## Pupil premium strategy statement (Primary)

## School overview 2020-21

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| School name | Jubilee Academy |
| Pupils in school | 209 Year 1 - 6 |
| Proportion of disadvantaged pupils | 130/209 62% |
| Pupil premium allocation this academic year | £173.505 |
| Academic year or years covered by statement | Nursery – Year 6 |
| Publish date | September 2020 |
| Review date | December 2020 |
| Statement authorised by | Kate Benton – Principal |
| Pupil premium lead | Claire Goldup – Assistant Principal |
| Governor lead | Cath Boneham |

## Disadvantaged pupils’ performance - progress overview for last academic year

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| **Measure** | **Score Value Added Progress (FFT TA)** | |
| Reading | -2.0 PP  + 1.3 NPP | 99.1 PP  102.6 NPP |
| Writing | -1.5 PP  +2.0 NPP | 100 PP  104 NPP |
| Maths | -2.4 PP  +4.3 NPP | 99.2 PP  106 NPP |

## Disadvantaged pupils’ performance – attainment overview for last academic year

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| **Measure** | **Score (FFT TA)** | | **Measure** | **Score (FFT TA)** | |
| Meeting expected standard at KS2  Combined | 60% PP  70% NPP | +6% VA PP  +18% VA NPP | Met expected standard at KS1  Combined | 58% PP  64% NPP | +6% VA PP  +4% VA NPP |
| Meeting expected standard at KS2  Reading | 60% PP  80% NPP | -6% VA PP  +15% VA NPP | Achieved expected standard at KS1  Reading | 63% PP  73% NPP | -1% VA PP  +1% VA NPP |
| Meeting expected standard at KS2  Writing | 60% PP  70% NPP | -1% VA PP  +11% VA NPP | Achieved expected standard at KS1  Writing | 58% PP  64% NPP | 0% VA PP  -1% VA NPP |
| Meeting expected standard at KS2  Maths | 60% PP  100% NPP | -4% VA PP  +36% VA NPP | Achieved expected standard at KS1  Maths | 58% PP  73% NPP | 5% VA PP  9% VA NPP |
| Meeting expected standard at KS2  SPAG | 60% PP  70% NPP | -4% VA PP  +5% VA NPP | Achieving higher standard at KS1 Combined | 0% PP  0% NPP | -2% VA PP  -5% VA NPP |
| Achieving higher standard at KS2 Combined | 0 PP  0 NPP | -8% VA PP  -4% VA NPP |  |  |  |
| Achieving higher standard at KS2 Reading | 10% PP  0% NPP | -10% VA PP  -14% VA NPP | Achieving higher standard at KS1  Reading | 5% PP  9% NPP | -3% VA PP  -4% VA NPP |
| Achieving higher standard at KS2 Writing | 0% PP  0% NPP | -11% VA PP  -6% VA NPP | Achieving higher standard at KS1  Writing | 0% PP  0% NPP | -4% VA PP  -6% VA NPP |
| Achieving higher standard at KS2  Maths | 5% PP  0% NPP | -10% VA PP  -13% VA NPP | Achieving higher standard at KS1  Maths | 5% PP  9% NPP | -2% VA PP  -3% VA NPP |
| Achieving higher standard at KS2  SPAG | 0% PP  0% NPP | -18% VA PP  -13% VA NPP |  |  |  |

