



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	415
Proportion (%) of pupil premium eligible pupils	35% (145 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2025-2026
Date this statement was published	10.11.25
Date on which it will be reviewed	10.11.26
Statement authorised by	Norma Hewins Head teacher
Pupil premium leads	George Gould Assistant Head Teacher
Governor	Stephanie Calhoun Link Governor for Priority: Raising Attainment of Focus Pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,320
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.	£192,320

Part A: Pupil Premium Strategy Plan

Statement of Intent

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 day to day 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 in lessons, targeted questioning, weekly assessing and monitoring of home learning;
- through targeted interventions, providing opportunities for and support to pupils who are working towards Expected Standards (WTS) or working below Expected Standards (WBS) to make accelerated progress so that they 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;
- high quality teacher modelling, retrieval practice and live feedback in lessons are the best methods of ensuring skills and knowledge become secure and embedded within the pupils' long term memories;
- reading underpins learning throughout the whole 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 safeguarding,

well being, behaviour and/or attendance is a concern, fortnightly Pupil Monitoring Meetings occur with our Head Teacher, Inclusion Manager and School Learning Mentor);

In order to ensure focussed and sustained impact, this strategy works in conjunction with the following priorities from our 2025 – 2026 School Action Plan:

- Raising attainment for all Pupils*
- Sustain high quality writing provision
- Raising attendance to be in line with or above the national average
- Develop SEN provision model for pupils with EHCP's

* Any reference to 'Focus Pupils' refers to any pupil behind EXS in a subject and any other PPG pupils (i.e. PPG pupils working at the Expected Standard or Greater Depth Standard too).

Challenges

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

Challenge number	Detail of challenge
1	Lower performance in Reading. Internal assessment data shows us that on average, 17% 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 - 30% in our current Year 2 cohort and – 27% in our current Year 6 cohort. 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 fluency, stamina and subsequently comprehension.
2	Lower performance in Maths. Internal data shows us that on average 15% fewer PPG pupils are at EXS in Maths than non-PPG pupils. There is not a significant gap between PPG and Non-PPG pupils in any specific cohort. Discussions in Pupils' Progress Meetings diagnose the main issues as a need for recap consolidation lessons on key mathematical concepts before new topics and concepts are moved on to including pre and post lesson intervention. There is also a need to develop pupil's number sense starting in the EYFS which gives children a strong foundation to the KS1 Maths curriculum and beyond.
3	Lower performance in Writing Internal data shows us that on average 15% fewer PPG pupils are at EXS in Writing than non-PPG pupils across the school. There is a significant gap of - 26% between PPG and Non-PPG pupils in our current Year 4 cohort and gap of -20% in our current Year 2 and Year 6 cohort.

	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 and non fiction texts.
4	Behaviour and emotional regulation Analysis of our 2024/2025 Missed Playtime Behaviour Log shows that 44% of disadvantaged pupils have missed at least 5 of their playtimes across the academic year for behaviour issues compared to 22% of non-disadvantaged pupils. There is a gap of - 22%. 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	Attendance Analysis of our 2024/2025 attendance data shows that disadvantaged pupils at Jubilee have a lower attendance than the 2024/2025 primary national average attendance figure of 94.8%. (Jubilee average PPG attendance – 92.5%, primary national average attendance – 94.8%). There is a gap of – 2.3%. In addition, our 2024/2025 school attendance data shows a gap between the attendance of disadvantaged and non-disadvantaged pupils (Jubilee PPG average attendance – 92.5%, Jubilee non-PPG average attendance – 95.6%). There is a gap of 3.1%. There is also a greater proportion of disadvantaged pupils who are persistently absent (attendance < 90%) than non-disadvantaged pupils. Last academic year's attendance data shows that 21% of our PPG pupils were persistently absent compared to 11% of our non-ppg pupils. There is a gap of - 10%.

