

Pupil Premium Report and Strategy Statement

In Jubilee L.E.A.D. Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2018-19					
Academy	Jubilee LEAD Academy				
Pupil Premium Leader	Mrs Susan Wass				
Academic Year	2018-2019	Total PP budget	£320,760	Date of most recent PP Review	March 2018
Total number of pupils	333	Number of pupils eligible for PP	236 (71%)	Date for next internal review of this strategy	March 2019

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Pupil Premium Report Academic Year 2018-19 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	No of Pupils PP / %	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																											
R	8 47%	£6,000	<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>GLD PP</th> <th>GLD Non-PP</th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Number PP</th> <th>Number Non PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>100%</td> <td>70%</td> <td>100%</td> <td>70%</td> <td>100%</td> <td>70%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Progress from starting points</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Shows percentages of children achieving a Good Level of Development at the end of the Foundation Stage.</p> <p>Attendance: All 94.4% Pupil Premium 95.5% Non-PP 93.5%</p> <p>Persistent Absence: All 11.1% Pupil Premium 0% Non-PP 11.1%</p> <p><u>Phonics</u> High quality small group targeted phonics has resulted in pupils making rapid progress from low starting points with 100% of PP cohort achieving ARE or better.</p> <p><u>Reading</u> Targeted 1:1 support for reading has resulted in 100% of PP children achieving ARE or better in reading.</p> <p><u>Speech and Language</u> Communication skills were developed well and 100% of PPG pupils are able to communicate at an appropriate level.</p> <p><u>Fine / Gross Motor skills intervention</u> Appropriate support given for pupils and effective development noted for this strand.</p> <p><u>Overall Effectiveness of strategies</u> Pupil Premium support shown to be effective.</p>		GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP		100%	70%	100%	70%	100%	70%	100%	80%	Progress from starting points									<ul style="list-style-type: none"> Develop the environment to fully meet the needs of all pupils Ensure outdoor learning opportunities are maximised
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1	26 53%	£6,000	<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>79 %</td> <td>71%</td> <td>71%</td> <td>71%</td> <td>83%</td> <td>79%</td> <td>71%</td> <td>71%</td> </tr> <tr> <td>GD</td> <td>25%</td> <td>33%</td> <td>8%</td> <td>33%</td> <td>17%</td> <td>38%</td> <td>8%</td> <td>33%</td> </tr> <tr> <td>Progress from EYFS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Phonics Check Non PP</th> <th>Phonics Check PP</th> <th>Phonics Check National</th> </tr> </thead> <tbody> <tr> <td>85%</td> <td>81%</td> <td>Not Yet Available</td> </tr> </tbody> </table> <p>Attendance Comparison</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Persistent Absentees</th> </tr> </thead> <tbody> <tr> <td>Whole</td> <td>94.7%</td> <td>14.8%</td> </tr> <tr> <td>Pupil Premium</td> <td>92.6%</td> <td>22.2%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>96.8%</td> <td>7.4%</td> </tr> </tbody> </table> <p>Evaluation of the strategy Attainment from Early Years Foundation Stage has been accelerated and Pupil Premium group are achieving as well as non-Pupil Premium group for Writing and GPVS, but they are achieving better than the non-eligible pupils in reading and Maths.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	79 %	71%	71%	71%	83%	79%	71%	71%	GD	25%	33%	8%	33%	17%	38%	8%	33%	Progress from EYFS									Phonics Check Non PP	Phonics Check PP	Phonics Check National	85%	81%	Not Yet Available		Attendance	Persistent Absentees	Whole	94.7%	14.8%	Pupil Premium	92.6%	22.2%	Non-Pupil Premium	96.8%	7.4%	<ul style="list-style-type: none"> Continue to monitor attendance rigorously Reduce PA for PPG Increase attendance for PPG Targeted support for pupils to continue Ensure phonics teaching is rigorous Develop writing at GD for PPG cohort Accelerate progress at GD for PPG group in Maths
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			<p>Phonics Groups Targeted support has resulted in 81% of PP children achieving the expected standard in the screening. This is close to the National rate of 83% in 2018 (2019 not yet available), it is also an 11% increase for the comparator group in 2018. This demonstrates that the strategy has been effective.</p> <p>Fine / Gross Motor skills This has been moderately effective with increased confidence for targeted pupils, however letter formation is still not always as good as it should be. This is as a result of inconsistency in delivery of the intervention due to staffing issues.</p> <p>Reading Support This has been effective and PP children have made good progress and have achieved a high rate of ARE in their reading achievement.</p> <p>Overall Effectiveness of strategies Pupil Premium support shown to be effective.</p>																																																	
2	38 70%	£6,000	<p>In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>71%</td> <td>72%</td> <td>63%</td> <td>67%</td> <td>66%</td> <td>61%</td> <td>63%</td> <td>67%</td> </tr> <tr> <td>GD</td> <td>21%</td> <td>28%</td> <td>13%</td> <td>17%</td> <td>18%</td> <td>17%</td> <td>17%</td> <td>18%</td> </tr> <tr> <td>Progress from EYFS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance Comparison</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Persistent Absentees</th> </tr> </thead> <tbody> <tr> <td>Whole</td> <td>95.6%</td> <td>6.9%</td> </tr> <tr> <td>Pupil Premium</td> <td>95.0%</td> <td>7.9%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>96.7%</td> <td>5.0%</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	71%	72%	63%	67%	66%	61%	63%	67%	GD	21%	28%	13%	17%	18%	17%	17%	18%	Progress from EYFS										Attendance	Persistent Absentees	Whole	95.6%	6.9%	Pupil Premium	95.0%	7.9%	Non-Pupil Premium	96.7%	5.0%	<ul style="list-style-type: none"> • Continue to monitor attendance rigorously • Reduce PA for PPG • Increase attendance for PPG • Targeted support for pupils to continue • Increase PPG GD in Reading and Writing
