

Pupil Premium

The Jubilee Academy offers a smaller-school experience and a more personalised curriculum than is possible in a mainstream high school. We recognise our students are disadvantaged to varying degrees and face a range of social, emotional, mental health and behavioural challenges. Learners face challenges such as complex family situations, social and emotional difficulties, experiences of failure and rejection. The Jubilee Academy's vision is to ensure that every student fulfils their promise develops their potential and reaches or exceeds their age-related expectations.

The Government provides pupil premium funding which is allocated directly to the mainstream schools in additional to their main school funding.

As an Alternative Provision Trust we do not receive pupil premium directly and instead charge a fixed placement fee.

An average of between 25-30% our learners have pupil premium entitlement throughout the academic year.

The Pupil Premium is a government initiative designed to target resources on those students deemed to be from a disadvantaged background. There are several categories pupil premium and the funding vary according to the category. [2018/19 pupil premium categories](#)

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

TJA Pupil premium report 18/19

Main barriers to educational achievement

Many of our learners face significant barriers to educational achievement including challenging family circumstances, previous negative experiences of school, gaps in their learning and at times, involvement in antisocial behaviour. This is what leads most of our learners to be referred to us.

How we overcome these barriers and the reasons for our approach?

We have high expectations for **all** our students and target our range of interventions and resources on need to ensure that all students have the same academic aspirations.

The intervention strategies that we have used to support provide a holistic approach around the students we educate:

Intervention/Project	Aim
Breakfast	We provide a breakfast in the mornings to all our students. Many of our students do not have time or provision for breakfast as they are travelling from all over Harrow and neighbouring boroughs. We ensure they have a good start to the day providing the appropriate nutrients to boost their energy levels, so they are ready for learning
KS3 Respite Model	This model provides a holistic approach to both academic and social development. All students admitted on this model follow a curriculum that will provide a deep, literacy rich and 'nurturing' climate for learning.
Maths and Literacy Interventions	All students are tested on entry in both maths and English. An Intervention and Learning Champion ascertain the accuracy of reading age and numeracy skills at the point of entry and intervene appropriately at different points throughout their tenure at TJA. Personalised catch up programmes Progress monitors and supports students falling behind in maths and reading. The baseline data is used evaluate progress throughout the year.
Mentoring Programme	This programme is offered to those that need support with their Emotional, Social, Personal, Educational, Physical and Mental development through developing an appropriate and personalised action plan that is tailored at meeting their needs. Mentors are assigned to employ a range of approaches to effectively engage students on the programme
Out of School Activities	Are offered to all students as enrichment activities to encourage social relationships, develop team work and independent learning skills
Student Support Services and Therapeutic Interventions	Many of our students come to us with barriers to their learning due to reasons beyond the classroom and so we monitor the mental health and wellbeing of all our students very closely. We offer several student support

	services and therapeutic interventions to provide professional advice, guidance and support. The Deputy Head for Personal Development & Welfare who is also the Designated Safeguarding Lead manages and monitors this support based on need, not entitlement of pupil premium. A large majority of the school population has accessed these services.
Motivational Programmes	The Year Coordinator monitors leads and manages motivational programmes including 'The Premier League'; that encourage students to be attend school on time.
KS4 Intervention 'Catch up and revision programmes'	Are open and provided to all students throughout the academic year to support them prepare examinations and catch up with coursework. Bespoke programmes are provided to those students at risk of not meeting their target grades.

How we measure impact of performance and progress

The performance and progress of pupil premium groups is tracked six times a year and regularly reviewed against other groups. At every tracking point, PP eligible students are identified as a group and their progress monitored against non-PP students and whole school outcomes.

We monitor progress in the following areas:

- Curriculum Progress against base line entry and KS2 trajectory
- Attendance
- Homework and work missing
- Classroom Effort
- Achievement points
- Behaviour points
- Intervention programmes

What impact has the school provision had for pupils eligible for pupil premium?

Attendance and punctuality have increased this year and fixed term exclusions have decreased in comparison to previous years.

Relationships are being built between the school, parents and wider progression bodies with professionals' meetings being held at The Jubilee Academy to ensure school representation and holistic thinking around the learners we educate.

Achievement data continues to suggest a positive environment with progress for all Out of school activities have provided many opportunities for learners to build their self-esteem work collaboratively and develop a range of skills, whilst gaining access to otherwise out-of-reach experiences.

The date of the next review – September 2019 (following GCSE and other examination analysis)