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	Context
Reduction in percentage of PPG pupils behind EXS in Reading. <i>Note: The composition of disadvantaged pupils changes year to year based on pupils leaving the school and new pupils joining the school.</i> Year 1 – 17 PPG pupils <i>By the end of Year 1, 71% (12/17) of our Year 1 PPG pupils to be at EXS or above.</i> Year 2 – 19 PPG pupils <i>By the end of Year 2, 53% (10/19) of our Year 2 PPG pupils to be at EXS or above.</i>	At the end of the previous academic year, 47% (9/19) of our current Year 2 PPG pupils were working at EXS or above in Reading.

Year 3 – 17 PPG pupils

By the end of Year 3, 65% (11/17) of our Year 3 PPG pupils to be at EXS or above

At the end of the previous academic year, 75% (12/16) of our current Year 3 PPG pupils were working at EXS or above in Reading.

Year 4 – 22 PPG pupils

By the end of Year 4, 64% (14/22) of our Year 4 PPG pupils to be at EXS or above

At the end of the previous academic year, 64% (14/22) of our current Year 4 PPG pupils were working at EXS or above in Reading.

Year 5 – 26 PPG pupils

By the end of Year 5, 65% (17/26) of our Year 5 PPG pupils to be at EXS or above

At the end of the previous academic year, 68% (15/22) of our current Year 5 PPG pupils were working at EXS or above in Reading.

Year 6 – 24 PPG pupils

By the end of Year 6, 63% (15/24) of our PPG pupils to be at EXS or above

At the end of the previous academic year, 58% (14/24) of our current Year 6 PPG pupils were working at EXS or above in Reading.

Reduction in percentage of PPG pupils behind EXS in Writing. <i>Note: The composition of disadvantaged pupils changes year to year based on pupils leaving the school and new pupils joining the school.</i> Year 1 – 17 PPG pupils <i>By the end of Year 1, 65% (11/17) of our Year 1 PPG pupils to be at EXS or above.</i> Year 2 – 19 PPG pupils <i>By the end of Year 2, 47% (9/19) of our Year 2 PPG pupils to be at EXS or above</i> Year 3 – 17 PPG pupils <i>By the end of Year 3, 71% (12/17) of our Year 3 PPG pupils to be at EXS or above</i> Year 4 – 22 PPG pupils <i>By the end of Year 4, 55% (12/22) of our Year 4 PPG pupils to be at EXS or above</i> Year 5 – 26 PPG pupils <i>By the end of Year 5, 73% (19/26) of our Year 5 PPG pupils to be at EXS or above</i> Year 6 – 24 PPG pupils <i>By the end of Year 6, 71 % (17/24) of our PPG pupils to be at EXS or above</i>	At the end of the previous academic year, 53% (10/19) of our Year 2 PPG pupils were working at EXS or above in Writing. At the end of the previous academic year, 69% (11/16) of our current Year 3 PPG pupils were working at EXS or above in Writing. At the end of the previous academic year, 55% (12/22) of our current Year 4 PPG pupils were working at EXS or above in Writing. At the end of the previous academic year, 77% (17/22) of our current Year 5 PPG pupils were working at EXS or above in Writing. At the end of the previous academic year, 54% (13/24) of our current Year 6 PPG pupils were working at EXS or above in Writing.
Reduction in percentage of PPG pupils behind EXS in Maths. <i>Note: The composition of disadvantaged pupils changes year to year based on pupils leaving the school and new pupils joining the school.</i> Year 1 – 17 PPG pupils <i>By the end of Year 1, 76% (13/17) of our Year 1 PPG pupils to be at EXS or above.</i> Year 2 – 19 PPG pupils <i>By the end of Year 2, 74% (14/19) of our Year 2 PPG pupils to be at EXS or above.</i>	At the end of the previous academic year, 79% (15/19) of our Year 2 PPG pupils were working at EXS or above in Maths.

