

Newbridge Primary School

Pupil Premium Strategy 2016 – 2017

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is in addition to main school funding, is seen by the Government as the best way to address the current underlying inequalities between disadvantaged and non-disadvantaged pupils. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Pupils that are falling behind in their learning are identified by analysing pupil tracking data and then these pupils receive targeted interventions; the detail of these interventions is recorded on the provision map. The provision map allows the Governing Body to monitor interventions that take place and to understand their effectiveness and impact against pupil data.

Total Budget 2016/17 - £68,927

Target – To ensure that all children in receipt of Pupil Premium make at least expected progress in 2016 -17 and that the majority make better than expected progress. This will result in a diminishing of gap between disadvantaged pupils and non-disadvantaged pupils.

Specific Barriers to Learning – Having analyzed our results from the previous academic year, and considering ongoing trends, progress from KS1 to KS2 is a continuing issue. Our Pupil Premium progress in writing was well below average at -5.5, reading was -3 and maths -1.1. The percentage of pupils meeting the expected standard was 50%. The percentage of Pupil Premium pupils achieving a 'high' standard was 0%.

The key priorities in the SDP are improving interventions and improving learning outcomes for all children, especially disadvantaged and other vulnerable groups. The headteacher has established a timeline for the work of the school improvement groups so that it is clear when actions will happen. Each improvement group is charged with providing evidence of the impact of their work.

Year 1 phonics outcomes have improved to be in line with national but outcomes for disadvantaged pupils are low.

The school has been focussed on ensuring pupils achieve the expected standard in the first year of the new curriculum but will need to now expand that focus to ensure that more pupils transition to a greater depth from the expected and exceeding starting points.

Progress to key stage 2 in 2016. There is low progress for disadvantaged pupils in reading, writing and mathematics and there are also lower outcomes in English grammar punctuation and spelling overall and for disadvantaged pupils.

