



PUPIL PREMIUM STRATEGY

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers.	2022-23 2023-24 2024-25 2025-26
Date this statement was published	1.12.22
Date on which it will be reviewed	01.10.23
Statement authorised by	Norma Hewins Head teacher
Pupil premium leads	George Gould and Sheilla Patel Assistant Head Teacher and Class Teacher
Governor	Max Lawson Link Governor for Priority: Raising Attainment of Focus Pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 127,723
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.	£ 127,723

Part A: Pupil Premium Strategy Plan

Statement of I

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 and learning;
- putting all PPG pupils into our 'Focus Pupils' category, pupils whom staff are especially mindful of with regards to classroom seating organisation, live feedback, targeted questioning, weekly 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 and embedded within the pupils' long term memories;
- reading underpins learning throughout the curriculum . The earlier pupils are able to independently decode, the better it is for their educational progress and attainment;
- 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 with our Head Teacher and Learning Mentor);

- pupils from disadvantaged backgrounds have been most significantly impacted by Covid-related school closures in the previous three academic years.

In order to ensure focussed and sustained impact, this strategy works in conjunction with the following priorities from our 2022 – 2023 School Action Plan:

- Raising Attainment of Focus Pupils*
- Embedding new systems to support excellent behaviour
- Coherent knowledge rich curriculum from EYFS to Year 6
- Quality First Teaching

* 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.

Challenge number	Detail of challenge
1	<p>Lower performance in Reading.</p> <p>Internal data shows us that on average, 5% 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. There is a significant gap between PPG and Non-PPG pupils of 23% in our current Year 4 cohort.</p> <p>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, particularly reading out loud to an adult daily (KS2) to improve reading stamina and comprehension.</p>
2	<p>Lower performance in Maths.</p> <p>Internal data shows us that on average 6% fewer PPG pupils are at EXS in Maths than non-PPG pupils. KS2 SATs result from 2022 showed a 9% gap between PPG and non-PPG pupils in Maths. There is a significant gap between PPG and Non-PPG pupils of 16% in our current Year 4 cohort.</p> <p>Discussions in Pupils' Progress Meetings diagnose the main issues as a need for recap consolidation lessons on key mathematical concepts before new topics are moved on to a need to develop greater problem solving skills in number, fractions, and space, shape and measure</p>

3	<p>Lower performance in Writing</p> <p>Internal data shows us that on average 10% fewer PPG pupils are at EXS in writing than non-PPG pupils across the school. There are significant gaps between PPG and Non-PPG pupils in our current Year 3 (16%), Year 5 (15%) and Year 6 (20%) cohorts.</p> <p>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 age appropriate fiction.</p>
4	<p>Behaviour and emotional regulation</p> <p>Analysis of our Missed Playtime Log shows that 33% of playtimes missed for behaviour issues involve pupils from disadvantaged backgrounds.</p> <p>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.</p>
5	<p>Attendance</p> <p>Pupils from disadvantaged backgrounds have a greater proportion of pupils with a persistent absence rate of below 90% attendance (PPG 16.67%, non-PPG 13.83% as taken from the School Attendance Analysis 21/22.)</p>

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
<p>Reduction in percentage of PPG pupils behind EXS in Reading.</p> <p>Present Year 1 (9 PPG pupils)</p> <p>Present Year 2 (11 PPG pupils) At the end of the 21/22 academic year, <u>82%</u> of PPG pupils were on track</p> <p>Present Year 3 (14 PPG pupils) At the end of the 21/22 academic year, <u>64%</u> of PPG pupils were on track</p> <p>Present Year 4 (11 PPG pupils) At the end of the 21/22 academic year, <u>55%</u> of PPG pupils were on track.</p>	<p>By the end of Year 4 2026, <u>67%</u> (6/9) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 5 2026, <u>91%</u> (10/11) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2026, <u>86%</u> (12/14) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2025, <u>64%</u> (7/11) of our PPG pupils to be at EXS or above</p> <p><i>* please note 4 PPG pupils are currently on the SEN register with 3 pupils having EHCP's</i></p>