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			<p><u>Evaluation of the strategy</u> Pupils in this cohort had poor experiences in EYFS and have made significant progress against their EYFS attainment as a result of skilled and consistently good teaching in Y2. The PPG are also overly represented in the SEND cohort as well. Additionally, during the year 9 pupils joined the cohort and 67% of the new starters are also PPG.</p> <p><u>Phonics</u> Those pupils who received additional support for phonics achieved well with 79% of the PP cohort who were rescreened passing the test compared to 75% of the non-PP cohort.</p> <p><u>Writing</u> Writing support showed that the pupils who were eligible for PPG made similar progress to those who were not eligible. There were additional influencing factors in the lower outcomes for writing across Year 2 including prior less than good teaching when the pupils were in EYFS and having to make rapid progress in Y1, which they did, but they started the year with only 61% of pupils Y2 ready.</p> <p><u>Gross / fine motor skills</u> Staff report that there has been an improvement for all pupils who had the intervention, however some pupils will require ongoing support.</p> <p><u>Overall Effectiveness of strategies</u> Pupil Premium support shown to be effective.</p>																																					
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			<p>Writing Pupils are becoming more confident at writing extended pieces and are gaining a range of strategies to develop the 'writers voice'. This will need to be developed further.</p> <p>Maths – basic skills Significant basic skill gaps are still apparent, however the use of Power Maths has addressed this effectively.</p> <p>Overall Effectiveness of strategies Pupil Premium support shown to be effective especially when the High Needs group are removed from data.</p>																																																	
6	45 83%	£48,000	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These are the results for 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>76%</td> <td>80%</td> <td>71%</td> <td>70%</td> <td>76%</td> <td>60%</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>GD</td> <td>33%</td> <td>20%</td> <td>13%</td> <td>20%</td> <td>18%</td> <td>8%</td> <td>13%</td> <td>19%</td> </tr> <tr> <td>Progress from KS1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance Comparison</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Persistent Absentees</th> </tr> </thead> <tbody> <tr> <td>Whole</td> <td>96.6%</td> <td>5.5%</td> </tr> <tr> <td>Pupil Premium</td> <td>96.4%</td> <td>4.4%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>97.3%</td> <td>10.0%</td> </tr> </tbody> </table> <p>Evaluation of the strategy The additional support that was given to these pupils went a long way to reverse previous poor teaching and instability in the staffing.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	76%	80%	71%	70%	76%	60%	64%	64%	GD	33%	20%	13%	20%	18%	8%	13%	19%	Progress from KS1										Attendance	Persistent Absentees	Whole	96.6%	5.5%	Pupil Premium	96.4%	4.4%	Non-Pupil Premium	97.3%	10.0%	<ul style="list-style-type: none"> • Continue with strategies in September 2019 • Introduce 'Booster sessions' from September • Increase additional teacher from 0.5 to 0.7FTE • Explore alternative emotional well-being strategy as PWA has now been dissolved
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																																												
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Year Group	No of Pupils PP / %	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
		£13,500	<p>Whilst there are gaps between the PP cohort and the non-PP cohort, this has been reduced within the year and the progress for PP cohort accelerated.</p> <p><u>SATs support</u> The use of an additional teacher in the morning to target the specific gaps in pupils' knowledge and understanding accelerated progress and meant pupils needs were addressed.</p> <p><u>Reading Comprehension</u> Pupils were able to have specific gaps in understanding addressed and the gap between PPG and non-PPG was closed. Attainment was raised and progress against KS1 was within the 'average' band.</p> <p><u>Writing Support</u> There was a significant increase in the quality and quantity of writing pupils produced, with PPG and non-PPG achieving a similar level at ARE. However, the gap at GD was greater, although both groups increased at the same rate. When moderated writing standards across all subjects were judged to be good and demonstrated that pupils were confidently applying their writing skills effectively across all curriculum areas.</p> <p><u>Maths – basic skills</u> The use of Power Maths enabled gaps in knowledge to be identified effectively and addressed swiftly. The increase in attainment was significant and progress was accelerated.</p> <p><u>Prince William</u> The pupils required significant support with their emotional wellbeing, these pupils had targeted individualised support. Behaviour programmes and nurture provision were used for particular pupils effectively. The resilience developed through PWA served the children well particularly in their SATs.</p> <p><u>Overall Effectiveness of strategies</u> Pupil Premium support shown to be effective.</p>	