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| **2020-21 Executive Summary** | | | | | | | |
| **Identified Barriers** | **Desired outcomes** | **Teaching Priorities** | | **Targeted Academic Support** | | **Wider Support** | |
| **Strategy Summary** | **Cost** | **Strategy Summary** | **Cost** | **Strategy Summary** | **Cost** |
| **1. Curriculum content amendment as a result of Covid19** | 1. Aspects of the curriculum not covered due to Covid19 will be addressed through a Blended Learning approach.  2. Pupils will have the opportunity to engage in a broad and knowledge rich curriculum.  3. Pupils in Years 2 and 3 who didn’t sit the phonic screening will pass the screening at the end of the Autumn term.  4. Pupils in Year 1 who achieved GLD and the pupils who achieved the expected standard at the end of KS1 will be working at the expected standard at the end of the Autumn Term. | P1.1: Use of Dojo and digital platforms to set Home Learning and projects  P1.2: CPD for quality first teaching and learning  P1.3: Additional staffing to support with phonics teaching  P1.4: Additional staffing to support with content recovery from previous year | £6,000  £3,000 | P1.1: Targeted same day interventions from teachers and teaching assistants  P1.3: Targeted interventions from teachers and teaching assistants  P1.4: Targeted interventions from teachers and teaching assistants |  | P1.3: Engagement of parents and carers through phonics workshops and home learning packs  P1.4: Additional learning resources such as CGP materials  P1.4: Purchase new reading scheme aligned with letters and sounds | £200  £600  £2,000 |
| **2. Low levels of spoken language and vocabulary acquisition** | 1. To increase the language base in pupils’ long-term memory – closing the language gap between pupils in the top and bottom quartiles  2. More pupils will achieve positive progress scores in reading, writing and maths at the end of KS2.  3. More pupils will achieve the higher standard in reading and maths at the end of KS1 and KS2. | P2.1: CPD to embed the use of Word Aware  P2.1: CPD to improve the teaching of vocabulary  P2.2: CPD to embed approaches to teaching reading and maths  P2.2: APs to cover teachers in Years 4 and 5 to ensure quality first teaching  P2.3: CPD to ensure sufficient challenge, particularly the most able, in reading and maths |  | P2.1: Targeted, same day interventions from teachers and teaching assistants  P2.1: Speech and Language interventions  P2.2: Targeted, same day interventions from teachers and teaching assistants |  | P2.1: Shared stories for EYFS and Year 1 to engage parents and carers with reading at home |  |

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| **3. Limited access to books and reading** | 1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading  2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing  3. Pupils who are not reading at the expected standard will make accelerated progress  4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2 | P3.2: CPD to embed whole school approach to teaching reading |  | P3.1: Promote reading through events and author visits  P3.3: 1:1 reading and intervention for lowest 20% in every class  P3.4: Targeted interventions from teachers and teaching assistants |  | P3.1: Develop the school library  P3.2: Purchase high quality texts for whole class reading | £10,000 |
| **4. Standards in writing not improving quickly enough** | 1. More Pupils will reach the expected standard in writing at the end of every key stage | P4.1: Talk for Writing training for teachers in KS1  P4.1: CPD to develop a consistent approach to the teaching of writing in Years 4 and 5  P4.1: Introduce No More Marking approach to comparative judgment |  |  |  | P4.1: Purchase of Get Spelling software and practice books |  |
| **5. There is a significant gap between disadvantaged pupils and other pupils in mathematics across the academy** | 1. More Pupils will reach the expected standard in maths at the end of every key stage  2. The gap between disadvantaged pupils and other pupils will be reduced | P1.1: CPD for staff to further develop the CPA approach  P1.1: CPD for staff on developing vocabulary in mathematics |  | P1.1: Same day, targeted interventions led by teachers and teaching assistants |  | P1.1: Engagement of parents and carers through the on-line platform and workshops |  |
| **6. Low attendance, persistent absence and lateness** | 1. Whole school attendance will be at least 96%  2. PA will be inline with if not below national (10.9%), England (8.2%) and Walsall (8.5%)  3. All pupils will have high attendance and come to school on time. | P6: Teachers and teaching assistants encourage good attendance.  P6: The curriculum is broad, balanced and knowledge rich and lessons and Pupils are actively engaged in the learning |  | P6: Parent and multi-agency liaison officer to support Pupils and families where low attendance is identified  P6: Cluster Attendance Office to support staff in school to engage families in order to ensure good attendance | £5,000  £5,000 | P6: Rewards for improved attendance, 96% attendance and 100% attendance | £3,000 |
| **7. Basic needs not met** | 1. All pupils’ basic needs will be met so that they are ‘ready to learn’ and able to access the learning opportunities. | P7: All teachers and teaching assistants aware of Pupils at risk and know how to report any concerns |  | P7: Parent and multi-agency liaison officer to support Pupils and families |  | P7: Provision of healthy breakfast snacks and uniform as needed |  |

