

**PUPIL PREMIUM STRATEGY**

# Pupil premium strategy statement

## This statement details our school’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

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| Detail | Data |
| School name | Jubilee Primary School |
| Number of pupils in school  | 424  |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers**.** | 2021-222022-232023-242024-25 |
| Date this statement was published | 13.12.21 |
| Date on which it will be reviewed | 01.10.22 |
| Statement authorised by | Norma HewinsHead teacher |
| Pupil premium lead | Nessan QuieryAssistant Head Teacher |
| Governor | Max LawsonLink Governor for Priority: Raising Attainment of Focus Pupils.  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 112,636 |
| Recovery premium funding allocation this academic year | £ 9,922.50 |
| Pupil premium funding carried forward from previous years  | £ 0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year. | £ 122,558.5 |

# Part A: Pupil Premium Strategy Plan

## Statement of I

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| Our ultimate objective for our disadvantaged pupils is that they leave our school performing at as high an academic level as possible. This includes pushing the performance of disadvantaged pupils who are presently performing at a high level as research shows that these pupils will face far greater impediments than their peers as they progress through secondary schooling and indeed later in life. The foundation to achieving these outcomes is ensuring pupils are emotionally able to engage in their learning to the best of their ability.Our Pupil Premium Strategy Plan helps us to work towards these objectives by:* striving for the highest standards of class teaching;
* putting all PPG pupils into our ‘Focus Pupils’ category, pupils whom staff are especially mindful of with regards to live feedback, targeted questioning, assessing and monitoring of home learning;
* through interventions, providing opportunities for and support to pupils who are behind Expected Standards (EXS) or working towards EXS to work at an accelerated pace so as to get to EXS as quickly as possible;
* supporting pupils with emotional difficulties to improve their emotional regulation to enable them to better access the school’s curriculum.

The Key Principles underpinning our strategy are: * the most important factor in our pupils’ progress is that they have an excellently planned curriculum taught by an outstanding teacher as this is proven to have the greatest impact on closing attainment gaps;
* following high quality input, retrieval practice with feedback on accuracy is the best method of ensuring skills and knowledge become secure within the pupils’ long term memories;
* reading underpins learning in all another areas and the sooner pupils are independently able to decode, the better it is for their educational progress;
* all our disadvantaged pupils do not have the same disadvantages as each other, nor do they have the same disadvantages as children in other schools, objective assessment of different areas of our school is necessary to determine the most impactful strategy possible;
* actions based on these analyses should be evidence-based both in terms of academic research and our analysis of what has and hasn’t worked in our school in the past (NB: teachers have a far more precise understanding of individual pupil needs than the whole-school trends discussed here, these are discussed in termly Pupils’ Progress Meetings and where emotional regulation is a concern, fortnightly Pupil Monitoring Meetings);
* pupils from disadvantaged backgrounds have been most significantly impacted by Covid-related school closures.

In order to ensure focussed and sustained impact, this strategy works in conjunction with our School Priority Action Plans, chiefly:* Ensuring Quality First Teaching Across the School
* Improving Early Reading
* Improving Attainment for Focus Pupils\*

