

Pupil premium strategy statement

This statement details Jubilee L.E.A.D. Academy's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Jubilee L.E.A.D. Academy
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	49.69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Nicola McIntyre
Pupil premium lead	Liz Anscombe
Governor / Trustee lead	Michael Brunner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 248,150
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	£248,150

Part A: Pupil premium strategy plan

Statement of intent

At Jubilee L.E.A.D. Academy, we have high aspirations and ambitions for all our children including those with Pupil premium. We play a vital role in empowering learners to create leaders.

We strongly believe that reaching pupil premium learner's potential is not about where they come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Jubilee L.E.A.D. Academy we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities within a curriculum that will promote and develop their culture capital.

To address the barriers that our pupil premium children face and ensure the gap between them and their non-pupil premium peers is reduced we will prioritise the following areas:

- Improving their good learning behaviours
- Support pupils and their families with social & emotional difficulties
- Support our disadvantaged pupils financially to engage in school trips and enrichment opportunities
- Increase the progress rates made by pupil premium/disadvantaged children, in particular our SEND Pupil Premium Cohort.
- Improve rates of attendance of our pupil premium/disadvantaged children.
- Increase the support for pupils who have limited experiences beyond their home life and immediate community.

Challenges

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

Challenge number	Detail of challenge
1	Due to the social and emotional challenges that our pupils and their families experience, including mental and physical health issues, they require a thorough understanding of the educational options available to them both in school and in the wider community. Poor learning practices, such as a lack of independence or resilience, are more prevalent in poorer pupils. There is proof that children from

	low-income families are more likely to follow a behaviour plan or a part-time timetable or risk of suspension.
2	Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips, and enrichment opportunities, which also include visits to the library and the use of technology that allow them to participate fully in the academic work that proceeds these.
3	Children's lack of knowledge of vocabulary and early literacy skills – this often results in poor oral language skills which impacts the ability to read and write. Our assessments, observations show that 35.3% of children in EYs are not on track in speaking and 38.2% are not on track in listening. Discussions show that some of our pupil premium children enter EYFS with lower language and vocabulary skills than some of our non-pupil premium children. This impacts on learning outcomes throughout EYFS to KS2.
4	Low attendance rates among PP children indicate that attending class is not a top priority. PP children comprise the bulk of persistent absentees, according to monitoring. Due to chronic absences, some of our PP children do not advance at a faster rate, which prevents them from meeting age-appropriate or higher standards in core subjects at the end of the year.
5	Pupils experience poor home learning environments and a lack of parental engagement with school and in some cases lack of support for school systems and routines such as reading at home, behaviour policy etc.
6	Our PP children have a high percentage of additional needs, including severe SEND, SEND, and interaction with social services or other external agencies. Complex requirements, including having an additional special need or emotional need, including undiagnosed trauma can have a detrimental effect on the development and achievement of some of our PP children.

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. Pupils and families with identified social, emotional, or health issues, are well supported by school staff providing excellent support in independence, resilience, and good behaviour. Students will then use	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through DCPro behaviour reports Pupil premium pupils make at least expected progress against prior attainment

<p>these skills in order to fill the gaps in their learning behaviours and therefore, being less likely to be put on a behaviour plan or to attend school in a part-time timetable.</p>	<p>Parents are actively involved in supporting their child's social, emotional and behaviour difficulties,</p> <p>Pastoral Support provided for children and families by the pastoral team</p> <p>Providing small group work with a specialist teaching assistant e.g. ELSA, social skills</p> <p>Mental health lead and mental health first aiders for both children and staff</p>
<p>2. Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Improvements in overcoming barriers for specific children including a reduction in low level disruption, increased participation in class, increased social integration, as measured through DCPro behaviour reports and observations</p> <p>All stakeholders are actively engaged with Nottingham Citizens</p> <p>Pupils' cultural capital is raised through the enrichment programme</p> <p>68% of Pupil Premium pupils are on the SEND register. Under the SEMH category for SEND 83% are Pupil Premium.</p>
<p>3. All pupils take part and participate in school trips and other activities that extend their academic experience including after school clubs and other extra-curricular activities. This ensures that our pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School to provide children with access to library visits, books and technology which they cannot access at home.</p>	<p>All children in school have access to the enrichment programme on offer</p> <p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DCPro reports and pupil voice</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</p> <p>All children participate in visits to the library, have reading books and the use of technology</p> <p>Specialist resources provided to support children's learning</p>