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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Accelerated Reader	KS2	£10,000	Raised enthusiasm for reading by pupils. Increased numbers of pupils reading on a regular basis. 3 pupils achieved 1,000,000 words and were rewarded by visiting Waterstones in Nottingham, choosing a book to have and a celebratory trip to the in-store café.	Continue to develop strategy, ensure that all classes actively embrace and promote AR in school and at home. KS2 English leader to monitor participation robustly. Move AR books to a more accessible location. Supplement books as necessary.
Raise attendance and reduce PA rates	Whole School	£12,000	Overall attendance has risen from 95.7% in 2017-2018 to 96.1% in 2018-2019 PA has been reduced from 9.4% in 2017-2018 to 6.25% in 2018-2019 Increased number of pupils had 100% attendance in 2018-2019	Continue to develop positive attitudes of pupils and parents to full attendance. Continue to develop rewards for 100% attendance.
Inclusion and supporting confidence	Whole School	£750	Vulnerable pupils supported and have made at least expected progress against their prior attainment.	Include in full inclusion / nurture strategy element.
PE teacher	Whole School	£24,000	Pupils have high quality PE provision, a positive attitude is being developed to health and well-being. School is now actively represented in local team competitions with increasing degrees of success. A range of 19 different sports have been offered as After-school clubs accessed by 161 pupils, and 46.3% were from PPG cohort.	Continue with strategy and increase staff CPD in the delivery of PE to ensure that they do not become de-skilled as a result of having PE taught by a specialist. Increase number of PPG pupils who access sports clubs
Homework support materials	Whole School	£3,000	Homework is now seen as an important element of school / home collaboration. Parents are by and large in support of the system. Pupils recognise the importance of completing set work.	Continue with strategy, introduce support for pupils who do not regularly complete homework via a homework club (lunch and or after school)
Power of Reading	Whole School	£20,000	Reading and comprehension are now a strength of the school, with a large majority of pupils across all year groups making expected or better progress against their prior attainment. PPG pupils progress and attainment is comparable or better than non-PPG in all year groups expect Y5, where a sizeable number of PPG pupils are also identified as having significant SEND needs.	Continue to use this as a significant driver for the curriculum, with 2 additional teachers accessing the training to ensure the school is still current and has access to latest research.

