

Evaluated Pupil Premium Strategy 2023-24 -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	325
Proportion (%) of pupil premium eligible pupils	25.5%
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/November 2024
Statement authorised by	Trust Board
Pupil premium lead	M. Nadesan
Governor / Trustee lead	K. Lee

Funding overview

Pupil Premium Allocation 23/24		Funding Calculations
Ever-6	£ 106,215	£1455 per eligible child (73)
Looked after / post-looked after	£ 7,590	£2530 per eligible child (3)
Armed service children	£ 1,005	£335 per eligible child (3)
	£ 114,810	

Recovery Premium Funding allocation		Funding Calculations
National Tutoring Programme (NTP)	£ 4,860	£162 per Pupil Premium Child
Recovery Premium	£ 11,022	£145 per PP child
	£ 15,882	

Total Pupil Premium and Recovery Premium	£ 130,692
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Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.

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: £ 93,779.16

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

Budgeted cost: £ 27,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of support to individuals or a small group for those who have had significant learning loss based on the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both for one-to-one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3
The academic mentor provides targeted intervention for pupils who are in most need of support to achieve their learning outcomes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3

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.	1, 2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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

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

Programme	Provider
Pearson	National Tuition Partners

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
Targeted Academic Support		
National Tutoring Programme (NTP)	£	4,860.00
Recovery Premium	£	11,022.00
	£	15,882.00
Total Pupil Premium and Catch-Up	£	130,692.00
Target	Per budget	
Teaching		
Designated HLTAs (x2.5) to deliver additional interventions	£	45,882.00

Designated LAC support worker	£	4,300.16
Cover staff for research	£	40,000.00
Nurture for pupils with complex emotional needs	£	3,617.00
	£	93,799.16
Targeted Academic Support		
Academic mentor	£	18,043.00
National Tuition Partners	£	9,720.00
	£	27,763.00
Wider Strategies		
Enrichment activities and school trips	£	2,920.00
Residential trip for FSM pupils in Year 6	£	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

Year Group	Pupil Premium	EAL	SEN Status
Year R	3	0	0
Year 1	9	3	0
Year 2	14	1	2
Year 3	19	5	4
Year 4	13	4	2
Year 5	13	1	2
Year 6	12	4	3

PUPIL PREMIUM STRATEGY 2022-2025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End Of KS2 Outcomes 2024:

	Reading	Writing	Grammar	Mathematics
All Pupils				
EXS	81%	84%	77%	87%
GDS	36%	16%	39%	29%
Combined EXS	77%	Combined GDS	10%	
Disadvantaged				
EXS	80%	80%	80%	80%
GDS	30%	10%	20%	20%
Combined EXS	70%	Combined GDS	0%	

Year 6 outcomes were very good they were 16% above National expectations at 77%.
PP data was also above the national average at 70%.

Good Level of Development (GLD) – EYFS

	National 2024	GLD - 2024
All Pupils - GLD	68%	72%
Disadvantaged	49%	100%

Phonics Year 1

	National 2024	Phonics - 2023
All Pupils - Phonics	80%	89%
Disadvantaged	63%	100%

Pupil Premium Attendance for 2023-24

	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%
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%

We received £10,947.50 of Recovery Premium in 23/24 and £4860 for National Tuition Partners.

We spent the full funding on National Tuition Partners using in-house staff. This covered 17 children with a projected per pupil per hour rate of £26.11. As below our tutoring actually cost £16,420.39.

17 Children		
	629 hrs of tutoring per year	
	£16,420.39 total cost of tutoring	
Projected amount DfE will pay towards tutoring	£4,860.00	
Projected amount you'll need to pay towards tutoring	£11,560.39	
Projected per pupil per hour rate	£26.11	

The rest of the recovery premium was spent on the academic mentor who carried out interventions and 1:1 support for disengaged pupils.