<p>4. Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, speaking and listening, as well as spelling and writing outcomes are improved</p>	<p>Continued use of the new Wellcomm programme in EYs and KS1.</p> <p>Strategies used to promote vocabulary across all year groups – songs, rhymes, chatterboxes, vocabulary mats - as evidenced by monitoring.</p> <p>Children achieve early learning goals in communication and language at the end of reception.</p> <p>Children are confident to talk to others and share their ideas.</p> <p>Children listen to and read a wide range of quality texts to enhance vocabulary acquisition.</p> <p>Children's writing shows evidence to good vocabulary</p> <p>Through dialogue, children wearing lanyards will be recognised as needing additional language and vocabulary input.</p>
<p>5. The majority of disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>A reduction in the number of persistent absentees among pupils eligible for pupil premium to 10% or below</p> <p>Overall Pupil Premium attendance continues to improve in line with other pupils</p> <p>Progress in attendance will show better outcomes in attainment</p>
<p>6. Pupils have a breadth of experiences that enable them to contextualise their learning, through an engaging, broad and varied curriculum.</p> <p>Pupils and parents have a breadth of experiences that enable them to contextualise their learning, through links with the school that enhance their knowledge of the school systems and routines</p>	<p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DCPro reports and pupil voice</p> <p>The quality of teaching and learning is judged to be 100% Good with 30% Outstanding</p>
<p>7. All PP children will have their SEND identified early through The Nottingham City Routes 2 inclusion toolkit. Interventions through the three waves of support will be used.</p>	<p>There is a strong link between poverty and SEND. Children from low-income families are more likely than their peers to be born with inherited SEND, they are more likely to develop some form of SEND in childhood, and are less likely to move out of SEND categories while at school. At the same time, children with SEND are more likely than their peers to be born into poverty, and also more likely to experience poverty as they grow up. (Joseph Roundtree Foundation, March 2023)</p>

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: £ 116,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Well-comm (speech and language programme) and Lexia (spelling and phonics programme)	<p>According to Speech and Language UK, around 10% of children have speech, language and communication needs (SLCN), which can lead to long-term underperformance.(Speech and Language UK website 2024)</p> <p>Young children's language develops rapidly, meaning the gap between those with difficulties and their peers widens rapidly, too. That's why early support for young and primary-aged children with SLCN is essential.</p>	1
Introduce the additional 'Curriculum Reading resources' to be used in Reading Detectives	<p>The EEF literacy report was published following a two-armed randomised control study which involved 697 pupils across 57 schools and focussed on pupils identified as struggling readers in Year 2.(The report ran from September 2018 - July 2019)</p> <p>The independent evaluation found that children offered Lexia made the equivalent of 1 additional months' progress in reading, on average, compared to other children.</p>	
Early English and boxed success criteria	<p><i>Children with communication difficulties struggle to learn to write (Early English report 8.10.24).</i></p> <p>Early English suggests children should only write the words they know how to spell to avoid cognitive overload. Includes phonetically decodable words and HFW. Some key spellings might have to be given for context.</p>	1, 4
Strategies introduced to develop speech and communication – targeting our most vulnerable pupils	Model highly effective conversations – F2 – children will be targeted to speak more in class benefiting from the use of land yards, which identify their need to engage in conversation.	1

<p>Accelerated Reader scheme re-introduced to raise attainment in Literacy.</p>	<p>All children to answer every question – no hands up. Partner talk prior to answer being given so they can rehearse – RAG cards for involvement</p> <p>As per EEF stating that effective feedback has a high impact. Accelerated Reader has engages learners in competition and comprehension strategies enables progress by 6+ months</p> <p>EEF found that pupils' reading age increased by an additional three months in just 22 weeks as a direct result of the introduction of accelerated reader</p>	
<p>CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition strategies with updates and further training on 'Thinking Matters' approach to learning</p> <p>CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils</p>	<p>EEF state that modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. EEF</p> <p>EEF note that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Teachers must have the appropriate training and CPD to be confident in the knowledge of this teaching strategy and the impact that it can have on their cohort.</p>	<p>1, 4</p>
<p>Continue with Curriculum visits so that learning is enhanced through hands on experiences</p> <p>Library visits to continue for all pupils each half term to develop a love of reading</p>	<p>Our curriculum is contextualised and embedded through the use of curriculum based trips to make sense of the theory and transfer this theology to real life situations.</p> <p>Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing these trips that can and will embed the learning within the classroom. The school will support financially PP parents with this</p>	<p>1, 3, 4, 6</p>
<p>Embed the PHSE across the curriculum across the school</p> <p>Develop the RSE curriculum across the school</p>	<p>"High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society." Department for Education (DfE)</p> <p>The Do SRE for schools notes that an effective delivery of the SRE curriculum promotes the safeguarding and wellbeing of young people, helping</p>	<p>1, 2, 6</p>

