

**As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.**

## 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 2019-20					
<b>Academy</b>	Jubilee L.E.A.D. Academy				
<b>Pupil Premium Leader</b>	Susan Wass				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£277,080	<b>Date of most recent PP Review</b>	21/03/2019
<b>Total number of pupils</b>	306	<b>Number of pupils eligible for PP</b>	197 (64%)	<b>Date for next internal review of this strategy</b>	September 2020

## Pupil Premium Report Academic Year 2019-20 End of Summer Term

### Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																																																																			
R	58.8%	£20,000	<p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in writing and reading. In maths, progress was not as strong as all other pupils and this needs to be a focus for next year.</p> <table border="1" data-bbox="533 1251 1637 1453"> <thead> <tr> <th rowspan="2"><i>F2</i></th> <th colspan="4">Pupil Premium</th> <th colspan="4">Non Pupil Premium</th> <th colspan="4">PP / No SEND</th> <th colspan="4">No PP / No SEND</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>18/20</td> <td>19/20</td> <td>16/20</td> <td>15/20</td> <td>12/14</td> <td>12/14</td> <td>11/14</td> <td>11/14</td> <td>14/14</td> <td>14/14</td> <td>11/14</td> <td>11/14</td> <td>10/12</td> <td>10/12</td> <td>10/12</td> <td>10/12</td> </tr> <tr> <td>Expt</td> <td>90%</td> <td>95%</td> <td>80%</td> <td>75%</td> <td>86%</td> <td>86%</td> <td>79%</td> <td>79%</td> <td>100%</td> <td>100%</td> <td>79%</td> <td>79%</td> <td>83%</td> <td>83%</td> <td>83%</td> <td>83%</td> </tr> </tbody> </table>	<i>F2</i>	Pupil Premium				Non Pupil Premium				PP / No SEND				No PP / No SEND				R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C	Numbers	18/20	19/20	16/20	15/20	12/14	12/14	11/14	11/14	14/14	14/14	11/14	11/14	10/12	10/12	10/12	10/12	Expt	90%	95%	80%	75%	86%	86%	79%	79%	100%	100%	79%	79%	83%	83%	83%	83%	<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>
<i>F2</i>	Pupil Premium				Non Pupil Premium				PP / No SEND				No PP / No SEND																																																										
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Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																																																																			
1	59.2%	£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.</p> <p><b>There has not been a Phonic Screening Check for 2020</b> Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in Reading and writing. In Maths progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower non-Pupil Premium group in reading and writing, however higher progress in Maths.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 1</th> <th colspan="4">Pupil Premium</th> <th colspan="4">Non Pupil Premium</th> <th colspan="4">PP / No SEND</th> <th colspan="4">No PP / No SEND</th> </tr> <tr> <th>R</th><th>W</th><th>M</th><th>C</th> <th>R</th><th>W</th><th>M</th><th>C</th> <th>R</th><th>W</th><th>M</th><th>C</th> <th>R</th><th>W</th><th>M</th><th>C</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>7/9</td><td>7/9</td><td>6/9</td><td>6/9</td> <td>6/7</td><td>6/7</td><td>4/7</td><td>4/7</td> <td>5/6</td><td>6/6</td><td>5/6</td><td>5/6</td> <td>4/4</td><td>4/4</td><td>2/4</td><td>2/4</td> </tr> <tr> <td>Expt</td> <td>78%</td><td>78%</td><td>67%</td><td>67%</td> <td>86%</td><td>86%</td><td>57%</td><td>57%</td> <td>83%</td><td>100%</td><td>83%</td><td>83%</td> <td>100%</td><td>100%</td><td>50%</td><td>50%</td> </tr> </tbody> </table> <p><b>Evaluation of the strategy</b> Attainment from Early Years Foundation Stage has been maintained and Pupil Premium group are achieving as well as non-Pupil Premium group. Mathematics is higher for eligible Pupil Premium pupils with a negative difference in Reading or Writing. The impact of school closures will have further exasperated the gap as it is expected that those PP pupils will not have had access to the resources at home that their counter parts may have had such as laptops etc.</p>	Year 1	Pupil Premium				Non Pupil Premium				PP / No SEND				No PP / No SEND				R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C	Numbers	7/9	7/9	6/9	6/9	6/7	6/7	4/7	4/7	5/6	6/6	5/6	5/6	4/4	4/4	2/4	2/4	Expt	78%	78%	67%	67%	86%	86%	57%	57%	83%	100%	83%	83%	100%	100%	50%	50%	<p>Phonics support Precision Teaching Phonics screening check Fine motor skills work Maths Support</p>
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Expt	78%	78%	67%	67%	86%	86%	57%	57%	83%	100%	83%	83%	100%	100%	50%	50%																																																							
2	61.7%	£6,000	<p>In Year 2 pupils are usually 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</p>	<p>Precision Teaching Writing Support Maths Support</p>																																																																			

