



2018-19 Pupil Premium Grant Expenditure – Planned Spending Report to Governors

Number of pupils and pupil premium grant (PPG) received.		
Total number of pupils on roll September 2018 (YR – Y6)		200
Total number of pupils eligible for PPG	YR – Y6	106 pupils
	LAC	2 pupils
Amount of PPG received per pupil	YR – Y6	£1,320
	LAC	£2,300
	Actual LAC*	£1,800
Total number of pupils eligible for PPG.		106 pupils
Total amount of PPG received.		£143,996

**due to proportion being allocated to the Virtual LAC team.*

School Context

Jubilee Park Academy is slightly smaller than most primary schools. The school site is located between the Great Bridge and Princess End Wards in Sandwell, which are one of the most deprived of all boroughs nationally (top 10% of neighbourhoods in England based on Indices of Deprivation).

The number of families who are on state benefits and unemployed is double the national average (top 10% of neighborhoods in England based on Indices of Deprivation) The unemployment rate in the area is also high compared to both Sandwell and Tipton town averages. A very large majority of our families are deemed to be 'struggling families' (top 15% of neighborhoods in England based on Indices of Deprivation). The school is in the top 1% of all neighborhoods for Living Environment Deprivation (Office for Neighborhood Statistics). These deprivation indicators are supported by the ROL where school deprivation is higher than national (0.46 school compared to 0.21 national) and FSM is well above the national picture at 62.1% compared to 24.3% nationally in 2017. As a result of serving a highly deprived area many pupils who join the school have specific behavioural, emotional problems or child protection issues.

Furthermore, the majority of our pupils do not come from backgrounds that are language enriched. A very high proportion of pupils enter school with low communication and language skills; social skills are also poor (based on Foundation Stage Tracking Data/ WELLCOMM Assessments) and below age related expectations. There are a high proportion of pupils identified as having speech and language difficulties - which is a significant barrier to attainment.

The school has used the 'Teaching and Learning Toolkit' from the Education Endowment Foundation to review the impact and cost effectiveness of the interventions we currently use to support our pupils.

Previous performance of disadvantaged pupils

(pupils eligible for free school meals or in local authority care for at least six months)

*** Figures in brackets indicate performance measures for disadvantaged pupils nationally.*

	2016-17	2017-18
	(22 pupils)	(19 pupils)
The proportion of pupils achieving or surpassing EXS in test (end of KS 2) in English (reading and writing).	Reading 45% (77%) Writing 68% (81%)	Reading 79% (80%) Writing 74% (83%)
The proportion of pupils achieving or surpassing EXS in test (end of KS2) in Maths	Maths 45% (80%)	Maths 53% (81%)
The proportion of pupils achieving or surpassing EXS in test (end of KS2) in reading, writing and maths (combined).	32% (67%)	53% (70%)
Progress scores (reading and writing)	Reading -6.2 Writing -2.2	Reading -0.7 Writing +1.6
Progress scores (maths).	Maths -6.6	Maths -2.0

IMPACT of PPG spending 2017/18.

Objective	Impact	Spending – based on a % of the total amount.
<p>To continue to raise standards for PPG pupils through interventions with key staff, especially:</p> <ul style="list-style-type: none"> • writing in year 3 • most able disadvantaged in years 2 and 6 	<p>Yr 2 reading, writing and maths - attainment.</p> <ul style="list-style-type: none"> • There has been a +15% increase in the number of PPG pupils that achieved expected in reading and a +20% increase in the number of pupils that achieved greater depth in reading at the end of Yr 2 based on their EYFS results. • There has been a +15% increase in the number of PPG pupils that achieved expected in writing and a +10% increase in the number of pupils that achieved greater depth in writing at the end of Yr 2 based on their EYFS results. • There has been a +20% increase in the number of PPG pupils that achieved expected in maths and a +10% increase in the number of pupils that achieved greater depth in maths at the end of Yr 2 based on their EYFS results. <p>Yr 3 maths - attainment</p> <ul style="list-style-type: none"> • There has been a +11% increase in the number of PPG pupils that achieved expected in maths based on their end of KS1 results. <p>Yr 6 reading, writing and maths – attainment.</p> <ul style="list-style-type: none"> • Compared to 2016-17: • +34% of PPG pupils achieved EXS+ in reading, +8% of pupils achieved EXS+ in maths and +6% of pupils achieved EXS+ in writing. 	<p>£112,504.50</p>
<p>To continue to support the behaviour, mental health and well-being of PPG pupils and LAC pupils to reduce barriers to learning (Therapeutic Mentoring, Nurture sessions and Counselling).</p>	<ul style="list-style-type: none"> • 20 pupils accessed regular nurture sessions in two key stage specific groups. 6/20 (30%) were introduced back into their usual classes after specific development areas were supported. • 23 pupils were supported through counselling sessions based on STAR plan and successfully integrated back into class. • Platinum awards were achieved by pupils across the academic year. This equates to 67.6% of the maximum number of awards available. 	<p>£9,748.00</p>

