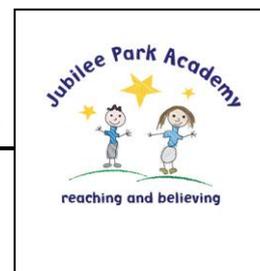


Pupil Premium Grant Expenditure  
Planned Spending.  
Report to Governors: 2016/17



<b>Number of pupils and pupil premium grant (PPG) received.</b>		
Total number of pupils on roll		<b>218</b>
Total number of pupils eligible for PPG	YR – Y6	<b>122 pupils</b>
	LAC	<b>1 pupil</b>
Amount of PPG received per pupil	YR – Y6	<b>£1,320</b>
	LAC	<b>£1,500</b>
<b>Total number of pupils eligible for PPG.</b>		<b>123 pupils</b>
<b>Total amount of PPG received.</b>		<b>£163,120</b>

<b>School Context</b>	
<p>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).</p> <p>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 63.3% compared to 25.2% nationally. As a result of serving a highly deprived area many pupils who join the school have specific behavioural, emotional problems or child protection issues.</p> <p>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.</p>	

## 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.*

2014-15	2014-15	2015-16	2015-16	
			Test	TA
The proportion of pupils achieving or surpassing L4 in test (end of KS 2) in English (reading and writing).	<b>Reading 78% (83%)</b> <b>Writing 83% (79%)</b> <b>GPS 78% (71%)</b>	The proportion of pupils achieving or surpassing EXS in test (end of KS 2) in English (reading and writing).	<b>Reading 24% (25%)</b> <b>Writing 76% (79%)</b> <b>GPS 68% (71%)</b>	<b>Reading 75%</b> <b>Writing 79%</b> <b>GPS 79%</b>
The proportion of pupils achieving or surpassing L4 in test (end of KS 2) in Maths.	<b>61% (80%)</b>	The proportion of pupils achieving or surpassing EXS in test (end of KS 2) in Maths	<b>Maths 36% (38%)</b>	<b>Maths 75%</b>
The proportion of pupils achieving or surpassing L4 in test (end of KS 2) in reading, writing and maths.	<b>61% (70%)</b> <b>APS – 25.8 (27.2)</b>	The proportion of pupils achieving or surpassing EXS in test (end of KS 2) in reading, writing and maths.	<b>20%</b>	<b>64%</b>
% of pupils making expected progress in English (reading and writing).	<b>Reading 82% (92%)</b> <b>Writing 100% (95%)</b>	Progress scores (reading and writing)	<b>Reading -6.48</b> <b>Writing -0.80</b>	
% of pupils making expected progress in Maths.	<b>59% (91%)</b>	Progress scores (maths).	<b>Maths – 4.94</b>	

