



Jubilee Academy

Pupil Premium Review 2017- 2018

Improving Education Together.



1. Summary information					
Academy	Jubilee Academy				
Academic Year	2017/18	Total PP budget	£172,920	Date of most recent PP Review	25/09/2017
Total number of pupils	202	Number of pupils eligible for PP	120	Date for next internal review of this strategy	16/10/2017
Total number of LAC pupils	1	Link governor for PP	Cath Boneham	Lead teacher for PP	Claire Goldup

End of KS2 attainment July 2017		
	<i>Pupils eligible for PP (21 pupils)</i>	<i>Pupils NOT eligible for PP (9 pupils)</i>
% achieving in reading, writing and maths	24%	33%
% achieving ARE in reading	48%	56%
% achieving ARE in writing	43%	22%
% achieving ARE in maths	38%	56%

End of KS1 attainment July 2017		
	<i>Pupils eligible for PP (17 pupils)</i>	<i>Pupils NOT eligible for PP (13 pupils)</i>
% achieving ARE in reading	47%	46%
% achieving ARE in writing	29%	31%
% achieving ARE in maths	47%	46%

Phonics Screening July 2017		
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>
Year 1	85%	60%
Year 2	76%	85%

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	In Key Stage 1, on average, 60% of pupils entitled to Pupil Premium are working at the expected standard in reading. This is 50% in lower Key Stage 2 and 40% in upper Key Stage 2. In all year groups, more girls are working at the expected standard in reading. This is most significant in years 6, 3, 2 and 1. Very few pupils are working at greater depth. Not enough pupils make expected progress. Girls make better progress in years 6 and 3 and boys make better progress in years 5 and 4. Very few pupils make accelerated progress. There are currently 42% of pupils working at the expected standard in Year 6 and 60% in Year 2.
B.	With the exception of Year 1, less than 50% of pupils entitled to Pupil Premium are working at the expected standard in writing. In all year groups, except the current Year 6, more girls than boys are working at the expected standard. No pupils are working at greater depth. In the current Year 5 and Year 2, 90% of pupils make expected progress. This is significantly less in all other year groups. There is no significant gap between boys and girls. There are currently 25% of pupils working at the expected standard in Year 6 and 50% in Year 2.
C.	With the exception of the current Year 1 and Year 4, less than 50% of pupils entitled to Pupil Premium are working at the expected standard. In all year groups more girls are working at the expected standard than boys. Not enough children make expected progress. In the current Year 5 more boys make progress than girls and in the current Year 1 more girls make progress than boys. There are currently 33% of pupils working at the expected standard in Year 6 and 45% in Year 2.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	On average between 10 – 30%, approximately 2 pupils in each year group are persistently absent. In upper Key Stage 2 a greater percentage of boys are persistently absent than girls. In the current Reception class, 50% of pupils entitled to Pupil Premium were persistently absent last academic year. In addition, between 38 and 59% of children have attendance below the school target of 96%. There are significant differences between boys and girls evident across classes.
E.	There is a need to raise the aspirations of pupils so that they are motivated and proud of their achievements.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment and accelerate progress in reading.	End of Key Stage targets will be achieved. All pupils will make at least expected progress in reading. At least 30% of pupils will make better than expected progress. More pupils will be working at the expected standard by the end of the year. Higher ability pupils will be working at greater depth by the end of the year. The gap between girls and boys will reduce.
B.	To raise attainment and accelerate progress in writing.	End of Key Stage targets will be achieved. All pupils will make at least expected progress in writing. At least 30% of pupils will make better than expected progress. More pupils will be working at the expected standard by the end of the year. Higher ability pupils will be working at greater depth by the end of the year. The gap between girls and boys will reduce.
C.	To raise attainment and accelerate progress in maths.	End of Key Stage targets will be achieved. All pupils will make at least expected progress in maths. At least 30% of pupils will make better than expected progress. More pupils will be working at the expected standard by the end of the year. Higher ability pupils will be working at greater depth by the end of the year. The gap between girls and boys will reduce.
D.	To improve attendance of pupils entitled to Pupil Premium.	No pupils will have attendance of less than 90% There will be a significant reduction in the number of pupils with attendance below the school target of 96%.
E.	To promote high standards and aspirations so that pupils will be motivated and proud of their achievements.	All pupils will have the opportunity to take part in enrichment activities. Pupils in Upper Key Stage 2 will be able to articulate their personal aspirations. All pupils will have the opportunity to share their achievements.