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			<p>measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020 (Be mindful of School Closure due to COVID 19 from March 2020)</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all subjects. However in all subjects progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower than non-Pupil Premium group.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 2</th> <th colspan="4">Pupil Premium</th> <th colspan="4">Non Pupil Premium</th> <th colspan="4">PP / No SEND</th> <th colspan="4">No PP / No SEND</th> </tr> <tr> <th>R</th><th>W</th><th>M</th><th>C</th> <th>R</th><th>W</th><th>M</th><th>C</th> <th>R</th><th>W</th><th>M</th><th>C</th> <th>R</th><th>W</th><th>M</th><th>C</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>23/27</td><td>22/27</td><td>24/27</td><td>22/27</td> <td>17/17</td><td>16/17</td><td>16/17</td><td>16/17</td> <td>14/15</td><td>13/15</td><td>14/15</td><td>13/15</td> <td>12/12</td><td>12/12</td><td>12/12</td><td>12/12</td> </tr> <tr> <td>Expt</td> <td>85%</td><td>81%</td><td>89%</td><td>81%</td> <td>100%</td><td>94%</td><td>94%</td><td>94%</td> <td>93%</td><td>87%</td><td>93%</td><td>87%</td> <td>100%</td><td>100%</td><td>100%</td><td>100%</td> </tr> </tbody> </table> <p><b>Evaluation of the strategy</b> The impact of school closures will have further exasperated the gap as it is expected that those PP pupils will not have had access to the resources at home that their counter parts may have had such as laptops etc.</p>	Year 2	Pupil Premium				Non Pupil Premium				PP / No SEND				No PP / No SEND				R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C	Numbers	23/27	22/27	24/27	22/27	17/17	16/17	16/17	16/17	14/15	13/15	14/15	13/15	12/12	12/12	12/12	12/12	Expt	85%	81%	89%	81%	100%	94%	94%	94%	93%	87%	93%	87%	100%	100%	100%	100%	<p>Precision Teaching Writing Support Maths Support</p> <p>Catch up programmes in place There must be effective measures put in place for those pupils with PP who are currently achieving less well compared to their non-pp counterparts.</p> <p>Pivotal pupils will be identified, targeted support put in place to rapidly close the gaps in attainment and progress. Full gap analysis needs to take place for the children to address their gaps in learning.</p>
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3	66%	£9,000	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all subjects in comparison to those non PP pupils. Attainment for the Pupil Premium group in this year group is above non-Pupil Premium group.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 3</th> <th colspan="4">Pupil Premium</th> <th colspan="4">Non Pupil Premium</th> </tr> <tr> <th>R</th><th>W</th><th>M</th><th>C</th> <th>R</th><th>W</th><th>M</th><th>C</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>29/32</td><td>29/32</td><td>30/32</td><td>28/32</td> <td>10/12</td><td>9/12</td><td>11/12</td><td>9/12</td> </tr> <tr> <td>Expt progress</td> <td>91%</td><td>91%</td><td>94%</td><td>88%</td> <td>83%</td><td>75%</td><td>92%</td><td>75%</td> </tr> </tbody> </table> <p><b>Evaluation of the strategy</b></p>	Year 3	Pupil Premium				Non Pupil Premium				R	W	M	C	R	W	M	C	Numbers	29/32	29/32	30/32	28/32	10/12	9/12	11/12	9/12	Expt progress	91%	91%	94%	88%	83%	75%	92%	75%	<p>Precision Teaching Writing Support Maths Support</p> <p>Catch up programmes in place There must be effective measures put in place for those pupils with PP who are currently achieving less well compared to their non-pp counterparts.</p> <p>Pivotal pupils will be identified, targeted support put in place to</p>																																
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			When looking at progress from KS1 attainment Pupil premium children are making faster progress towards expected standards compared to their non-Pupil Premium groups. With the school closures pupils will have had reduced access to quality first teaching and this gap will need to be addressed this academic year with a greater emphasis on those classed as Pupil premium to ensure that the gap between their counter parts are significantly reduced. A significant factor in this may be due to the lack of technology at home.	rapidly close the gaps in attainment and progress. Full gap analysis needs to take place for the children to address their gaps in learning.																																																																			