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.	The focus on language has improved and is given attention as part of our pedagogical practice when driving improvement in classroom practice. We continue to support our ECTs so this becomes a part of their classroom practice. As indicated above, it is evident that there has been an improvement in the outcomes for disadvantaged pupils when compared to outcomes for all pupils with the exception for the outcomes at the greater depth standard.
2. To continue to improve whole school attendance and monitor punctuality.	Attendance for disadvantaged pupils in 2022/2023 was 93.8% and has remained more or less the same at 93.7% over the last academic year, but was still below non-disadvantaged pupils that was 95.3%. <i>(For comparative purposes - National attendance for all pupils was 92.8%. Attendance nationally for those on FSM was 88.9% for pupils who are eligible for free school meals and 94.2% for pupils who were not eligible for free school meals).</i> We continue to drive improvement in this area and provide support to those disadvantaged families ...
3. To set a culture of high expectations and pupil outcomes.	We have continued to use the Recovery Premium to support pupils who we identified as falling behind and have also taken advantage of the academic mentor funding who has supported small groups and we have seen the benefit in the strong outcomes at the end of KS2. We continue to stress the importance of using metacognition and self-regulation so this could support pupils further in order that they reach their full potential. This can be clearly seen in lessons, but this needs to be fully embedded in all classes and more especially with our ECTs. We have also revised our behaviour policy to fully support all pupils, but most especially our most vulnerable through the use of the zones of regulation.
4. Provide a curriculum that is ambitious and aspirational for all pupils to enhance the cultural capital of every child and family.	We have continued to improve our curriculum with attention to detail and have now included the Mini Duke Awards for children so that our provision is enriched with the challenges that are tailored to each year group to develop the competence and confidence in life skills that children may not otherwise have access to. These awards have been designed to take place at home and we get the children to complete some during Jubilee University,

	allowing children to be motivated and competitive but also giving them the softer skills that they need. Our focus on linguistic competence threads our curriculum together from EYFS, so that our children develop an excellent command of language and are able to articulate what they have learnt across the curriculum. This supports them in developing the competencies they need at each stage of their learning and this is evident both through pupil voice and outcomes and at the end of each stage of our pupils' learning.
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Pupil Premium & catch up funding 2023-24

		<u>Per budget</u>	<u>Actuals to date</u>	<u>Items expected</u>	<u>End of Year</u>
Ever-6		£ 106,215	£ 114,810		£ 114,810
		£ 106,215	£ -		£ 114,810
Catch up Funding					
National Tutoring Programme (NTP)		£ 4,860	£ 4,860	£ -	£ 4,860
Recovery Premium		£ 10,585	£ 10,947		£ 10,947
		£ 15,445	£ 15,807	£ -	£ 15,807
					£ -
Total Pupil Premium and Catch-Up		£ 121,660	£ 15,807	£ -	£ 130,617
Target		<u>Per budget</u>	<u>Actuals to date</u>	<u>Items expected</u>	<u>End of Year</u>
Teaching					
Designated HLTAs (2.75) to deliver additional interventions	E03	£ 36,000	£ 49,500		£ 49,500
Designated LAC support worker	E01	£ 4,300	£ 4,300	£ -	£ 4,300
Cover staff for research	E01	£ 40,000	£ 40,000	£ -	£ 40,000
Nurture for pupils with complex emotional needs	E03	£ 3,617	£ 3,617	£ -	£ 3,617
		£ 83,917	£ 97,417	£ -	£ 97,417
Targeted Academic Support					

Academic mentor (TK)	E03	£	18,043	£	18,043	£	-	£	18,043
National Tuition Partners (In school tutoring)	E27.04	£	10,570	£	11,560	£	-	£	11,560
		£	28,613	£	29,603	£	-	£	29,603
Wider Strategies									
Enrichment activities and school trips	E19.08c	£	2,920	£	586			£	586
Residential trip for FSM pupils in Year 6	E19.08d	£	2,700	£	2,700			£	2,700
BC/ASC access for disadvantaged pupils	E24.01	£	831	£	1,052			£	1,052
School meal subsidies for those just above PP threshold		£	2,679	£	-			£	-
		£	9,130	£	4,337	£	-	£	4,337
Total Expenditure		£	121,660	£	131,358	£	-	£	131,358
		-							
Budget remaining		£	0					-£	741