	them to keep themselves safe from harm, both on and offline	
CPD on core and foundation subjects to develop staffs subject knowledge and approaches to teaching in a wide range of areas	<p>School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new guidance report published October 2021 by the Education Endowment Foundation (EEF).</p> <p>The new report, 'Effective Professional Development', aims to help schools make sure that professional development is of the highest possible quality, and in turn, that it has the biggest possible impact on teaching practice and pupil outcomes.</p>	1, 4
Subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum	<p>Subject leaders are provided with time out of class on a half termly basis to allow them to monitor and scrutinise progress of all pupils throughout the academic year.</p> <p>They will carry this out through pupil voice, learning walks and book scrutinies</p>	1, 4, 6

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

Budgeted cost: £ 104,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop group work for identified MHST pupils and families and deliver specific programmes of work</p> <p>Work with supporting families to support our most vulnerable families access the services necessary</p> <p>New mental health lead (SENDCo) will develop</p>	<p>As per the EEF Social and emotional learning intervention is noted as having a moderate impact that can improve pupil progress by 4+ months.</p> <p>NFER research found that strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>The Children's Mental Health Services 2022-23 published on 15th March 2024 state that over a quarter of a million (270,300) children and</p>	1, 6, 7

links with MHST and promote wellbeing and mental health support both in and outside of school	adolescents are currently awaiting mental health support following referrals to Children and Young People's Mental Health Services (CYPMHS) during the 2022-23 period “20% of children aged 8 to 16 had a probable mental disorder in 2023, up from 12% in 2017. (Children’s Mental Health Services 22/23)	
Uniform, milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.	Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing these trips that can and will embed the learning within the classroom. The school will support financially PP parents with this	3
Continue to embed attendance policy and amend in light of new guidance Continue to enhance the robust systems and procedures for attendance Continue to establish with parents good attendance habits. Attendance newsletter distributed X 2 per half-term Continue to embed pupil awards and incentives for good school attendance Embed attendance rewards and incentives for all pupils	As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months. NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance DfE Improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned. At the end of every term, every child that has 100% attendance gets a certificate and prize. At the end of the academic year any child above 98% attendance has a fun activity in school for the whole afternoon. All children that achieve 100% go into a prize draw to win a Nintendo switch. Most improved attendance at the end of the year get a goody bag/reward. Attendance target cards for lateness are used to help support children getting in to school on time with a reward at the end of the week.	5
Focussed phonics groups to be implemented to ensure pupils are well equipped to fully access all aspects of their learning	EEF shows that early and targeted phonics intervention will give an average of 5 months progress over the academic year	1, 4
Focussed reader groups to be implemented		1, 4

providing children who are low attaining in reading and phonics the opportunity to read with more than one adult	EEF shows that oral intervention will give an average of 5 months progress over the academic year. Children that do not read regularly will be able to develop fluency with further support in school	
Targeted support of Pupil Premium children who are SEND will have the opportunity to take part in small group interventions in order to reduce the attainment gap between themselves and their peers	<p>As per the EEF small group tuition has shown to have a potential increase in 4 months + progress in attainment levels over the academic year</p> <p>There is an increasing amount of research to link high levels of deprivation with increased likelihood of special needs</p> <p>https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty</p>	1, 4, 7

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

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending	<p>Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates.</p> <p>Additional hours are required due to the number of absences as a result of the national pandemic, this capacity is required to ensure that pupils can be monitored and work provided during a period of self-isolation.</p>	5
Fund the cost of out of school trips/experiences	<p>Evidence shows that pupils learning is enhanced through greater engagement in immersive education</p> <p>EEF 3-6months increase in learning progress</p> <p>Creative and connected curriculum shown to improve pupils' engagement and raise standards</p>	3, 6