4	67.3%	£9,000	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading and Maths. In writing progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower than non-Pupil Premium group.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 4</th> <th colspan="4">Pupil Premium</th> <th colspan="4">Non Pupil Premium</th> <th colspan="4">PP / No SEND</th> <th colspan="4">No PP / No SEND</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>24/31</td> <td>21/31</td> <td>24/31</td> <td>20/31</td> <td>13/15</td> <td>13/15</td> <td>13/15</td> <td>13/15</td> <td>18/18</td> <td>17/18</td> <td>17/18</td> <td>16/18</td> <td>10/10</td> <td>10/10</td> <td>10/10</td> <td>10/10</td> </tr> <tr> <td>Expt</td> <td>77%</td> <td>68%</td> <td>77%</td> <td>65%</td> <td>87%</td> <td>87%</td> <td>87%</td> <td>87%</td> <td>100%</td> <td>94%</td> <td>94%</td> <td>89%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p><b>Evaluation of the strategy</b></p> <p>When looking at progress from KS1 attainment Pupil premium children are making slower progress compared to their non-Pupil Premium groups, this is due to the reduced hours pupils had in school with face to face teaching. This gap will need to be addressed this academic year with a greater emphasis on those classed as Pupil premium to ensure that the gap between their counter parts are significantly reduced. A significant factor in this may be due to the lack of technology at home.</p>	Year 4	Pupil Premium				Non Pupil Premium				PP / No SEND				No PP / No SEND				R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C	Numbers	24/31	21/31	24/31	20/31	13/15	13/15	13/15	13/15	18/18	17/18	17/18	16/18	10/10	10/10	10/10	10/10	Expt	77%	68%	77%	65%	87%	87%	87%	87%	100%	94%	94%	89%	100%	100%	100%	100%	<p>Writing support PPG Boys at GD</p> <p>There must be significant and effective measures put in place for those pupils with PP who are currently achieving less well compared to their non-pp counterparts.</p> <p>Pivotal pupils will be identified, targeted support put in place to rapidly close the gaps in attainment and progress.</p> <p>Full gap analysis needs to take place for the children to address their gaps in learning.</p>
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			<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made exceptional progress towards age related standards Maths completely outperforming their non PP counter parts. In reading and writing progress was not as strong as all other pupils, however only a small percentage. Attainment for the Pupil Premium group in this year group is lower that non-Pupil Premium group.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 5</th> <th colspan="4">Pupil Premium</th> <th colspan="4">Non Pupil Premium</th> <th colspan="4">PP / No SEND</th> <th colspan="4">No PP / No SEND</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>28/31</td> <td>28/31</td> <td>30/31</td> <td>28/31</td> <td>15/16</td> <td>15/16</td> <td>15/16</td> <td>15/16</td> <td>19/20</td> <td>19/20</td> <td>20/20</td> <td>19/20</td> <td>13/13</td> <td>13/13</td> <td>13/13</td> <td>13/13</td> </tr> <tr> <td>Expt</td> <td>90%</td> <td>90%</td> <td>97%</td> <td>90%</td> <td>94%</td> <td>94%</td> <td>94%</td> <td>94%</td> <td>95%</td> <td>95%</td> <td>100%</td> <td>95%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p><b>Evaluation of the strategy</b> When looking at progress from KS1 attainment Pupil premium children are making slightly slower progress compared to their non-Pupil Premium groups, with the progress in reading and writing being significantly less strong than No PP cohort. The difference in rates of progress between PP against non PP in Maths is extremely positive due to the interventions and the bespoke and embedded Maths curriculum on offer at Jubilee L.E.A.D. Academy</p>	Year 5	Pupil Premium				Non Pupil Premium				PP / No SEND				No PP / No SEND				R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C	Numbers	28/31	28/31	30/31	28/31	15/16	15/16	15/16	15/16	19/20	19/20	20/20	19/20	13/13	13/13	13/13	13/13	Expt	90%	90%	97%	90%	94%	94%	94%	94%	95%	95%	100%	95%	100%	100%	100%	100%	<p>currently achieving less well compared to their non-pp counterparts.</p> <p>Pivotal pupils will be identified, targeted support put in place to rapidly close the gaps in attainment and progress.</p> <p>Full gap analysis needs to take place for the children to address their gaps in learning and ensure that they are fully equipped for Year 6 and the SATs. (if they are in place for 2021)</p>
Year 5	Pupil Premium				Non Pupil Premium				PP / No SEND				No PP / No SEND																																																										
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Expt	90%	90%	97%	90%	94%	94%	94%	94%	95%	95%	100%	95%	100%	100%	100%	100%																																																							
6	60.2%	£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 tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading and Maths. In writing progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower than non-Pupil Premium group.</p>	<p>Pupils had their particular gaps identified for transition to secondary school by the inclusion lead and the year 6 teachers.</p>																																																																			

