



Newbridge Junior School
Pupil Premium Review
2018-2019



Newbridge Junior School Pupil Premium Strategy Statement

1. Summary information					
School	Newbridge Junior School				
Academic Year	2018-19	Total PP budget	2018-19: £285198 (+26,036 from 2017-18) Total: £311,234	Date of most recent PP Review	n/a
Total number of pupils	489	Number of pupils eligible for PP	211	Date for next internal review of this strategy	Sept 2019

2. Current attainment (SATs 2019 - 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	66%	78%
progress in reading	0.4	-0.6
progress in writing	-1.1	-2.6
progress in maths	1.2	1.4

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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5. Review of expenditure

Academic Year

2018-19

Desired outcome	Chosen action/approach	Impact: (all progress results provisional)	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 • Continue to improve quality first teaching across the school • Increased CPD for teachers/TAs • Continued use of thinking skills • Specifically targeted teaching, dedicated reflection time and focused feedback • 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) • Teachers take booster sessions before and after school, mainly for writing, particularly targeting PP children to help accelerate progress • Use of mathletics for PP children 	<p>Year 6</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">PP progress writing</td> <td style="width: 50%;">Not PP progress writing</td> </tr> <tr> <td style="text-align: center;">-1.1</td> <td style="text-align: center;">-2.6</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">PP progress reading</td> <td style="width: 50%;">Not PP progress reading</td> </tr> <tr> <td style="text-align: center;">0.4</td> <td style="text-align: center;">-0.6</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">PP progress maths</td> <td style="width: 50%;">Not PP progress maths</td> </tr> <tr> <td style="text-align: center;">1.2</td> <td style="text-align: center;">1.4</td> </tr> </table>	PP progress writing	Not PP progress writing	-1.1	-2.6	PP progress reading	Not PP progress reading	0.4	-0.6	PP progress maths	Not PP progress maths	1.2	1.4	<p>Five classes went back to four in year 6 with the extra teacher carrying out focused interventions, small group work and one to one sessions.</p> <p>Thinking tools allow children to be more self-reflective and develop their metacognition. Interventions were tracked and the progress of the children improved across the year in these in year 6. Interventions for other year groups to have a clear focus next year.</p> <p>PiXL purchased for next year for targeted interventions.</p> <p>Booster sessions had a very positive impact so will continue next year.</p> <p>Pre-teach maths sessions had a positive impact on outcomes and confidence in lessons.</p> <p>Pupil conferencing was successful and this will continue in all groups next year, with HLTA covering</p> <p>Mathletics now being replaced with other resources.</p>
PP progress writing	Not PP progress writing														
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	<ul style="list-style-type: none"> • Teacher employed 0.2 to allow teachers dedicated pupil conferencing time to improve writing for PP children in Y6 • TAs employed to deliver before school maths pre-teach sessions in all year groups 		<p>TA interventions now need to be more focused with a clear goal to ensure that no time is wasted. SENCo and Assessment Lead to work with TAs on intervention content.</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"> • Non-class based behaviour manager • Non-class based SENCo to support staff • CPD for teaching assistants for behaviour and quality teaching of groups • 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 • Loss and bereavement group for specific children 	<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. SENCo has met with staff regularly and been present in lessons, giving teachers a better understanding of how to meet the needs of specific pupils. CPD for TAs for behaviour has seen less children be sent back to class from interventions and an increased confidence in TAs when managing small groups. ELSAs have had a positive impact on the emotional needs of the children they have worked with and children used strategies learnt throughout the year, for example strategies to cope in tests Loss and bereavement group carried out and available to new children throughout the year</p>	<p>Behaviour Manager changing to three days a week at half term – new behaviour support to work with him to continue positive behaviour support. ELSA work to continue across the school. Counsellor and EP to continue working with the school.</p>

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	<ul style="list-style-type: none">• SLA with the multi-agency behaviour support service to work with pupils who struggle with their behaviour and support school staff• Children accessing specialist provision due to behaviour• Employing an Educational Psychologist to provide 6 days EP time throughout the year• Employing a trained counsellor to work with identified PP children• Identified children to access Motiv8• Family Safeguarding Lead employed to work with children and families who need support (mainly PP)	<p>Children have had access to different specialists, such as EP and counsellor and these children have regularly changed based on their needs. Staff involved in reviews with EP gave them a better understanding of the children and ensured correct support was in place.</p>	
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<p>The attendance of PP children improves</p>	<ul style="list-style-type: none"> • Termly attendance lessons • Rewards for good attendance • Engaging topics to further engage children, especially PP children, with an exciting hook and outcome • Attendance SLA with PCC to support attendance officer for PP children who are PA • Rewards for good attendance given out weekly and half termly. • Free breakfast club for PP children who are persistently late to school or rarely have breakfast. Free after school clubs as an incentive to be in school for PP children who are PA. 	<p>Attendance of PP children increased from 94.7% (2016-17) to 95.5% (2017-18) and again to 95.83% (2018-19) Attendance officer checked attendance daily and closely monitored PP children. Golden ticket reward for attendance encouraged children to want to be in school every day. Non-uniform on birthdays has seen an increase in children attending school on their birthday. Cornerstones has allowed teachers to plan exciting engage events giving the children opportunities to take part in things they wouldn't necessarily do normally (e.g. animal handling). There was an increase in the number of children at breakfast club, which has helped improve attendance for identified PP children.</p>	<p>All successful outcomes - continue next year</p>
<p>Increase parental engagement with the school</p>	<ul style="list-style-type: none"> • 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 • Subsidising residential trip (Y6) • Subsidising school trips to enable parents to be more-able to afford them • Day trips to Fairthorne to experience outdoor activities 	<p>There has been an increase of 13% over two years with At least 65% parents attending topic outcomes this year compared to 52% in 2017 and 60% in 2018</p>	<p>All successful outcomes – continue next year</p>

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<p>Continue to improve quality first teaching across the curriculum.</p>	<ul style="list-style-type: none"> Employ specialist teachers for PPA cover Continue to improve quality first teaching across the school through increased CPD, specifically targeted teaching, dedicated reflection time and focused feedback Continued use of thinking skills – continued CPD 	<p>Specialist teachers ensure a broad, balanced curriculum with high quality first teaching. Increased CPD has ensured high quality teaching (95% good teaching, 40% outstanding) Teachers are now using focused whole class feedback and this has led to an increased understanding in next steps for the children. Children have the tools to reflect upon their work and this has allowed them to identify their own strengths, weaknesses and learning styles</p>	<p>All successful outcomes - continue next year</p>
			<p>Overall cost: £338,479</p>

6. Additional detail