

Pupil Premium Statement

The Pupil Premium is a source of funding made available to schools by the Government. This is targeted funding to be used to provide opportunities for disadvantaged pupils. The national trend is that pupils who are eligible for free school meals have lower achievement than those who are not eligible. The Pupil Premium grant is to be used to help narrow this gap. At Jubilee School, we believe that all pupils should be supported to achieve their potential. We are committed to using the resources made available to us to help achieve the best outcomes for all learners.

Links to the Jubilee Vision Statement

Our vision statement helps to inform the running of the school as it is our intention that children will leave Jubilee with the following skills and attributes:

- confidence with eloquent self-expression and strong communication and social skills
- excellent skills in maths, English and IT
- a rounded education in science, RE, geography, history, and PSHE
- the ability to speak a foreign language to a basic conversation level
- the ability to enjoy music through song/playing a musical instrument / involvement in drama and dance activities
- the ability to swim and play sports competently
- an understanding of art and culture and experience of performing
- freedom from prejudice of any kind
- a spirit of community and social responsibility with a sense of belonging

What the data tells us:

Our pupil performance data tells us that children eligible for the pupil premium grant tend to come in lower than their peers but with support and targeted interventions make really good progress and by the time they leave school they are out performing their peers nationally.

Pupil Profile – 2018 /19

Number of pupils on roll	397
Percentage of pupils eligible for Pupil Premium Grant (PPG)	52.9%
Percentage of pupils who are Children Looked After (CLA)	N/A
Total amount of PPG received	£257615

End of Year Attainment 2019

	Year 2	
	PPG	All students
Reading	88%	81%
Writing	88%	83%
Maths	82%	79%
	Year 6	
	PPG	All students
Reading	63%	70%
Writing	85%	85%

Maths	88%	91%
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What we are doing – Intervention & strategies	Intended outcomes – What we would like to achieve	Evidence – How is progress measured and monitored
<ul style="list-style-type: none"> Continue to develop the additional teaching and support in each Year Group from R - 6 	To reduce the gap between PPG and non-PPG students.	<ul style="list-style-type: none"> Progress monitored regularly through Target Tracker ½ Termly Pupil Progress Meetings to monitor progress and identify widening gaps. Weekly Phase Meetings Fortnightly review of vulnerable children to identify on-going concerns. Termly reviews of IEP and LSPs Annual Reviews for children with an EHCP Learning walks Lesson observations
<ul style="list-style-type: none"> Use extended Senior Leadership Team to ensure focus on standards 	Overall quality of teaching rated to be good or outstanding.	
<ul style="list-style-type: none"> Determined focus on provision of Good or better lessons through CPD support from external consultants focusing on teaching and learning (ongoing throughout the year) 	All children continue to make 1.8 - 2.0 steps progress every term in all subjects.	
<ul style="list-style-type: none"> Increased levels of team teaching and opportunities for colleagues to observe best practice 	Shared good practice to improve the quality of teaching and learning taking place.	
<ul style="list-style-type: none"> Booster Classes and Holiday Boosters 	Provide extra, targeted support to pupils to raise attainment and contribute to improved results and increase in pupils' confidence and motivation.	
<ul style="list-style-type: none"> Extend access to the Breakfast club 	Improved learning, attendance and behaviour at school, punctuality, healthy eating, social development, and fun through play.	
<ul style="list-style-type: none"> Educational Psychologists 	Improve the life chances of all children they work with and offer a wide range of evidence-informed interventions to support learning.	
<ul style="list-style-type: none"> Speech & Language Therapy 	To improve communication and the ability to understand	

	and express thoughts, ideas and feelings; develop intelligible speech and offer a better quality of life and greater self-esteem and increased independence to identified children. Services offered to children from EYFS to Year 6	<ul style="list-style-type: none"> • External reviews with SIA • Regular monitoring of books • Cluster moderation meetings
<ul style="list-style-type: none"> • Early identification & intervention of additional needs 	School policy in line with the SEND code of practice that highlights the importance of early identification and responding to SEN needs to improve access to the school curriculum.	<ul style="list-style-type: none"> • Pre and Post intervention monitoring • Case studies on student progress following interventions
<ul style="list-style-type: none"> • Summer Booster Project 	Early identification of children with additional needs so that interventions can be put in place as soon as they start with us.	<ul style="list-style-type: none"> • School council – pupil voice / feedback
<ul style="list-style-type: none"> • Access to Sunshine Room 	To provide a sensory space for therapy pre/post teaching to help regulate needs and prepare a child for learning	<ul style="list-style-type: none"> • Rights Respecting feedback.
<ul style="list-style-type: none"> • Targeted 8 week Mental Health & Wellbeing program delivered by SLAM 	CUES-ED is an innovative psycho-education project developed by Clinical Psychologists and Cognitive Behaviour Therapists from the South London & Maudsley NHS Trust to improve the emotional wellbeing and resilience of primary school children.	<ul style="list-style-type: none"> • More resilient and balanced cohort who have a better understanding of how to identify issues and resolve them. Fewer behavioural issues within the year group.
<ul style="list-style-type: none"> • Targeted workshops around Relationship, Consent and Acceptable behaviour Workshops 	Brooks advisory service delivered workshops to Years 4,5, 6 on relationships and consent. They looked at peer on peer abuse, acceptable behaviours and consequences	<ul style="list-style-type: none"> • Children are aware of the risks around peer on peer abuse and have channels to voice any concerns they may have
Balancing Power workshops (aimed at reducing risks of youth violence by promoting good choices) with year 6 Pupils		<ul style="list-style-type: none"> • Reduction in school exclusions