# Jubilee L.E.A.D. Academy

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																																																																				
			<table border="1"> <thead> <tr> <th>Year 6</th> <th colspan="4">Pupil Premium</th> <th colspan="4">Non Pupil Premium</th> <th colspan="4">PP / No SEND</th> <th colspan="4">No PP / No SEND</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td>27/32</td> <td>23/32</td> <td>26/32</td> <td>23/32</td> <td>9/10</td> <td>9/10</td> <td>9/10</td> <td>9/10</td> <td>10/10</td> <td>10/10</td> <td>10/10</td> <td>10/10</td> <td>8/8</td> <td>8/8</td> <td>8/8</td> <td>8/8</td> </tr> <tr> <td>Expt</td> <td>84%</td> <td>72%</td> <td>81%</td> <td>72%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p><b>Evaluation of the strategy</b>                      There is an issue in the PP group for writing.                      When looking at progress from KS1 attainment it must be recognised that the validity of the data from KS1 needs to be viewed with caution.                      With the school closures pupils will have had reduced access to quality first teaching and this gap will need to be addressed this academic year with a greater emphasis on those classed as Pupil premium to ensure that the gap between their counter parts are significantly reduced. A significant factor in this may be due to the lack of technology at home.</p>	Year 6	Pupil Premium				Non Pupil Premium				PP / No SEND				No PP / No SEND					R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C	Numbers	27/32	23/32	26/32	23/32	9/10	9/10	9/10	9/10	10/10	10/10	10/10	10/10	8/8	8/8	8/8	8/8	Expt	84%	72%	81%	72%	90%	90%	90%	90%	100%	100%	100%	100%	100%	100%	100%	100%	
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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																											
<b>Accelerated Reader</b>	All of KS2	£10,000	Raised enthusiasm for reading by pupils. Increased numbers of pupils reading on a regular basis. 6 pupils achieved 1,000,000 words by March 2020 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. Supplement books as necessary.																											
<b>Raise attendance and reduce PA rates</b>	Whole school	£12,000	According to the data until March 2020 pre lockdown taking place it is clear to see that this strategy and strand has had a significant impact on PP pupils accessing quality first teaching. While the data indicates that our Non PP pupils attend school less than our Non FSM cohort, the chart below indicates that at Jubilee our PP cohort attend school more that PP across the country.  <table border="1" data-bbox="629 805 1055 1129"> <thead> <tr> <th></th> <th>Jubilee</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.81%</td> <td>95.80%</td> </tr> <tr> <td>Boys</td> <td>95.46%</td> <td>95.80%</td> </tr> <tr> <td>Girls</td> <td>96.16%</td> <td>95.90%</td> </tr> <tr> <td>PP</td> <td>95.04%</td> <td>93.70%</td> </tr> <tr> <td>Non FSM</td> <td>97.16%</td> <td>96.20%</td> </tr> <tr> <td>SEN</td> <td>95.38%</td> <td>94.50%</td> </tr> <tr> <td>No SEN</td> <td>95.99%</td> <td>97.10%</td> </tr> <tr> <td>EAL</td> <td>97.35%</td> <td>95.80%</td> </tr> </tbody> </table>		Jubilee	National	All	95.81%	95.80%	Boys	95.46%	95.80%	Girls	96.16%	95.90%	PP	95.04%	93.70%	Non FSM	97.16%	96.20%	SEN	95.38%	94.50%	No SEN	95.99%	97.10%	EAL	97.35%	95.80%	Continue to develop the strategy being used and increase our PP cohorts attendance, this can be achieved by developing the role of the children's safeguarding team to ensure that peer on peer support is used to improve the attendance of those hard to reach PP families
	Jubilee	National																													
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<b>Curriculum development including Educational experiences</b>	Whole school	£19,000	Curriculum development has increased pupils' experiences and access to a broad and balanced curriculum. The introduction of 'The Job Shop' has had a significant impact on pupils' understanding of the 'world of work'	Continue to develop curriculum that meets the needs of the pupils with a focus on the 'world of work' and increases their cultural capital. Develop a comprehensive base of resources to support high quality curriculum delivery.																											
<b>Environment development</b>	Whole School	£20,000	EYFS, Nurture and 4 KS2 classes have had significant investment to ensure the environments are fit for purpose. 'Wet weather' gear has been purchased, but due to COVID-19 pandemic, it was not introduced across the whole school	Continue to develop outdoor learning for all pupils. Plans are being drawn up for the two quad areas in KS1 and KS2.																											