Year 3 – 17 PPG pupils <i>By the end of Year 3, 76% (13/17) of our Year 3 PPG pupils to be at EXS or above.</i> Year 4 – 22 PPG pupils <i>By the end of Year 4, 73% (16/22) of our Year 4 PPG pupils to be at EXS or above</i> Year 5 – 26 PPG pupils <i>By the end of Year 5, 73% (19/26) of our Year 5 PPG pupils to be at EXS or above</i> Year 6 – 24 PPG pupils <i>By the end of Year 6, 79% (19/24) of our PPG pupils to be at EXS or above</i>	At the end of the previous academic year, 69% (11/16) of our current Year 3 PPG pupils were working at EXS or above in Maths. At the end of the previous academic year, 73% (16/22) of our current Year 4 PPG pupils were working at EXS or above in Maths. At the end of the previous academic year, 73% (16/22) of our current Year 5 PPG pupils were working at EXS or above in Maths. At the end of the previous academic year, 67% (16/24) of our current Year 6 PPG pupils were working at EXS or above in Maths.
A reduction in the number of PPG pupils missing their playtime for behaviour issues. At the end of the 2025/26 academic year, the percentage gap of PPG pupils missing 5 or more playtimes compared to non PPG children will be less than - 10%.	
At the end of the 2025/26 academic year, the average attendance of our PPG pupils will be in line or higher than the 2024/2025 national average attendance of 94.8%. Significant reduction of number of PPG pupils classed as persistently absent from school (less than 90%). At the end of the 2024/25 academic year, the gap between the percentage of PPG pupils classed as persistently absent compared to non-ppg pupils will be less than - 10%.	

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: £ 94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The English Subject Lead to continue a strong focus on effective implementation of the RWI phonics programme. This also includes additional one to one phonics tutoring, an early morning intervention programme, continual effective staff CPD including training for new staff members, meetings with parents of pupils behind in phonics and ensuring high quality reading provision for all KS2 pupils still on the RWI programme .	Phonics EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) Success Stories - Ruth Miskin Literacy read write inc research and evidence_xbviihb.pdf	1 3
A whole school focus on 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 subject leaders, the Head Teacher and Deputy Head in lesson observations and book monitoring; implementation of high quality CPD and instructional coaching using the Walkthrus programme; a strong focus on oracy, using sentence stems across all subjects as well as vocabulary building (Word Aware) in English lessons. Weekly CPD, which aligns to Teacher CPD, is provided for Teaching Assistants from the school's Inclusion Manager to ensure consistency in effective teaching strategies.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Mastery learning EEF (educationendowmentfoundation.org.uk) Individualised instruction EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice https://walkthrus.co.uk/how-does-it-work	1 2 3 4
Targeted, live feedback from Teachers and Teaching Assistants of PPG pupils during lessons. Regular CPD 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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 2 3

Targeted academic support

Budgeted cost: £ 49,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one phonics tutorials led by an experienced HLTA aimed at accelerating progress for targeted pupils behind EXS in Reading . KS1 English Subject Lead released 1 day per week to support and coach teachers and support staff on effectively delivering the RWI phonics programme.	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) Phonics Toolkit Strand Education Endowment Foundation EEF	1 3
Oral language interventions in the form of Speech and Language Therapy.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
The English Subject Lead to lead the parent reading volunteer programme targeting PPG pupils across the school who are not yet fluent readers.	One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Small group daily Read Write Inc. Phonics lessons for KS2 pupils still not able to successfully decode.	Phonics EEF (educationendowmentfoundation.org.uk)	1 3
Maths Lead to run Year 6 Maths pre-teaching sessions every morning targeting PPG pupils at risk of not meeting the expected standard.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Senior leaders and class teachers to run an afterschool tuition programme supporting Year 5 and Year 6 PPG pupils at risk of not making age related expectations.	Small group tuition EEF (educationendowmentfoundation.org.uk)	1 2 3
Deputy Head to run a Year 4 Writing intervention targeting PPG pupils at risk of not meeting the expected standard.	Small group tuition EEF (educationendowmentfoundation.org.uk)	3
Senior Leader running daily Mathematics homework catch up sessions for PPG children not accessing home learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2