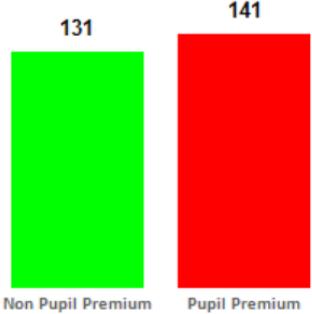
Fund the cost of clubs	<p>Evidence shows that pupils learning is enhanced through greater engagement in immersive education</p> <p>EEF 3-6months increase in learning progress</p> <p>Creative and connected curriculum shown to improve pupils' engagement and raise standards</p>	3, 6
Support from the SENCo, Supporting Families Team and Mental Health Support Team to develop strong relationships with parents across the school through a range of communication methods	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p> <p>Monthly Supporting Families coffee mornings, to promote the service and importance of early Help to those that require it.</p> <p>Monthly Coffee mornings hosted by MHST to deliver parenting advice and support to all parents covering a whole range of needs relating to Mental Health and wellbeing.</p> <p>Inclusion/SEND coffee mornings hosted by the SENCo to advise parents of the SEND process in school and how school can support parents and their children.</p>	1, 3, 6, 7

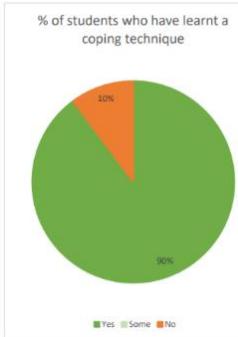
Total budgeted cost: £248,150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Measures	Activities / Initiatives	Evaluation								
Disadvantaged pupils are more likely to present with weaknesses in learning behaviours, e.g. lack of independence or resilience.	<p>Embed the PHSE across the curriculum across the school</p> <p>Develop the RSE curriculum across the school</p>	<p>Behaviour in school is judged to be good because both conduct and learning behaviours are consistently good. OFSTED and QA evidence.</p> <p><i>'Pupils' attitudes and behaviour are very positive. This starts from the Reception Year when children learn to follow routines, share and take turns. Pupils who need extra help to manage their behaviour receive appropriate and effective support'.</i></p> <p>Ofsted 2025</p> <p>Pupils and staff understand and use the school's behaviour system effectively. Data highlights that Pupil premium pupils were more likely to have negative points as noted below;</p>  <table border="1"> <tr> <td>Non Pupil Premium</td> <td>131</td> </tr> <tr> <td>Pupil Premium</td> <td>141</td> </tr> </table> <p>However in relation to positive points, pupils eligible for pupil premium received the same number of positive points as their non-pupil premium peers.</p>  <table border="1"> <tr> <td>Non Pupil Premium</td> <td>164</td> </tr> <tr> <td>Pupil Premium</td> <td>164</td> </tr> </table> <p>The strengthened PSHE curriculum alongside the RSE curriculum has had a positive impact on PP pupils by improving their personal development, emotional wellbeing, and readiness for learning.</p>	Non Pupil Premium	131	Pupil Premium	141	Non Pupil Premium	164	Pupil Premium	164
Non Pupil Premium	131									
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		<table border="1" data-bbox="849 303 1500 426"> <thead> <tr> <th rowspan="2"></th><th colspan="2">Before</th><th colspan="2">After</th></tr> <tr> <th>I understand how friendships affect our emotions</th><th>I know what makes a good friend</th><th>I know more about how friendships affect our emotions now</th><th>I have learnt one way to be a good friend</th></tr> </thead> <tbody> <tr> <td>Yes</td><td>51%</td><td>75%</td><td>84%</td><td>90%</td></tr> <tr> <td>Some</td><td>38%</td><td>14%</td><td>0%</td><td></td></tr> <tr> <td>No</td><td>12%</td><td>0%</td><td>17%</td><td>10%</td></tr> </tbody> </table> <p>Feedback from the workshop; Healthy friendships carried out by the MHST show a positive result in what the children had learnt. This data reflects Year 3 pupils where 53% of the cohort were PP pupils.</p>  <p>The feedback is also positive in how many children had learnt a coping technique when conflict arises between friendships</p>		Before		After		I understand how friendships affect our emotions	I know what makes a good friend	I know more about how friendships affect our emotions now	I have learnt one way to be a good friend	Yes	51%	75%	84%	90%	Some	38%	14%	0%		No	12%	0%	17%	10%
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<p>Our pupils and their families have social & emotional difficulties, including medical and mental health issues, especially following COVID 19 pandemic</p>	<p>Embed the PHSE across the curriculum across the school and develop the RSE curriculum across the school</p> <p>Develop group work for identified MHST pupils and families and deliver specific programmes of work</p>	<p>Our PSHE lead has implemented an adapted curriculum that is designed for our school community. This has been broken into 3 key strands of '<i>Living in the wider world</i>', '<i>Health and Wellbeing</i>' and '<i>Relationships</i>' all of which encompass a deeper knowledge and understanding of social, emotional and health needs as well as how to identify these and support others with this. The new RSE government guidance will inform policy and practice and create adaptations to the curriculum accordingly.</p> <p>While parents have been invited to coffee mornings, delivered by Mental Health support Team, and the SENDCo. The uptake from the community has been poor. MHST have delivered workshops each half term to all children in KS 2 these have covered topics such as positive self-image, friendships, worry and transition support which 100% of pupil engagement was noted through feedback from the MHST</p> <p>CPD supported staff knowledge about Early Help/targeted family support and the changes that took place within the service. Staff were advised on what these services could offer and which families may benefit, Parents will continue to attend parental workshops alongside their child to support mental health or wellbeing concerns as well as access to Early Help</p> <p>QA evidence, Ofsted report (April 25) and parent and pupil questionnaires indicates that our stakeholders are happy with provisions available to our pupils. Our pupils talk positively about being part of Jubilee and enjoy coming to school. They value the support and curriculum that they receive.</p>																								