				Staff will be expected to plan explicitly for outdoor learning. Look at 'Forest School' training
<b>IT improvement</b>	Whole School	£20,000	iPads bought for school and VR kit purchased has meant pupils are able to have increased access to mobile and new technology. This has in turn positively enhanced the curriculum offer	Continue to enhance hardware as necessary.
<b>Nurture including lunchtime Provision</b>	18	£51,000	Pupils have had access to a curriculum best suited for their needs (EQUALS Curriculum) and had access to a full time teacher. The environment has been completely overhauled and is now 'fit for purpose' for the pupils accessing it. The physical movement of the unit into the main body of the school has increased pupils' sense of belonging to the school. Pupils have been carefully included in whole school activities including assemblies. They have had specific curriculum enhancements that focus on their ability to function independently in society. All have made expected or better progress against their starting points.	Continue to support vulnerable pupils. Include a range of part-time nurture strategies. Continue to develop a fully bespoke curriculum for pupils in Nurture.
<b>Behaviour and attitudes</b>		£3,000	Behaviour in school is now judged to be good because both conduct and learning behaviours are consistently good. OFSTED and QA evidence. 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. Continue to develop the additional strand to Behaviour Strategy; Rainbow and Stars positive incentives
<b>Family support</b>		£10,000	Vulnerable families have had appropriate support from the school and had access to support of external agencies. This has meant that pupils are safeguarded effectively and where practices of parents or outside agencies are less than good, they are challenged robustly.	Continue to work with vulnerable families and liaise with appropriate external agencies.
<b>Improve Community Links</b>		£2,000	The perception in the community has improved significantly. This has been as a result of positive relationships within the community and the Good judgement form OFSTED January 2020. Increased numbers 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.

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<b>Counselling</b>		<b>£25,000</b>	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. Pupils were supported throughout the pandemic via phone call sessions with the counselling service. 40% 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
<b>Breakfast Club</b>		<b>£7,500</b>	Pupils are able to have a good start to the day and are well equipped to learn.	Continue to support pupils via breakfast club
<b>Staffing retention</b>		<b>£10,000</b>	High quality staff are in place, however staff development and career progression opportunities have resulted in some staff movement.	

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

- Pupils eligible for Pupil Premium are achieving and progressing less well than their non-eligible counterparts

**Summary of Proposed Actions for the 2020/21**

- Robust leadership of the strategy will be put in place
- Pivotal and vulnerable pupils will be identified and monitored rigorously
- Whole school strategy for improving community cohesion will be put in place
- Behaviour and attendance will be overhauled and systems will be comprehensive and far reaching
- Reduce the amount of learning lost as a direct result of COVID 19

## Strategy for 2020-21

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 2020-21					
<b>Academy</b>	Jubilee L.E.A.D. Academy				
<b>Pupil Premium Leader</b>	Miss Lorraine Swan				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£254,860	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	296	<b>Number of pupils eligible for PP</b>	178 (59.7%)	<b>Date for next internal review of this strategy</b>	

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i> )	<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i> )
<b>New staffing in place including 4 NQTs</b>	<b>Catchment area in IDACI Group 1</b>
<b>Changes to leadership model and team</b>	<b>Attendance rates historically poor</b>
<b>Pupils enter school with poor prior attainment</b>	<b>High level of Social Care involvement</b>
<b>Pupils historically have made less than expected progress</b>	<b>Antisocial behaviour in the community</b>
<b>Lack of attendance due to COVID 19</b>	<b>Highly transient community</b>
<b>Access to home learning</b>	<b>Parents often hard to engage and / or do not value education</b>