It is also closely aligned with our [Covid Catch-Up Provision](https://www.jubilee.hackney.sch.uk/wp-content/uploads/2021/06/Covid-Catch-Up-Premium-Spend.pdf).\* Any reference to ‘Focus Pupils’ refers to any pupil behind EXS in a subject and any other PPG pupils (i.e. PPG pupils at EXS or Greater Depth too).  |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Lower performance in Reading.Internal data show us that 16% fewer PPG pupils are at EXS in reading than non-PPG pupils. It is also evident that many of our disadvantaged pupils are behind in phonics. SATs results from 2017-19 showed a growing gap in Year 6 reading performance between PPG and non-PPG pupils.Discussion in Pupils’ Progress Meetings diagnose the main issues as a need to progress more rapidly with decoding (Reception and KS1) and a need for more regular reading (KS2) to improve reading stamina and comprehension. |
| 2 | Lower performance in Maths.Internal data show us that 13% fewer PPG pupils are at EXS in Maths than non-PPG pupils. SATs result from 2017-19 showed a 3 year trend of growing gap between PPG and non-PPG in Maths both in terms pf progress and attainment.Discussions in Pupils’ Progress Meetings diagnose the specific issues as: need for additional retrieval practice, refresher lessons on foundation concepts before topics are moved on, better home engagement with retrieval practice/rote learning materials and, in some cases, a need to work on a more easily accessible curriculum. |
| 3 | Lower performance in WritingInternal data show us that 18% fewer PPG pupils are at EXS in writing than non-PPG pupils across the school. Discussions in Pupils’ Progress Meetings diagnose a reduced vocabulary and less exposure to high quality language due to home circumstances and less time spent engaging with high-quality fiction.  |
| 4 | Analysis of our Missed Playtime Log shows that 77% of playtimes missed for behaviour issues (including 2 missed playtimes for serious behaviour issues) involve pupils from disadvantaged backgrounds.Discussion in pupil monitoring meetings diagnose this as due to a need to aid these pupils to self-regulate better and be more engaged academically. |
| 5 | Pupils from disadvantaged backgrounds have a lower rate of attendance (96% PPG, non-PPG 94%) and a greater proportion of pupils with a persistent absence rate (PPG 21%, non-PPG 16%). |

## 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.

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| Intended outcome | Success criteria |
| Reduction in percentage of PPG pupils behind EXS in Reading.Present Year 3 2019-20: 50%Present Year 4 2019-20: 18%Present Year 5 2019-20: 36%Present Year 6 2019-20: 26% | Year 6 July 2025: 30%Year 6 July 2024: 9%Year 6 July 2023: 22%Year 6 July 2022 15% |
| Reduction in percentage of PPG pupils behind EXS in Writing.Present Year 3 2019-20: 50%Present Year 4 2019-20: 36%Present Year 5 2019-20: 36%Present Year 6 2019-20: 26% | Year 6 July 2025: 30%Year 6 July 2024: 27%Year 6 July 2023: 22%Year 6 July 2022: 10% |
| Reduction in percentage of PPG pupils behind EXS in Maths.Present Year 3 2019-20: 50%Present Year 4 2019-20: 27%Present Year 5 2019-20: 42%Present Year 6 2019-20: 31% | Year 6 July 2025: 20%Year 6 July 2024: 9%Year 6 July 2023: 27%Year 6 July 2022: 15% |
| PPG Pupils to not be significantly distracted from accessing our curriculum due to emotional difficulties (as detailed in our Serious Incident Log). 2019-20: 29 incidents. | 2021-22 Under 70%\*2022-23 Under 60% \* 2023-24 Under 50%\*\*proportion of missed playtimes due to behaviour incidents. |
| Reduced percentage of disadvantaged pupils who are persistent absentees.Presently: 21% | 2021-22 19%2022-23 17%2023-24 15% |

## Activity in this academic year

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

### Teaching

Budgeted cost: £ 58,863

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued focus on stringent implementation of the RML phonics programme including: an out of class teacher dedicated to ensuring high outcomes in phonics, one to one phonics tutorials, good handover between outgoing and incoming phonics leads, close working with the English Hub, ensuring new staff are well trained in phonics, meeting with parents of pupils behind in phonics and ensuring high quality reading provision for all KS2 pupils behind in phonics.  | [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)[Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)<https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf> | 13 |
| School focus on promotion of Quality First Teaching in every classroom including: expectation that PPG pupils are the focus of live feedback, in-lesson assessment, targeted questioning and pushing of attainment though appropriate challenge as monitored by the Head Teacher and Deputy Head in lesson observations and book monitoring; implementation high quality CPD and instructional coaching using [Walkthrus](https://www.walkthrus.co.uk/); focus on oracy and vocabulary building (Word Aware) in literacy lesson and regular CPD for Teaching Assistants. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>[Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning)[Individualised instruction | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction)[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1234 |
| Full time HLTA to provide more frequent individualised feedback and to deliver a more appropriate curriculum to particular pupils in Maths. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>[Reducing class size | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size) | 123 |
| Targeted, Live feedback from Teachers Teaching Assistants of PPG pupils during lessons. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 123 |