<p>Due to financial constraints, that have been exacerbated by the current financial crisis our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these</p> <p>Embed, review the drive team for Nottingham Citizens</p> <p>Fund curriculum clubs so that learning is enhanced through hands on experiences</p>	<p>Re-introduced and fund curriculum visits so that learning is enhanced through hands on experiences including visits to our local library.</p> <p>EFYS trips</p> <p>Wonderdome</p> <p>Wollaton park</p> <p>Year 1 trips</p> <p>White post farm</p> <p>Skegness</p> <p>Year 2</p> <p>Warwick Castle</p> <p>Mosque</p> <p>Aerozone</p> <p>Year 3</p> <p>Creswell Crags</p> <p>Nott'm Cont.</p> <p>Year 4</p> <p>Twycross Zoo</p> <p>Orchestra Experiment</p> <p>Synagogue</p> <p>Year 5</p> <p>London</p> <p>Hindu Temple</p> <p>Workhouse</p> <p>Ice-Skating</p> <p>Year 6</p> <p>Justice museum</p> <p>Eyam</p> <p>Activity week</p>	<p>All pupil Premium children took part in visits to the library, swimming and had access to a sports coach. All children in KS 2 also had the opportunity to engage in music tuition</p> <p>The learning experiences that our pupil premium pupils were able to access over the academic year 2024-2025 was;</p> <table border="1" data-bbox="846 473 1362 1590"> <thead> <tr> <th>School trips</th><th>PP</th><th>non PP</th></tr> </thead> <tbody> <tr> <td>EFYS trips</td><td></td><td></td></tr> <tr> <td>Wonderdome</td><td>16</td><td>13</td></tr> <tr> <td>Wollaton park</td><td>16</td><td>15</td></tr> <tr> <td>Year 1 trips</td><td></td><td></td></tr> <tr> <td>White post farm</td><td>17</td><td>17</td></tr> <tr> <td>Skegness</td><td>17</td><td>18</td></tr> <tr> <td>Year 2</td><td></td><td></td></tr> <tr> <td>Warwick Castle</td><td>24</td><td>25</td></tr> <tr> <td>Mosque</td><td>23</td><td>25</td></tr> <tr> <td>Aerozone</td><td>21</td><td>25</td></tr> <tr> <td>Year 3</td><td></td><td></td></tr> <tr> <td>Creswell Crags</td><td>23</td><td>26</td></tr> <tr> <td>Nott'm Cont.</td><td>26</td><td>26</td></tr> <tr> <td>Year 4</td><td></td><td></td></tr> <tr> <td>Twycross Zoo</td><td>24</td><td>38</td></tr> <tr> <td>Orchestra Experiment</td><td>22</td><td>37</td></tr> <tr> <td>Synagogue</td><td>24</td><td>36</td></tr> <tr> <td>Year 5</td><td></td><td></td></tr> <tr> <td>London</td><td>42</td><td>21</td></tr> <tr> <td>Hindu Temple</td><td>43</td><td>22</td></tr> <tr> <td>Workhouse</td><td>42</td><td>25</td></tr> <tr> <td>Ice-Skating</td><td>42</td><td>23</td></tr> <tr> <td>Year 6</td><td></td><td></td></tr> <tr> <td>Justice museum</td><td>20</td><td>13</td></tr> <tr> <td>Eyam</td><td>18</td><td>14</td></tr> <tr> <td>Activity week</td><td>19</td><td>14</td></tr> </tbody> </table> <p>It is evident that PP pupils have had a strong access to the full offer of trips and wider opportunities. In many year groups PP uptake is comparable with, or exceeds, that of non PP indicating that the school's financial support systems, communication and removal of barriers are having a positive impact.