Intervention and cost	Intended Outcome	Monitoring	Impact																																																											
	<p>To diminish the gap between disadvantaged and non-disadvantaged pupils.</p> <p>For high attaining Pupil Premium children to make more than expected progress.</p>		<table border="1"> <thead> <tr> <th colspan="6" data-bbox="1391 237 2150 312">Percentage of pupils who met/exceeded the age related expectations (ARE) in 2017</th> </tr> <tr> <th data-bbox="1391 312 1503 387">Year</th> <th data-bbox="1503 312 1637 387">No. of children</th> <th data-bbox="1637 312 1771 387">Writing</th> <th data-bbox="1771 312 1906 387">Reading</th> <th data-bbox="1906 312 2040 387">Maths</th> <th data-bbox="2040 312 2150 387">EGPAS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1391 387 1503 453">EYFS</td> <td data-bbox="1503 387 1637 453">3</td> <td data-bbox="1637 387 1771 453">67</td> <td data-bbox="1771 387 1906 453">67</td> <td data-bbox="1906 387 2040 453">67</td> <td data-bbox="2040 387 2150 453"></td> </tr> <tr> <td data-bbox="1391 453 1503 518">Year 1</td> <td data-bbox="1503 453 1637 518">6</td> <td data-bbox="1637 453 1771 518">20</td> <td data-bbox="1771 453 1906 518">20</td> <td data-bbox="1906 453 2040 518">40</td> <td data-bbox="2040 453 2150 518"></td> </tr> <tr> <td data-bbox="1391 518 1503 584">Year 2</td> <td data-bbox="1503 518 1637 584">2</td> <td data-bbox="1637 518 1771 584">0</td> <td data-bbox="1771 518 1906 584">50</td> <td data-bbox="1906 518 2040 584">50</td> <td data-bbox="2040 518 2150 584"></td> </tr> <tr> <td data-bbox="1391 584 1503 649">Year 3</td> <td data-bbox="1503 584 1637 649">3</td> <td data-bbox="1637 584 1771 649">75</td> <td data-bbox="1771 584 1906 649">100</td> <td data-bbox="1906 584 2040 649">100</td> <td data-bbox="2040 584 2150 649"></td> </tr> <tr> <td data-bbox="1391 649 1503 715">Year 4</td> <td data-bbox="1503 649 1637 715">5</td> <td data-bbox="1637 649 1771 715">40</td> <td data-bbox="1771 649 1906 715">80</td> <td data-bbox="1906 649 2040 715">40</td> <td data-bbox="2040 649 2150 715"></td> </tr> <tr> <td data-bbox="1391 715 1503 780">Year 5</td> <td data-bbox="1503 715 1637 780">9</td> <td data-bbox="1637 715 1771 780">38</td> <td data-bbox="1771 715 1906 780">75</td> <td data-bbox="1906 715 2040 780">38</td> <td data-bbox="2040 715 2150 780"></td> </tr> <tr> <td data-bbox="1391 780 1503 871">Year 6</td> <td data-bbox="1503 780 1637 871">13</td> <td data-bbox="1637 780 1771 871">62</td> <td data-bbox="1771 780 1906 871">70</td> <td data-bbox="1906 780 2040 871">62</td> <td data-bbox="2040 780 2150 871">77</td> </tr> </tbody> </table> <p data-bbox="1391 871 2150 906">PROGRESS will be updated when results are validated.</p>						Percentage of pupils who met/exceeded the age related expectations (ARE) in 2017						Year	No. of children	Writing	Reading	Maths	EGPAS	EYFS	3	67	67	67		Year 1	6	20	20	40		Year 2	2	0	50	50		Year 3	3	75	100	100		Year 4	5	40	80	40		Year 5	9	38	75	38		Year 6	13	62	70	62	77
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<p>Pupil Premium intervention teacher for Year 6 pupils in English and Maths 3x per week. £37.11 x 3 x 38 = £4231</p>	<p>To teach pupils and communicate the pupils' areas for development to the Year 6 team.</p>	<p>Upper KS2 leader to oversee the intervention and impact</p>																																																												
<p>Deputy Headteacher to target Year 6 Writing intervention group 3x per week. £ 53.08 x 3 x 38 = £6051</p>	<p>To improve sentence structure, punctuation, drafting and editing skills</p>	<p>Upper KS2 leader to oversee the intervention and impact. Termly Pupil Progress meetings</p>																																																												
<p>Headteacher to target Year 6 intervention Maths group 3x week. £ £64.80 x 3 x 38 = £ 7387</p>	<p>To develop the 4 operation skills, multiplication tables and word problems.</p>	<p>Upper KS2 leader to oversee the intervention and impact. Termly Pupil Progress meetings</p>																																																												
<p>Inclusion Lead to deliver phonics intervention to Year 2 pupils 2 x per week. £ 1217</p>	<p>To improve blending and segmenting skills.</p>	<p>KS1 phase leader. Termly Pupil Progress meeting. Phonics screening.</p>	<p>Inclusion Lead delivered a writing intervention in Year 2 3 x weekly in terms 2 and 3 and a spelling intervention in terms 4 and 5. The group contained two Pupil Premium children who made positive progress.</p>																																																											

<p>Year groups to utilise TA resources within year groups to provide targeted intervention to disadvantaged pupils 20 mins/day.</p> <p>£12,954.53</p>	<p>Developing multiplications tables.</p> <p>Developing comprehension skills.</p> <p>Developing handwriting skills.</p> <p>Delivery of Sound Discovery and Units of Sound.</p> <p>Developing reading skills.</p>	<p>Class teachers</p> <p>Phase leaders</p> <p>Headteacher</p>	<p>Impact tracked by class teachers (see chart above).</p>
<p>TA to run social skills group (The Hub Club) for identified pupils 1 x per week.</p> <p>£ 478.35</p>	<p>To build confidence and self-esteem of children</p>	<p>SENCO</p> <p>Headteacher</p>	<p>Two Pupil Premium pupils attended. Both children made positive progress on Strengths and Difficulties Questionnaire and Social, Emotional and Mental Health Assessments</p>
<p>Targeted Social Skills provision by TA for EYFS, KS1 and KS2 (2 hours Teaching Assistant)</p> <p>£ 875</p>	<p>To build social skills – turn taking, acceptance and self-esteem.</p>	<p>Inclusion Lead</p>	<p>8 Pupil Premium children attended Social skills provision over the last academic year.</p> <p>All pupils made positive progress as recorded by Strengths and Difficulties Questionnaire or PSE questionnaire and follow up.</p>
<p>Families of disadvantaged pupils to be able to access funding for extra-curricular activities and music lessons to enable the same opportunities as non-disadvantaged pupils.</p> <p>£ 88</p>	<p>An increased number of disadvantaged pupils to have the opportunity to take part in activities and events.</p>	<p>Finance Officer</p> <p>School Business Manager</p>	<p>Pupils benefitted from a broad range of school activities e.g. music concerts and sporting events. Such events promote inclusion and boosting self-esteem.</p>

