

Pupil Premium

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Background

The pupil premium is additional funding provided to schools by the Department for Education per the number of children from low-income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. This also includes students eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium ('PP') as they see fit. However, schools are to be held accountable for how the PP has been used.

Strategy

The Jubilee High School strategy for improving the performance of disadvantaged students is based on research by the NFER which identified that schools which made the biggest difference were guided by these seven principles for success:

1. Whole-school ethos of attainment for all
2. Addressing attendance and behaviour
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responsive to evidence
7. Clear, responsive leadership

Whole-school ethos

One of the biggest barriers to student achievement is expectations - the expectations that children themselves have, the expectations which their parents or carers have, and the expectations which their teachers and other adults at school have. We work consciously to avoid stereotyping PP students by referring to them as a group, but work with students as individuals and address their needs accordingly. We have high expectations for all students - whilst we are aware of the barriers to improvement that PP students face; we challenge any assumptions that they have less potential to succeed.

Addressing attendance and behaviour

The single biggest barrier to achievement is poor attendance. In line with the principle above, we look at attendance on a student-by-student basis. We do recognise that PP students nationally are more likely to have poor attendance and we take this into account when dealing with individual cases. We strive to build and maintain positive relationships with parents and carers. We analyse all absence and exclusion data on a whole-school basis as well as by sub-group (including PP students).

High-quality teaching for all

We invest highly in our staff and choose to hold weekly training rather than one-off inset days. Our key focus is staff accountability to know their students and to differentiate according to individual needs. We audit teaching and learning on a regular basis, both internally and externally, and ensure that PP audits form a part of all such reviews.

Meeting individual learning needs

PP students who meet the requirement will have a one-page profile which outlines their needs and gives strategies for teachers, TAs and other involved adults to help to meet these needs. The students contribute to these profiles so that their voice can be heard. Teachers are required to take this information into account in their planning, teaching and feedback to students.

Deploying staff effectively

We overstaff in key areas where possible, so that we are able to create small intervention groups, wither on a short-term or long-term basis. We match student need to teacher expertise, and assess students on entry to intervention as well as when intervention is complete so that we can evidence impact and adapt future intervention where necessary.

Data driven and responsive to evidence

All students are assessed in each subject a minimum of once per half-term. The information gathered from assessments is added to teachers' assessment of classwork and homework as well as to their own professional judgment of students' progress. There is a school-wide approach to marking and feedback to enable teachers and students to work together on the next steps to improving performance. Members of the Senior Leadership team work with Heads of Department and Heads of Year to identify students for intervention. This identification will take student needs into account.

Clear, responsive leadership

Analysis of the school's exams results show that we have clear, responsive leadership with regard to the school in general but PP students in particular. We strive for PP students achieve well and that the gap between PP and non-PP students continues to close.

Funding

The amount of Pupil Premium allocated to Jubilee High School during the 2019-2020 is in the region of £165,495.

Use of Pupil Premium

The Pupil Premium has been spent in an integrated way to ensure that entitled students receive the opportunity, in the main, for additional support but also for the use of facilities and residential opportunities.

The school has three full-time pastoral managers. They have led various courses to ensure good attendance and to ensure students achieve the most from their learning. Programmes have been provided on behaviour for learning, self-esteem and anger management. They also support students receiving off-site education.

The school runs individual subject revision classes over the Easter holiday to help students revise the subjects they need help with in the weeks before external examinations are taken. The classes are open to all Year 11 students but are targeted at those with the greatest need, defined by progress against target, attainment and attendance.

In certain circumstances, the school has offered a free breakfast in the canteen to ensure all students arrive punctually for morning exams and have a good meal which ensures they are calm and focused. Subject teachers relevant to the exams being taken that day attend to answer last minute questions. The breakfast club is available to all Year 11 students.

Measuring impact

Data for all students is formally collected once per term. Data is analysed by student group as well as by outcome, providing a cross-check for intervention. All students who underperform will receive some form of intervention. Those PP students receiving intervention are tracked as a separate group. Impact is measured by:

1. Their attendance to school
2. Their progress against targets
3. Their progress against that of non-PP students
4. Their individual progress since the last data collection
5. Their learning profiles.

Impact Data 2018-19

Last year the school received £181,671 in pupil premium funds.

GCSE Results Measure

GCSE results measure	2017-18	2018-19	Trend
Achieve 5 A*-C GCSEs including English and Maths (Level 4+)	27%	43%	
Achieve 5 A*-C GCSEs including English and Maths (Level 5+)	12%	17%	
Progress 8 Score	-0.81	-0.11	
Attainment 8 Score	33.5	37.53	

Funding Intentions 2019-20

Resources	Intended Outcome	Budget Allocation from PP
One-to-One and small group tuition in core subjects (Eng/Maths/Sci)	<ul style="list-style-type: none"> Selected cohort of students make accelerated progress in core subjects. 	19%
IT resources for specific learning needs	<ul style="list-style-type: none"> Audit of need suggests IT resources to be used for this year's cohort. Start, interim and end point assessments are in place to assess level of progress. Accelerated progress defined per software. 	2%
Alternative provision resources, vocational & technical training	<ul style="list-style-type: none"> Curriculum provision review in place with suggested pathways and provision providers. Progress measures to define curriculum engagement and progress. 	24%
Staffing provisions for smaller classes, pastoral support, differentiation and guided learning	<ul style="list-style-type: none"> Progress measures in place for Key Stage 3 and 4 classes: defined groups make accelerated progress. Pastoral interventions with success criteria in place with start/interim/end measurement points. Continuing professional development supports wave 1 teacher effectiveness. Quality of education reviews support an onward improving trend in the provision of inclusive teaching. 	55%

Rhi Hyatt (Assistant Headteacher) leads on supporting whole school improvement for Pupil Premium. Improvement plans are devised and reviewed at least every term.