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Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Power Maths	Whole School	£10,000	Significant progress made in Maths across all year groups. In KS2 SATs 73.3% of PPG achieved the Expected Standard or better, compared to 60% of non-PPG pupils. At the GDS level 15% PPG pupils achieved the higher level, against 7.7% of non-PPG pupils	Extend use of Power Maths to EYFS. Continue to monitor impact of Power Maths
Nurture	60+	£51,000	Pupils have had access to a curriculum best suited for their needs and had access to a full time teacher. All have made expected or better progress against their starting points	Continue to support vulnerable pupils. Include a range of part-time nurture strategies. Develop a fully bespoke curriculum for pupils in Nurture.
Nurture/ lunchtime Provision	25	£3,000	Exclusion data shows that percentage is reducing, with a number of very vulnerable pupils accessing lunchtime provision on a daily basis.	Continue to support vulnerable pupils at non structured parts of the day.
Family support	Whole School	£10,000	Vulnerable families have had appropriate support and had access to support	Continue to work with vulnerable families and liaise with appropriate external agencies.
Improve Community Links	Whole School	£2,000	The perception in the community, whilst still on the negative side, has improved significantly with increased number of parents and carers now speaking positively about the school. An increased number of parents are now choosing Jubilee as their school of choice.	Continue to build the school's reputation within the local community. Ensure all opportunities to reach out to the community are maximised.
Counselling	40	£25,000	Pupils have had access to tailored support. Pupils have reported that they are feeling more confident and have strategies to cope with their individual challenges. 41% of cases are now closed.	Continue to have high quality counselling. Look at extending nurture provision for those pupils with SEMH needs including PP / LAC
Trips	Whole School	£19,000	All pupils were able to access appropriate educational experiences and external visits to support learning. A full programme has been in place for the year, however, there was repetition of visits for a number of year groups to the same sites	This will continue for next year. All teaching staff will be expected to develop clear plans for a programme of trips and additional experiences which maybe school based or additional specialised visiting staff who will support and enhance the curriculum experiences of the pupils.
Breakfast Club	Whole School	£7,500	Pupils are able to have a good start to the day and are well equipped to learn.	Continue to support pupils via breakfast club

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Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Behaviour Incentives	Whole School	£3,000	Behaviour in school is now judged to be good because both conduct and learning behaviours are consistently good. Pupils and staff understand and use the school's behaviour system effectively. The number of pupils able to access the half termly treats have increased. Big termly rewards are well received by whole school community.	Continue to raise standards of both conduct and learning behaviours. Ensure the behaviour policy is understood and applied consistently. Develop an additional strand to Behaviour Strategy; Rainbow and Stars positive incentives
Additional TA support	Whole School	£6,000	Pupils are well supported through a range of strategies by TAs who are now all Level 3 and suitably skilled.	Continue with comprehensive CPD package linked to the individual learning needs of TAs as identified through their performance management targets who will then be skilled at delivering support for pupils.
Creative Curriculum	Whole School	£5,000	Curriculum development has increased pupils' experiences and access to a broad and balanced curriculum.	Continue to develop curriculum that meets the needs of the pupils with a focus on the 'world of work' Develop a comprehensive base of resources to support high quality curriculum delivery.