## Summary of PPG spending 2015/16.

Objective	Impact	Spending – based on a % of the total amount.
To raise standards for PPG pupils through intervention with key staff, especially in Maths.	<ul style="list-style-type: none"> <li>The majority of disadvantaged pupils made good progress in Maths throughout the school (see PPG analysis).</li> <li>High quality reading texts were purchased to ensure that pupils' phonics skills could be applied at home (the majority of disadvantaged pupils have made better than expected progress in reading – see PPG analysis).</li> </ul>	£109,627
To continue to increase opportunities to access extra-curricular provision.	<ul style="list-style-type: none"> <li>x4 sports clubs per week and x5 extra-curricular activities per week were led by school based staff and experienced health mentors. Clubs were based on pupils' interests (collated through half termly questionnaires).</li> <li>40 PPG pupils attended the clubs throughout the year, this figure has increased from 2014-15, when 7 pupils attended.</li> </ul>	£ 6,113
To continue to provide PPG pupils with the opportunity to take part in residential visits alongside their peers in order to improve life experiences.	<ul style="list-style-type: none"> <li>42 PPG pupils visited Frank Chapman to develop their orienteering, teamwork and physical skills. This ensured that pupils were given the opportunity to experience life outside of their home and Tipton.</li> <li>Termly curriculum trips to support pupils with understanding the curriculum areas and gain life experiences were organised and subsidised by the school, including year 6's trip to London where 9 pupils were supported with 50% of the cost of the trip, through PPG funding to take part in the experience and 20 PPG pupils were supported with transport costs. Again, these experiences enabled pupils to engage with environments and life styles outside of Tipton.</li> </ul>	£3,349
To support the mental health and well-being of PPG pupils and reduce barriers to learning (Therapeutic Mentoring, Nurture sessions and Counselling).	<ul style="list-style-type: none"> <li>Pupils' behaviour, self-confidence and self-esteem throughout school improved with the support of the Evolve mentoring programme (led x4 days per week), support from a counselling service (led x1 day per week) as well as the implementation of a new behaviour system by SMT. Due to these interventions, there was a significant reduction in the number of pupils entering red zone. The number of pupils who entered red zone in 2014-15 was 157, this reduced to 8 in 2015-16.</li> <li>17 pupils were identified for counselling, out of which 11 pupils were successfully integrated back into class. 6 pupils continued with their counselling sessions in Sept 2016.</li> <li>19 pupils were identified for nurture during 2015-16. 10 of these pupils no longer require support from nurture. 9 pupils have been assessed and have continued with this support.</li> <li>This demonstrates the significant impact of this support on the emotional well-being of our pupils.</li> </ul>	£13,248
To support PPG families to engage and develop enhanced parenting skills (PSA work).	<ul style="list-style-type: none"> <li>The DSL/PSA has successfully supported families to integrate into the school and community by reducing the number of families that require additional support from 2014-15 to 2015-16. During 2015-16 18 families were on CAF, 2 families were on CIN, 4 families were on CP, 27 families were monitored by school and 32 families had one off meetings for guidance. During 2014-15 these figures were: 18 families on CAF, 8 families CIN, 10 families on CP, 51 families monitored by school and 58 families had one off meetings.</li> <li>Whole school attendance was above the national average (96%) at 96.9% in 2015-16. The attendance team, including the PSA worked closely with families to improve attendance of pupils, especially identified disadvantaged pupils. The school achieved the highest attendance amongst local schools during Attendance Week in June 2016.</li> <li>Attendance of DA pupils has been above the national average for the last two years - 96.5% 2015-16 and 96.4% 2014-15.</li> </ul>	£20,008
Increase the number of iPads in school so that PPG pupils have the opportunity to practice English and Maths skills at lunchtime and in class.	<ul style="list-style-type: none"> <li>x16 iPads quoted and will be used by EYFS to develop early English and Maths skills, as well as support pupils during class activities and lunchtimes through apps such as: mathletics, letter formation, number formation, counting and timestables.</li> </ul>	£16,000
<b>TOTAL SPENT</b>		<b>£168,348</b>