### 3. Implementation and/or Impact of the curriculum – 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				
<b>Year R</b>	<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>70% 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>Using 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>	<b>£9,000</b>
<b>Year 1</b>	<p>Phonics support <b>Precision Teaching</b></p> <p>Fine motor skills work</p> <p>Maths Support</p>	<p>80%+ PPG pupils pass phonic screening</p> <p>Improved letter formation in the initial stages of handwriting</p> <p>Increased confidence in maths</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"> <li>• Attainment data</li> <li>• Book moderation</li> <li>• Learning walks</li> <li>• Professional dialogue</li> <li>• English Leader (EYFS / KS1) to monitor impact and progress and report to SLT and PP Leader</li> </ul>	<b>£10,000</b>

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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 2	<b>Phonics support</b> <b>Precision Teaching</b>	80%+ PPG pupils pass phonic screening (if it happens)	TA targeted support	Research for the EEF shows that this type of initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.	Phonics Leader to monitor impact and progress and report to SLT and PP Leader  <ul style="list-style-type: none"> <li>• Attainment data</li> <li>• Book moderation</li> <li>• Learning walks</li> <li>• Professional dialogue</li> </ul>	<b>£9,000</b>
	<b>Catch up programmes in place</b>	Pupils rapidly 'catch up'	QFT and TA targeted support	As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group. Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period		
Year 3	<b>Precision Teaching</b> <b>Writing Support</b> <b>Maths Support</b>	Pupils are able to effectively use phonics and whole word reading skills confidently Pupils make good or better progress against prior attainment	1:1 programme for targeted pupils	Evidence from EEF shows that precision teaching is effective in accelerating progress between +5 to +7 months  EEF research shows that 1:1 support for pupils addressing gaps in learning will accelerate progress by + 3-5 months	Impact reports for pupils presented to SLT  <ul style="list-style-type: none"> <li>• Attainment data</li> <li>• Book moderation</li> <li>• Learning walks</li> <li>• Professional dialogue</li> <li>• Please see school recovery/contingency plan</li> <li>• Pupil progress meetings</li> </ul> Comprehensive tracking and gap analysis shows that learning needs are addressed.	<b>£9,000</b>
	<b>Catch up programmes in place</b>	Pupils rapidly 'catch up' and ARE for Reading, writing and maths are in line with national as minimum	QFT and TA targeted support Blended curriculum	As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group. Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period.		

3. Implementation and/or Impact of the curriculum – 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				
			to identify gaps in		Pivotal pupils are monitored at SLT on a weekly basis	
<b>Year 4</b>	<b>Writing support PPG Boys at GD x13</b>  <b>Catch up programmes in place x 14</b>	At least 80% of pupils achieve ARE as minimum and progress against prior attainment is 100%, with at least 20% of pupils making accelerated progress across all subjects  Pupils rapidly 'catch up'	On entry screening to identify key learning needs 1:1 programme for targeted pupils Small group work for 'plugging' identified gaps from gap analysis tasks  Additional hours in school for pupils to ensure they are able to catch up	EEF research shows that 1:1 support for pupils addressing gaps in learning will accelerate progress by + 3-5 months  As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group. Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period	Impact reports for pupils presented to SLT  <ul style="list-style-type: none"> <li>• Attainment data</li> <li>• Book moderation</li> <li>• Learning walks</li> <li>• Professional dialogue</li> <li>• Catch up plans to be monitored by SLT</li> <li>• Please see school recovery/contingency plan</li> </ul> Comprehensive tracking and gap analysis shows that learning needs are addressed. Pivotal pupils are monitored at SLT on a weekly basis	<b>£9,000</b>