Summary: how well are eligible pupils doing? Is the difference diminishing?

- **Achievement Data** would indicate that there is no significant difference between the outcomes for those pupils who are in covered by the PPG and those who are not and in many cases they outperform the non-PPG cohort
- **Attendance data** indicates that in specific year groups the attendance of PP and non-PP is an area to develop to close the gap. However, it has improved from 2017-2018 when attendance figures were lower for all groups and PA was higher particularly for the PP group
- **Clear indicators for strategies** have ensured that monies were allocated appropriately and had desired impacts for most interventions

Summary of Proposed Actions for the 2019/120

- **Continue to address attendance**
- **Ensure quality first teaching for all pupils**
- **Introduce the Power Maths to EYFS** to support teaching of maths in the Reception class
- **Continue to develop Power of Reading approach** in English
- **Develop and introduce Creative Curriculum** that inspires and ignites pupils' love of learning.

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Strategy for 2019-20

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2019-20					
Academy	Jubilee L.E.A.D. Academy				
Pupil Premium Leader	Mrs Susan Wass				
Academic Year	2019-2020	Total PP budget	£293,315	Date of most recent PP Review	21/03/2019
Total number of pupils	314	Number of pupils eligible for PP	190 (61%)	Date for next internal review of this strategy	September 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
School currently in an OFSTED category (Serious Weakness)	Catchment area in IDACI Group 1
Historical staff instability	Attendance rates historically poor
Developing leadership team	High level of Social Care involvement
Historically weak teaching particularly in KS2	High level of children in Local Authority Care
Pupils enter school with poor prior attainment	Highly transient community
Pupils historically have made less than expected progress	Parents often hard to engage and / or do not value education

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3. Outcomes – separate for each year group as each cohort has its own profile and needs

What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria				
Year R	<p>Raise attainment in Mathematics, Reading and Writing as these can be identified as a weaker areas of learning.</p> <p>Develop the environment both inside and outdoor learning areas to ensure we have 'enabling' environments</p>	<p>80% Pupil Premium pupils to meet Mathematics ELG</p> <p>Pupils are independent in their learning and gain the appropriate knowledge to achieve ELG (80% of PPG)</p>	<p>Quality First Teaching</p> <p>Targeted small group work</p> <p>Introduce Power Maths for EYFS</p>	<p>The EEF has found that High quality interventions in Early Years has positive benefits. +5 months.</p> <p>Small group teaching enables the focus of work to be at all times personalised to individual needs.</p> <p>Many children do not have the ability to control a pencil with a pincer grip and the fine motor coordination required for writing.</p>	<p>Early Years Foundation Stage Leader to analyse data each half term.</p>	£20,000
Year 1	<p>Phonics support</p> <p>Fine motor skills</p>	<p>80%+ PPG pupils pass phonic screening</p> <p>Improved letter formation</p>	<p>TA targeted support</p> <p>Clever Fingers / Clever Hands intervention in EYFS</p>	<p>Research from the EEF suggests that interventions in pupil's early years of education, including that for year 1, Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component. Through such high quality provision with well trained staff, disadvantaged pupils can add an additional 5 months progress in a year.</p>	<ul style="list-style-type: none"> • Attainment data • Book moderation • Learning walks • Professional dialogue • Phonics Leader to monitor impact and progress and report to SLT and PP Leader 	

