadesan
Governor / Trustee lead	P. Darling

Funding overview

Pupil Premium Allocation 25/26		Funding Calculations
Ever-6	£ 128,775	£1,515 per eligible child (85)
Looked after / post-looked after	£ 10,520	£2630 per eligible child (4)
Armed service children	£ 350	£350 per eligible child (1)
	£147,170	

Part A: Pupil premium strategy plan

Statement of intent

Our overarching aim is to ensure that all pupils leave primary school having achieved well, made sustained and excellent progress across the curriculum, and are fully prepared for the next stage of their education. We are equally committed to ensuring that pupils develop the confidence, resilience and ambition necessary to form clear aspirations for their future.

We recognise that disadvantaged pupils, including those eligible for pupil premium funding, may experience additional challenges that can hinder their educational outcomes. The acquisition of cultural capital is a key mechanism through which educational equity can be advanced. As such, the school is committed to enhancing pupils' embodied cultural capital by developing their linguistic proficiency, strengthening essential learning behaviours, and cultivating the attitudes and dispositions that contribute to long-term academic success.

At the core of our approach is the provision of consistently high-quality teaching for every pupil, supplemented by targeted support in the areas where disadvantaged pupils require the greatest assistance. This approach necessitates deliberate pedagogical action, informed by ongoing assessment and underpinned by close collaboration between school staff and parents. Class teachers will also provide regular mentoring to ensure that disadvantaged pupils are appropriately challenged and receive timely, evidence-based interventions at the point of need.

Through this strategic focus, we aim to reduce the attainment gap between disadvantaged and non-disadvantaged pupils, while simultaneously raising standards and improving outcomes for all learners across the school.

Challenges

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

Challenge number	Detail of challenge
1	Having a restricted language code as they may have limited exposure to language rich environments.
2	Attendance is lower which results in learning loss over time for PP/disadvantaged children: 93.5% for pupil premium pupils compared with non- disadvantaged at 96%.
3	Lower rates of attainment and progress due to gaps in their learning.
4	Limited exposure to experiences that will broaden their horizons beyond their home life and immediate community.
5	Barriers to parental engagement may exist.

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 ensure the systematic development of linguistic competence through oracy (spoken language) and scriptacy (reading and writing), that is fully integrated into curriculum planning, daily classroom practice, and routine learning activities.	• Language is a key feature of all lessons and there are many opportunities to encourage speaking, listening, reading and writing across all curriculum areas. • Classrooms are language rich environments, displaying good quality writing work and language across the curriculum. • The curriculum is accessible to all pupils based on sound pedagogical practice in the development of language skills in all areas of the curriculum, thus raising the attainment of writing.
2. To continue to improve whole school attendance and punctuality.	• Assertive mentoring to embed attendance and punctuality targets so that pupils recognise the positive impact of being in school, and on time. • To support identified vulnerable pupils/vulnerable groups, working alongside parents and where necessary, external agencies to support improved attendance and punctuality.
3. To set a culture of high expectations and pupil outcomes.	• Maintain a strong focus on pupil premium pupils to increase the proportion achieving the highest levels of attainment. • To enhance metacognition skills and self-regulation through Assertive Mentoring so that pupils reach their full potential.
4. Provide a curriculum that is ambitious and aspirational for all pupils to enhance the cultural capital of every child and family.	• Pupils' experiences are broadened through a wide range of opportunities through the provision of rich and engaging learning across the curriculum.
5. To improve parental engagement.	• To obtain 100% attendance at Parent Meetings across the year. • Increase engagement of PP children in after school clubs.

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

Budgeted cost: £ 93,779.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Continue to develop the 'Talk for Writing' process. - Whole-staff CPD on the three stages of Talk for Writing. - Pre-teaching subject specific vocabulary for key pupils. - Develop and implement an oracy and scriptacy framework to strengthen pupils' linguistic competence across the curriculum.	This approach supports pupils to read and write independently by enabling them to internalise the language structures required for effective writing. Through 'talking the text' and engaging in close reading, pupils develop a deeper understanding of vocabulary, grammar, and composition. https://www.talk4writing.com/ Oral language interventions have been shown to positively impact pupils' language development. Approaches that explicitly target speaking, listening, or a combination of both are associated with measurable improvements in attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4
- All adults fully aware of FSM/PP children and all children with vulnerabilities. They are included in planning and specific targets have been set. - Evidence-based interventions provided for pupils making slow progress or at risk of falling behind, ensuring they meet age-related expectations or make accelerated progress.	EEF evidence shows that teaching assistant interventions are most effective when TAs deliver structured, targeted programmes, typically leading to around four additional months' progress. These approaches are particularly valuable for vulnerable pupils, provided they supplement high-quality teaching rather than replace it. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3
Assertive mentoring meetings are held for all pupils from Years 2 to 6 to enhance	EEF evidence indicates that assertive mentoring, where pupils receive structured, regular one-to-one support and guidance, can help disadvantaged pupils stay on track academically and	2, 3, 4

metacognition skills, self-regulation, wellbeing and progress.	emotionally. When combined with clear targets and timely interventions, this approach can contribute to measurable improvements in progress and attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
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Wider strategies (for example, related to attendance, behaviour, wellbeing, enrichment)