<p>Families of disadvantaged pupils to be able to access funding for wrap around care.</p> <p>£ 500</p>	<p>To support family situations and increased attendance levels.</p>	<p>Finance Officer</p>	<p>Provided stability, nourishment and a positive start to the school day.</p>
<p>Families of disadvantaged pupils to be able to access funding for residential visits to enable the same opportunities as non-disadvantaged pupils.</p> <p>£ 2,210 = Year 6 £675 = Year 5</p>	<p>An increased number of disadvantaged pupils to have the opportunity to take part residential visits.</p>	<p>Finance Officer School Business Manager Deputy Headteacher</p>	<p>Pupils' social skills and independence was developed through accessing a residential trip. Pupils had the opportunity to experience a wide range of physical activities.</p>
<p>THRIVE To provide specific support for pupils with emotional or social difficulties.</p> <p>2 days of SENCO time every 6 weeks = £2,967.12</p> <p>SENCO renewal of licence (training) = £100</p>	<p>To support personal development through a consistent plan. Individual assessments take place to develop a plan for class teachers, TAs and parents to deliver.</p>	<p>Inclusion Lead</p>	<p>Thrive has been implemented in school.</p> <p>13 Pupil Premium pupils have individual Thrive plans.</p> <p>Two of these pupils have had initial assessment only (to be reviewed 2017-18).</p> <p>Ten pupils made progress within their profile.</p>

Behaviour Attendance Panel contribution £44 x 450= £19,800	To be able to access and provide support to those pupils referred. Specialist therapists to work for 16 weeks per time per pupil.	Inclusion Lead Headteacher	Two Pupil Premium pupils received therapy last year. (Twenty sessions, one ongoing into the new year).
Speech and Language support delivered to individual pupils by specialist TAs once per week/pupil. £1500	To develop speech and language skills to support speech and academic progress.	Inclusion Lead Pupil Progress meetings	Speech and Language 6 Pupil Premium children received Speech and Language Therapy support last year. Two of these pupils had initial assessments. Five of these children had ongoing support. One child's parents did not attend the appointment.
Educational Psychologist visits and reports to support individual learners. £ 284 x 4 =£1140	To provide detailed assessments and appropriate plans to meet needs.	Inclusion Lead Headteacher	Received 3 visits and 3 reports for Pupil Premium children during the year. One led to an EHCP application.
Leadership time dedicated to attending meetings with agencies and supporting families. £ 6000	To improve understanding of needs and the role the school can play in engaging the family, offering stability and increased attendance and progress levels.	Headteacher Deputy Headteacher SENCO	PPP/PEP meetings attended by member of the leadership team
Inclusion Lead to provide training for TAs in interventions and programmes. £ 38 x 6 hours = £228 (SENCO) £35 x 15 = £525 (TA)	For TAs to have the skills to support individual and groups in identified needs.	Inclusion Lead	Thrive on INSET led by SENCO . Teachers and TAs trained in THRIVE.

Total Spent - £68,927

Next Steps for 2017-2018

- Employ a Pupil Premium Teaching Assistant (10 hours/week) to teach Year 2 and Year 6 Pupil Premium children
- Set up individual Pupil Premium Target Plans for all Pupil Premium children. These will be reviewed at Pupil Progress meetings
- Clear data to be provided to all teaching staff on prior attainment of all Pupil Premium children
- Establish Pupil Premium exercise books for each Pupil Premium child
- Pupil Premium interventions to be highlighted on class timetables
- School Development Plan focused on data and specifically that of disadvantaged pupils against that of non-disadvantaged pupils
- Opportunity for all – provide further opportunities for disadvantaged pupils outside of the classroom

Review date July 2017