</p> <p>Our after school club data indicates that our pupil premium pupils have had the opportunity to access additional sessions outside of school. There is no charge to PP pupils. PP participation is strong in the Autumn term where 37% of all clubs were taken by PP pupils. Engagement remains positive in spring with 33% but declines in the summer at 25%. Less clubs are offered during this term. The overall</p>	School trips	PP	non PP	EFYS trips			Wonderdome	16	13	Wollaton park	16	15	Year 1 trips			White post farm	17	17	Skegness	17	18	Year 2			Warwick Castle	24	25	Mosque	23	25	Aerozone	21	25	Year 3			Creswell Crags	23	26	Nott'm Cont.	26	26	Year 4			Twycross Zoo	24	38	Orchestra Experiment	22	37	Synagogue	24	36	Year 5			London	42	21	Hindu Temple	43	22	Workhouse	42	25	Ice-Skating	42	23	Year 6			Justice museum	20	13	Eyam	18	14	Activity week	19	14
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		<p>pattern indicates that PP pupils benefit from creative, structured and practical club opportunities.</p> <p><u>Curriculum Clubs 2024 – 2025</u></p> <table border="1"> <thead> <tr> <th colspan="2">Curriculum Club information</th></tr> </thead> <tbody> <tr> <td>Autumn</td><td>PP</td></tr> <tr> <td>Musical Theatre</td><td>32</td></tr> <tr> <td>Art</td><td>12</td></tr> <tr> <td>Clay</td><td>22</td></tr> <tr> <td>Clay 2</td><td>24</td></tr> <tr> <td>Animation</td><td>10</td></tr> <tr> <td>Stop frame animation</td><td>10</td></tr> <tr> <td>Cross stitch</td><td>10</td></tr> <tr> <td>Card Games</td><td>15</td></tr> <tr> <td>Lego</td><td>22</td></tr> <tr> <td>Total</td><td>157</td></tr> <tr> <td></td><td>58</td></tr> <tr> <td colspan="2">Spring</td></tr> <tr> <td>Lego KS1</td><td>19</td></tr> <tr> <td>Lego KS2</td><td>15</td></tr> <tr> <td>Card Games</td><td>16</td></tr> <tr> <td>Binka</td><td>15</td></tr> <tr> <td>Art</td><td>13</td></tr> <tr> <td>Musical Theatre</td><td>21</td></tr> <tr> <td>Total</td><td>99</td></tr> <tr> <td></td><td>33</td></tr> <tr> <td colspan="2">Summer</td></tr> <tr> <td>Art</td><td>23</td></tr> <tr> <td>Cycling</td><td>23</td></tr> <tr> <td>Disney</td><td>23</td></tr> <tr> <td>Gardening</td><td>10</td></tr> <tr> <td>Lego</td><td>23</td></tr> <tr> <td>Stop frame animation</td><td>12</td></tr> <tr> <td>Total</td><td>114</td></tr> <tr> <td></td><td>28</td></tr> </tbody> </table>	Curriculum Club information		Autumn	PP	Musical Theatre	32	Art	12	Clay	22	Clay 2	24	Animation	10	Stop frame animation	10	Cross stitch	10	Card Games	15	Lego	22	Total	157		58	Spring		Lego KS1	19	Lego KS2	15	Card Games	16	Binka	15	Art	13	Musical Theatre	21	Total	99		33	Summer		Art	23	Cycling	23	Disney	23	Gardening	10	Lego	23	Stop frame animation	12	Total	114		28
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<p>Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficult to retain/recall prior knowledge</p>	<p>Revise and refine the use of feedforward to improve standards in reading and writing</p> <p>CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters' approach to learning</p>	<p>School data shows despite a high SEND proportion being also PP (25% of the cohort), outcomes for PP pupils in reading, writing, maths and combined measures remain strong and in many cases exceed national outcomes. The data reflects a highly inclusive approach where PP and SEND pupils are well supported to thrive academically.</p>																																																														

