



**Newbridge Junior School**

# Pupil Premium Strategy Document

2018-19





# Newbridge Junior School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Newbridge Junior School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£299640	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	489	<b>Number of pupils eligible for PP</b>	211	<b>Date for next internal review of this strategy</b>	Feb 2019

2. Current attainment (SATs 2018 - unvalidated)		
	<i>Pupils eligible for PP (school - unvalidated)</i>	<i>Pupils not eligible for PP (national average - 2017)</i>
<b>% achieving in reading, writing and maths</b>	50%	67%
<b>progress in reading</b>	-0.7	0.3
<b>progress in writing</b>	-2.6	0.2
<b>progress in maths</b>	-1.5	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Behaviour issues for a small group of pupils (mainly PP children) are having a detrimental effect on their academic progress
<b>B.</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.
<b>C.</b>	PP children who have had little or no boundaries and lack routine at home whose parents/carers have low expectations of behaviour and achievement
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A.</b>	Newbridge is located in a low socio-economic area where unemployment is high.
<b>B.</b>	Although improving, attendance rates for PP children is below the national average
<b>C.</b>	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. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children	PP children make accelerated progress in reading so that their writing is influenced by this Maintain or improve the % difference in reading for PP children compared to National other Maintain or improve the % difference in writing for PP children compared to National other Maintain or improve the % difference in maths for PP children compared to National other All PP children will have access to effective interventions, ensuring that their learning needs are met and they make accelerated progress.
<b>B.</b>	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.	Focused intervention improves pupils' resilience and attitudes to work. Specified children are able to remain in class for longer periods of time / whole lessons. These children are making progress in line with their peers
<b>C.</b>	The attendance of PP children improves in line with National	Reduce the number of persistent absentees among pupils eligible for PP to below the levels of 2017-18 Attendance is in line with or above National figures
<b>D.</b>	Increase parental engagement with the school through targeted parental events and regular parents feedback (topic outcomes, AAB, surveys)	More parents attend school events. Parents report they are better able to support their child's learning.
<b>E.</b>	Continue to improve quality first teaching across the curriculum measured through school's triangulation documentation	Improved outcomes for all children across the curriculum



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5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children	<ul style="list-style-type: none"> <li>Extra teacher in Year 6.</li> </ul>	<p>We have employed an extra teacher in Year 6 to reduce class sizes to ensure accelerated progress throughout the year through increased time for quality feedback. It also increases the ratio of teacher-pupil time.</p> <p>EEF reduced class size +3 EEF Feedback +8</p>	<p>Pupil progress meetings Appraisal cycle Teaching and learning monitoring Fortnightly SMT meetings Termly data analysis</p>	<p>SLT SMT – Year leaders, English and Maths leads, SENCo</p>	<p>Termly pupil progress meetings Annual review of PP spend Weekly monitoring</p>
To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children	<ul style="list-style-type: none"> <li>Continue to improve quality first teaching across the school through increased CPD, specifically targeted teaching, dedicated reflection time and focused feedback</li> <li>Continued use of thinking skills – continued CPD</li> </ul>	<p>High quality training for all staff. Subject leaders to have dedicated release time for monitoring and support. Children who are not on track to meet their end of year progress targets will gain support from interventions and targeted quality first teaching</p> <p>EEF Feedback +8 EEF metacognition and self-regulation +7</p>	<p>Dedicated subject leader time for monitoring and support Half termly data analysis</p>	<p>SLT SMT- year leaders, English and maths leads, SENCo, Thinking lead</p>	<p>Termly pupil progress meetings Annual review of PP spend Weekly monitoring</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"> <li>• Non class based behaviour manager and SENCo to support staff in class</li> <li>• CPD for teaching assistants for behaviour and quality teaching of groups</li> </ul>	<p>Children who are not currently on track to meet their end of year targets will gain support from interventions and targeted quality first teaching Staff will continue to be supported with dealing with children who struggle with their behaviour, ensuring they can stay in class, access quality learning and make good progress EEF Behaviour interventions +3</p>	<p>Regular monitoring of behaviour Fortnightly inclusion meetings Fortnightly pastoral meetings Weekly TA training Analysis of behaviour data</p>	<p>HT AHT – Behaviour manager SENCo</p>	<p>Half termly</p>
<p>The attendance of PP children improves</p>	<ul style="list-style-type: none"> <li>• Termly attendance lessons</li> <li>• Rewards for good attendance</li> <li>• Engaging topics that interest all children, especially PP children – with an exciting hook and purposeful outcome</li> <li>• Attendance SLA with PCC to support attendance officer</li> </ul>	<p>Attendance lessons have been successful over the last year, encouraging children to take some responsibility for their attendance.  When a child cares about their work and the outcome is shared with others (parents, visitors etc) this can be a hook to want them to come into school</p>	<p>Regular monitoring of attendance, particularly for PP group Pupil conferencing to see impact of attendance lessons and enjoyment of topics</p>	<p>HT/DHT Attendance officer Year leaders</p>	<p>Daily monitoring of attendance Termly pupil conferencing</p>
<p>Increase parental engagement with the school</p>	<ul style="list-style-type: none"> <li>• Topic outcomes throughout the year to which parents are invited – these can include showcasing work completed or activities for parents to complete with their child</li> </ul>	<p>This worked well last year with an increasing number of parents attending the ‘topic outcome’ sessions. The focus this year, will be to increase the number of parents with children eligible for PP to attend.</p>	<p>Parent’s survey – do they feel they have a better knowledge about their child’s learning?</p>	<p>HT DHT Year leaders</p>	<p>Annual parent’s survey Termly ‘topic outcomes’</p>



