



2019/20 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 2019 (YR – Y6)		196
Total number of pupils eligible for PPG	YR – Y6	109 pupils
	LAC	1 pupil
Amount of PPG received per pupil	YR – Y6	£1,320
	LAC	£2,300
	Anticipated LAC*	£1,800
Total number of pupils eligible for PPG.		109 pupils
Total amount of PPG received.		£146,180

**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.

In summary the main barriers to learning for many of our pupils are:

- Difficulties with speech, language and communication particularly for younger pupils.
- Social and emotional needs that can impact upon behaviour in school.
- Attendance/Lateness – for identified pupils.
- Limited experiences of the wider world outside school.

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.*

***National progress figures yet to be published.*

	2016-17 <i>(22 pupils)</i>	2017-18 <i>(19 pupils)</i>	2018-19** <i>(16 pupils)</i>
The proportion of pupils achieving or surpassing EXS in test (end of KS 2) in English (reading and writing).	Reading 45% <i>(77%)</i> Writing 68% <i>(81%)</i>	Reading 79% <i>(80%)</i> Writing 74% <i>(83%)</i>	Reading 63% Writing 69%
The proportion of pupils achieving or surpassing EXS in test (end of KS2) in Maths	Maths 45% <i>(80%)</i>	Maths 53% <i>(81%)</i>	Maths 75%
The proportion of pupils achieving or surpassing EXS in test (end of KS2) in reading, writing and maths (combined).	32% <i>(67%)</i>	53% <i>(70%)</i>	63%
Progress scores (reading and writing)	Reading -6.2 Writing -2.2	Reading -0.7 Writing +1.6	Reading Writing
Progress scores (maths).	Maths -6.6	Maths -2.0	Maths

IMPACT of PPG spending 2018/19

Objective	Impact	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 	<p>Based on in-school data from 2018-19:</p> <ul style="list-style-type: none"> • 46% of Yr 2 PPG pupils achieved EXS or above in writing; 77% of PPG pupils made at least expected progress from the end of EYFS. • 71% of Yr 3 PPG pupils achieved EXS or above in reading. • 71% of Yr 3 PPG pupils achieved EXS or above in writing. • 66% of Yr 3 PPG pupils achieved EXS or above in maths. • 66% of Yr 4 PPG pupils achieved EXS or above in writing. • 77% of Yr 4 PPG pupils achieved EXS or above in maths. • 85% of Yr 5 PPG pupils achieved EXS or above in reading. • 70% of Yr 5 PPG pupils achieved EXS or above in writing. <p>Based on in-school data from 2018-19, to close the attainment gap for PPG and non PPG pupils:</p> <ul style="list-style-type: none"> • Yr 3 reading: 60% PPG compared to 93% non-PPG. • Yr 3 writing: 60% PPG compared to 93% non-PPG. • Yr 3 maths: 53% PPG compared to 93% non-PPG. <p>Key focus for 2019/20:</p> <ul style="list-style-type: none"> • Yr 4 reading: 57% PPG compared to 94% non-PPG. • Yr 4 writing: 57% PPG compared to 81% non-PPG. • Yr 4 maths: 71% PPG compared to 100% non-PPG. <p>Based on 7 PPG pupils (each child is 14%) and 16 non-PPG.</p> <ul style="list-style-type: none"> • Yr 6 reading: 63% PPG compared to 64% non-PPG. • Yr 6 writing: 69% PPG compared to 100% non-PPG. • Yr 6 maths: 75% PPG compared to 100% non-PPG. <p>Based on in-school data from 2018-19, to further accelerate the progress for PPG pupils:</p> <ul style="list-style-type: none"> • 75% of Yr 2 PPG pupils have made at least expected progress in writing. 	<p>£144,160</p>

<ul style="list-style-type: none"> • Yr 5 writing • Yr 6 maths 	<ul style="list-style-type: none"> • 77% of Yr 5 PPG pupils have made at least expected progress in writing, with 12% making better than expected progress. • 100% of Yr 6 PPG pupils have made at least expected progress in maths, with 33% making better than expected progress. 	
<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"> • 784 platinum awards were achieved across the academic year. • 22 pupils (of which 50% were PPG pupils) accessed regular nurture sessions. • 7/22 (32%) were introduced back into their usual class timetables after specific development areas were supported and tracked through Boxall Profiling. The remaining group members will complete their Nurture cycle in 2019/20. • 5 (of which 4 were PPG) pupils have also accessed regular Lego Therapy sessions. • 23 (of which 91% were PPG) pupils across the school population were supported through counselling sessions based on STAR plan and successfully integrated back into class. 	<p>Nurture Services £16,024</p> <p>Counselling Services £10,000</p> <p>Behaviour £1,045</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 PSA has organised and promoted coffee mornings and drop in sessions for parents. • The PSA has organised 3 awareness/educational sessions for parents around current safeguard issues, which included e-safety, bullying and cyber bullying. • The PSA has organised First Aid Awareness Training sessions for parents. • The PSA has circulated half termly newsletters to remind parents/carers of current safeguarding trends. • 8 families have been supported to access enhanced parenting skills courses by the PSA. • Educational Sessions <ul style="list-style-type: none"> ○ Parent Math's Workshop (Whole School) - 10 parents attended. ○ Parent Reading Workshop (Whole School) - 12 parents attended. ○ Phonics Workshop (for Y1) - 1 parent attended. ○ SATs Workshop (for Y2 and Y6) - 11 parents attended. <p>The PSA has made the following referrals to support our pupils and families:</p> <ul style="list-style-type: none"> ○ 12 to the MASH team. ○ 9 to Early Help ○ 5 POA (CAMHS) ○ 4 to Food Banks <p>PSA supported families through:</p>	<p>Parent Support £20,449</p>