### 3. Implementation and/or Impact of the curriculum – 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				
			QFT and TA targeted support			
<b>Year 5</b>	<p><b>Writing support PPG Boys at GD x 15</b></p> <p><b>Catch up programmes in place x 11</b></p>	<p>At least 80% of pupils achieve ARE as minimum and progress against prior attainment is 100%, with at least 20% of pupils making accelerated progress across all subjects</p> <p>Pupils rapidly 'catch up'</p>	QFT and TA targeted support	<p>EEF research shows that 1:1 support for pupils addressing gaps in learning will accelerate progress by + 3-5 months</p> <p>As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group. Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period</p>	<p>Impact reports for pupils presented to SLT</p> <ul style="list-style-type: none"> <li>• Attainment data</li> <li>• Book moderation</li> <li>• Learning walks</li> <li>• Professional dialogue</li> <li>• Catch up plans to be monitored by SLT</li> <li>• Please see school recovery/contingency plan</li> </ul> <p>Comprehensive tracking and gap analysis shows that learning needs are addressed. Pivotal pupils are monitored at SLT on a weekly basis</p>	<b>£9,000</b>
<b>Year 6</b>	<b>SATs support</b>	Small group work at targeted levels to maximise impact	Small group or 1:1 support	Evidence (EEF) shows that targeted support early support and intervention has a significant impact on	SATs outcomes Data submitted half termly	<b>£15,000</b>

### 3. Implementation and/or Impact of the curriculum – 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				
	<p><b>Writing support x 15 pupils (Basic skills and GD challenge)</b></p> <p><b>Reading comprehension x 12 pupils (Basic skills and GD challenge)</b></p> <p><b>Maths intervention x 15 pupils (Basic skills and GD challenge)</b></p>	<p>via an additional teacher 0.7 of FTE</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>from TA, additional teacher looking at specific gap analysis and a targeted proactive response to LIVE data</p>	<p>progress and can narrow the gap to peers by up to 6 months</p> <p>Scrutiny of data and test results indicate specific gaps in learning and historical under achievement of pupils that require intense support if pupils are to achieve expected or better progress from starting points.</p>	<p>Evidence at Pupil Progress Meetings and RAG rated exit data from intervention tracking</p> <p>Pupils make smooth transition and feelings logs indicate emotions are managed effectively</p> <p>Impact reports for pupils presented to SLT</p> <ul style="list-style-type: none"> <li>• Attainment data</li> <li>• Book moderation</li> <li>• Learning walks</li> <li>• Professional dialogue</li> <li>• Catch up plans to be monitored by SLT</li> <li>• Please see school recovery/contingency plan</li> </ul>	



### 3. Implementation and/or Impact of the curriculum – 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				
	<b>Emotional well-being support –</b>	Pupils will develop resilience and self-reliance	Support for vulnerable pupils to ensure emotional well-being and successful transition process		<ul style="list-style-type: none"> <li>Please see school recovery/contingency plan</li> </ul>	£6,000
	<b>1:1 targeted curriculum support</b>		As above			
	<b>Catch up programmes in place</b>	ARE / gaps reduced Pupils rapidly 'catch up'	QFT and TA targeted support	As a result of the COVID-19 pandemic pupils will have significant gaps in the knowledge so will need support in bridging their learning to the next year group. Research suggests that disadvantaged pupils will be significantly adversely impacted by loss of access to teaching during this period		

# Jubilee L.E.A.D. Academy

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
<b>Accelerated Reader</b>	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 plus leadership time cost <b>£5,000</b>
<b>Magic breakfast</b>	Pupils accessing food in the morning to ensure they are able to access learning without concerns about lack of nutrition and/or hunger	Kitchen staff will prepare and deliver bagels to every classroom every morning	Jubilee L.E.A.D Academy have been successful in obtaining additional funding to access the raw materials to provide breakfast for every pupil in the school, there has been a substantial from the school to support this scheme	Kitchen manager to monitor the pupils are accessing appropriate and healthy portions of breakfast	<b>£7,000</b>
<b>FSM vouchers due to COVID</b>	Pupils accessed meals during school closure with costs that were additional to the cost of providing a FSM	Vouchers purchased from NCC	Pupils entitled to meals and school is unable to safely provide cooked or cold meals for them.	Business manager, Kitchen manager and SLT to monitor the access	<b>£10,200</b>
<b>Raise attendance</b>	Attendance improves to at least 96% for whole cohort. PA is reduced to be inline or below National	Attendance officer	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.  Additional hours are required due to the number of absences as a result of the national pandemic, this is initially for the first half term however may need to be extended depending on the nature of the pandemic. This capacity is required to ensure that pupils can be monitored and work provided during a period of self-isolation.	Reports presented to EHT every two weeks	<b>£15,000</b>  <b>£1,000</b>

