



Evaluated Pupil Premium Strategy – 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	304
Proportion (%) of pupil premium eligible pupils	23%
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	October 2023
Statement authorised by	Trust Board
Pupil premium lead	M. Nadesan
Governor / Trustee lead	K. Lee

Funding overview

Pupil Premium Allocation 22/23		Funding Calculations
Ever-6	£ 96,950	£1385 per eligible child (70)
Looked after / post-looked after	£ 7,230	£2410 per eligible child (3)
Armed service children	£ 640	£320 per eligible child (2)
	£ 104,820	

Recovery Premium Funding allocation		Funding Calculations
National Tutoring Programme (NTP)	£ 11,664	£162 per Pupil Premium Child (72)
Recovery Premium	£ 10,730	£145 per PP child (74)
	£ 22,394	

Total Pupil Premium and Recovery Premium	£ 127,214
<i>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.</i>	

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: £ 90,728

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 meetings 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: £ 28,473

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)

Budgeted cost: £ 4,650

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

Part B: Review of the previous academic year – 2022/23

Outcomes for disadvantaged pupils

End Of KS2 Outcomes 2023:

	Reading	Writing	Grammar	Mathematics
All Pupils				
EXS	86%	93%	82%	93%
GDS	34%	28%	48%	38%
Combined EXS	86%	Combined GDS	17%	
Disadvantaged				
EXS	82%	82%	67%	91%
GDS	18%	18%	25%	25%
Combined EXS	82%	Combined GDS	0%	

Year 6 outcomes were excellent as they were 26% above National expectations at 86%.

PP data was also above the national average at 82%.

End Of KS1 Outcomes 2023:

	Reading	Writing	Mathematics
All Pupils			
EXS	78%	73%	80%
GDS	14%	7%	10%
Disadvantaged			
EXS	78%	78%	67%
GDS	6%	0%	0%

Good Level of Development (GLD) - EYFS

	National 2019	GLD - 2023
All Pupils - GLD	71.8%	78%
Girls	78.4%	82%

Boys	65.5%	76%
Disadvantaged	57%	57%

Attendance – 2022/23

Attendance	Attendance 01 September 2022 - 26 May 2023						
100%-96%							
95.99%-94%							
93.99%-90%							
<89.99%							
	All	Disadvantaged	Non-Disadvantaged	SEND	Non-SEND	EAL	Non-EAL
Current Attendance	94.04474281	93.43	94.28	91.50	94.41	94.71	93.5
Current Absence	6.24	6.57	5.72	8.50	5.59	5.29	6.5
Authorised	4.84	5.2	4.70	6.99	4.53	4.62	5.02
Unauthorised	1.11	1.38	1.01	1.51	1.06	0.66	1.48

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.	Language continues to be the focus of the senior leadership team in all areas of school improvement. This is highlighted during staff CPD sessions, learning walks and planning and delivery of all lessons. We have identified that more extensive support needs to be offered to our ECTs so this becomes a part of their classroom practice. As indicated above, it is evident that even though the combined score for KS2 disadvantaged pupils was 82%, there is a 15% disparity between all pupils and those who are disadvantaged.
2. To continue to improve whole school attendance and monitor punctuality.	Attendance for disadvantaged pupils in 2021/2022 was 92.4% and has improved over the last academic year to 93.4%, but was still below non-

	disadvantaged pupils that was 94.3%. <i>(For comparative purposes - National attendance for all pupils was 92.5%. Attendance nationally for those on FSM was 88.6% for pupils who are eligible for free school meals and 93.8% for pupils who were not eligible for free school meals)</i>
3. To set a culture of high expectations and pupil outcomes.	We have used a substantial part of the Recovery Premium both in 2021/2022 and 2022/23 academic years to support pupils who we identified as falling behind due to the Covid-19 pandemic. We used National Tuition Partners and took advantage of the academic mentor training and funding for a member of our staff who supported small groups and this has paid substantial dividends so far. This is evident in the strong outcomes at the end of KS2. We have had all teaching staff trained on enhancing their understanding of metacognitions and self-regulation so this could support pupils further so that pupils 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 need to examine our support for the disadvantaged in KS1 who did not do as well with outcomes in Mathematics and at the greater depth standard to continue to raise the proportion of disadvantaged pupils reaching the highest levels of attainment by looking for even more opportunities to challenge them. Staff have identified strengths for each child and opportunities and support needs to be provided so that these talents and gifts can be nurtured. This will also take place 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.	Our culture and ethos provide a strong focus on our values and has a positive influence on our children's dispositions, resulting in good behaviour for learning. Our focus on linguistic competence threads our curriculum together so that children 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.

Pupil Premium & catch up funding 2022/23

	<u>Per budget</u>	<u>Actuals to date</u>	<u>Items expected</u>	<u>End of Year</u>
Ever-6	£ 96,950			
Looked after / post-looked after	£ 7,230			
Armed service children	£ 640			
	£ 104,820	£ 107,550	£ -	£ 107,550
Catch up Funding				
National Tutoring Programme (NTP)	£ 11,664	£ 11,664	£ -	£ 11,664
Recovery Premium	£ 10,730	£ 10,803	£ -	£ 10,803
	£ 22,394	£ 22,467	£ -	£ 22,467
			£ -	£ -
Total Pupil Premium and Catch-Up	£ 127,214	£ 130,017	£ -	£ 130,017
Target	<u>Per budget</u>	<u>Actuals to date</u>	<u>Items expected</u>	<u>End of Year</u>
Teaching				
CPD - Talk for writing	£ 2,000	£ 1,270	£ -	£ 1,270
Mathematics CPD	£ 1,000	£ 290	£ -	£ 290
Designated HLTAs (x3.5) to deliver additional interventions	£ 50,428	£ 58,833	£ -	£ 58,833
Designated LAC support worker	£ 4,300	£ 4,300	£ -	£ 4,300
Cover staff for research	£ 30,000	£ 29,416	£ -	£ 29,416
Nurture for pupils with complex emotional needs (MH-1/4 of salary)	£ 3,000	£ 4,212	£ -	£ 4,212
	£ 90,728	£ 98,321	£ -	£ 98,321
Targeted Academic Support	£ -			
Academic mentor (TK)	£ 16,809	£ 16,809	£ -	£ 16,809
National Tuition Partners	£ 11,664	£ 10,530	£ -	£ 10,530
	£ 28,473	£ 27,339	£ -	£ 27,339
Wider Strategies	£ -	£ -		
Enrichment activities and school trips	£ 500	£ 839	£ -	£ 839
Residential trip for FSM pupils in Year 6	£ 2,450	£ 2,695		£ 2,695
BC/ASC access for disadvantaged pupils	£ 750	£ 690		£ 690
School meal subsidies for those just above PP threshold	£ 950	£ 159		£ 159
	£ 4,650	£ 4,383	£ -	£ 4,383
	£ -			£ -
Total Expenditure	£ 123,851	£ 130,044	£ -	£ 130,044
Budget remaining	£ 3,363	£ -	£ -	-£ 27
				Overspend

Evaluated Pupil Premium Strategy 2022-2025