<p>To continue to support PPG families to engage and develop enhanced parenting skills.</p>	<p>Parent Support</p> <ul style="list-style-type: none"> • The school has successfully appointed a PSA. • The PSA has organised and promoted coffee mornings with parents and 1:1 touch base meetings. • 6 families have been supported to access enhanced parenting skills courses by the PSA. • The PSA has made the following referrals to support our pupils and families: <ul style="list-style-type: none"> ○ 15 to the MASH team. ○ 6 to Early Help ○ 7 POA (CAMHS) • PSA supported families through: <ul style="list-style-type: none"> ○ 12 child protection conferences meetings. ○ 18 CIN meetings. ○ 20 PEP meetings for LAC. ○ 16 Early Help meetings (COG,TAF) • 2017/18: <ul style="list-style-type: none"> ○ 6 pupils were under child protection ○ 11 under CIN ○ 8 under Early Help ○ 29 under school monitoring ○ 5 LACE pupils. • 6 parents have been trained to support their children at home with basic reading and phonics skills through parental workshops. • 26 parents have been trained to support their children at home with basic maths skills through parental workshops. <p>Without this role we would not be able to successfully support all of these families with aspects of mental health and welfare.</p>	<p>£22,366.00</p>
	<p>Attendance</p> <ul style="list-style-type: none"> • 2017-18 average attendance for PPG pupils was 93.58%. Whole school average attendance was 95.17%. 	<p>£7,141.00</p>
	<p>Safeguarding</p> <ul style="list-style-type: none"> • 129 training courses have been completed by staff: <ul style="list-style-type: none"> ○ Annual L1 refresher – 31 staff ○ L1 Safeguard Training – 4 staff ○ Prevent - 22 Staff 	<p>£1,228.00</p>

	<ul style="list-style-type: none"> ○ FGM - 22 Staff ○ Safer Recruitment - 2 Staff ○ DSL Update - 1 Staff ○ Annual Fire Training - 24 Staff ○ Fire Marshall Training - 9 Staff ○ Risk Assessment Training - 14 Staff 	
<p>CPD training for staff to:</p> <ul style="list-style-type: none"> • improve language and communication skills for pupils, especially in EYFS, through Talk for Writing • successfully implement BAD learning to ensure that pupils, especially the most able disadvantaged pupils are challenged appropriately to make good progress. 	<p>At the end of EYFS</p> <ul style="list-style-type: none"> • in speaking, 50% of PPG pupils achieved the ELG. • In reading, 50% of PPG pupils achieved the ELG. • In writing, 50% of PPG pupils achieved the ELG with 8% exceeding. <p>At the end of KS1:</p> <ul style="list-style-type: none"> • In reading, 20% of PPG pupils were working at GDS at the end of Yr 2. • In writing, 10% of PPG pupils were working at GDS at the end of Yr 2. • In maths, 10% of PPG pupils were working at GDS at the end of Yr 2. <p>At the end of KS2:</p> <ul style="list-style-type: none"> • In reading, 16% of PPG pupils were working at GDS at the end of Yr 6, which is below national average (NA 33%). However; compared to 2017 this is an increase of +7%. Progress measures have improved from 2017 from -6.2 to -0.70. • In writing, 32% of PPG pupils were working at GDS at the end of Yr 6, which is above national average (NA 24%). Compared to 2017 this is an increase of +27%. Progress measures have improved from 2017 from -2.2 to +1.6. • In maths, 21% of PPG pupils were working at GDS at the end of Yr 6, which is below national average (NA 28%). However; compared to 2017 this is an increase of +21%. Progress measures have improved from 2017 from -6.6 to -2.0. 	£7,635.00
To continue to provide pupils with life experiences through residential trips and day trips linked to the curriculum.	<ul style="list-style-type: none"> • Residential trips for PPG pupils were subsidised by 50% for PPG pupils. • Transport for PPG was subsidised by 50% for PPG pupils. 	£1,627.65
Total received in 2017-18		£161,604.00
Total Spend 2017-18		£162,250.15

PPG spending 2018/19.

Objectives in spending PPG:

Set realistic objectives that focus on specific groups of pupils or subjects.

