



**Newbridge Junior School**

# Pupil Premium Strategy Document

2019-20



# Newbridge Junior School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Newbridge Junior School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£315,420	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	513	<b>Number of pupils eligible for PP</b>	226	<b>Date for next internal review of this strategy</b>	Feb 2020

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>	66%	78%
<b>progress in reading</b>	0.4	-0.6
<b>progress in writing</b>	-1.1	-2.6
<b>progress in maths</b>	1.2	1.4

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 the fluency in reading of PP children by the end of KS2.	PP children will make accelerated progress in reading. Improved % difference in reading between PP and non PP
<b>C.</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>D.</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 2018-19 Attendance is in line with or above National figures
<b>E.</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>F.</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	2019-20				
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>Continue to improve quality first teaching across the school through increased CPD focusing on start and end points, in all subjects, which are personalised to children's specific need,</li> <li>Focused and individual feedback time during lessons and reflection time</li> <li>Continued use of thinking skills</li> </ul>	<p>High quality training for all staff. Teachers to meet in subject teams allowing them to draw on the expertise of other teachers across the trust. Children who are not on track to meet their end of year progress targets will gain support from interventions and targeted quality first teaching, specific to their needs.</p> <p>EEF Feedback +8 EEF metacognition and self-regulation +7 EEF Individualised instruction +3</p>	Dedicated CPD time for subject teams to meet. Support from curriculum lead and assessment lead in identifying start and end points for individual children. Termly data analysis.	SLT SMT- year leaders, English and maths leads, SENCo, Thinking lead Subject leads	Termly pupil progress meetings Annual review of PP spend Weekly monitoring – particularly book monitoring to identify progress made for PP children from starting points
To improve the fluency in reading of PP children by the end of KS2.	<ul style="list-style-type: none"> <li>Training to staff on teaching of fluency using Pixl</li> </ul>	Ten of our children last year did not reach age expectation because they did not finish the reading paper. If children's fluency is built up then they will be able to read with a better understanding and apply this skill across the curriculum, therefore improving outcomes in all areas.	Pixl fluency resources used which staff will be trained on Monitoring of fluency lessons.	English lead	Half termly intervention review Termly pupil progress meetings

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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>• New behaviour support to assist with supporting children with more complex needs</li> <li>• Ongoing CPD for teaching assistants managing small groups for interventions</li> </ul>	<p>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</p> <p>EEF Behaviour interventions +3 EEF Small group tuition +4</p>	<p>Regular monitoring of behaviour Weekly inclusion 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>• Half –termly attendance lessons</li> <li>• Rewards for good attendance</li> <li>• Engaging topics that interest all children, especially PP children – with an exciting engage event and purposeful express event</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.</p> <p>Rewarding children for coming into school on their birthday and rewards for being in school every day this year has seen an increase in attendance of PP children.</p> <p>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 express events throughout the year to which parents are invited – these could include class assemblies, sharing work, taking part in activities together</li> </ul>	<p>The percentage of parents attending these events last year increased and children enjoy having their parents come into school. The parents have a better understanding of what the children are doing in school if they see it first-hand.</p>	<p>Parent’s survey – do they feel they have a better knowledge about their child’s learning? Monitoring of express events to check suitability for parents</p>	<p>HT DHT Year leaders</p>	<p>Annual parent’s survey Termly ‘express events’</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 with a focus on progress in tier 1 subjects</li> <li>Continued CPD on effective and individualised feedback</li> <li>Continued use of thinking skills – continued CPD</li> </ul>	<p>Certain subjects are taught by specialist teachers, ensuring PPA cover is purposeful and effective</p> <p>High quality training for all staff, focusing on individual subjects and allowing individual children to make relevant progress.</p> <p>Subject teams to meet in weekly CPD sessions to ensure expertise is shared.</p> <p>Children who are not currently on track to meet their end of year targets will gain support from targeted quality first teaching.</p> <p>EEF Feedback +8</p> <p>EEF metacognition and self-regulation +7</p>	<p>Dedicated CPD time to work in subject teams.</p> <p>Termly data analysis.</p> <p>Termly pupil progress reviews</p> <p>Teaching and learning monitoring</p>	<p>SLT</p> <p>SMT- year leaders, English and maths leads, SENCo, Thinking lead</p> <p>Subject teams</p>	<p>Termly pupil progress meetings</p> <p>Annual review of PP spend</p> <p>Weekly monitoring</p>
<b>Total budgeted cost</b>					£103,178
<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>	<p>To diminish the difference in all core subjects for PP children</p> <p>EEF small group tuition +4</p>	<p>Pupil progress meetings</p> <p>Ongoing assessment and end of KS2 results</p> <p>Half termly review of interventions</p> <p>Monitoring of interventions</p> <p>Support and training for TAs on interventions.</p>	<p>HT/DHT</p> <p>SENCo</p> <p>Year leaders</p> <p>AHT</p>	<p>Termly pupil progress meetings</p> <p>Half termly intervention analysis</p> <p>Termly data analysis</p>