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
<b>Power of Reading</b>	Improved levels of attainment in Reading and Writing seen for all pupils and specifically eligible pupils	High quality reading materials to support and encourage pupils to read and write more effectively. Greater number of pupils reach ARE for Reading and Writing Training for specified staff to ensure whole school practice is consistently good	Research for the EEF shows that this type of initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.	English Leader to monitor reading and writing statistics from on-line information. Report to SLT.	<b>£2,500</b>
<b>Remote Learning Co-ordinator</b>	Pupils learning is not negatively impacted as a result of having to self-isolate of school closure	High quality learning material provided to pupils during periods of isolation The creation of the role that enables the oversight the educational provision of pupils who are absent due to symptoms of COVID 19		All the SLT to oversee and monitor the effectiveness of the outcomes through the spreadsheet being populated	Proportionate cost plus leadership time cost <b>£3,560</b>
<b>Nurture including lunchtime support</b>	Pupils have an appropriate curriculum designed to meet their specific needs  Pupils are gradually and successfully re-integrated into mainstream classes	Specialist Teacher and TAs to deliver personalised learning programmes for pupils who are unable to access mainstream curriculum. <b>Nurture</b> – pupils with global learning delays	<ul style="list-style-type: none"> <li>Children who attended a NG had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013);</li> <li>NGs resulted in an improvement in pupils' behaviour and social skills (Cooper &amp; Tiknaz, 2005);</li> <li>Mainstream pupils in schools with NG provision improved in behavioural terms significantly</li> </ul>	SENDCo and Inclusion Leader to monitor	<b>£62,700</b>

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	<p>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><b>and</b> pupils with ASD or other complex needs (either diagnosed or awaiting formal diagnosis) <b>Glade</b> – 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 including 10-15 pupils in the Cherry class (Nurture Unit) full time</p> <p>Pupils progress and curriculum is designed using EQUALS Curriculum</p>	<p>better than mainstream pupils attending schools without NG provision (Cooper &amp; Whitebread, 2007);</p> <ul style="list-style-type: none"> <li>• NGs resulted in a positive change to social and emotional functioning at home (Binnie &amp; Allen, 2008);</li> <li>• NGs result in a positive attachment to school (Walker, 2010);</li> <li>• Gains in social and emotional functioning are maintained over time by nurture group students (O'Connor &amp; Colwell, 2002);</li> <li>• The younger the pupil accessed the nurture group, the more significant the gains in social functioning and academic performance (Scott &amp; Lee, 2009);</li> </ul>		
<p><b>Behaviour and attitudes</b></p>	<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>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>Inclusion manager to prepare reports weekly for SLT and class teachers</p> <p>Report prepared for SLT of number of pupils</p>	<p><b>£6,600</b></p>

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	<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. Fixed term exclusions decrease</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>accessing reward incentives Pupil / Parent voice</p> <p>Exclusion rates and demographics of pupils involved analysed by Inclusion manager and SLT</p>	
<b>Family support</b>	<p>At risk pupils' attendance improves</p> <p>Exclusions minimised</p> <p>Evidence of positive parental engagement</p>	<p>Inclusion leader / Attendance officer to offer support as follows: 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</p>	<p>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>	<p>Reports from Inclusion leader / Attendance officer to SLT Parent voice</p>	<b>£18,000</b>

# Jubilee L.E.A.D. Academy

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
		to a child's education is minimised.			
<b>Counselling</b> (Mustard Seed)	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	£20,000
<b>Curriculum development including Educational experiences</b>	The 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 requirement for a voluntary contribution	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 sports and compete/represent the school in competitions.  Year 6 Activity Week subsidised  All disadvantaged children have an opportunity to access educational	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	<b>£19,000</b>

# Jubilee L.E.A.D. Academy

Whole School Initiatives/the wider curriculum	Success Criteria	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
	In the event of pupils having to isolate and/or local lockdown a purchase of laptops/kindles to ensure the opportunities are still open to the PP cohort across all year groups	<p>experiences, regardless of ability to pay.</p> <p>Purchase 13 laptops and 10 kindles for use to PP cohort</p> <p>Purchase 10 wifi dongles</p> <p>Staffing costs associated with this</p> <p>Purchase of Seesaw</p>	To ensure that the lack of access to technology is not a barrier for those PP pupils to ensure they are able to continue to make progress despite a national pandemic	SLT and class teachers to monitor the access to home learning and act in accordance with the policy	<p><b>£6,500</b></p> <p><b>£1,800</b></p>
			<b>Total</b>		£254,860

Date: \_\_\_\_\_

Pupil Premium Leader: \_\_\_\_\_