Pupil Profile – 2017/18

Number of pupils on roll	399
Percentage of pupils eligible for Pupil Premium Grant (PPG)	51.8%
Percentage of pupils who are Children Looked After (CLA)	0.51%
Total amount of PPG received	£248790

End of Year Attainment 2018

	Year 2	
	PPG	All Students
Reading	81%	77%
Writing	63%	72%
Maths	70%	79%
	Year 6	
	PPG	All Students
Reading	62%	76%
Writing	82%	87%
Maths	69%	81%

What we are doing – Intervention & strategies	Intended outcomes – What we would like to achieve	Evidence – How is progress measured and monitored
<ul style="list-style-type: none"> Continue to develop the additional teaching and support in each Year Group from R - 6 	To reduce the gap between PPG and non-PPG students.	<ul style="list-style-type: none"> Progress monitored regularly through Target Tracker
<ul style="list-style-type: none"> Use the newly extended Senior Leadership Team to ensure focus on standards 	Overall quality of teaching rated to be good or outstanding.	<ul style="list-style-type: none"> ½ Termly Pupil Progress Meetings to monitor progress and identify widening gaps.
<ul style="list-style-type: none"> Determined focus on provision of Good or better lessons through CPD support from external consultants focusing on teaching and learning 	All children continue to make 1.8 - 2.0 steps progress every term in all subjects.	<ul style="list-style-type: none"> Weekly Phase Meetings Fortnightly review of vulnerable children to

(ongoing throughout the year)		identify on-going concerns.
<ul style="list-style-type: none"> Support through partnership with local Federation 	Shared good practice to improve the quality of teaching and learning taking place.	<ul style="list-style-type: none"> Termly reviews of IEP and LSPs
<ul style="list-style-type: none"> Increased levels of team teaching and opportunities for colleagues to observe best practice 	Shared good practice to improve the quality of teaching and learning taking place.	<ul style="list-style-type: none"> Annual Reviews for children with an EHCP
<ul style="list-style-type: none"> Booster Classes and Holiday Boosters 	Provide extra, targeted support to pupils to raise attainment and contribute to improved results and increase in pupils' confidence and motivation.	<ul style="list-style-type: none"> Learning walks Lesson observations External reviews with SIA
<ul style="list-style-type: none"> Extend access to the Breakfast club 	Improved learning, attendance and behaviour at school, punctuality, healthy eating, social development, and fun through play.	<ul style="list-style-type: none"> Regular monitoring of books Cluster moderation meetings
<ul style="list-style-type: none"> ELSA Provision 	Support children to understand and regulate their own emotions, learn to respect others around them and develop their personal resiliency so they are ready to learn.	<ul style="list-style-type: none"> Pre and Post intervention monitoring Case studies on student progress following interventions
<ul style="list-style-type: none"> Educational Psychologists 	Improve the life chances of all children they work with and offer a wide range of evidence-informed interventions to support learning.	<ul style="list-style-type: none"> School council – pupil voice / feedback Rights Respecting feedback.
<ul style="list-style-type: none"> Speech & Language Therapy 	To improve communication and the ability to understand and express thoughts, ideas and feelings; develop intelligible speech and offer a better quality of life and greater self-esteem and increased independence to identified children.	

<ul style="list-style-type: none"> • Early identification & intervention of additional needs 	School policy in line with the SEND code of practice that highlights the importance of early identification and responding to SEN needs to improve access to the school curriculum.	
<ul style="list-style-type: none"> • Summer Booster Project 	Early identification of children with additional needs so that interventions can be put in place as soon as they start with us.	
<ul style="list-style-type: none"> • Access to Sunshine Room 	To provide a sensory space for therapy pre/post teaching to help regulate needs and prepare child for learning	
<ul style="list-style-type: none"> • Targeted small group work with experienced teacher / SENCO 	To bridge gaps in learning with targeted interventions.	
<ul style="list-style-type: none"> • Targeted 1:1 with experienced teacher / SENCO 	To bridge gaps in learning with targeted interventions.	