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<p>Year 2</p>	<p>Phonics support for those who did not pass the screening in Y1</p> <p>Fine motor skills</p>	<p>80%+ of those rescreened pass the test</p> <p>Improved letter formation and writing stamina</p>	<p>TA targeted support</p> <p>Clever Fingers / Clever Hands intervention in EYFS</p>	<p>Research for the EEF shows that this type of initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.</p>	<p>Phonics Leader to monitor impact and progress and report to SLT and PP Leader</p> <p>Data submitted half termly Evidence at Pupil Progress Meetings and RAG rated exit data from intervention tracking</p> <p>Increase in pupils' motor skills (observations)</p>	<p>£6,000</p>
<p>Year 3</p>	<p>Writing support PPG Boys at GD</p>	<p>Increased % of boys including PPG achieve GD in writing</p>	<p>QFT Small group or 1:1 support from TA</p>	<p>Boys underachieved at GD standard at the end of Y2 and therefore need to be addressed.</p> <p>Research for the EEF shows that this type of initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.</p>	<p>English Leader to monitor impact and progress and report to SLT and PP Leader</p> <p>Data submitted half termly Evidence at Pupil Progress Meetings and RAG rated exit data from intervention tracking</p>	<p>£9,000</p>
<p>Year 4</p>	<p>Writing support</p> <p>Reading comprehension</p>	<p>Pupils achieve or move towards achieving ARE for Writing</p> <p>Pupils achieve or move towards achieving ARE for Reading. Pupils demonstrate greater</p>	<p>Small group or 1:1 support from TA</p>	<p>Research for the EEF shows that this type of initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.</p>	<p>English Leader to monitor impact and progress and report to SLT and PP Leader</p> <p>Data submitted half termly Evidence at Pupil Progress Meetings and RAG rated exit data from intervention tracking</p>	<p>£9,000</p>

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	Maths intervention	use of inference and retrieval skills Pupils achieve or move towards achieving ARE for Maths				
Year 5	Writing support x20 pupils Reading comprehension x20 pupils Maths intervention (basic skills) x20 pupils	Pupils achieve or move towards achieving ARE for Writing Pupils achieve or move towards achieving ARE for Reading. Pupils demonstrate greater use of inference and retrieval skills Pupils achieve or move towards achieving ARE for Maths	Small group or 1:1 support from TA	Research for the EEF shows that this type of initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.	Data submitted half termly Evidence at Pupil Progress Meetings and RAG rated exit data from intervention tracking	£12,000
Year 6	SATs support Writing support x20 pupils	Small group work at targeted levels to maximise impact via an additional teacher 0.7 of FTE	Small group or 1:1 support from TA, additional teacher looking at specific gap	Evidence (EEF) shows that targeted support early support and intervention has a significant impact on progress and can narrow the gap to peers by up to 6 months Scrutiny of data and test results indicate specific gaps in learning and historical	SATs outcomes Data submitted half termly Evidence at Pupil Progress Meetings and RAG rated exit data from intervention tracking	£48,000

