



Thinking Schools Academy Trust  
***“Transforming Life Chances”***

Newbridge Junior School

Pupil Premium Strategy Document  
2021/22

## Pupil premium strategy statement – Newbridge Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Newbridge Junior School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	56% (247)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Anna Webb
Pupil premium lead	Ashlee Cole
Governor / Trustee lead	Emma Chapman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,100
Recovery premium funding allocation this academic year	£32,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£349,725

# Part A: Pupil premium strategy plan

## Statement of intent

At Newbridge Junior School, everybody is responsible for socially disadvantaged pupils and we are all committed to meeting children's individual pastoral, social and academic needs within the school environment. Our school serves a diverse community where deprivation is high. Our families are often trying to overcome more than one complex barrier as well as local factors and we understand that a one size fits all approach is not sufficient in meeting the needs of our disadvantaged pupils. All stakeholders work closely together to identify the needs of our children and families and we are very aware that these needs can differ across our families. We ensure good relationships and pastoral support for our families to ensure we know their needs well.

### **Our Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- To improve our children's cultural capital, providing them with opportunities and experiences they would not normally have
- To ensure disadvantaged children have access to a broad and balanced curriculum
- To ensure our disadvantaged children receive the pastoral and emotional support they require

### **Our Key Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; we know that our best practice benefits all of our children.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Our approach to teaching meta-cognition builds life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through successful engagement with high quality, challenging tasks.

- We continue to target our funding on training additional support staff in **proven interventions** that raise attainment in speaking and listening, reading and maths.
- We have a strong pastoral team who work with our families to ensure good attendance and to provide emotional support, as well as support with developing socially.
- We use a tiered approach as advised by EEF to ensure that challenges are met using a range of strategies.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children's oracy and vocabulary is poor, which has a negative impact on their learning and achievement in all areas of the curriculum.
2	Children's fluency in reading is poor due to lack of reading materials at home and low parental support in this area.
3	Children from our disadvantaged families have lower than average attendance. The attendance of children who receive Pupil Premium for the last academic year was 93.72% compared with 95.2% for all pupils.
4	Our disadvantaged children lack the reading experiences to help them achieve greater depth standard in writing.
5	Our disadvantaged children do not have many opportunities to improve their cultural capital. Some of our children do not visit the local area, or have the chance to have experiences which provide them with enrichment.
6	Many of our disadvantaged families have social and emotional needs outside of school as well as in, including mental health, relationships and family disputes and social care involvement. This can have an impact on children's behaviour and attitudes to learning.
7	Children have poor retention of maths skills, especially where they haven't had the repeated practice during school closures.
8	Lots of our children don't have access to technology at home, so they are unable to access home learning, and other resources and materials which would help their learning.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure that children are receiving support and strategies to improve their language and vocabulary, giving them a greater chance of being successful throughout the curriculum.	Children's vocabulary will improve. Children's understanding of vocabulary questions in reading assessments will improve. This will be evidenced through our test analysis and data drops. Children's attainment across the curriculum will improve.
Ensure children are building their fluency in reading so that they have a good understanding of the texts they read, allowing them to access information more easily in other areas of the curriculum.	Children's fluency will improve (as evidenced in teacher fluency assessment) Children's attainment in other subjects will improve.
Ensure children improve their attendance and communication with parents is good to avoid persistent absences.	Attendance for disadvantaged children is in line with other children.
Ensure children are provided with challenging texts, which provide them with rich vocabulary and high quality examples, which they can use in their own writing.	The percentage of disadvantaged children achieving GDS in writing improves.
Ensure children are provided with opportunities to take part in experiences which improve their cultural capital.	Children will take part in activities as outlined on the 'school passport'. The curriculum will have more planned opportunities for enrichment. All children have access to our enrichment activities.
Ensure our families are provided with the required social and emotional support. Ensure good relationships with the pastoral team, teaching staff and families.	Attendance of our disadvantaged children will improve. Learning behaviours of disadvantaged children will be positive, allowing them to make good progress across the curriculum.
Ensure that children have regular opportunities to practise retrieval of taught objectives, through revisiting, space practice and inter-leaving.	Children's recall of taught objectives will improve as evidenced in assessment outcomes.
Ensure all children have access to the appropriate technology for their learning, so that they are not further disadvantaged.	Children will have access to technology and will complete home learning using online platform. All children who require a device will be given one.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £156,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> <li>• Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</li> <li>• Staff development and quality CPD</li> <li>• Staff completing NPQs are supported well in their project in order to support teaching across the school</li> <li>• ECT is well supported</li> </ul>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>School continue to support those teachers who took part in the DFE Early Career teachers framework – staff are supported by colleagues across the trust. The school supports 1x ECT.</p>	<p>1, 2, 4, 7</p>
<p>Training for teachers on tier 2 vocabulary and de-bugging, to be used in their teaching across the curriculum.</p>	<p>Research shows that vocabulary (particularly tier 2 vocabulary) needs to be the focus if you want to improve children’s learning as it is vocabulary which is transferrable across the curriculum.</p> <p>The EEF shows that oral language interventions have a very high impact on progress, based on extensive evidence.</p>	<p>1, 4</p>