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| **8. Low socio-economic demographic – limited Cultural Capital** | 1. Ensure that all pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way to broaden their cultural capital and experience.  2. Ensure that all pupils, including those that are disadvantaged, develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations. | 8.1: Planned real experiences across the curriculum available for all pupils  8.2: Quality first teaching of a knowledge rich curriculum |  | 8.1: Enrichment activities for particular cohorts and target groups of pupils |  |  |  |
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## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| 3. To raise attainment and accelerate progress in reading. | * There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom. * All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. * Pupils read widely and often, with fluency and comprehension appropriate to their age. * In Key Stage 1, pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at Key Stage 2. * All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages. | May 2021 |
| 4. To raise attainment and accelerate progress in writing. | * There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom. * In Key Stage 1, pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at Key Stage 2. * All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages. | May 2021 |
| 5. To raise attainment and accelerate progress in maths. | * There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom. * Assessment information is used by leaders to evaluate the impact of current curriculum practice and identify appropriate next steps. * In Key Stage 1, pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at Key Stage 2. * All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages. | May 2021 |
| 6. To ensure that pupils have high attendance and come to school on time. | * Pupils have high attendance and come to school on time. * The number of pupils who are persistently absent is below the national average for all groups of pupils. | July 2021 |
| 7. To ensure that all pupils’ basic needs are met so that they are ‘ready to learn’ and able to access the learning opportunities. | * Pupils who may need early help and who are at risk of harm are identified and the help that Pupils need is secured, referring in a timely way to those who have the expertise to help. The impact of this support is monitored and evaluated. | July 2021 |

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| 8. To ensure that all pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way. | * Pupils’ work across the curriculum is consistently of a high standard. * All pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way that considerably strengthens the academy’s offer. * 2. Ensure that all pupils, including those that are disadvantaged, develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations. * All pupils are ready for the next stage in their education, equipped to make the transition successfully with additional support provided for pupils with additional needs. | July 2021 |

## Teaching strategies for the current academic year

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| **Measure** | **Activity** | **Predicted cost** |
| **Priority 1:**  1. Aspects of the curriculum not covered due to Covid19 will be addressed through a Blended Learning approach.  2. Pupils will have the opportunity to engage in a broad and knowledge rich curriculum.  3. Pupils in Years 2 and 3 who didn’t sit the phonic screening will pass the screening at the end of the Autumn term.  4. Pupils in Year 1 who achieved GLD and the pupils who achieved the expected standard at the end of KS1 will be working at the expected standard at the end of the Autumn Term. | P1.1: Use of Dojo and digital platforms to set Home Learning and projects  P1.2: CPD for quality first teaching and learning  P1.3: Additional staffing to support with phonics teaching  P1.4: Additional staffing to support with content recovery from previous year |  |
| **Priority 2:**  1. To increase the language base in pupils’ long-term memory – closing the language gap between pupils in the top and bottom quartiles  2. More pupils will achieve positive progress scores in reading, writing and maths at the end of KS2.  3. More pupils will achieve the higher standard in reading and maths at the end of KS1 and KS2. | P2.1: CPD to embed the use of Word Aware  P2.1: CPD to improve the teaching of vocabulary  P2.2: CPD to embed approaches to teaching reading and maths  P2.2: APs to cover teachers in Years 4 and 5 to ensure quality first teaching  P2.3: CPD to ensure sufficient challenge, particularly the most able, in reading and maths |  |

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| **Priority 3:**  1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading.  2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing.  3. Pupils who are not reading at the expected standard will make accelerated progress.  4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2. | P3.2: CPD to embed whole school approach to teaching reading |  |
| **Priority 4:**  1. More Pupils will reach the expected standard in writing at the end of every key stage | P4.1: Talk for Writing training for teachers in KS1  P4.1: CPD to develop a consistent approach to the teaching of writing in Years 4 and 5  P4.1: Introduce No More Marking approach to comparative judgment |  |
| **Priority 5:**  1. More Pupils will reach the expected standard in maths at the end of every key stage.  2. The gap between disadvantaged pupils and other pupils will be reduced. | P1.1: CPD for staff to further develop the CPA approach  P1.1: CPD for staff on developing vocabulary in mathematics |  |
| **Priority 6:**  1. Whole school attendance will be at least 96%.  2. PA will be in line with if not below national (10.9%), England (8.2%) and Walsall (8.5%)  3. All pupils will have high attendance and come to school on time. | P6: Teachers and teaching assistants encourage good attendance.  P6: The curriculum is broad, balanced and knowledge rich and lessons and Pupils are actively engaged in the learning. |  |

