



Jubilee Park Academy.

Pupil Premium Strategy Statement 2020-2023 (3 Year Plan)

The Rivers C of E Academy trust – Academy Vision for the Pupil Premium Grant.

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to develop to his or her full potential, irrespective of need. The PP grant is used on approaches shown to be effective in improving the achievement and opportunities for disadvantaged pupils.

This echoes our mission statement, 'Love - Learn – Live.'

1. Summary information			
School	Jubilee Park Academy		
Academic Year	2020/21	Total PP budget	£112,980
Total number of pupils	210 (census update 205)	Number of pupils eligible for PP	84 (40.9%)
Pupil Premium Funding			
	FSM/Ever 6	Service Premium	LAC
Amount per pupil	£1,345	£310	£2,345

2. Current Attainment				
Key stage 2 2020 (Spring TA)	Pupils eligible for PP		Pupils not eligible for PP	
Number in cohort:29 Number of PP pupils: 18 (62%)				
% achieving in reading, writing and maths	6/18	33%	6/10	60%
% achieving in reading	12/18	66%	6/10	60%
% achieving in writing	13/18	72%	8/10	80%
% achieving in maths	13/18	72%	8/10	80%



Progress score in Reading	+0.4		+0.1	
Progress score in Writing	+0.5		+0.6	
Progress score in Maths	+0.3		+0.2	
Key Stage 1 2020 (Spring TA)				
Number in cohort: 26 Number of PP pupils: 14 (53%)	Pupils eligible for PP		Pupils not eligible for PP	
% achieving in reading, writing and maths	2/14	14%	6/12	50%
% achieving in reading	8/14	57%	8/12	66%
% achieving in writing	10/14	71%	10/12	83%
% achieving in maths	11/14	78%	10/12	83%
Year 1 Phonics 2020 Autumn Screening Check				
Number in cohort: 29 Number of PP pupils: 18 (62%)	Pupils eligible for PP		Pupils not eligible for PP	
% reaching the required standard	9/18	50%	9/18	50%
EYFS Not based on a full curriculum (Spring TA)				
Number in cohort 20 Number of PP pupils: 8 (40%)	Pupils eligible for PP		Pupils not eligible for PP	
% Pupils reaching a Good Level of Development	5/8	62%	6/12	50%

3. 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).*



1.	<p>Since returning from the initial lockdown, the following barriers have significantly increased:</p> <p>A). Attainment for PP pupils is low, as pupils have not covered the range of curriculum content that they should have done. This is especially evident in arithmetic skills, speed reading and oracy.</p> <p>B). KS1 attainment for PP pupils is lower than pupils not eligible for PP in KS1 and both PP pupils and pupils not eligible for PP in KS2.</p> <p>C). Pupils mental health on returning from lockdown. This has been reinforced with bubble closures. Pupils are scared about catching Covid-19 and the impact this will have on them, their friends and family.</p> <p>D). Rise in children with CIN plans and Early Help referrals.</p>				
<p>External/other barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>					
2.	<p>Other challenges now faced due to Covid, particularly for PP pupils are:</p> <p>A). Staffing issues - staff isolation and limited crossing of bubbles has resulted in limited resources in school to support pupils and run interventions.</p> <p>B). Planning and setting up online learning for pupils isolating at home. Increase in workload for staff.</p> <p>C). Staff mental wellbeing – worries concerning covid 19 and workload.</p> <p>D). Daily adaptations to Covid 19 – RA's, managing staff and workload.</p> <p>E). For some families there is a lack of engagement with school.</p> <p>F). Attendance rates for PP pupils compared to pupils not eligible for PP.</p>				
<p>4. Desired outcomes and how they will be measured</p>					
1.	<table border="1"> <thead> <tr> <th data-bbox="293 954 1167 954"></th> <th data-bbox="1173 954 2042 954">Success Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 954 1167 1378"> <p>A). Ensure all PP pupils are engaged in catch up programmes.</p> <p>B). Attendance to be monitored by SLT/admin staff and focus pupils identified. Support and appropriate challenge in place.</p> <p>C). PP are supported to overcome their emotional barriers linked to Covid-19 so that they are happy and enjoy their learning.</p> <p>D). Parental engagement will increase. PP parents will become a focus for workshops and parents' evenings.</p> </td> <td data-bbox="1173 954 2042 1378"> <ul style="list-style-type: none"> - Raise in attainment in core subjects across the school so that they are at least in line with national average. - Close in the gap between PP pupils and the national average in GLD at the end of Early Years. - Interventions re-established focusing on identified gaps in oracy, language and mental maths. - Interventions will show PP pupils making good progress. - Attendance for PP pupils will rise more in line with non-PP pupils in school. - Learning walks to identify that pupils are working well together and that behaviour for learning in classrooms is strong. </td> </tr> </tbody> </table>		Success Criteria	<p>A). Ensure all PP pupils are engaged in catch up programmes.</p> <p>B). Attendance to be monitored by SLT/admin staff and focus pupils identified. Support and appropriate challenge in place.</p> <p>C). PP are supported to overcome their emotional barriers linked to Covid-19 so that they are happy and enjoy their learning.</p> <p>D). Parental engagement will increase. PP parents will become a focus for workshops and parents' evenings.</p>	<ul style="list-style-type: none"> - Raise in attainment in core subjects across the school so that they are at least in line with national average. - Close in the gap between PP pupils and the national average in GLD at the end of Early Years. - Interventions re-established focusing on identified gaps in oracy, language and mental maths. - Interventions will show PP pupils making good progress. - Attendance for PP pupils will rise more in line with non-PP pupils in school. - Learning walks to identify that pupils are working well together and that behaviour for learning in classrooms is strong.
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5. Planned expenditure