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	<p>Reading comprehension x20 pupils</p> <p>Maths intervention (basic skills) x20 pupils</p> <p>Emotional well-being support –</p> <p>1:1 targeted curriculum support</p> <p>Small group intervention (English and Maths)</p>	<p>Pupils achieve or move towards achieving ARE for Writing</p> <p>Pupils achieve or move towards achieving ARE for Reading. Pupils demonstrate greater use of inference and retrieval skills</p> <p>Pupils achieve or move towards achieving ARE for Maths</p> <p>Pupils will develop resilience and self-reliance</p> <p>ARE / gaps reduced</p>	<p>analysis and a targeted proactive response to LIVE data</p> <p>Support for vulnerable pupils to ensure emotional well-being and successful transition process</p> <p>As above</p>	<p>under achievement of pupils that require intense support if pupils are to achieve expected or better progress from starting points.</p>	<p>Pupils make smooth transition and feelings logs indicate emotions are managed effectively</p>	
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Whole School Initiatives	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Accelerated Reader to improve rates of engagement in reading for pupils	Pupils have greater engagement with reading. Pupils develop a love of reading.	On-line tool to monitor and encourage pupils to read more books.	Research for the EEF shows that this initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.	English Leader to monitor reading statistics from on-line information. Report to SLT.	Proportionate cost leadership time cost £10,000
Raise attendance and reduce PA rates	Attendance improves to at least 96% for whole cohort. PA is reduced to be inline or below National	Attendance officer will proactively track and monitor attendance. Support will be given	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.	Half termly reports including evaluations and actions.	60% of pupils are Pupil Premium £12,000
Curriculum development including Educational experiences	The updated curriculum map identifies increased opportunities to inspire and engage pupils' learning. A wide range of enrichment activities are planned for and linked to the curriculum to support and inspire learning In year trips are funded to replace any	Opportunities are widened for children to access free and subsidised activities at lunchtime and after school. Linked to the provision funded by the Sport and PE Premium funding, children are able to participate in a wider range of	Evidence shows that pupils learning is enhanced through greater engagement in immersive education EEF 3-6months increase in learning progress Creative and connected curriculum shown to improve pupils' engagement and raise standards	Pupil questionnaires Parental questionnaires Teachers / SLT to identify positive links to learning	£19,000

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Whole School Initiatives	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	requirement for a voluntary contribution	sports and compete/represent the school in competitions. Year 6 Activity Week subsidised All disadvantaged children have an opportunity to access educational experiences, regardless of ability to pay.			
Environment Development	Learning environments are fit for purpose Greater use of outdoor learning opportunities across all year groups	Develop classrooms and outdoor areas into suitable learning spaces that motivate pupils	Research shows that pupils who experience learning in areas other than the classroom have increased motivation, are more connected to their environment and are able to transfer skills more effectively.	Subject leaders and SLT to monitor Pupil voice to be gathered	£20,000
IT improvement	Pupils have access to latest technology to support all aspects of their learning	School invests in VR headsets	Research shows that pupils have greater motivation and engagement when able to use the latest technology as an effective learning tool.	Pupil voice IT Leader to monitor	£20,000
Nurture	Pupils have an appropriate curriculum	Specialist Teacher and TAs to deliver personalised	<ul style="list-style-type: none"> Children who attended a NG had a significant chance of improving their learning skills (Gerrard, 	SENDCo and Inclusion Leader to monitor	£51,000

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Whole School Initiatives	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	<p>designed to meet their specific needs</p> <p>Pupils are gradually and successfully re-integrated into mainstream classes as and when appropriate with appropriate support</p> <p>Pupils demonstrate increase in rates of progress against prior attainment.</p> <p>Reduction in exclusions of vulnerable pupils</p> <p>Pupils are emotional resilient</p>	<p>learning programmes for pupils who are unable to access mainstream curriculum.</p> <p>Nurture – pupils with global learning delays and pupils with ASD or other complex needs (either diagnosed or awaiting formal diagnosis)</p> <p>Glade – pupils with complex SEMH receive bespoke programmes to support their emotional wellbeing and risk potential for exclusions</p> <p>In total between 60-90 pupils to access support over the year</p>	<p>2005), including language and literacy skills (Hosie, 2013);</p> <ul style="list-style-type: none"> • NGs resulted in an improvement in pupils' behaviour and social skills (Cooper & Tiknaz, 2005); • Mainstream pupils in schools with NG provision improved in behavioural terms significantly better than mainstream pupils attending schools without NG provision (Cooper & Whitebread, 2007); • NGs resulted in a positive change to social and emotional functioning at home (Binnie & Allen, 2008); • NGs result in a positive attachment to school (Walker, 2010); • Gains in social and emotional functioning are maintained over time by nurture group students (O'Connor & Colwell, 2002); • The younger the pupil accessed the nurture group, the more significant the gains in social functioning and academic performance (Scott & Lee, 2009); 		