	<ul style="list-style-type: none"> ○ 25 child protection conferences/core group meetings. ○ 20 CIN meetings. ○ 12 PEP meetings for LAC. ○ 20 Early Help meetings (COG ,TAF) ○ 23 families have been supported by the PSA through children's counselling service. ○ 6 children have been referred for Nurture support. <p>2018/19 pupils:</p> <ul style="list-style-type: none"> ● 7 pupils are under child protection. ● 13 under CIN. ● 11 under Early Help. ● 38 under school monitoring. ● 1 LAC pupil. ● 46 occasions where parents attended educational workshops focused on basic reading, phonics, maths, EYFS skills and pupil led activities. This has increased from the previous academic year: previously 32 occasions. <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>Attendance</p> <ul style="list-style-type: none"> ● 2018/19 attendance for PPG pupils was 94.45% (compared to 92.8% nationally). Whole school combined attendance was 95.64% (compared to 96% nationally). ● 41 pupils achieved 100% attendance for the 2018/19 academic year, of which 31% were PPG pupils. ● Overall 52% of all PPG pupils achieved the half termly HERO attendance prize draw, which rewards families for their positive attendance and punctuality. <ul style="list-style-type: none"> ○ Termly breakdown of PPG pupils achieving 100% attendance: <ul style="list-style-type: none"> ● Autumn 1 – 46% of pupils ● Autumn 2 – 45% of pupils ● Spring 1 – 60% of pupils ● Spring 2 – 47% of pupils ● Summer 1 – 71% of pupils ● Summer 2 – 40% of pupils 	<p>Attendance £13,641</p>

	<ul style="list-style-type: none"> • 30 Attendance Prosecution referrals were made to Sandwell Council during 2018/19. <p>Safeguarding</p> <p>The following training courses have been delivered and completed by staff in order to support pupils and families:</p> <ul style="list-style-type: none"> • Annual Safeguard refresher • Prevent • FGM • First Aid for Mental Health • Mental Health Champion • DSL Update • Annual Fire Training • Fire Marshall Training • First Aid at Work • Paediatric First Aid 	<p>Safeguarding</p> <p>£500</p>
<p>To continue to provide pupils with life experiences through residential trips and day trips linked to the curriculum.</p>	<ul style="list-style-type: none"> • Residential trips for PPG pupils were subsidised by 25%. • Transport for PPG was subsidised by 25% for PPG pupils. • PPG pupils were provided with breakfast options for in house school activities, which included SATs revision workshops, meet and greet sessions and PSA 1:1 meetings. 	<p>Residential Trip Subsidies £124</p> <p>Breakfast Options £41</p>
Total received in 2018-19		£143,996
Total Spend 2018-19		£207,484

PPG Spending 2019/20

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 2018-19, to further raise standards for PPG pupils in:</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 2018-19, to close the attainment gap for PPG and non PPG pupils in:</p> <ul style="list-style-type: none"> • Yr 2 reading, writing and maths. • Yr 3 reading, writing and maths. • Yr 4 reading, writing and maths. <p>Based on in-school data from 2018-19, to further accelerate the progress for PPG pupils:</p> <ul style="list-style-type: none"> • Yr 2 maths • Yr 3 reading • Yr 6 maths. 	<p>Boosting and Interventions.</p> <ul style="list-style-type: none"> • Leaders to identify pupils who require interventions through data analysis. • Leaders to continue to provide staff with CPD training in order to deliver interventions effectively. • Leaders 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 Years 2 and Year 6. • SMT to deliver booster sessions for Yr 6 pupils – 71% of pupils disadvantaged (20/28 pupils). • Pixl diagnostic analysis to identify key marginal pupils in order to accelerate progress and raise attainment at the end of KS2. <p>Apple Classroom</p> <ul style="list-style-type: none"> • Staff delivering the Apple Classroom project to access regular and bespoke CPD sessions to support their delivery confidence and the learning of their pupils. • Staff and pupils who access the Apple Classroom Project surveyed to gauge functionality and engagement of the iPads on teaching and learning. 	<p>Approximately £133,521</p>
<p>To continue to support the behaviour, mental health and well-being of PPG pupils and LAC pupils to reduce</p>	<p>Nurture</p>	<p>Nurture</p>

<p>barriers to learning (Therapeutic Mentoring, Nurture sessions, Lego Therapy and Counselling).</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 continues to make positive impact on specific pupils. <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. • Continue to facilitate the school house points system to support behaviour, attainment and attendance. 	<p>Approximately £19,395</p> <p>Counselling Services</p> <p>Approximately £10,210</p> <p>Behaviour</p> <p>Approximately £750</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 regular 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>Parent Support</p> <p>Approximately £22,253</p> <p>Attendance Support</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 96% compared to 2019 (94.45%). 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. Further 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. 	<p>Approximately £15,720</p> <p>Safeguarding Support Approximately £500</p>
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. 	<p>Approximately £2,654</p>
TOTAL ESTIMATED SPEND 2019-20		£206,503
TOTAL RECEIVED 2019-20		£146,180
Total PPG received	£146,180	
Total PPG estimated expenditure	£206,503	
PPG remaining	£0	

A.Burd
Curriculum Director
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