TOTAL RECEIVED 168,000

**PPG spending 2016/17.**

**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.
To continue to raise standards for PPG pupils through interventions with key staff, especially: <ul style="list-style-type: none"> <li>• writing in year 3.</li> <li>• most able disadvantaged in years 2 and 6.</li> </ul>	<b>SMT: boosting and interventions.</b> <ul style="list-style-type: none"> <li>• SMT to identify pupils who require interventions through data analysis.</li> <li>• SMT to provide staff with CPD training in order to deliver interventions effectively.</li> <li>• SMT to monitor and evaluate interventions, ensuring that pupils make good progress and that areas for development for each pupil are addressed.</li> <li>• SMT to deliver booster sessions for Yr 6 pupils – 75% of pupils disadvantaged (21/28 pupils).</li> </ul>	<b>£73,073</b>
	<b>Educational support staff: boosting and interventions.</b> <ul style="list-style-type: none"> <li>• LS staff to deliver interventions in order to accelerate rates of progress made by disadvantaged pupils.</li> <li>• LS staff to provide evidence of the impact the interventions they lead have on pupils' progress.</li> <li>• HLTA staff to deliver booster sessions for pupils in Yr2 and Yr 6 (most able disadvantaged).</li> </ul>	<b>£78,424</b>
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).	<b>Nurture</b> <ul style="list-style-type: none"> <li>• Boxall profiles to be completed in order to identify pupils who require support through nurture (behaviour, social, emotional support).</li> <li>• Pupils to be supported in class and through small group work sessions to develop their skills.</li> <li>• Pupils to be assessed through Boxall profiles termly, aiming to successfully integrate pupils back into class once they are ready.</li> <li>• HTP pupils to be assessed on entry and supported through interventions to successfully be integrated into class (HTP criteria is usually linked to low attendance, behaviour or newly arrived pupils to the country).</li> <li>• x1 inset training day on therapeutic mentoring led by external trainer.</li> </ul>	<b>£8,739</b>
	<b>Counselling service</b> <ul style="list-style-type: none"> <li>• Identified pupils who require support through counselling (self-esteem, self-confidence, CP issues).</li> <li>• Pupils to be supported through 1:1 sessions to develop their skills.</li> <li>• On-going assessment of pupils, aiming to successfully integrate pupils back into class once they are ready.</li> </ul>	<b>£6,860</b>
To continue to support PPG families to engage and develop enhanced parenting skills.	<b>Parent support</b> <ul style="list-style-type: none"> <li>• PSA to work with parents to ensure effective support is provided to develop parenting skills.</li> <li>• PSA to continue to work with unemployed parents to support them to gain qualifications in order to successfully obtain</li> </ul>	<b>£21,118</b>

	employment. PSA to target a minimum of 8 parents.	
	<p><b>Attendance support</b></p> <ul style="list-style-type: none"> <li>Attendance team to track individual disadvantaged pupils, ensuring their attendance is above national average.</li> <li>Attendance team to continue home visits in order to reduce the number of pupils who are persistently absent.</li> <li>Introduction of 'Wake up or make up' to reduce the number of pupils that are regularly late to school.</li> </ul>	<b>£4,813</b>
	<p><b>Safeguarding support</b></p> <ul style="list-style-type: none"> <li>Up-to-date and compulsory safeguarding training to be provided for all staff (based on KCSIE).</li> <li>DSL training to be current (based on KCSIE).</li> <li>Safeguarding SLA to ensure that external audits of safeguarding processes in school are conducted regularly.</li> <li>CPOMS training for all staff to ensure that a consistent and effective process is used for reporting concerns.</li> </ul>	<b>£21,156</b>
CPD training for staff to:	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>Inset training on Talk for Writing for all staff led by external trainer.</li> <li>Inset training to be followed by staff meetings which focus on each aspect of Talk for Writing in more depth, led by SMT and subject leader.</li> <li>Opportunities for staff to visit identified school in order to observe outstanding Talk for Writing practice.</li> <li>x2 inset training days on mastery/greater depth led by Chris Quigley and SMT, focusing on Maths, GPS and comprehension.</li> </ul>	<b>£2,000</b>
<ul style="list-style-type: none"> <li>improve language and communication skills for pupils, especially in EYFS, through Talk for Writing.</li> <li>successfully implement BAD learning to ensure that pupils, especially the most able disadvantaged pupils are challenged appropriately to make good progress.</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Resources linked to Talk for Writing, including reading material.</li> <li>Mastery resources for Maths and GPS.</li> </ul>	<b>£2,000</b>
To continue to provide pupils with life experiences through residential trips and day trips linked to the curriculum.	<ul style="list-style-type: none"> <li>Subsidise residential trips for PPG pupils (up to 50%).</li> <li>Subsidise transport for PPG pupils (up to 100%).</li> </ul>	<b>£2,500</b>
<b>Total estimated spend</b>		<b>220,683</b>

<b>Total PPG received</b>	<b>£163,120</b>
<b>Total PPG expenditure</b>	<b>220,683</b>
<b>PPG remaining</b>	<b>£0</b>

**H Kumar**  
**Head of School**  
**October 2016**