Academic year 2020-21

Quality of teaching for all

Desired Outcome	Chosen action / approach	Success criteria:	How will you monitor this:	Staff lead:	Cost:	Review of Expenditure
A, C	Improve quality first teaching across the school.	<ul style="list-style-type: none"> • implement instructional coaching across school. • Purchase WALKTHRU S CPD 3 series package • Teaching and learning staff meetings arranged half termly 	<ul style="list-style-type: none"> • Coaching drop ins • NQT observations • Book scrutinies • Pupil conferencing • Data analysis • Pupil progress meetings • Learning walks 	TP/SLT/TLRs	Online staff CPD – Blue Sky £250 Walkthru £840	
A, C	Develop the curriculum to ensure that 100% of teachers, through a sequence of lessons, are able to deepen	<ul style="list-style-type: none"> • Implement a research-informed curriculum 	<ul style="list-style-type: none"> • Coaching drop ins • NQT observations 	TP	N/A	



	pupil's existing skills and embed new skills and knowledge taught.	<p>following the principles of cognitive science.</p> <ul style="list-style-type: none"> • Curriculum staff meetings held half termly • Explicit planning of core, sticky knowledge • Planned retrieval practice with My Marvellous Memory 	<ul style="list-style-type: none"> • Book scrutinies • Pupil conferencing • Data analysis • Pupil progress meetings • Learning walks • Planning sessions 			
A, C	<p>Targeted interventions to close the gap between PP pupils and non-PP pupils (GLD in EYFS, core subjects in KS1 and KS2).</p> <ul style="list-style-type: none"> - TTRS - Pixl - EdShed - Mathletics 	<ul style="list-style-type: none"> • PP pupils' attainment and progress to improve in all year groups. • HLTAs and support 	<ul style="list-style-type: none"> • Book scrutinies • Pupil conferencing • Data analysis • Monitor interventions • Learning walks 	AHT	<p>Intervention packages</p> <p>Approx £6,027.53</p> <p>HLTA salaries</p> <p>£46,177.16</p>	



	<ul style="list-style-type: none"> - Fresh Start - Motional 	<p>staff to lead interventions focused upon gaps identified.</p> <ul style="list-style-type: none"> • Intervnetio ns will show that children make good progress. 				
C	To continue to support the behaviour, mental health and well-being (behaviour, social, emotional support).	<ul style="list-style-type: none"> • Nurture – Boxhall profiles to be completed in order to identify who require support through nurture. To be monitored termly. • Continue SLA with 	<ul style="list-style-type: none"> • Monitor data – Boxhall profiles and number of children integrated back to class. • Therapist ot provide regular feedback to line manager. • Learning walks 	TP/AHT/SEND co/safeguarding team	<p>Nurture learning mentor staff £19,238.67</p> <p>Counselling service £20,000</p>	



		<p>NW to provide weekly counselling sessions.</p> <ul style="list-style-type: none"> • Purchase Motional to provide interventions 				
D	To continue to support PP families to engage and develop enhanced parenting skills. To develop parental engagement with school.	<ul style="list-style-type: none"> • Support families to ensure that home life has a positive influence on school life. Make referrals to appropriate agencies. • Safeguarding – staff training up-to-date and relevant 	<ul style="list-style-type: none"> • Monitor and track families on CP, CIN and SM plans. • Staff training records kept up-to-date • Monitor attendance to workshops 	DSL/PSA	Parent support Advisor - £21,582.92	



		<ul style="list-style-type: none"> • Safeguarding audits carried out • Training for reporting concerns • Support families on CP, CIN and SM plans 				
B	Monitoring of attendance ensuring that all PP children are in school and that remote learning is in place for isolation, including the provision of IT equipment.	<ul style="list-style-type: none"> • PP attendance will rise more in line with non-PP pupils in school. • Interventions will show PP pupils making good progress. 	<ul style="list-style-type: none"> • Attendance monitored by HoS and attendance manager • Provision of remote learning is in place and engagement monitored by HoS and AHT. 	TP/AHT/Attendance manager	Partial salary for attendance manager £7,672.11 (devices purchased using catch up funding)	
TOTAL					£121,788.39	
Total budgeted cost:						



Actual spend:		
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6. Evaluation for 202/21

7. Additional detail