



Newbridge Junior School
Pupil Premium Review
2017-2018



Newbridge Junior School Pupil Premium Strategy Statement

1. Summary information					
School	Newbridge Junior School				
Academic Year	2017-18	Total PP budget	£269280	Date of most recent PP Review	n/a
Total number of pupils	484	Number of pupils eligible for PP	194	Date for next internal review of this strategy	Sept 2018

2. Current attainment (SATs 2018 - unvalidated)		
	<i>Pupils eligible for PP (school - unvalidated)</i>	<i>Pupils not eligible for PP (national average - 2017)</i>
% achieving in reading, writing and maths	63%	67%
progress in reading	0.9	0.3
progress in writing	-0.9	0.2
progress in maths	0.6	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Behaviour issues for a small group of pupils (mainly PP children) are having a detrimental effect on their academic progress
B.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. This also impacts their ability to write.
C.	PP children who have had little or no boundaries and lack routine at home whose parents/carers have low expectations of behaviour and achievement
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Newbridge is located in a low socio-economic area where unemployment is high.
B.	Although improving, attendance rates for PP children is below the national average
C.	The vast majority of parents of Pupil Premium children do not value education and this impacts the children's desire to engage in their learning both at school and at home



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4. Review of expenditure															
Academic Year		2017-18													
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)												
<p>To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2.</p>	<ul style="list-style-type: none"> • Extra teacher in Y6 • Continued use of thinking tools • Increased CPD for teachers/TAs • Targeted interventions delivered by TAs • Before/after school writing booster sessions run by teachers • Before school pre-teach sessions for maths • Use of mathematics 	<p>Whole school</p> <table border="1"> <tr> <td>PP made accelerated progress in writing</td> <td>Not PP that made accelerated progress in writing</td> </tr> <tr> <td>35%</td> <td>26%</td> </tr> </table> <table border="1"> <tr> <td>PP that made accelerated progress in reading</td> <td>Not PP that made accelerated progress in reading</td> </tr> <tr> <td>29%</td> <td>25%</td> </tr> </table> <table border="1"> <tr> <td>PP that made accelerated progress in maths</td> <td>Not PP that made accelerated progress in maths</td> </tr> <tr> <td>28%</td> <td>20%</td> </tr> </table>	PP made accelerated progress in writing	Not PP that made accelerated progress in writing	35%	26%	PP that made accelerated progress in reading	Not PP that made accelerated progress in reading	29%	25%	PP that made accelerated progress in maths	Not PP that made accelerated progress in maths	28%	20%	<p>Extra teacher made class sizes smaller which allowed for greater progress – to continue with next year’s year 6 to target PP progress. Thinking tools allow children to be more self-reflective and develop their metacognition. Interventions were tracked and those with little impact will not be continued next year. PiXL purchased for next year for targeted interventions. Booster sessions had a very positive impact so will continue next year. Pre-teach maths sessions had a positive impact on outcomes and confidence in lessons. Mathematics has a positive impact on arithmetic skills and pupil attitude to maths.</p>
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<p>To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<ul style="list-style-type: none"> • Non-class based behaviour manager • Increased CPD • 5 ELSAs to work 1:1 with identified children • Loss and bereavement group • SLA with multi-agency behavioural support service • Accessing specialist provision for behaviour • Educational Psychologist for support • Trained counsellor • Motiv8 for specific pupil • Family Safeguarding lead to support children and families 	<p>Behaviour manager has a positive impact of behaviour across the school, working with individual children and parents, line managing ELSAs and meeting needs to specified pupils. Fortnightly behaviour CPD for TAs has had a positive impact on knowledge and confidence to deal with different situations. ELSAs worked with identified children to support them in class and with 1:1 sessions. The loss and bereavement group has helped many children deal with their grief, having a positive impact on their learning. MABS supports the school with PSPs and identified pupils. We deploy them to work with specific families in the home. This has a positive impact on children’s behaviour /learning in school. The counsellor works with identified pupils and has a positive impact of their learning and behaviour in school. Motiv8 was very successful with the individual pupil – accelerated progress and a much improved attitude to learning and school in general.</p>	<p>All successful outcomes - continue next year</p>												



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<p>The attendance of PP children improve in line with National figures.</p>	<ul style="list-style-type: none"> • Attendance officer • Termly attendance lessons • Rewards for good attendance • Engaging topics to further engage children • Family Safeguarding Lead to support families • Free breakfast club for identified children • Free afterschool clubs as incentive for PP children who are PA 	<p>Attendance of PP children increased from 94.7% (2016-17) to 95.5% (2017-18)</p> <p>Attendance officer checked attendance daily and closely monitored PP children.</p> <p>Family Safeguarding lead has worked with families to help improve attendance.</p> <p>Breakfast club has helped children be ready for the school day – improved attendance.</p> <p>After school clubs have worked as an incentive for pupils to be in school so that they can attend them.</p>	<p>All successful outcomes - continue next year</p>	
<p>Increase parental engagement with the school through targeted parental events and regular parent feedback.</p>	<ul style="list-style-type: none"> • Topic outcomes – parents invited • Family Safeguarding Lead to support families • Subsidising school trips and Y6 residential trip to make them more affordable 	<p>At least 60% parents attended topic outcomes (increase from 52% last year).</p> <p>Specific PP children were able to have enrichment by attending Fairthorne Manor – having experiences they would not usually have to opportunity to do.</p> <p>Specific families are less reluctant to come into school due to work with family safeguarding lead.</p>	<p>All successful outcomes – continue next year</p>	
<p>Continue to improve quality first teaching across the curriculum.</p>	<ul style="list-style-type: none"> • Employ specialist teachers for PPA cover • Increased CPD • Continued development of the use of thinking tools 	<p>Specialist teachers ensure a broad, balanced curriculum with high quality first teaching.</p> <p>Increased CPD has ensured high quality teaching (100% good teaching, 35% outstanding)</p>	<p>All successful outcomes - continue next year</p>	
			Overall cost:	£338000

5. Additional detail