

# Pupil premium strategy statement

This statement details Jubilee L.E.A.D. Academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Jubilee L.E.A.D. Academy
Number of pupils in school	293
Proportion (%) of pupil premium eligible pupils	58.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	01 December 2021
Date on which it will be reviewed	01 November 2022
Statement authorised by	Nicola McIntyre
Pupil premium lead	Lorraine Swan
Governor / Trustee lead	Michael Brunner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 229,995
Recovery premium funding allocation this academic year	£ 25,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£255,990

# Part A: Pupil premium strategy plan

## Statement of intent

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

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

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

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

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

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

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are more likely to present with weaknesses in learning behaviours, e.g. lack of independence or resilience, as well as forgotten good behaviours as a result of lockdown

2	Our pupils and their families have social & emotional difficulties, including medical and mental health issues, especially following COVID 19 pandemic
3	Due to financial constraints, our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these
4	Low attainment and slow progress rates made by pupil premium/disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficult to retain/recall prior knowledge
5	Lack of attendance due to COVID 19 compounded by low attendance and persistent absenteeism of PP/disadvantaged children.
6	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such a iPad, Wi-Fi etc.)

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils regain those key skills (independence, resilience and good behaviours for learning) that will allow them to rapidly recover academically from the lost learning during the COVID pandemic and enforced closure.	<p>All pupil premium children, whatever their prior attainment, make at least expected progress</p> <p>Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through DCPro behaviour reports</p> <p>Pupil premium pupils make at least expected progress against prior attainment</p> <p>Standards in books show all pupils, regardless of their starting point make at least good progress</p>
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>Wellbeing award is achieved in school evidencing impact for all stakeholders by Summer 2022</p> <p>Senior Mental Health Lead Training Programme is complete in the academic year 2021-2022 which enables the identification and support of these families and alleviates specific barriers to learning</p> <p>Improvements in overcoming barriers for specific children including a reduction in low level disruption, increased participation in class, increased social integration, as measured through DCPro behaviour reports and observations</p>

	<p>All stakeholders are actively engaged with Nottingham Citizens</p> <p>Pupils' cultural capital is raised through the enrichment programme</p>
<p>All pupils take part and participate in school trips and other activities that extend their academic experience including after school clubs and other extra-curricular activities. This ensures that our pupils have a breadth of experiences that enable them to contextualize their learning.</p>	<p>All children in school have access to the enrichment programme on offer</p> <p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DCPro reports and pupil voice</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key-stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Pupil premium pupils make at least expected progress against prior attainment</p> <p>The Curriculum is judged to be Good in all subjects with some Outstanding features in core subjects</p> <p>The quality of teaching and learning is judged to be 100% Good with 30% Outstanding</p> <p>Standards in books show all pupils, regardless of their starting point make at least good progress</p> <p>All staff consistently and effectively identify misconceptions and provide effective interventions to address these with immediacy as evidenced in work watch monitoring</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>A reduction in the number of persistent absentees among pupils eligible for pupil premium to 10% or below</p> <p>Overall Pupil Premium attendance continues to improve in line with other pupils</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning, through an engaging, broad and varied curriculum.</p> <p>School to provide children with access to technology which they cannot access at home.</p>	<p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DCPro reports and pupil voice</p> <p>The quality of teaching and learning is judged to be 100% Good with 30% Outstanding</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 116,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce Talk Detectives, Active Spelling throughout the school</p> <p>Introduce the additional 'Curriculum Reading resources' to be used in Talk Detectives</p>	<p>Why closing the gap matters (Oxford Press) suggests that the importance of pupils vocabulary in relation to their academic success <i>'Vocabulary is a huge predictor of how far children from any background will succeed at school and beyond.'</i></p> <p>Voice 21</p> <p>Education Endowment Foundation (EEF), Reading comprehension strategies increase progress by 6+ months</p>	1
<p>Revise and refine the use of feedforward to improve standards in reading and writing</p>	<p>As per the EEF effective feedback increase progress by 6+ months</p> <p>EEF states <i>'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'</i></p>	1, 4
<p>Accelerated Reader scheme re-introduced to raise attainment in Literacy.</p>	<p>As per EEF stating that effective feedback has a high impact. Accelerated Reader has engages learners in competition and comprehension strategies enables progress by 6+ months</p> <p>EEF found that pupils' reading age increased by an additional three months in just 22 weeks as a direct result of the introduction of accelerated reader</p>	1
<p>CPD for teachers with a focus on reading skills to enable high quality teaching for all and the use of metacognition strategies with by introducing 'Thinking Matters' approach to learning</p> <p>CPD staff in the structure and order of lessons to ensure that knowledge is retained by our pupils</p>	<p>EEF note that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Teachers much have the appropriate training and CPD to confident in the knowledge of this teaching strategy and the impact that it can have on their cohort.</p>	1, 4