**Targeted academic support**

Budgeted cost: £ 16,280

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One to one targeted phonics tutorials aimed at accelerating progress for pupils behind EXS. These have been in school carried out by skilled TAs and HLTAs.  | <https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf>[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 13 |
| Class Teachers released to run Book Clubs 3 times per week promoting love of reading and reading comprehension amongst readers behind EXS. | [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 13 |
| Member of HLT to track KS2 PPG pupils behind EXS in Maths and Reading and run daily, Automated Learning, catch-up interventions  | <https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice>[Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 123 |
| Oral language interventions in the form of Speech and Language Therapy and [LAMDA](https://www.lamda.ac.uk/) sessions. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>[Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 3 |
| Read Write Inc. Phonics sessions in KS2 for pupils still not able to decode. | [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 13 |
| HLTA running appropriately pitched Maths lessons for pupils significantly behind EXS in Year 5.  | [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2 |
| ‘Mathletics’ online learning package. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 2 |

**Wider strategies**

Budgeted cost: £ 46,960

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improving pupils’ emotional regulation through access to an in-school learning mentor and engagement with Reach Out! Mentoring. Many of these pupils are also offered free Breakfast Club places where they are mentored and ensured a calm, well-fed start to their day. | [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>[Mentoring | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | 4 |
| Improving access to IT at home so pupils can engage in retrieval practice and knowledge consolidation in our automated learning packages. This takes the form of loaning iPads and Chrome Books where access to devices at home is difficult and also purchasing of a laptop for a Looked After Child.  | <https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice> | 123 |
| Coordinating and enabling PPG pupils preferential access to sports clubs including free-access to football clubs. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 1-5 |
| Subsidised instrument lessons. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 1-5 |
| Subsidised outdoor learning at Kench Hill and sailing. | Although the evidence base for this is considered by the EEF to be ‘unclear’ we see clear benefits in class cohesion and self-esteem of pupils from disadvantaged backgrounds during and following these excursions.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>  | 1-5 |
| Implementation of a homework system with increased clarity for parents and more tightly monitored by teachers based on the principles of retrieval practice, and mastery learning.  | [Homework | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework)[Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 123 |
| Learning Mentor and Inclusion Manager closely monitoring daily attendance and long-term trends in order to tackle unnecessary absences and address issues regarding persistent absentees.  | Without attendance at school pupils miss out the support evidenced above.  | 1-5 |