4. Planned expenditure						
Academic year	2017/18					
The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
To raise attainment and accelerate progress in reading, writing and maths.	Continued professional development focused on assessment for learning	EEF indicates that marking and feedback has the most significant impact on the progress made by pupils. In turn, effective marking and feedback has a positive impact on pupils' motivation and attitudes to learning.	Weekly book scrutiny Lesson observations and drop ins Pupil voice	DB KV, DF	£1000	Half termly, but book monitoring takes place weekly
To provide targeted intervention to ensure that all pupils make at least expected progress in reading, writing and maths.	Allocation of additional Teaching Assistant hours	Teaching assistants will be deployed to classes in the mornings to support class teachers, enabling them to target interventions and close gaps in learning. In the afternoons, Teaching Assistants will lead interventions for small groups or individual pupils as identified through pupil progress meetings.	Half termly analysis of data and pupil progress meetings Lesson observations, learning walks and book scrutiny	DB JWw, KV, DF CG	£100,000	Fortnightly discussion to review whether intervention is working. Half termly analysis.

To raise attainment and accelerate progress in reading.	Continued professional development focused on teaching pupils strategies for monitoring and improving their comprehension strategies.	EEF research indicates that reading comprehension can be improved by describing and modelling specific strategies then giving children time to practise them with feedback.	Half termly analysis of data and pupil progress meetings Fortnightly book monitoring and discussion with class teachers and teaching assistants	KV	£1000	Fortnightly discussion to review whether intervention is working. Half termly analysis.
To raise attainment and accelerate progress in maths	Purchase of Maths Whizz	As demonstrated in other areas, this program has a proven record of success. On average children make 18 months progress in an academic year. Children need to access 40 minutes per week.	Half termly analysis of data and pupil progress meetings Analysis of results from PUMA maths tests and White Rose assessments	DB, DF	£5000	Fortnightly discussion to review whether intervention is working. Half termly analysis.
To raise the profile of maths in EYFS	Purchase of 'concrete' resources to develop foundation skills	Actions to be identified following discussion with EYFS lead (By October half term)	Weekly progress monitoring and discussion. Half termly analysis of data and pupil progress meetings	AT, CK	£1000	Half termly analysis.
Total budgeted cost						

ii. Targeted support						
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
To ensure that the Pupil Premium grant secures positive outcomes for pupils	Appointment of Assistant Principal as strategic lead	Assistant Principal has experience of using the grant to secure better outcomes. Impact of interventions will be evaluated every half term. Half termly pupil progress meetings will ensure that teachers are accountable for the progress of pupils.	Minutes of Pupil Progress meetings and analysis of data Reports made to governing body	DB CG	£10,000	Three week mini review. Half termly analysis.
To improve reading comprehension and spelling in upper Key Stage 2	Implementation of Sound Training	Research from Northumbria University shows that pupils make an average gain of 27 months over 6 weeks when taught how to master word-building strategies and understanding the meanings of word pieces. Once this word knowledge is in place, pupils are able to apply to other reading strategies such as reading words in context.	Results of assessments, reading and spelling age tests. Staff monitoring.	KV	£5,300	Fortnightly discussion to review whether intervention is working. Half termly analysis.
Total budgeted cost						