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Continue to improve quality first teaching across the curriculum	<ul style="list-style-type: none"> <li>• Employ specialist teachers for PPA cover</li> <li>• Continue to improve quality first teaching across the school through increased CPD, specifically targeted teaching, dedicated reflection time and focused feedback</li> <li>• Continued use of thinking skills – continued CPD</li> </ul>	Certain subjects are taught by specialist teachers, ensuring PPA cover is purposeful and effective High quality training for all staff. Subject leaders to have dedicated release time for monitoring and support. Children who are not on currently track to meet their end of year targets will gain support from interventions and targeted quality first teaching EEF Feedback +8 EEF metacognition and self-regulation +7	Dedicated subject leader time for monitoring and support Half termly data analysis Teaching and learning monitoring	SLT SMT- year leaders, English and maths leads, SENCo, Thinking lead	Termly pupil progress meetings Annual review of PP spend Weekly monitoring
<b>Total budgeted cost</b>					£119000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children	<ul style="list-style-type: none"> <li>• TAs employed in the afternoons to deliver targeted interventions, primarily for PP children who are not on track to meet their targets (including the most able)</li> </ul>	To diminish the difference in all core subjects for PP children EEF small group tuition +4	Pupil progress meetings Ongoing assessment and end of KS2 results Half termly review of interventions Monitoring of interventions	HT/DHT SENCo Year leaders	Termly pupil progress meetings Half termly intervention analysis Half termly data analysis