<p>Re-introduce Curriculum visits so that learning is enhanced through hands on experiences</p> <p>Library visits to resume for all pupils each half term to develop a love of reading</p>	<p>Our curriculum is contextualised and embedded through the use of curriculum based trips to make sense of the theory and transfer this theology to real life situations.</p> <p>Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing these trips that can and will embed the learning within the classroom. The school will support financially PP parents with this</p>	<p>1, 3, 4, 6</p>
<p>Embed the PHSE across the curriculum across the school</p> <p>Develop the RSE curriculum across the school</p>	<p>“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” Department for Education (DfE)</p> <p>The Do SRE for schools notes that an effective delivery of the SRE curriculum promotes the safeguarding and wellbeing of young people, helping them to keep themselves safe from harm, both on and offline</p>	<p>1, 2, 6</p>
<p>CPD on core and foundation subjects to develop staffs subject knowledge and approaches to teaching in a wide range of areas</p>	<p>The EEF is conducting a systematic review of professional development, which will underpin a Guidance Report on professional development to be published in Autumn 2021.</p>	<p>1, 4</p>
<p>Revise and refine the use of feedforward to improve standards in reading and writing</p>	<p>As per the EEF effective feedback increase progress by 6+ months EEF states <i>‘Providing feedback is a well-evidenced and has a high impact on learning outcomes.’</i></p>	<p>1, 4</p>
<p>Due to the gaps in the curriculum due to recent lockdowns, subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum</p>	<p>Subject leaders are provided with time out of class on a half termly basis to allow them to monitor and scrutinise progress of all pupils throughout the academic year. They will carry this out through pupil voice, learning walks and book scrutinies</p>	<p>1, 4, 6</p>

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

Budgeted cost: £ 98,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop group work for identified MHST pupils and families and deliver specific programmes of work</p> <p>Continue to review school processes and performances in line with the wellbeing award</p> <p>Review and refine the role of the member of the SLT to be the mental health lead</p>	<p>As per the EEF Social and emotional learning intervention is noted as having has a moderate impact that can improve pupil progress by 4+ months.</p> <p>NFER research found that strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p>	2, 6
<p>Uniform, milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.</p>	<p>Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing these trips that can and will embed the learning within the classroom. The school will support financially PP parents with this</p>	3
<p>Continue to embed attendance policy and amend in light of new guidance</p> <p>Continue to enhance the robust systems and procedures for attendance</p> <p>Continue to establish with parents good attendance habits that were evident pre-pandemic Attendance newsletter distributed X2 per half-term</p> <p>Continue to embed pupil awards and incentives for good school attendance</p>	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p> <p>NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance</p> <p>Dfe Improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned.</p>	5

