

Pupil Premium Strategy 2024-25 -Jubilee Primary School

This statement details our school's use of pupil premium (and recovery 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	358
Proportion (%) of pupil premium eligible pupils	27.17% (97)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023/December 2024/December 2025
Statement authorised by	Trust Board
Pupil premium lead	M. Nadesan
Governor / Trustee lead	K. Lee

Funding overview

Pupil Premium Allocation 24/25		Funding Calculations
Ever-6	£ 102,120	£1480 per eligible child (69)
Looked after / post-looked after	£ 12,850	£2570 per eligible child (5)
Armed service children	£ 1,020	£340 per eligible child (3)
	£ 115,990	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our children leave primary school achieving well and making excellent progress across the curriculum, ready for the next phase of their education. We also intend that they leave as confident individuals who have clear aspirations for the future. Acquiring cultural capital is the means through which disadvantaged families can endeavour to ensure educational benefit for their children. We shall endeavour to do this through increasing the embodied capital of our children through the development of linguistic skills and improving particular behaviours and dispositions. High-quality provision for every pupil is the essence of our approach, with a focus on areas in which disadvantaged pupils require the most support. It requires pedagogical action through the investment of time by staff and parents. Children will also be mentored by their class teacher. This will ensure that disadvantaged children are challenged with their learning and they will be provided with the appropriate interventions at the point of need. This will undoubtedly have an impact on closing the disadvantaged attainment gap and will also benefit the non-disadvantaged pupils in our 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.– 92.41%
3	Lower rates of attainment and progress due to misconceptions and gaps in their learning caused by poor self-regulation and social, emotional, mental health needs.
4	Limited exposure to experiences that will broaden their horizons beyond their home life and immediate community.

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 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.	• Language is a key feature of all lessons and there are many opportunities to encourage speaking, listening, reading and writing across the topic work. • 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 monitor 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 with external agencies to support improved attendance and punctuality.
3. To set a culture of high expectations and pupil outcomes.	• Focus on PP children so that the proportion of pupils reaching the highest levels of attainment are increased. • To enhance metacognition skills and self-regulation through Assertive Mentoring so that pupils reach their full potential. • Staff to identified an area of strength for each child and avenues are created for this forte to be nurtured. There are also clear links made for discussions with pupils during the Assertive mentoring meetings.
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.

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

Budgeted cost: £ 95,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Focus on talk for writing. - Identify CPD needs to allow teachers to develop the programme effectively. - Pre-teaching subject specific vocabulary for key pupils. - Developing linguistic skills to enhance pupil cultural capital is planned as an integral part of the whole curriculum, adding a new dimension to teaching and learning. - Lesson studies to enable staff to be reflective with their practice, ensuring they collaborate to determine most effective practice for disadvantaged pupils.	This approach supports children to read and write independently, with children internalising the language structures needed to write through 'talking the text', as well as close reading. https://www.talk4writing.com/ Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on 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. - Pupils targeted as a result of making slow progress or falling behind so that they meet age appropriate expectations or make greater than expected progress.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3
Staff to identify an area of strength for each child and avenues are created for this forte to be nurtured.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2, 3, 4

Assertive mentoring meeting are held for all pupils from Years 2 to 6 to enhance metacognition skills and self-regulation.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing, enrichment)

Budgeted cost: £ 20,419

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
Pupils' experiences are broadened through a wide range of opportunities through the provision of rich and engaging learning across the curriculum.	https://www.educationcorner.com/cultural-capital-in-education/	1, 4

Externally provided programmes

Programme	Provider
PINS (Partnerships for Inclusion of Neurodiversity in Schools) Project	KCC
STLS (Specialist Teaching and Learning Service)	KCC
This is Me	KCC

Pupil Premium 2024/25

	<u>Per budget</u>	<u>Actuals to date</u>	<u>Items expected</u>	<u>End of Year</u>	<u>Funding Calculations</u>
Ever-6	£ 102,120				£1480 per eligible child (69)
Service	£ 1,020				£340 per eligible child (3)
LAC	£ 12,850				£2570 per eligible child (5)
Total Pupil Premium and Catch-Up	£ 115,990	£ -	£ 115,990	£ 115,990	
Target	<u>Per budget</u>	<u>Actuals to date</u>	<u>Items expected</u>	<u>End of Year</u>	
Teaching					
Designated HLTAs (x3) to deliver additional interventions	£ 72,000		£ 72,000	£ 72,000	HLTA £24,000 approx salary
Designated LAC support worker	£ 9,578		£ 9,578	£ 9,578	15% of SENCo salary for LAC support worker
Nurture for pupils with complex emotional needs	£ 14,000		£ 14,000	£ 14,000	2 x Average TA salary (20,000) - 35% of salary
	£ 95,578	£ -	£ 95,578	£ 95,578	
Wider Strategies					
Enrichment activities and school trips	£ 3,640		£ 3,640	£ 3,640	91 pp (approx) £20 average per trip. 2 x trips per year
Residential trip for FSM pupils in Year 6	£ 3,360		£ 3,360	£ 3,360	14 pp in year group @ £240
BC/ASC access for disadvantaged pupils	£ 6,080		£ 6,080	£ 6,080	5 x ASC / 5 x BC - 2 sessions per week
School meal subsidies for those just above PP threshold	£ 6,019		£ 6,019	£ 6,019	4% of school cohort @ £2.40 per meal per day
Uniform provisions	£ 1,320		£ 1,320	£ 1,320	Contribution towards branded school uniform
	£ 20,419	£ -	£ 20,419	£ 20,419	
Total Expenditure	£ 115,997	£ -	£ 115,997	£ 115,997	

Part B: Review of the 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 were above National expectations when compared with non-disadvantaged at 64%.

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.