	<p>CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils</p> <p>CPD on core and foundation subjects to develop staffs subject knowledge and approaches to teaching in a wide range of areas</p> <p>Focussed phonics groups to be implemented to ensure pupils are well equipped to fully access all aspects of their learning</p> <p>Focussed reader groups to be implemented providing children who are low attaining in reading and phonics the opportunity to read with more than one adult</p> <p>Targeted support of Pupil Premium children whose attainment was impacted by lockdowns, this includes in-class and small group support across year groups</p>	End of KS2 Attainment								
		PP (18)				Non PP (14)				
		R	W	M	C	R	W	M	C	
		EXS+	14/18	13/18	12/18	12/18	13/14	12/14	12/14	
		EXS+	78%	72%	67%	67%	93%	86%	86%	
		National EXS+	75%	72%	74%	62%	75%	72%	74%	
		GDS	6/18	2/18	6/18	1/18	4/14	6/14	8/14	
		GDS	33%	11%	33%	6%	29%	43%	57%	
		National GDS	Not yet released	Not yet released	Not yet released	8%	Not yet released	Not yet released	Not yet released	

Staff, ECT's and new staff have had training on the Thinking Matters approach and how this embeds learning based on prior knowledge and metacognition skills.

Children reading below their age range in KS1 are read with 1:1 daily and in KS 2 read with 1:2 daily

Dyslexia screening was completed and reasonable adjustments implemented for those children as appropriate

Weekly staff meetings have been attended by teachers and support staff and have covered the following:

- Thinking Matters approach
- Use of rewards
- Assessment in the curriculum
- Effective marking and feedback
- Flash Academy
- Supporting pupils with writing
- Reasonable adjustments
- Inclusive Attendance
- Routes 2 inclusion

Lack of attendance due to COVID 19 compounded by low attendance and persistent absenteeism of PP/disadvantaged children.

Continue to embed attendance policy and amend in light of new guidance

Continue to enhance the robust systems and procedures for attendance

Continue to establish with parents good attendance habits that were evident pre-pandemic Attendance newsletter distributed X2 per half-term.

Continue to embed pupil awards and incentives for good school attendance

Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending

Attendance for the academic year 2024-2025:

	24 - 25	National
Attendance	95.7%	93,1%
PA	12.8%	18.7%
PP	94.7%	%
Non PP	96.8%	%

Regular attendance checks by the attendance officer are completed alongside the Executive Head teacher and attendance has improved. Children that fall under the 96.2% mark receive a letter, if absence persists they may receive up to three letters, after the third letter parents are invited into school to arrange a plan that supports them getting their child into school, the plan could involve an Early Help referral or a meeting with the SENDCo and lastly with the Education Welfare Officer

To close this gap between Pupil Premium and Non-Pupil premium pupils school have put the following in place:

- At the end of every term, children with 100% attendance get a certificate and a prize
- At the end of the academic year, any child with 98% or above attendance has a fun activity in school for the afternoon
- All children that achieve 100% attendance go into a prize draw for a Nintendo Switch

		<ul style="list-style-type: none"> • Most improved attendance at the end of the year gets a reward /goody bag • Attendance target cards for lateness are used to help support children getting into school on time, with reward at the end of each week • School ensure parents are kept up to date with all the above incentives • Parents are notified by text and through the newsletter as well as personal calls by the attendance officer • Clinics are held for parents with the Education welfare Officer • The Attendance Officer phones all absent children's homes to discuss reasons relating to absence • On a second day of absence the Attendance Officer will make a home visit to the child's home
Pupils have limited out of school experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, Wi-Fi etc.)	<p>School to fund the cost of after school clubs</p> <p>Visits to the library to take place for every child in school</p>	<p>Parents have engaged with a number of whole school activities and celebrations, such as sports day, talent show, Christmas and end of year performances.</p> <p>More PP children are taking part in after schools clubs.</p> <p>All children participate in a visit to the library</p> <p>Year 4 pupils all engaged with guitar lessons and as a result attended an event as part of a city schools orchestra.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider