

Newbridge Primary School

Pupil Premium Strategy 2017– 2018

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 2017/18 is £69,100
£41,650 (from September to March 2018)
£ 27,450 (April to August 2018)

Target – To ensure that all children in receipt of Pupil Premium make at least expected progress in 2017-18 and that the majority make better than expected progress. This will result in a diminishing of the gap between disadvantaged pupils and non-disadvantaged pupils.

Outcomes for Disadvantaged Pupils: Having analysed 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 -4.31, reading was – 2.78 and maths – 4.28. The percentage of pupils meeting the expected standard in writing was 75%, in reading it was 66% and in maths it was 58.3%. The percentage of Pupil Premium pupils achieving a ‘high’ standard was 0%.

Progress to key stage 2 in 2017. 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 for disadvantaged pupils. At the end of Key Stage 2 (2017) Pupil Premium girls out performed boys in attainment in reading, writing and maths.

20% of Year 6 (2017-18) are Pupil Premium children.

Year 1 phonics outcomes are marginally below national outcomes. In the current Year 2, the majority of disadvantaged pupils did not pass the Year 1 Phonics Screen when they were in Year 1. These children are all boys. In 2017-18, the aim is for more pupils to meet the expected standard. Based on EYFS data (2016-17) we have identified that disadvantaged girls require additional support in phonics.

The key priorities in the SDP are:

Priority 1 – More pupils make expected progress in Writing, with an increased rate of progress, through the implementation of clear expectations of spelling requirements and effective deployment of resources.

Priority 2 – Assessment tools and data are used effectively to analyse the progress of pupils, to ensure no groups of pupils are underachieving and that any progress gaps are diminished

Priority 3- More pupils make expected progress in maths, with an increased rate of progress, through planning and resources that are in line with the National Curriculum

Priority 4 – The Newbridge Journey Curriculum and Key Skills are taught in line with requirements within year groups, phases and Key Stages

Clear plans have been drawn up 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.

Barriers to learning:

A small percentage of pupils have attendance below 90% and sometimes punctuality is a concern.

Some children need additional support for behaviour issues. These issues can result in lack of engagement and resilience in learning.

A small percentage of children have delayed speech and limited social skills.

Some parents require support to engage with their child's learning.

Disadvantaged pupils are under-represented in extra-curricular opportunities

Desired outcomes:

Improved attendance

Improved self esteem

Excellent behaviour

Engagement in learning

Resilience when approaching new tasks

Good speech and language skills

Good social skills

Engagement of parents in learning.

Engagement in extra-curricular opportunities

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>		See table below.
<p>Pupil Premium Teaching Assistant (10 hours/week) employed to teach Year 2 and Year 6 Pupil Premium children. £4250</p>	<p>To increase progress for Year 2 and Year 6 Pupil Premium children and to close the gap with non-Pupil Premium children in reading, writing, maths and phonics.</p>	<p>KS1 and KS2 Phase Leader Deputy Headteacher Headteacher</p>	<p>See table below. We were unable to fully provide this support.</p>
<p>Purchase PUMA and PIRA assessment resources for all year groups £3,700</p>	<p>To provide teaching staff with clear data on attainment of all disadvantaged children.</p> <p>To provide data which can track the progress of pupils in Reading and Maths.</p>	<p>Class teachers Senior Leadership Team</p>	<p>Puma and Pira provided consistent, clear data for Years 1-5 so that progress and attainment of disadvantaged pupils could be tracked and supported.</p> <p>Data generated informed teaching, provided data for discussion at Pupil Progress meetings and gave a comparison of disadvantaged children's data with that of other pupils.</p>
<p>Purchase Rapid Maths to use as an intervention £1500</p>	<p>To support disadvantaged pupils to make rapid progress in number skills to close the gap with their peers.</p>	<p>Maths Lead</p>	<p>Rapid Maths in Key Stage 2 has supported disadvantaged pupils to make progress in number skills to close the gap with their peers.</p>
<p>Purchase Phonics Bug and No Nonsense Spelling £1000</p>	<p>To support teaching of and progress in spelling and phonics throughout school.</p>	<p>SPAG lead and Writing Lead</p>	<p>Phonics Bug and No Nonsense Spelling have supported teaching of and progress in spelling and phonics throughout the school.</p>

<p>Release time for English Subject Leader</p> <p>£780</p>	<p>To support the teaching of English.</p> <p>To monitor teaching of English throughout the school.</p> <p>To scrutinise data and learning of disadvantaged children.</p>	<p>Maths Lead</p> <p>Deputy Headteacher</p> <p>Headteacher</p>	<p>The English Subject Leader has been released to take part in learning walks, book monitoring and to carry out subject leadership.</p> <p>The lead has lead Staff Development Meetings to support the teaching of English.</p> <p>The lead has scrutinised the data and learning of disadvantaged pupils.</p> <p>The English subject lead has worked with the Local Authority Adviser to support the development of English.</p> <p>Liaison with SLT and governors has supported the development of English across the school.</p> <p>KS 2 95% of pupils achieved expected standard plus in Reading. KS 2 83% of pupils achieved expected standard plus in Writing. KS 2 86% of pupils achieved expected standard plus in ESPG.</p>
<p>Release time for Maths Subject Leader</p> <p>£ 780</p>	<p>To support the teaching of Maths.</p> <p>To monitor teaching of Maths throughout the school.</p> <p>To scrutinise Maths data and learning of disadvantaged children.</p>	<p>Maths Lead</p> <p>Deputy Headteacher</p> <p>Headteacher</p>	<p>The Maths Subject Leader has been released to take part in learning walks, book monitoring and for subject leadership.</p> <p>The lead has lead Staff Development Meetings to support the teaching of Maths.</p> <p>The lead has scrutinised the data and learning of disadvantaged pupils.</p> <p>The Maths subject lead has worked with the Local Authority Adviser to support the development of Maths.</p> <p>Liaison with SLT and governors has supported the development of Maths across the school.</p> <p>KS 2 93% of pupils achieved expected standard plus in Maths.</p>
<p>Guided Reading Training</p> <p>£200</p>	<p>To provide training for the Reading Lead in whole class Guided Reading.</p> <p>To equip the Reading Lead to train staff in the teaching of Reading.</p>	<p>Reading Lead</p> <p>Deputy Headteacher</p> <p>Headteacher</p>	<p>Staff Development Meetings provided training on Inference, Guided Reading and Running Records.</p> <p>KS 2 95% of all pupils achieved expected standard plus in Reading.</p>

Inclusion Lead release time £750	To liaise with external agencies to support disadvantaged children.	Deputy Headteacher Headteacher	Inclusion lead liaised with external agencies e.g. Speech and Language Therapist, behaviour panel etc. to support disadvantaged children to understand and support needs.
Key Stage 1 Moderation £100	To be involved with the moderation of writing with other Local Authority schools. To be secure in judgements when assessing writing.	Key Stage 1 Leader Deputy Headteacher Headteacher	Year 2 teachers attended SATS training for writing.
External School Data Analysis £200	To receive an external report which analyses school data so that trends can be responded to promptly.	Deputy Headteacher Headteacher	Purchasing an external report which analysed school data enabled the SLT, teachers and governors to develop clear improvement plans which addressed needs.
Purchase subscription to Grammarsaurus £17	To provide teaching and assessment resources for phonics to support disadvantaged children.	SPAG Lead	Grammarsaurus provided an assessment tool by which progress in spelling of disadvantaged pupils could be tracked alongside that of other pupils.
Purchase new reading comprehension (SDP) £1000	To provide reading comprehension resources which match curriculum requirements and develop higher order reading skills.	Reading Lead	Reading comprehension resources were purchased which matched curriculum requirements and developed higher order reading skills. KS 2 95% of all pupils achieved expected standard plus in Reading.
Funding for supply cover for three teachers to attend the Maths and Writing Project £900	To improve the teaching of maths To support increase progress in maths	Maths Lead Deputy Headteacher Headteacher	Maths team attended course and disseminated information to staff through Staff Development Meetings. An increased focus on Concrete, Pictorial and Abstract, alongside purchase of new resources and use of White Rose maths supported planning and problem solving.

<p>Set up Pupil Premium exercise books for each Pupil Premium child</p> <p>£100</p>	<p>Pupil Premium support and progress can be evidenced and tracked</p>	<p>Pupil Premium Teaching Assistants</p> <p>Class teachers</p> <p>Senior Leadership Team</p>	<p>Pupil Premium exercise books evidenced and supported progress.</p> <p>Individual Pupil Premium plans and Pupil Premium exercise books were monitored by SLT.</p>
<p>Senior Leader to target Year 2 Writing intervention weekly in the Summer Term.</p> <p>£1000</p>	<p>To improve sentence structure, punctuation, drafting and editing skills</p>	<p>KS1 leader to oversee the intervention and impact.</p> <p>Termly Pupil Progress meetings</p>	
<p>Acting Deputy Headteacher to release Year 6 teacher to provide intervention in Maths group 2 x week in Term 5.</p> <p>£1000</p>	<p>To develop the 4 operation skills, multiplication tables and word problems.</p>	<p>Upper KS2 leader to oversee the intervention and impact.</p> <p>Termly Pupil Progress meetings</p>	<p>Acting Deputy Headteacher to released Year 6 teacher to provide focused teaching 2 x week in Term 5.</p>
<p>Release time for Senior and middle leaders to monitor pupil progress.</p> <p>£1000</p>	<p>To ensure focus on and support for disadvantaged pupils to ensure progress</p>	<p>Class teachers</p> <p>Senior Leaders</p> <p>Termly Pupil Progress meetings</p>	<p>Senior Leadership Team and class teachers have been released for Pupil Progress Meetings to scrutinise the data and learning of disadvantaged pupils alongside that of other pupils.</p>
<p>Inclusion Lead to deliver phonics intervention to disadvantaged Year 2 pupils 2 x per week.</p> <p>£ 1217</p>	<p>To improve blending and segmenting skills.</p>	<p>KS1 phase leader.</p> <p>Termly Pupil Progress meeting.</p> <p>Phonics screening.</p>	<p>Year 2 teachers and teaching assistants taught phonics in ability groups.</p>
<p>Year groups to utilise TA resources within year groups to provide targeted intervention to disadvantaged pupils 1.5 hours/week.</p> <p>£13,546</p>	<p>Improving times tables knowledge.</p> <p>Improving comprehension skills.</p> <p>Improving handwriting skills.</p>	<p>Class teachers</p> <p>Phase leaders</p> <p>Headteacher</p>	<p>Year groups utilised teaching assistant resources within year groups to provide targeted intervention to disadvantaged pupils 1.5 hours per week.</p>

	<p>Delivery of Sound Discovery and Units of Sound.</p> <p>Improving reading skills.</p>		
<p>TA to run social skills group (The Hub Club) for identified pupils 1 x per week.</p> <p>£ 482</p>	<p>To build confidence and self-esteem of children</p>	<p>SENCO</p> <p>Headteacher</p>	<p>Identified PP supported</p>
<p>Targeted Social Skills provision by TA for EYFS, KS1 and KS2 (2 hours Teaching Assistant)</p> <p>£964</p>	<p>To build social skills – turn taking, acceptance and self-esteem.</p>	<p>Inclusion Lead</p>	<p>Identified PP supported</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>£2000</p>	<p>An increased number of disadvantaged pupils to have the opportunity to take part in activities and events.</p> <p>To provide further opportunities for disadvantaged pupils outside of the classroom</p>	<p>Finance Officer</p> <p>School Business Manager</p>	<p>Provided some disadvantaged pupils with further opportunities for disadvantaged pupils outside of the classroom.</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 some families of disadvantaged pupils to be able to access funding for wrap around care.</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>Year 5 =£450</p> <p>Year 6 =£1,890</p>	<p>An increased number of disadvantaged pupils to have the opportunity to take part residential visits.</p>	<p>Finance Officer</p> <p>School Business Manager</p> <p>Deputy Headteacher</p>	<p>Some families of disadvantaged pupils accessed funding for residential visits to enable the same opportunities as non-disadvantaged pupils.</p>

<p>Deliver 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>The new SENCO and one teaching assistant are currently being trained to deliver Thrive.</p>
<p>Behaviour Attendance Panel contribution</p> <p>£44 x 450= £19,800</p>	<p>To be able to access and provide support to those pupils referred. Specialist therapists to work for 16 weeks per time per pupil.</p>	<p>Inclusion Lead Headteacher</p>	<p>SENCO/DHT accessed Behaviour Panel support this year.</p>
<p>Speech and Language support delivered to individual pupils by specialist TAs once per week/pupil.</p> <p>£1650</p>	<p>To develop speech and language skills to support speech and academic progress.</p>	<p>Inclusion Lead Pupil Progress meetings</p>	<p>Speech and Language support delivered to individual pupils by specialist TAs once per week/pupil.</p>
<p>Educational Psychologist visits and reports to support individual learners. £1200</p>	<p>To provide detailed assessments and appropriate plans to meet needs.</p>	<p>Inclusion Lead Headteacher</p>	<p>Educational Psychologist visits and reports supported individual learners.</p>
<p>Leadership time dedicated to attending meetings with agencies and supporting families.</p> <p>£ 6300</p>	<p>To improve understanding of needs and the role the school can play in engaging the family, offering stability and increased attendance and progress levels.</p>	<p>Headteacher Deputy Headteacher SENCO CME0</p>	<p>Leadership time dedicated to attending meetings with agencies and supporting families.</p>
<p>Inclusion Lead to provide training for TAs in interventions and programmes. £250 for Rapid Maths training. (SDP)</p>	<p>For TAs to have the skills to support individual and groups in identified needs.</p>	<p>Inclusion Lead</p>	<p>TAs trained in Rapid Maths, Phonics Bug and Running record training.</p>
<p>Pupil Progress Meetings 4 days supply = £800</p>	<p>To allow Pupil Premium Target Plans for all Pupil Premium children to be reviewed at Pupil Progress meetings</p>		<p>The attendance of key staff at Pupil Progress Meetings allowed the progress and attainment of Pupil Premium children to be reviewed and responded to.</p>

Safer Handling (EYFS training SDP) £500	To train key staff to support children with specific needs		Key staff trained to support children with specific needs.
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Total Spent - £69,100

Non costed actions:

- Set up individual Pupil Premium Target Plans for all Pupil Premium children
- 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
- Facilitate Therapy dog sessions

Reviewed July 2018

	Percentage of PUPIL PREMIUM pupils who met/exceeded the age related expectations (ARE) in 2018				
Year	No. of children	Maths	Reading	Writing	EGPAS
EYFS	5 40% met GLD				
Year 1	8	37.5	75	25	
Year 2	6	50	33.4	50	
Year 3	3	66.6	66.6	33.3	
Year 4	7	85.7	85.8	66	
Year 5	7	42.8	42.8	42.8	
Year 6	12	75	91.6	66.7	75%