**Total budgeted cost: £ 122,103**

# 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.

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| Our internal assessments from the end of the year 2020/21 illustrate that we average around 16% fewer pupils at EXS than non-PPG in all areas. This gap generally reduces as you progress up the school (there is little to no gap in our present Y6). The gap is most pronounced in Writing (18%) and least in Maths (13%). Whilst our internal data indicates our PPG pupils generally perform well above National and Hackney averages in terms of getting to Greater Depth, we are resolved as a school to reduce the gap in pupils getting to EXS as a matter of priority.Our efforts to reduce this gap were significantly impacted by both individual class closures as well as national lockdowns in 2020-21. Though any PPG pupils whom we believed would not be accessing their work well at home were invited to remain in school during lockdowns (an offer they generally took up), much additional intervention was not able to take place due to the disruption to schooling. PPG pupils were also prioritised for loans of IT equipment (iPads and Chrome books) to enable them to participate in the online learning being run by their teacher and to their access to our automated learning programmes. We were thrilled to see many PPG pupils progressing through the automated learning programmes and achieving scores amongst the highest in the school. Despite these efforts our data, our day to day practice and well-published research illustrates how disadvantaged pupils we the most significantly impacted by school closuresWhilst lacking external data, our internal data continued to show most pronounced narrowing of the attainment gap in our Year 6 so we are rolling out aspects of our Year 6 practice to the rest of key Stage 2 such as daily home reading monitoring by a member of support staff. Other academic interventions we felt were successful and shall continue were: RWI phonics tutorials, reading groups, all automated learning packages, smaller class sizes in Year 6 and a HLTA taking Maths lessons for pupils working over 2 years behind their (Year 5) curriculum.Considered less successful was using supply teachers and SLT to relieve class teachers to work with their focus pupil on writing tutorials. We find engendering a love of reading and Quality First Teaching to be the strategies that have the biggest impact on our pupil’s writing. Additionally our desire to stick with known and trusted high-quality supply teachers plus the reduced availability on our SLT meant that this intervention could be sporadic which is not conducive with good outcomes for the pupils. Our Learning and Behaviour mentors were key to both enabling and maintaining good order throughout the school which is a prerequisite for academic progress. Our discussions in Pupil Monitoring meetings have shown that behaviour, home circumstances and the mental health of our disadvantaged pupils were also significantly impacted last year, primarily due to COVID-19 related issues. The mentors continue to form a vital part of our safeguarding team by internally participating in our Pupil Monitoring meetings and externally linking up with other professionals (such as social services and mental health professionals) ensuring that the approach to our children’s development is holistic and joined-up. PPG funding also paid for Class Teachers to have time out of class to get to know their PPG pupils better to help make the bonds that would aid these pupils in settling into school again after such a disrupted 2020-21 academic year. Enabling a free place in our Breakfast Club is still key to some of our PPG pupils’ chances of having a productive day at school. It enables us to ensure that targeted PPG pupils definitely get a filling breakfast, are at lessons on time and have a calm start to the day. It has also enabled our mentors (who run the club) to be able to ensure these pupils are emotionally ready for the school day if they are holding onto any issues that may have occurred at home overnight. |

## Externally provided programmes

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

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| Programme | Provider |
| Mentoring for Year 6 pupils (Reach Out!) | Reach Out!London Office.Unit A Ground Floor 26-28 Ramsgate Street Hackney E8 2NA**020 3489 9797** |

# Further information

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| This PPG strategy has more specific outcome measurements than previous strategies, has more focus on clear analysis of our PPG pupils’ areas of need and the evidence base for interventions. We will also benefit from external assessing (SATs) this year to help us analyse the effectiveness of our strategies and interventions. Our planning for these changes has been informed by the Educational Endowment Foundation’s ‘[Using Your Pupil Premium Funding Effectively’](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium). Many of our PPG pupils will also benefit from our Catch-Up funding spend which is detailed [here](https://www.jubilee.hackney.sch.uk/wp-content/uploads/2021/06/Covid-Catch-Up-Premium-Spend.pdf).We have two mental health practitioner’s presently working in the school for 1 day per week in total. We successfully applied for these resources but, other than their supervision, it does not presently need any PPG funding to operate. Our PPG pupils and their families benefit significantly from this provision.We have made changes to our school behaviour system to reduce the number of pupils missing their playtimes and also to give pupils the chance to earn their way back down the sanctions ladder. This also does not incur a major expense to the school but we hope the changes will significantly impact the behaviour of PPG pupils and positively impact on their emotional well-being.A school priority over 2020-21 was to develop the school’s foundation curriculum to ensure it is a high-quality offer cross the subjects. This included a focus on curriculum relevance to our school community and also implementing our school priority of Celebrating Diversity, Understanding Race and Challenging Racism throughout our school community. These remain school priorities and are a key part of our aim to provide a high standard of quality first teaching for our disadvantaged pupils and ensuring pupils’ best engagement in their learning. |

December 2021

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