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<p>To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children</p>	<ul style="list-style-type: none"> <li>Teachers take booster sessions before and after school, mainly for writing, particularly targeting PP children to help accelerate progress</li> </ul>	<p>To diminish the difference in all core subjects, but particularly writing for PP children EEF small group tuition +4 EEF extending school time +2</p>	<p>Pupil progress meetings Booster group data analysis/review Ongoing assessment and end of KS2 results</p>	<p>HT/DHT Year leaders</p>	<p>Termly pupil progress meetings Half termly booster group analysis Half termly data analysis</p>
<p>To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children</p>	<ul style="list-style-type: none"> <li>Teacher employed 0.2 to allow teachers dedicated pupil conferencing time to improve writing for PP children in Y6</li> </ul>	<p>To improve outcomes in writing for PP children EEF one-to-one tuition +5</p>	<p>Pupil progress meetings Writing moderation Intervention data analysis KS2 outcomes (GPS)</p>	<p>HT/DHT SENCo Y6 leader</p>	<p>Termly pupil progress meetings Half termly intervention data analysis Half termly writing moderation (in and across schools)</p>
<p>To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2. This will be measured by the KS2 outcomes for PP children</p>	<ul style="list-style-type: none"> <li>TAs employed to deliver before school maths pre-teach sessions in all year groups</li> <li>Use of mathletics for PP children</li> </ul>	<p>To ensure those children who struggle in maths lessons have extra support and are able to access the curriculum effectively, making good progress EEF small group tuition +4 EEF extending school time +2</p>	<p>Pupil progress meetings Intervention review and data analysis Monitoring of interventions</p>	<p>HT/DHT SENCo Year leaders</p>	<p>Termly pupil progress meetings Half termly intervention review/data analysis Termly monitoring of interventions</p>
<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"> <li>5 non class based ELSAs to work with children in class and complete 1:1 sessions with specific children to impact the learning and emotional barriers for them</li> <li>Loss and bereavement group for specific children</li> </ul>	<p>A team of ELSAs who engage with specific children who struggle with their emotional behaviour. Support children who have suffered a loss or bereavement EEF social and emotional learning +4</p>	<p>Fortnightly pastoral meetings Fortnightly inclusion meetings</p>	<p>AHT – behaviour manager</p>	<p>Fortnightly meetings</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"> <li>• SLA with the multi-agency behaviour support service to work with pupils who struggle with their behaviour and support school staff</li> <li>• Children accessing specialist provision due to behaviour</li> </ul>	<p>High number of PP children presenting with behaviour issues. MABs support with personal support plans and give advice and ongoing support to school staff. Family support is given to specific families according to need. Identified children require specialist provision for behaviour</p>	<p>Weekly support from MABs Monitoring reports Regular meetings with provision</p>	<p>AHT – behaviour manager</p>	<p>Weekly Annual review of SLAs Termly meetings with provision</p>
<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"> <li>• Employing an Educational Psychologist to provide 6 days EP time throughout the year</li> </ul>	<p>High number of PP children are presenting with complex learning needs. The EP runs assessments and ensures that the correct provision is put in place by advising SENCO, Behaviour manager and class teacher by providing a comprehensive report and ongoing support.</p>	<p>Pupil progress meetings Ongoing monitoring</p>	<p>SENCo AHT – Behaviour manager</p>	<p>Annual review of EP contract</p>
<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"> <li>• Employing a trained counsellor to work with identified PP children</li> <li>• Identified children to access Motiv8</li> </ul>	<p>The counsellor works 1:1 with children who are struggling emotionally and require a trained professional to support them. Motiv8 work with children at school and home to help them engage with school.</p>	<p>Review with counsellor at the end of program Pupil progress meetings Meetings with Motiv8</p>	<p>AHT – behaviour manager</p>	<p>Termly reviews</p>
<b>Total budgeted cost</b>					<p>£150000</p>





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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The attendance of PP children improves	<ul style="list-style-type: none"> <li>Attendance officer to check attendance daily and closely monitor PP attendance rates, meet with parents and offer support.</li> <li>Rewards for good attendance given out weekly and half termly.</li> </ul>	This has had a positive impact over the last two years with attendance improving. The attendance officer also works with teachers to offer support with PP persistent absentees to try to ensure they are not disadvantaged in their learning.	Fortnightly inclusion meetings Attendance data analysis Attendance reports to Governors	HT Attendance officer	Half termly
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. The attendance of PP children improves. Increase parental engagement with the school.	<ul style="list-style-type: none"> <li>Family Safeguarding Lead employed to work with children and families who need support (mainly PP)</li> </ul>	This role has been successful over the last year, ensuring that children and families have the support they need from school. Increase in attendance figures. Reduction in PA figures.	Fortnightly inclusion meetings Attendance data analysis Attendance reports to Governors	HT/DHT Family safeguarding Lead AHT – behaviour manager SENCo	Half termly (fortnightly meetings to ensure frequent review)
The attendance of PP children improves	<ul style="list-style-type: none"> <li>Free breakfast club for PP children who are persistently late to school or rarely have breakfast.</li> <li>Free after school clubs as an incentive to be in school for PP children who are PA.</li> </ul>	Helps children be ready for the school day which will enable them to have a good attitude to learning and make good progress. Reduction in PP persistent absence Increase PP attendance figures	Fortnightly inclusion meetings Attendance data analysis	HT Attendance officer	Half termly
To give PP children experiences they may otherwise not be able to have. To increase parental engagement with the school.	<ul style="list-style-type: none"> <li>Subsidising residential trip (Y6)</li> <li>Subsidising school trips to enable parents to be more able to afford them</li> <li>Day trips to Fairthorne to experience outdoor activities</li> </ul>	Parents of PP children are not always able to afford for their children to attend residential. By subsidising this trip, it makes it more affordable for them, ensuring their children do not miss out. Some parents like to pay at least part of trips. By subsidising the trips, it makes them more affordable. PP children will have an opportunity to experience activities they may otherwise not be able to have.	Annual review of trips	HT	Annually
<b>Total budgeted cost</b>					£67000