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| **Priority 7:**  1. All pupils’ basic needs will be met so that they are ‘ready to learn’ and able to access the learning opportunities. | | P7: All teachers and teaching assistants aware of pupils at risk and know how to report any concerns |  |
| **Priority 8:**  1. All pupils, including those who are disadvantaged, will have access to a wide, rich set of experiences in a coherently planned way to broaden their cultural capital and experience.  2. All pupils, including those that are disadvantaged, will develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations. | | 8.1: Planned real experiences across the curriculum available for all pupils.  8.2: Quality first teaching of a knowledge rich curriculum. |  |
| Barriers to learning address by priorities above | | **1. Curriculum content amendment as a result of Covid19**  **2. Low levels of spoken language and vocabulary acquisition**  **3. Limited access to books and reading**  **4. Standards in writing not improving quickly enough**  **5. There is a significant gap between disadvantaged pupils and other pupils in mathematics across the academy**  **6. Low attendance, persistent absence and lateness**  **7. Basic needs not met**  **8. Low socio-economic demographic – limited Cultural Capital** |  |
| Projected cumulative spending |  | |  |

## Targeted academic support for current academic year

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| **Measure** | **Activity** | **Predicted cost** |
| **Priority 1:**  1. Aspects of the curriculum not covered due to Covid19 will be addressed through a Blended Learning approach.  2. Pupils will have the opportunity to engage in a broad and knowledge rich curriculum.  3. Pupils in Years 2 and 3 who didn’t sit the phonic screening will pass the screening at the end of the Autumn term.  4. Pupils in Year 1 who achieved GLD and the pupils who achieved the expected standard at the end of KS1 will be working at the expected standard at the end of the Autumn Term. | P1.1: Targeted same day interventions from teachers and teaching assistants  P1.3: Targeted interventions from teachers and teaching assistants  P1.4: Targeted interventions from teachers and teaching assistants |  |
| **Priority 2:**  1. To increase the language base in pupils’ long-term memory – closing the language gap between pupils in the top and bottom quartiles  2. More pupils will achieve positive progress scores in reading, writing and maths at the end of KS2.  3. More pupils will achieve the higher standard in reading and maths at the end of KS1 and KS2. | P2.1: Targeted, same day interventions from teachers and teaching assistants  P2.1: Speech and Language interventions  P2.2: Targeted, same day interventions from teachers and teaching assistants |  |

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| **Priority 3:**  1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading.  2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing.  3. Pupils who are not reading at the expected standard will make accelerated progress.  4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2. | P3.1: Promote reading through events and author visits  P3.3: 1:1 reading and intervention for lowest 20% in every class  P3.4: Targeted interventions from teachers and teaching assistants |  |
| **Priority 4:**  1. More Pupils will reach the expected standard in writing at the end of every key stage |  |  |
| **Priority 5:**  1. More Pupils will reach the expected standard in maths at the end of every key stage.  2. The gap between disadvantaged pupils and other pupils will be reduced. | P1.1: Same day, targeted interventions led by teachers and teaching assistants |  |
| **Priority 6:**  1. Whole school attendance will be at least 96%.  2. PA will be in line with if not below national (10.9%), England (8.2%) and Walsall (8.5%)  3. All pupils will have high attendance and come to school on time. | P6: Parent and multi-agency liaison officer to support Pupils and families where low attendance is identified  P6: Cluster Attendance Office to support staff in school to engage families in order to ensure good attendance |  |