Objective	Success Criteria	Spending – based on a % of the total amount.
<p>Based on in-school data from 2017-18, to further raise standards for PPG pupils in the current:</p> <ul style="list-style-type: none"> • Yr 2 writing (59% EXS) • Yr 3 reading (60% EXS), writing (60% EXS) and maths (65% EXS). • Yr 4 writing (55% EXS) and maths (55% EXS). • Yr 5 reading (65% EXS) and writing (60% EXS). • Yr 6 writing (63% EXS). <p>Based on in-school data from 2017-18, to close the attainment gap for PPG and non PPG pupils in the current:</p> <ul style="list-style-type: none"> • Yr 3 reading, writing and maths. • Yr 4 reading, writing and maths. • Yr 6 reading, writing and maths. <p>Based on in-school data from 2017-18, to further accelerate the progress for PPG pupils in the current:</p> <ul style="list-style-type: none"> • Yr 2 writing • Yr 5 writing • Yr 6 maths. 	<p>SMT: boosting and interventions.</p> <ul style="list-style-type: none"> • SMT to identify pupils who require interventions through data analysis. • SMT to provide staff with CPD training in order to deliver interventions effectively. • SMT to monitor and evaluate interventions, ensuring that pupils make good progress and that areas for development for each pupil are addressed. • Teachers and LS staff to be held accountable for the increase of attainment and progress for their pupils through in class support and intervention sessions. • HLTA staff to provide evidence of the impact the interventions they lead have on pupils’ attainment and progress in Year 2 and Year 6. • SMT to deliver booster sessions for Yr 6 pupils – 65% of pupils disadvantaged (19/29 pupils). • Pixl diagnostic analysis to identify key marginal pupils in order to accelerate progress and raise attainment at the end of KS2. 	<p>Approximately: £131,006</p>

<p>To continue to support the behaviour, mental health and well-being of PPG pupils and LAC pupils to reduce barriers to learning (Therapeutic Mentoring, Nurture sessions, Lego Therapy and Counselling).</p>	<p>Nurture</p> <ul style="list-style-type: none"> • Boxall profiles to be completed in order to identify pupils who require support through nurture (behaviour, social, emotional support). • Pupils to be supported in class by learning mentor and through small group work sessions to develop their skills. • Pupils to be assessed through Boxall profiles termly for nurture, aiming to successfully integrate pupils back into class once they are ready. • Identified pupils to be provided with Lego therapy sessions in order to support well-being and integration into class. • Curriculum Director and learning mentor to be held accountable for ensuring that the nurture provision is at least good. <p>Counselling service</p> <ul style="list-style-type: none"> • Identify pupils who require support through counselling (self-esteem, self-confidence, CP issues). • Pupils to be supported through 1:1 sessions to develop their skills. • On-going assessment of pupils, aiming to successfully integrate pupils back into class once they are ready. • Therapist to provide regular feedback to line manager to ensure that the quality of provision provided is effective and at least good. <p>Behaviour</p> <ul style="list-style-type: none"> • Promote and implement Platinum Awards for pupils who show consistently positive behaviour to their work, peers and school. • Embed the school house points system to incorporate behaviour, attainment and attendance. 	<p>Approximately: £19,015.00 for nurture</p> <p>Approximately: £10,000 for counselling service.</p> <p>Approximately: £750.00 for behaviour</p>
<p>To continue to support PPG families to engage and develop enhanced parenting skills.</p>	<p>Parent support</p> <ul style="list-style-type: none"> • PSA to lead coffee mornings with parents in order to develop relationships in order to support pupils and parents. • PSA to target at least 5 families in order to create a PTA. • PSA to continue to support families in order to ensure that pupils' home life has a positive impact on their school life (e.g. support families who are dealing with debt issues by making links with community members and charities that can provide support). <p>Attendance support</p>	<p>Approximately: £21,800 for PSA/safeguarding support</p> <p>Approximately</p>

	<ul style="list-style-type: none"> Attendance team to track individual disadvantaged pupils (persistent absentees), ensuring their attendance is above national average and/or ensuring that the attendance policy is followed if referrals to the LA are made. Attendance of PPG pupils to increase to at least 94% compared to 2017 (93.6%) Attendance team to continue home visits in order to reduce the number of pupils who are persistently absent. <p>Safeguarding support</p> <ul style="list-style-type: none"> Up-to-date and compulsory safeguarding training to be provided for all staff (based on KCSIE) – L1 safeguarding and regular briefings. DSL training to be current (based on KCSIE). L3 refresher training for SMT and relevant staff. Safeguarding leader to ensure that external audits of safeguarding processes in school are conducted regularly including audits conducted by safeguarding governor. CPOMS training for new staff to ensure that a consistent and effective process is used for reporting concerns. PSA to continue to work with agencies in order to monitor, track and support families on CP, CIN, SM plans. PSA to meet regularly with SMT to ensure effective communication to support pupils and families. Loudmouth to provide workshops to support pupils with anti-bullying, domestic violence etc. 	£15,324 for attendance support
To continue to provide pupils with life experiences through residential trips and day trips linked to the curriculum.	<ul style="list-style-type: none"> To support PPG pupils in KS1 and KS2 with residential experiences by offering a 25% discount. Subsidising trips and transport for PPG pupils across the school by 25% reduction in costs. 	Approximately: £2,500
TOTAL ESTIMATED SPEND 2018-19		£200,395.00
TOTAL RECEIVED 2018-19		£143,996.00
Total PPG received	£143,996.00	
Total PPG estimated expenditure	£200,395.25	
PPG remaining	£0	

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September 2019