Embed attendance rewards and incentives for all pupils		
Embed, review the drive team for Nottingham Citizens	Citizens UK helps its 450 member institutions to develop leaders, so they can participate in public life and hold politicians and other decision-makers to account on the issues that matter to them. Being a part of this programme gives our disadvantaged pupils a voice that can be heard at a national level	2, 3, 6
Focused phonics groups to be implemented to ensure pupils are well equipped to fully access all aspects of their learning	EEF shows that early and targeted phonics intervention will give an average of 5 months progress	1, 4
Focused reader groups to be implemented providing children who are low attaining in reading and phonics the opportunity to read with more than one adult	EEF shows that oral intervention will give an average of 5 months progress	1, 4
Targeted support of Pupil Premium children whose attainment was impacted by recent lockdowns, this includes in-class and small group support across year groups	As per the EEF small group tuition has shown to have a potential increase in 4 months + progress in attainment levels	1, 4

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

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending	<p>Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates.</p> <p>Additional hours are required due to the number of absences as a result of the national pandemic, this capacity is required to ensure that pupils can be</p>	5



	monitored and work provided during a period of self-isolation.	
Fund the cost of out of school trips/experiences	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	3, 6
Fund the cost of clubs	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	3, 6
Support from the Inclusion Lead, ADSL to develop strong relationships with parents across the school through a range of communication methods	As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.	2, 3, 6

**Total budgeted cost: £ 255,990**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Activity	Evaluation																											
Magic breakfast	<p>Our breakfast provision was and continues to be a whole school strategy that has an excellent and EEF/DfE-recognised evidence base to support it.</p> <p>DfE research noted that there is a 22.97% reduction in behavioural incidents after starting the NSBP.</p> <p>This research noted that 93% of surveyed headteachers reported that breakfast has a positive impact on concentration and readiness to learn.</p>																											
Raise attendance	<p>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.</p> <table border="1"> <thead> <tr> <th></th> <th>Current</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.38%</td> <td>96.00%</td> </tr> <tr> <td>Boys</td> <td>95.21%</td> <td>96.00%</td> </tr> <tr> <td>Girls</td> <td>95.57%</td> <td>96.20%</td> </tr> <tr> <td>PP</td> <td>94.11%</td> <td>94.10%</td> </tr> <tr> <td>Non FSM</td> <td>97.51%</td> <td>96.51%</td> </tr> <tr> <td>SEN</td> <td>93.45%</td> <td>96.10%</td> </tr> <tr> <td>No SEN</td> <td>96.04%</td> <td>96.40%</td> </tr> <tr> <td>EAL</td> <td>97.22%</td> <td>96.20%</td> </tr> </tbody> </table>		Current	National	All	95.38%	96.00%	Boys	95.21%	96.00%	Girls	95.57%	96.20%	PP	94.11%	94.10%	Non FSM	97.51%	96.51%	SEN	93.45%	96.10%	No SEN	96.04%	96.40%	EAL	97.22%	96.20%
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All	95.38%	96.00%																										
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PP	94.11%	94.10%																										
Non FSM	97.51%	96.51%																										
SEN	93.45%	96.10%																										
No SEN	96.04%	96.40%																										
EAL	97.22%	96.20%																										
Nurture including lunchtime support	<p>Pupils have been carefully included in whole school activities including assemblies.</p> <p>They have had specific curriculum enhancements that focus on their ability to function independently in society.</p> <p>All have made expected or better progress against their starting points.</p>																											

Behaviour and attitudes	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.
Family support	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. This can be evidenced in the QA reports from the Trust.
Counselling (Mustard Seed)	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.
Curriculum development including Educational experiences	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'
Phonics support	Based on Teacher Assessments for July 2021 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
Attainment and progress	To analyse the data below in relation to the progress and attainment of our pupils we can see that in year 1 all pupils regardless of their starting point made between expected and above expected progress across all areas of learning. When considering the 16 pupils across the school who did not make the expected progress academically this is due to the level of special educational needs the pupil has. Specific interventions and staff CPD is on the AIP and SEF for staff to have specific CPD in relation to improving outcomes for those SEND pupils through understanding scaffolding; thus increasing their confidence and ability to ensure that individual pupils are able to make progress specific to them and their ability