Wider strategies

Budgeted cost: £ 49,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving pupils' emotional regulation through access to an in-school full time Learning Mentor.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4
Engagement with the <i>Reach Out</i> mentoring programme in Years 5 and 6.	Mentoring EEF (educationendowmentfoundation.org.uk)	4
Free Breakfast Club places where pupils are mentored and ensured a calm, well-fed start to their day.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4 5
Coordinating and enabling PPG pupils preferential access to weekly sports clubs including free-access to football clubs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1-5
Coordinating and enabling PPG pupils preferential access to Music lessons. This also includes subsidised instrument lessons for all PPG pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1-5
Subsidised outdoor learning at Kench Hill Residential Trip and Sailing.	<i>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.</i> 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) Parental engagement EEF (educationendowmentfoundation.org.uk)	1 2 3
Inclusion Manager closely monitoring daily attendance and	Without attendance at school pupils miss out the support evidenced above.	1-5

long-term trends in order to tackle unnecessary absences and address issues regarding persistent absentees.		
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Total budgeted cost: £ 192,320

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 2024 to 2025 academic year.

Our internal assessment data from the end of the 2024-25 academic year shows that an average of 16% fewer PPG pupils achieved EXS than non-PPG in all areas. The percentage gap is greatest in Reading (-17%) and the same in both Writing (-15%) and Maths (-15%). The gap varies greatly amongst year groups with an average gap ranging as high as 21% in our current Year 6 cohort and as low as 6% in our current Year 2 cohort. Please see the table below for a comparison to the previous academic year average percentage gap between PPG and non-PPG pupils.

Academic year	Average percentage gap in Reading	Average percentage gap in Writing	Average percentage gap in Maths
2023/2024	-23%	-22%	-17%
2024/2025	-17%	-15%	-15%

Our 2025 KS2 SATS data shows us that our disadvantaged pupils performed above the Hackney average percentage of disadvantaged pupils achieving EXS in Reading (Jubilee 83% Hackney 78%). Our disadvantaged pupils performed below the Hackney EXS average percentage of disadvantages pupils in Writing (Jubilee 67% Hackney 76%). Our disadvantaged pupils performed slightly below the Hackney EXS average percentage of disadvantages pupils in Maths (Jubilee 72% Hackney 75%). 67% of our disadvantaged pupils achieved the expected standard in Reading, Writing, Maths (RWM) combined. This is higher than the RWM combined national average of 62%.

Pupil progress meetings highlighted the importance of daily Reading both at school and at home in ensuring our disadvantaged pupils achieve the expected standard not only in reading but all subject areas across the curriculum. We continued to use the online reading programme *Accelerated Reader* in KS2 to support the monitoring of daily home reading. 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. Our KS2 disadvantaged pupils were given daily reading targets by class teachers to complete 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. In KS2, a Senior Leader was used in class to cover regular 'book club' sessions developing targeted PPG pupils reading fluency and to develop a love of reading. Our English Subject Lead ensured all class libraires always had a large number of high quality and engaging texts available to our disadvantaged pupils to read both in school and at home. This included sequel books linked to the class readers outlined in our Reading curriculum.

Our school Music Lead reviewed the representation of PPG pupils in school instrumental lessons. Out of the current 55 pupils learning a musical instrument in the school, 45% of these pupils are PPG. Every disadvantaged pupil that applied for instrument lessons before the deadline received a place. This will continue to remain a focus ensuring that our disadvantaged pupils have the opportunity to learn a new instrument with lessons being subsidised.

Our school P.E Lead and organsior 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 opportunitites to access new sports and arts. Successful grant funding also allowed the school to run weekly cooking classes with the company *Boil and Bubble* where PPG pupil attendance was prioritised.

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 School's Learning mentor and Inclusion Manager continue to form a vital part of our safeguarding team by internally participating in our bi-weekly 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 by the Attendance Lead (Inclusion Manager) in line with the school's attendance policy. 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. Actions include pastoral work with the school's Learning Mentor and parent supportive work with the school's Attendance Lead and Hackney's Attendance Lead.

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, arrive at school 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 5 and 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 2025/26 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 one mental health practitioner presently working in the school for half a day per week in total. The school works closely with WAMHS and MHST to support the well being of all pupils. Our PPG pupils and their families benefit significantly from this provision.

Our school's positive behaviour policy continues to support children's emotional regulation needs and has led to a general reduction of pupils missing their playtimes. This does not incur a major expense to the school but we hope the changes will continue to 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.