<p>Two qualified, experienced teachers out of class full time to support in the teaching of reading, writing maths.</p>	<p>The EEF shows that small groups tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1, 2, 7</p>
<p>High quality texts in class used in guided reading, across the curriculum and in our library</p>	<p>The Centre for Literacy in Primary Education states that 'the use of high quality books within the reading curriculum is at the heart of a school's successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.'</p> <p>Using high quality texts in reading linked to topics in the past has improved children's understanding of the topics they are learning.</p>	<p>1, 2, 4</p>
<p>Continue to develop feedback in all classes across the school, to ensure that the feedback provided to all pupils is instant and effective</p>	<p>Feedback (+8 months – EEF Toolkit) EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p>	<p>1, 2, 4</p>
<p>Jigsaw curriculum to be used across the school for SRE</p>	<p>The DFE RSE and Health Education guidance states that 'in primary schools, subjects need to put in place the building blocks of healthy, respectful relationships, focussing on families, in all contexts, including online.'</p> <p>We have looked at a range of PSHE schemes to meet the statutory requirements, whilst also meeting the needs of our children and we believe Jigsaw does this: 'The Jigsaw curriculum is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.'</p>	<p>6</p>

Retrieval to be a focus for all teachers in their own career development, looking at impact on children's learning	Research shows that retrieval practice improves children's recall. (Roediger and Karpicke, 2006) It also helps to identify gaps in knowledge and aids later retention, allowing children to make links in their next unit of study. (Roediger, Putnam and Smith 2011) As a Thinking School, this is something we have had training on and used within school and we know	7
	from using low stakes assessments previously, it improves their recall.	
Coaching to be used throughout the school for support for staff in improving their own practice	Coaching for Teaching and Learning, gov.uk: 'Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.' Teachers in our school have had some coaching training in the past and responded well to peer tutoring with small steps to improve practice.	1, 2 and 7

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £104,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions to take place focusing on misconceptions in lessons	EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively. We have used same day interventions for maths previously and there is clear evidence of progress in their books when using this approach so we will transfer this to other subjects.	1, 2, 7



<p>Tutoring to take place as part of school directed tutoring programme</p>	<p>EEF – One to One tuition is very effective at improving pupil outcomes. The EEF shows that small groups tuition has an average impact of four months' additional progress over the course of a year.</p> <p>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</p>	<p>1, 2, 7, 4</p>
<p>Boosters in maths taught by teachers and targeted at children's specific needs using diagnostic assessment</p>	<p>EEF – small group tuition has average impact of four months' additional progress over the year</p>	<p>7</p>
<p>Pre-teach in maths taught by TAs</p>	<p>EEF – small group tuition has average impact of four months' additional progress over the year</p>	<p>7</p>
<p>Better Reading Partners interventions for lower readers</p>	<p>EEF- reading comprehension strategies are high impact – on average +6 months additional progress over the year</p>	<p>1, 2</p>
<p>Fisher Family Trust reading interventions</p>	<p>EEF- reading comprehension strategies are high impact – on average +6 months additional progress over the year</p>	<p>1, 2</p>
<p>Weekly meetings with year 6 teachers with focused support on attainment from SLT, using coaching model</p>	<p>Coaching for Teaching and Learning, gov.uk:</p> <p>'Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.'</p>	<p>1, 2, 4, 7</p>
<p>Teachers to work with children weekly to look at next steps in their writing through pupil conferencing</p>	<p>EEF – providing feedback is well evidenced and has a high impact on learning outcomes.</p>	<p>4</p>

Educational Psychologist/ MABS/ Counselling	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support	6
Speech and Language Therapy	Communication and oracy is poor, and in the past having dedicated SALT time with specific children has improved children's vocabulary as seen in their reading assessments and communication as seen by their teachers	1

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club places for disadvantaged children and children with poor attendance.	Gov guidance Breakfast Clubs Programme 2021-2023 states that 'the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.' From past experience in our school, providing some children with breakfast club places has improved their attendance.	3, 6
Pastoral team	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support. From our own experience in school, having good communication with families improves their attendance and learning in school.	3, 6, 1, 2, 7, 4