<p>Present Year 5 (12 PPG pupils) At the end of the 21/22 academic year, <u>92%</u> of PPG pupils were on track.</p> <p>Present Year 6 (15 pupils) At the end of the 21/22 academic year, <u>76%</u> of PPG pupils were on track</p>	<p>By the end of Year 6 2024, <u>92%</u> (11/12) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2023, <u>73%</u> (11/15) of our PPG pupils to be at EXS or above * please note 2 PPG pupils working at EXS have left the school this current academic year</p>
<p>Reduction in percentage of PPG pupils behind EXS in Writing.</p> <p>Present Year 1 (9 PPG pupils)</p> <p>Present Year 2 (11 PPG pupils) At the end of the 21/22 academic year, <u>82%</u> of PPG pupils were on track</p> <p>Present Year 3 (14 PPG pupils) At the end of the 21/22 academic year, <u>64%</u> of PPG pupils were on track</p> <p>Present Year 4 (11 PPG pupils) At the end of the 21/22 academic year, <u>55%</u> of PPG pupils were on track.</p> <p>Present Year 5 (12 PPG pupils) At the end of the 21/22 academic year, <u>92%</u> of PPG pupils were on track.</p> <p>Present Year 6 (15 pupils) At the end of the 21/22 academic year, <u>76%</u> of PPG pupils were on track</p>	<p>By the end of Year 4 2026, <u>67%</u> (6/9) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 5 2026, <u>91%</u> (10/11) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2026, <u>86%</u> (12/14) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2025, <u>64%</u> (7/11) of our PPG pupils to be at EXS or above * please note 4 PPG pupils are currently on the SEN register with 3 pupils having EHCP's</p> <p>By the end of Year 6 2024, <u>92%</u> (11/12) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2023, <u>73%</u> (11/15) of our PPG pupils to be at EXS or above * please note 2 PPG pupils working at EXS have left the school this current academic year</p>
<p>Reduction in percentage of PPG pupils behind EXS in Maths.</p> <p>Present Year 1 (9 PPG pupils)</p> <p>Present Year 2 (11 PPG pupils) At the end of the 21/22 academic year, <u>73%</u> of PPG pupils were on track</p> <p>Present Year 3 (14 PPG pupils) At the end of the 21/22 academic year, <u>79%</u> of PPG pupils were on track</p> <p>Present Year 4 (11 PPG pupils) At the end of the 21/22 academic year, <u>64%</u> of PPG pupils were on track.</p>	<p>By the end of Year 4 2026, <u>67%</u> (6/9) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 5 2026, <u>91%</u> (10/11) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2026, <u>86%</u> (12/14) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2025, <u>64%</u> (7/11) of our PPG pupils to be at EXS or above * please note 4 PPG pupils are currently on the SEN register with 3 pupils having EHCP's</p>

<p>Present Year 5 (12 PPG pupils) At the end of the 21/22 academic year, <u>85%</u> of PPG pupils were on track.</p> <p>Present Year 6 (15 pupils) At the end of the 21/22 academic year, <u>88%</u> of PPG pupils were on track</p>	<p>By the end of Year 6 2024, <u>92%</u> (11/12) of our PPG pupils to be at EXS or above</p> <p>By the end of Year 6 2023, <u>87%</u> (13/15) of our PPG pupils to be at EXS or above * please note 2 PPG pupils working at EXS have left the school this current academic year</p>
<p>PPG Pupils to not be significantly distracted from accessing our curriculum due to behaviour and emotional difficulties</p> <p>2021-22 Missed Playtime log: 38% of pupils missing play due to behaviour or emotional difficulties are PPG pupils</p> <p>2022-23 Current Missed Playtime log: 33% of pupils missing play due to behaviour or emotional difficulties are PPG pupils</p>	<p>2022-23 Under 30%</p> <p>2023-24 Under 20%</p> <p>2025-26 Under 20%</p>
<p>Reduced percentage of disadvantaged pupils who are persistent absentees.</p> <p>Presently: 16.67%</p>	<p>2022-23 15%</p> <p>2023-24 12%</p> <p>2024-25 10%</p> <p>2025-26 10%</p>

Activity in this academic year

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

Teaching

Budgeted cost: £ 60,736

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, 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.	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>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</p>	1 3

<p>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 through 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; focus on oracy and vocabulary building (Word Aware) in literacy lesson and regular CPD for Teaching Assistants from the school's SENCO.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3 4</p>
<p>Assistant Head Teacher running appropriately pitched Reading lessons for pupils significantly behind EXS in Year 6.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3</p>
<p>Targeted, live feedback from Teachers and Teaching Assistants of PPG pupils during lessons.</p> <p>Live feedback training delivered by our English Lead to all teachers and all support staff to ensure PPG pupils receive high quality feedback on their writing in daily English lessons.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1 2 3</p>

Targeted academic support

Budgeted cost: £ 18,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one targeted phonics tutorials aimed at accelerating progress for nearly all behind EXS. These have been in school carried out by skilled TAs and HLTAs.</p>	<p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-</p>	<p>1 3</p>