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| **Priority 7:**  1. All pupils’ basic needs will be met so that they are ‘ready to learn’ and able to access the learning opportunities. | | P7: Parent and multi-agency liaison officer to support Pupils and families |  |
| **Priority 8:**  1. All pupils, including those who are disadvantaged, will have access to a wide, rich set of experiences in a coherently planned way to broaden their cultural capital and experience.  2. All pupils, including those that are disadvantaged, will develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations. | | 8.1: Enrichment activities for particular cohorts and target groups of pupils |  |
| Barriers to learning address by priorities above | | **1. Curriculum content amendment as a result of Covid19**  **2. Low levels of spoken language and vocabulary acquisition**  **3. Limited access to books and reading**  **4. Standards in writing not improving quickly enough**  **5. There is a significant gap between disadvantaged pupils and other pupils in mathematics across the academy**  **6. Low attendance, persistent absence and lateness**  **7. Basic needs not met**  **8. Low socio-economic demographic – limited Cultural Capital** |  |
| Projected cumulative spending |  | |  |

## Wider strategies for current academic year

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| **Measure** | **Activity** | **Predicted cost** |
| **Priority 1:**  1. Aspects of the curriculum not covered due to Covid19 will be addressed through a Blended Learning approach.  2. Pupils will have the opportunity to engage in a broad and knowledge rich curriculum.  3. Pupils in Years 2 and 3 who didn’t sit the phonic screening will pass the screening at the end of the Autumn term.  4. Pupils in Year 1 who achieved GLD and the pupils who achieved the expected standard at the end of KS1 will be working at the expected standard at the end of the Autumn Term. | P1.3: Engagement of parents and carers through phonics workshops and home learning packs  P1.4: Additional learning resources such as CGP materials  P1.4: Purchase new reading scheme aligned with letters and sounds |  |
| **Priority 2:**  1. To increase the language base in pupils’ long-term memory – closing the language gap between pupils in the top and bottom quartiles  2. More pupils will achieve positive progress scores in reading, writing and maths at the end of KS2.  3. More pupils will achieve the higher standard in reading and maths at the end of KS1 and KS2. | P2.1: Shared stories for EYFS and Year 1 to engage parents and carers with reading at home |  |

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| **Priority 3:**  1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading.  2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing.  3. Pupils who are not reading at the expected standard will make accelerated progress.  4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2. | P3.1: Develop the school library  P3.2: Purchase high quality texts for whole class reading |  |
| **Priority 4:**  1. More Pupils will reach the expected standard in writing at the end of every key stage | P4.1: Purchase of Get Spelling software and practice books |  |
| **Priority 5:**  1. More Pupils will reach the expected standard in maths at the end of every key stage.  2. The gap between disadvantaged pupils and other pupils will be reduced. | P1.1: Engagement of parents and carers through the on-line platform and workshops |  |
| **Priority 6:**  1. Whole school attendance will be at least 96%.  2. PA will be in line with if not below national (10.9%), England (8.2%) and Walsall (8.5%)  3. All pupils will have high attendance and come to school on time. | P6: Rewards for improved attendance, 96% attendance and 100% attendance |  |

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| **Priority 7:**  1. All pupils’ basic needs will be met so that they are ‘ready to learn’ and able to access the learning opportunities. | | P7: Provision of healthy breakfast snacks and uniform as needed |  |
| **Priority 8:**  1. All pupils, including those who are disadvantaged, will have access to a wide, rich set of experiences in a coherently planned way to broaden their cultural capital and experience.  2. All pupils, including those that are disadvantaged, will develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations. | |  |  |
| Barriers to learning address by priorities above | | **1. Curriculum content amendment as a result of Covid19**  **2. Low levels of spoken language and vocabulary acquisition**  **3. Limited access to books and reading**  **4. Standards in writing not improving quickly enough**  **5. There is a significant gap between disadvantaged pupils and other pupils in mathematics across the academy**  **6. Low attendance, persistent absence and lateness**  **7. Basic needs not met**  **8. Low socio-economic demographic – limited Cultural Capital** |  |
| Projected cumulative spending |  | |  |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders |
| Targeted support | Ensuring that interventions are purposeful and are closely monitored by teachers and subject leaders  Timetabling constraints | Pupil progress meetings  Monitoring of interventions to be led by subject leads and SENCO |
| Wider strategies | Engaging the families facing most challenges  Constraints on enrichment posed by COVID19 | Family and multi-agency liaison officer  Safeguarding Team  Use of Dojo and digital platforms to engage parents  Virtual coffee mornings and assemblies |