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Whole School Initiatives	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
		Pupils progress and curriculum is designed using PIVATTS			
Behaviour and Attitudes	<p>Pupils' conduct behaviour is consistently good</p> <p>Behaviour for learning is strong</p> <p>Exclusions are reduced</p> <p>Incidents of poor behaviour decrease</p> <p>Number of pupils accessing 'Treat Afternoon' increase</p> <p>Pupils engage in 'Job Shop'</p> <p>Number of pupils on behaviour charts or contracts decrease.</p> <p>Fixed term exclusions decrease</p>	<p>Implementation of revised school behaviour policy</p> <p>Termly rewards for pupils displaying positive behaviours – treat afternoons</p> <p>Substantive prizes (dip in the box)</p>	<p>Evidence shows that positive reinforcement of desired behaviours will proportionally impact on learning outcomes</p> <p>Fixed term exclusions ensure standards of behaviours are clearly communicated to pupils and parents.</p> <p>PP children have greater incidents of Fixed Term Exclusions than non- PP cohort nationally and also reflected within in school data; this needs to be addressed</p>	<p>Inclusion manager to prepare reports weekly for SLT and class teachers</p> <p>Report prepared for SLT of number of pupils accessing reward incentives</p> <p>Pupil / Parent voice</p> <p>Exclusion rates and demographics of pupils involved analysed by Inclusion manager and SLT</p>	£3,000
Family support	<p>At risk pupils' attendance improves</p> <p>Exclusions minimised</p>	A Family Support Worker to offer support as follows:	To provide support for the families of disadvantaged pupils who are facing circumstances which may impact on their learning, wellbeing or put them at risk of exclusion.	<p>Parent voice</p> <p>Community engagement</p>	£10,000

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Whole School Initiatives	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	Evidence of positive parental engagement	<p>Families or children 'at risk' are identified and supported at an early stage.</p> <p>Families are signposted to relevant support promptly.</p> <p>There are good communication links with other agencies.</p> <p>Support put in place ensures that any disruption to a child's education is minimised.</p>			
Improve Community Links	<p>Communication with parents/carers and other stakeholders improves positively</p> <p>The website is regularly updated.</p>	<p>Parents receive regular newsletters and individualised information regarding pupils learning.</p> <p>Parents/carers are invited into school</p>	Partnership and engagement with parents and community is shown to have positive impact on pupils learning	<p>Parent voice</p> <p>Parental forum established</p> <p>Attendance at Parent Evenings</p>	£2,000

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Whole School Initiatives	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	Marvellous Me embedded	on a more regular basis for feedback on their children or to find out how they can support them with their learning. AHT to work with family focus group to establish parental voice		Reduction in parental behaviour contracts being issued	
Counselling	Nil exclusions for this group of children Absence and PA reduced Attendance at least average Cohort make at least expected progress	To offer a school counselling service to children who are facing emotional trauma, mental health issues and other challenging circumstances.	Increase pupils' social skills, confidence and learning potential in order to impact on pupil achievement.	Pupil emotional self-assessments Attendance data reported to SLT Family Support worker / Inclusion manager reports	£25,000
Breakfast Club	Pupils who access breakfast club have attendance at 95% or better 90% of pupils who access breakfast club have progress that is at least expected	Children start the day with a healthy breakfast There is a variety of activities available for enjoyment and to extend learning Children make better progress	Pupils who are well nourished and have their basic needs met are better positioned to engage in learning (BLOOM)	Attendance rates increase Pupils progress monitored	£7,500

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Whole School Initiatives	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
		Attendance rates increase. Children start the day positively and with good humour			
Staffing retention	Staff are of a high quality and committed to pupils at Jubilee	Retention and incentive packages are available	Quality First Teaching is shown to be the biggest influencing factor over pupils attainment and therefore attracting the right staff is of paramount importance.	Head teacher will report to AGB	£10,000
			Total		£293,500

Date: September 2019

Pupil Premium Leader: Mrs Susan Wass