iii. Other approaches						
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
To improve attendance of pupils entitled to Pupil Premium	Purchase of Educational Welfare Services Employment of Multi-Agency Support Worker	The involvement of the Educational Welfare Officer will enable the academy to challenge the parents and carers of those pupils who are persistently absent. The support worker has built positive working relationships with parents and is able to have challenging conversations and support parents in improving attendance	Weekly and half termly monitoring of attendance of pupils entitled to Pupil Premium	CG	£1400 £15000	Half termly
To raise pupils' aspirations so that they are motivated and proud of their achievements	Engagement with Primary Schools' Careers Programme. Subsidy of school trips and enrichment activities. Children work with Shakespearean actors and perform Hamlet	Children will be able to articulate their aspirations and celebrate their success. All pupils will have equality of access to enrichment activities.	Pupil questionnaires will be used to evaluate the impact of enrichment activities Assessment data will indicate impact on pupil progress	DB	£5000	Fortnightly discussion to review whether intervention is working. Half termly analysis.

<p>To engage parents in their children's learning and ensure that pupils read regularly.</p>	<p>Purchase of home / school reading diaries. Reading ages tested regularly.</p>	<p>Encouraging parents and children to read together each day sets high expectations, highlights a focus on reading for families and the academy. PIRLS data of children aged 9-10 shows that those who read stories outside of school 'every day or almost every day' score significantly higher (with a standardized score of 573) compared to those that do so once or twice a week (535). It is likely being a better reader will influence how often children read. Reading within an appropriate book band will stretch children and help to build confidence.</p>	<p>Reading diaries monitored each day and children who have not read will be heard at lunchtime in the library. Books will be changed frequently in the library with children choosing their own book within an appropriate book band. Reading ages will be given to parents at regular intervals as a measure of the impact they're having.</p>	<p>KV</p>	<p>£2000</p>	<p>Half Termly analysis.</p>
<p>Total budgeted cost</p>						

5. Review of expenditure				
Previous Academic Year		2016-2017		
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase rates of progress of pupils entitled to Pupil Premium	Employment of additional TAs leading intervention programs: Talk Boost, Switch On.	Pupil Premium pupils made better than expected progress.	Staff absence has had an impact on the implementation of intervention programmes	£72,439
To improve rates of progress of pupils entitled to Pupil Premium in reading (particularly in Kay Stage 1)	Purchase of Literacy Planet	85% of pupils entitled to Pupil Premium passed the phonics screening test at the end of Year 1; 76% at the end of Year 2	Need to continue focus on phonics, including early intervention in Year 1	£2, 756
Improve child well-being and feeling of safety and security	Purchase of Toot Toot	Toot Toot was well used by children, particularly Year 4 and Year 6. Entries made by staff have provided a chronology that can be used in discussions with parents and other agencies	Continue with Toot Toot as a tool for children to make staff aware of any concerns they may have	£900

To improve attendance, behaviour and support to families	Employment of Pastoral Support Worker	Attendance improved last year. Behaviour improved (there were fewer exclusions)	Attendance remains a key priority and the purchase of additional EWO services should enable the school to target the most vulnerable pupils Attendance of pupils entitled to Pupil Premium will be monitored on a weekly basis	£14, 194
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To develop social and emotional skills, particularly in preparations for transition to KS3.	Subsidy of residential trip for Year 6 pupils	Some relationships improved within the year group and children demonstrated more empathy and awareness of the needs of others	Continue to subsidise Year 6 residential trip	£2, 500
To enrich the curriculum by offering new experiences to the children	Subsidy of school educational trips	All pupils attended at least 1 visit and were able to experience an environment outside school	Continue to subsidise school trips to enable all pupils to access the enriched curriculum. Continue KS1 trip to Sycamore Centre Provide swimming lessons for KS2	£2,000
For children to develop an awareness of keeping themselves safe	Dot Com Programme	Pupil questionnaires Pupil Voice discussions have indicated that children feel much safer in school.	Continue with Dot Com Programme and individual journals New ICT curriculum will ensure e-safety is addressed regularly Ensure that Dot Com is complemented with additional PSHE lessons and assemblies	£3000

Recommendation and actions from the review