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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 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 AHT</p>	<p>Termly pupil progress meetings Half termly booster group analysis 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>TAs employed to deliver before school maths pre-teach sessions in all year groups</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. Pre teach has been successful this year with children being more prepared for the learning once they are in their lessons. 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 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>Speech and Language therapist to work with the school and individuals half a day a week and with TA</li> <li>TA to deliver SALT to individual children</li> </ul>	<p>Children with individual SALT needs will have improved communication skills, which will lead to improved outcomes in other areas of the curriculum.</p>	<p>Termly data analysis Speech and language therapist to review progress of children half termly</p>	<p>SENCo</p>	<p>Termly data analysis Termly pupil progress meetings</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>Precision teaching to be carried out by TAs</li> </ul>	<p>Children will have individual needs met through regular precision teaching by trained TAs. This will improve outcomes in other areas of the curriculum.</p>	<p>Termly data analysis. Termly pupil progress review. Monitoring of TA interventions.</p>	<p>SENCo</p>	<p>Termly data analysis Termly pupil progress meetings</p>

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<p>To improve the fluency in reading of PP children by the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Fluency interventions with PP children</li> <li>•</li> </ul>	<p>Ten of our children last year did not reach age expectation because they did not finish the reading paper. If children's fluency is built up then they will be able to read with a better understanding and apply this skill across the curriculum, therefore improving outcomes in all areas. EEF small group tuition +4</p>	<p>TAs trained on teaching fluency in small groups.</p>	<p>English lead</p>	<p>Half termly intervention review Termly pupil progress meetings</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, allowing them to develop strategies to help with their learning. Support for children who have suffered a loss or bereavement will help them cope in school. EEF social and emotional learning +4</p>	<p>Weekly inclusion meetings</p>	<p>AHT – behaviour manager</p>	<p>Fortnightly ELSA meetings</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>• SLA with the multi-agency behaviour support service to work with pupils who struggle with their behaviour and support school staff</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.</p>	<p>Weekly support from MABs Monitoring reports</p>	<p>AHT – behaviour manager</p>	<p>Weekly Annual review of SLAs</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>Employing an Educational Psychologist to provide 8 days EP time throughout the year</li> <li>EP team to work with staff and children on attachment</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> </ul>	<p>The counsellor works 1:1 with children who are struggling emotionally and require a trained professional to support them.</p>	<p>Review with counsellor at the end of program Pupil progress meetings</p>	<p>AHT – behaviour manager</p>	<p>Termly reviews</p>
<b>Total budgeted cost</b>					<p>£162,946</p>
<p><b>iii. Other approaches</b></p>					
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?
<p>The attendance of PP children improves</p>	<ul style="list-style-type: none"> <li>Attendance officer to check attendance daily and closely monitor PP attendance</li> </ul>	<p>This has had a positive impact over the last two years with attendance improving.</p>	<p>Weekly inclusion meetings Attendance data analysis</p>	<p>HT Attendance officer</p>	<p>Half termly</p>

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	<p>rates, meet with parents and offer support.</p> <ul style="list-style-type: none"> <li>Rewards for good attendance given out weekly and half termly.</li> </ul>	<p>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. Rewards such as wearing non uniform on birthdays has had a positive impact on attendance.</p>	<p>Attendance reports to Governors</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. The attendance of PP children improves. Increase parental engagement with the school.</p>	<ul style="list-style-type: none"> <li>Family Safeguarding Lead employed to work with children and families who need support (mainly PP)</li> </ul>	<p>This role has been successful over the last two years, ensuring that children and families have the support they need from school. Increase in attendance figures. Reduction in PA figures.</p>	<p>Weekly inclusion meetings Attendance data analysis Attendance reports to Governors</p>	<p>HT/DHT Family safeguarding Lead AHT – behaviour manager SENCo</p>	<p>Half termly (fortnightly meetings to ensure frequent review)</p>
<p>The attendance of PP children improves</p>	<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>	<p>Helps children be ready for the school day which will enable them to have a good attitude to learning and make good progress. There was a high uptake of this last academic year. Reduction in PP persistent absence Increase PP attendance figures</p>	<p>Weekly inclusion meetings Attendance data analysis</p>	<p>HT Attendance officer</p>	<p>Half termly</p>
<p>To give PP children experiences they may otherwise not be able to have. To increase parental engagement with the school.</p>	<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> </ul>	<p>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.</p>	<p>Annual review of trips</p>	<p>HT</p>	<p>Annually</p>
<b>Total budgeted cost</b>					<p>£53,751</p>