		Year 1		Reading				Writing				Maths							
		All pupils		Attainment				Attainment				Attainment							
				Below	Expected	Above	Below	Expected	Above	Below	Expected	Above							
Progress	Above	-	-	16	55.2%	4	13.8%	-	-	21	72.4%	3	10.3%	-	-	18	62.1%	5	17.2%
	Expected	8	27.6%	-	-	1	3.4%	5	17.2%	-	-	-	-	6	20.7%	-	-	-	-
	Below	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Year 2		Reading				Writing				Maths							
		All pupils		Attainment				Attainment				Attainment							
				Below	Expected	Above	Below	Expected	Above	Below	Expected	Above							
Progress	Above	1	6.7%	-	-	5	33.3%	1	6.7%	-	-	2	13.3%	1	6.7%	-	-	2	13.3%
	Expected	3	20%	3	20%	2	13.3%	4	26.7%	6	40%	2	13.3%	4	26.7%	6	40%	2	13.3%
	Below	1	6.7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Year 3		Reading				Writing				Maths							
		All pupils		Attainment				Attainment				Attainment							
				Below	Expected	Above	Below	Expected	Above	Below	Expected	Above							
Progress	Above	1	2.3%	17	39.5%	11	25.6%	4	9.3%	18	41.9%	7	16.3%	6	14%	14	32.6%	7	16.3%
	Expected	11	25.6%	2	4.7%	-	-	8	18.6%	5	11.6%	-	-	5	11.6%	7	16.3%	3	7%
	Below	1	2.3%	-	-	-	-	1	2.3%	-	-	-	-	-	-	1	2.3%	-	-
		Year 4		Reading				Writing				Maths							
		All pupils		Attainment				Attainment				Attainment							
				Below	Expected	Above	Below	Expected	Above	Below	Expected	Above							
Progress	Above	8	16.3%	5	10.2%	9	18.4%	9	18.4%	7	14.3%	7	14.3%	5	10.2%	3	6.1%	10	20.4%
	Expected	6	12.2%	15	30.6%	4	8.2%	9	18.4%	13	26.5%	4	8.2%	8	16.3%	20	40.8%	3	6.1%
	Below	1	2%	1	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Year 5		Reading				Writing				Maths							
		All pupils		Attainment				Attainment				Attainment							
				Below	Expected	Above	Below	Expected	Above	Below	Expected	Above							
Progress	Above	5	10.6%	3	6.4%	11	23.4%	5	10.6%	3	6.4%	5	10.6%	5	10.6%	2	4.3%	8	17%

	<b>Expected</b>	6	12.8%	17	36.2%	3	6.4%	8	17%	23	48.9%	2	4.3%	5	10.6%	17	36.2%	4	8.5%	
	<b>Below</b>	2	4.3%	-	-	-	-	1	2.1%	-	-	-	-	6	12.8%	-	-	-	-	
Year 6 <i>All pupils</i>	<b>Reading</b>				<b>Writing</b>				<b>Maths</b>											
	<b>Attainment</b>				<b>Attainment</b>				<b>Attainment</b>											
		<i>Below</i>	<i>Expected</i>	<i>Above</i>		<i>Below</i>	<i>Expected</i>	<i>Above</i>		<i>Below</i>	<i>Expected</i>	<i>Above</i>		<i>Below</i>	<i>Expected</i>	<i>Above</i>		<i>Below</i>	<i>Expected</i>	<i>Above</i>
<b>Progress</b>	<b>Above</b>	3	5.9%	12	23.5%	8	15.7%	3	5.9%	10	19.6%	5	9.8%	1	2%	13	25.5%	9	17.6%	
	<b>Expected</b>	12	23.5%	12	23.5%	3	5.9%	12	23.5%	17	33.3%	3	5.9%	10	19.6%	14	27.5%	3	5.9%	
	<b>Below</b>	1	2%	-	-	-	-	-	1	2%	-	-	-	-	1	2%	-	-	-	-

## Externally provided programmes

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

Programme	Provider
FSM vouchers due to COVID	Nottingham City Council
Seesaw	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>