Visitors, trips and other experiences to be planned throughout the curriculum to enhance children's cultural capital	Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	5
ELSA one to one support, Lego therapy, social groups and Circle of Friends	Many of our disadvantaged children have high emotional need – having ELSA support provided them with emotional and pastoral support, on top of the academic support they receive in class or through TA interventions.	3, 6
Places for disadvantaged	Many of our disadvantaged children do not have the experiences which will help with social mobility and	5
children in after school clubs	Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	
Inclusion meetings with pastoral team	As a large school, weekly meetings have ensured that the high level of needs of our children is understood by the wider pastoral team and this is something we want to continue.	6
Attendance officer	Having an attendance officer develop strong relationships with the children and families has seen improvements in the attendance of individual children, which we want to continue.	3
Parental engagement – open evenings, engage and express events, newsletter and improved lines of communication	EEF – Parental engagement has a positive impact on average of 4 months additional progress	1, 2, 4, 7

All children in need of a laptop to be provided with one for home learning	Providing devices throughout lockdown had a positive impact on the levels of engagement from our families at home.	8
School Nurse	Having a school nurse available to meet with parents in school previously, has helped to raise the attendance of some children.	3

**Total budgeted cost: £349,725**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met? Assessment of outcomes linked to strategy 2020-2021*

- A. To ensure a recovery curriculum is in place, which supports high outcomes for disadvantaged children and will allow them to learn key skills in English and maths, which may have been missed during school closure.**

Recovery curriculum was quickly put into place following the second lockdown and children's learning was focused on priority objectives. Gaps were identified using Pixl diagnostics and planning. Teacher assessment was used, alongside a past SATs paper. Our target of 73% PP children reaching ARE in reading, writing and maths was met with 46/63 achieving this. Year 5 children carried out 2019 SATs paper. These assessments show a 5% gap in maths, 4% in writing, 2% in reading for children receiving the Pupil Premium so we aim to close this gap over the next academic year.

- B. To improve the fluency in reading of disadvantaged children by the end of KS2.**

Fluency in reading was taught weekly by teachers as intended and teachers used Pixl fluency tracker to assess this termly. This showed that children's fluency was improving and also helped teachers identify which area of reading fluently the children needed more support in. This is something we will continue to develop as lockdown also had an impact on fluency with many children not having access to books at home.

- C. To improve learning, emotional and behavioural issues of specific pupils.**

Our children with complex needs were supported well and these children made appropriate progress. During the lockdown we ensured good communication and throughout, offering advice, support and carrying out home visits when needed. We ensured our most vulnerable children were in school during lockdown. Weekly inclusion meetings ensured that we were aware of differing needs and were able to involve relevant agencies for external support when needed.

**D. The attendance of disadvantaged children improves in line with National.**

Attendance for disadvantaged children did improve but there is still a gap which needs closing. (93.72% compared with 95.2%) Covid has had an impact on our attendance and our Attendance officer works closely with the school nurse to ensure children are in school wherever possible.

**E. Increase parental engagement with the school through targeted parental events and regular parents feedback, as well as continuing with online engagement.**

During lockdown, we worked hard to keep communication with parents open but were unable to measure any engagement due to cancellation of planned events. We offered parents evenings over the phone and via Teams and there was a high uptake of these appointments. Using Forms and Sway has also improved parent communication. Monitoring of engagement during Lockdown showed that there was high engagement, particularly with our year 6 children. When children were not online for remote learning, teachers and HT and AHT contacted parents to ensure learning was happening.

**F. Continue to improve quality first teaching, including retrieval practice, across the curriculum measured through school's triangulation documentation**

Teachers were trained quickly on how to use hybrid teaching and this was successful in the second lockdown, where children had high engagement.

Training took place to prepare teachers for going back to 'normal' teaching in September. Training on retrieval practice took place and it was evident that this was being used in monitoring. This is something we will continue with.

**G. Improve and restore the learning behaviours of children who have not been in school since March**

Learning behaviours was a key focus in our training for teachers and lesson observations saw an improvement in the positive attributes of our children. This is a project plan we are working with staff on over the Autumn term 2021 to ensure the learning behaviours focused on are streamlined and consistent, helping children succeed in all areas of the curriculum.

**Recovery funding**

We used recovery funding to employ qualified teachers to provide cover for class teachers to work with identified children in targeted groups in reading, writing and maths. These children were identified using diagnostics and the planning was based on this. Children were assessed regularly to help in their understanding of the priority objectives they would need to know to be successful in the next academic year.

## Externally provided programmes

Programme	Provider
Maths recovery (Y2 and Year 4)	Third Space Learning

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## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had a one to one support worker who met with one of our service children regularly. These children also received targeted support within our interventions.
What was the impact of that spending on service pupil premium eligible pupils?	We looked after the emotional wellbeing of the child with one to one support. The other children also made appropriate progress due to the targeted interventions.