	_read_write_inc_research_and_evidence_xbviihb.pdf One to one tuition EEF (educationendowmentfoundation.org.uk) Phonics Toolkit Strand Education Endowment Foundation EEF	
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)	1 3
Oral language interventions in the form of Speech and Language Therapy and LAMDA sessions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Arts participation EEF (educationendowmentfoundation.org.uk)	3
Read Write Inc. Phonics sessions in KS2 for pupils still not able to decode.	Phonics EEF (educationendowmentfoundation.org.uk)	1 3
Assistant Head Teacher running appropriately pitched Maths lessons for pupils significantly behind EXS in Year 6.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2
'Mathletics' online learning package.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2

Wider strategies

Budgeted cost: £ 48,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>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.</p>	<p>https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice</p>	<p>1 2 3</p>
<p>Coordinating and enabling PPG pupils preferential access to sports clubs including free-access to football clubs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1-5</p>
<p>Subsidised instrument lessons.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1-5</p>
<p>Subsidised outdoor learning at Kench Hill and sailing.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1-5</p>

<p>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.</p>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3</p>
<p>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.</p>	<p>Without attendance at school pupils miss out the support evidenced above.</p>	<p>1-5</p>

Total budgeted cost: £ 127,723

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 2021 to 2022 academic year.

Our internal assessment data from the end of the 2021-22 academic year shows that an average of 8% fewer PPG pupils achieve EXS than non-PPG in all areas. The percentage gap is greatest in Writing (10%) and least in Reading (5%). The gap varies greatly amongst year groups with an average gap ranging as high as 16% in our current Year 4 cohort and as low as 1% in our current Year 2 cohort of pupils. It is important to note that 4 of our Year 4 pupils are on the SEN register of which three pupils have EHCP's.

Our 2022 KS2 SATS data shows us that our disadvantaged pupils (PPG and FSM) perform above Hackney average percentages of disadvantaged pupils achieving EXS in Reading, Writing and Maths. This data also highlights that a higher percentage of our disadvantaged pupils perform at the Greater Depth standard in Reading and Maths in comparison to the Hackney average. Data shows us that our percentage of disadvantaged pupils performing at the Greater Depth standard in Writing is slightly below the Hackney average.

PPG pupils continued to be prioritised for loans of IT equipment (IPads) to enable them to have daily access to our automated learning programmes. Through embedding whole-school monitoring systems, teachers systematically ensure PPG pupils are accessing these programmes, with high levels of effort and participation celebrated in our weekly Well done assemblies with our Head teacher.

We continued to use Accelerated Reader in KS2 to support daily home reading monitoring. This careful monitoring allowed all teachers to track the quality of texts read by our PPG pupils and also the frequency of reading at home. Read Write Inc phonics tutorials were delivered by experienced staff in order to allow PPG pupils in KS1 to catch up as soon as possible with their phonics. Senior Leaders were used in class to cover daily KS2 'book club' sessions developing PPG pupils reading fluency and developing a love of reading in particular fiction.

Our School music lead reviewed the representation of PPG pupils in school instrumental lessons. Out of the current 38 pupils learning a musical instrument in the school, 45% of these pupils are PPG. This will continue to remain a focus ensuring that our disadvantaged pupils have the opportunity to learn a new instrument.

Our school P.E Lead and organiser of Extra-curricular clubs at school continued to ensure that PPG pupils who requested a place at a club were prioritised and allocated a place. This will continue to remain a focus ensuring that our disadvantaged pupils have opportunities to access new sports and arts.

Our Learning Mentor and Inclusion Manager were key to both enabling and maintaining a safe and inclusive learning environment throughout the school which is a prerequisite for academic progress and attainment. The Learning mentor and Inclusion Manager continue to form a vital part of our safeguarding team by internally participating in our Pupil Monitoring meetings with the Head teacher and externally linking up with other professionals such as social services and mental health professionals. This ensured that the approach to our children's development is holistic and joined-up.

Pupil non-attendance is followed up weekly with phone calls by the Attendance Lead (Inclusion Manager). At the start of every term, reports are generated to analyse the attendance of the previous term. Our PPG pupils that are falling below the school and borough target are highlighted and acted upon half termly following meetings with the Head Teacher. Actions include supportive work with the SENCo and Learning

Mentor, providing Breakfast Club as reviewed below to incentivise getting to school early and most importantly, supporting pupil well-being and academic progress.

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.

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

Our 2022/23 PPG strategy has Year group specific outcome measurements and subsequent attainment targets linked to these outcomes. Our planning for Pupil Premium Funding has been informed by the Educational Endowment Foundation's tool ['Using Your Pupil Premium Funding Effectively'](#).

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. This 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 and development of regulation strategies in and out of the classroom setting.

A school priority over 2021-22 was to develop the school's knowledge-rich curriculum to ensure it is a high-quality offer cross the whole curriculum. 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.