Budgeted cost: £ 9,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement parental engagement strategies where barriers exist, offering more sustained and intensive support in particular areas.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4,5
Pupils' experiences are broadened through a wide range of opportunities through the provision of rich and engaging learning across the curriculum. Enrichment fund to support PP children who may not be able to contribute to enrichment activities and trips.	The accumulation of cultural capital through exposure to knowledge, experiences, skills and cultural awareness is strongly linked to better educational outcomes, particularly because children from disadvantaged backgrounds often have fewer opportunities to acquire that capital at home. https://www.educationcorner.com/cultural-capital-in-education/	1, 4

Pupil Premium & Recovery Premium 2023/24		
Ever-6	£	106,215.00
Looked after / post-looked after	£	7,590.00
Armed service children	£	1,005.00
	£	114,810.00
Teaching		

PUPIL PREMIUM STRATEGY 2025-2028

Designated Tas/HLTAs to deliver additional interventions (Bhuvana Pillai, Fiyin Owasanoye, Eleanor Cates)	£	45,882.00
Designated LAC support worker (Becky B)	£	4,300.16
Cover staff for research	£	40,000.00
Nurture for pupils with complex emotional needs (Gemma – 15min -4 days – Madison – 30 minutes – 5 days)	£	3,617.00
	£	93,799.16
Wider Strategies		
Enrichment activities and school trips	£	2,920.00
Residential trip for FSM pupils in Year 6 £2745 subsidy this year	£	2,700.00
BC/ASC access for disadvantaged pupils	£	831.00
School meal subsidies for those just above PP threshold	£	2,679.00
	£	9,130.00
Total Spend	£	130,692.00
Budget remaining	£	-

Pupils with multiple disadvantages

	Pupil Premium	EAL	SEN Status
Year R	4	1	1
Year 1	8	3	1
Year 2	7	1	2
Year 3	14	8	4
Year 4	18	4	7
Year 5	19	5	5
Year 6	15	5	2

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End Of KS2 Outcomes 2025:

	Reading	Writing	Grammar	Mathematics
All Pupils				
EXS	87%	87%	81%	87%
GDS	52%	23%	45%	39
Combined EXS	81%	Combined GDS	23%	
Disadvantaged				
EXS	71%	71%	57%	79%
GDS	36%	7%	36%	29%
Combined EXS	64%	Combined GDS	7%	

Year 6 outcomes were very good being at 19% above the National expectations at 81%.

Pupil Premium data outcomes were also good and 2% above National expectations when compared to all pupils (62%).

Good Level of Development (GLD) – EYFS

	National 2025	GLD - 2025
All Pupils - GLD	68%	73%
Disadvantaged		50%

Phonics Year 1

	National 2025	Phonics - 2025
All Pupils - Phonics	80%	80%
Disadvantaged		83%

Pupil Premium Attendance for 2024-25

	Pupil Premium overall	Non-Pupil Premium overall	Pupil Premium persistent absence <90%	Non-Pupil Premium persistent absence <90%	Pupil Premium severely absent <50%	Non-Pupil Premium severely absent <50%
24-25	93.1%	96.2%	17%	8.4%	2%	0.4%
National 23-24	88.9%	94.2%		20.7%		
23-24	93.7%	95.3%	13.3%	11.2%	2%	0.5%
22-23	93.8%	94.8%	21.2%	12.9%	0%	1.7%

Pupils with multiple disadvantages

Year Group	Pupil Premium	EAL	SEN Status
Year R	8	35	10
Year 1	6	33	7
Year 2	14	43	5
Year 3	19	26	12
Year 4	21	32	12
Year 5	15	14	4
Year 6	14	3	6

Intended outcome	Evaluation <i>(Please take note of outcomes above when reading through the interim evaluation)</i>
1. To transform the acquisition of language through ensuring language skills are developed and used across the whole curriculum and providing every pupil with opportunities to develop their skills in speaking, listening, reading and writing.	There has been a sustained and strategic focus on oracy as a key driver for school improvement, reflected clearly in the School Development Plan (2024/2025). This priority continues to shape pedagogical approaches and classroom practice, supporting teachers to promote high-quality language acquisition across all areas of the curriculum. The outcomes for disadvantaged pupils were above National expectations when compared with all pupils at 64% and there was an improvement in the outcomes at the greater depth standard.
2. To continue to improve whole school attendance and monitor punctuality.	Attendance for disadvantaged pupils in 2023/2024 was 93.7% and has remained more or less the same at 93.1% over the last academic year. When compared with all pupils at 96%, attendance for disadvantaged remains lower with a 3.1% differential. Through on-going individualised and tailored support for disadvantaged families, continued improvement is being driven in this area to close the gap in attendance between disadvantaged and non- disadvantaged.
3. To set a culture of high expectations and pupil outcomes.	We continue to develop all teaching staff to deliver high-quality teaching through bespoke CPD, coaching, mentoring and monitoring and feedback, which is evidenced in the larger majority of classes. A key focus on adaptation across all areas of the curriculum ensures that the most vulnerable pupils are able to make progress from their starting point and ensures inclusivity for all. However, this needs to be fully embedded across all classes. Our behaviour policy has been further refined and consistently embedded by all staff to support all pupils and in particular our vulnerable children, through self-regulation and a restorative approach.
4. Provide a curriculum that is ambitious and aspirational for all pupils to enhance the cultural capital of every child and family.	Our continued focus on developing linguistic competence in all areas of the curriculum from EYFS enables our children to acquire the competencies they need at each stage of their learning. This can be evidenced in the end of year outcomes for each year group. We have continued to refine and develop our curriculum offer including the Duke Awards, experiences, and exposure to the arts thus empowering families and in particular our disadvantaged families to engage in learning and to enhance children's cultural capital.