

**i. Quality of teaching for all**

Desired outcome	Completed Actions	Impact
Improved oral language skills in EYFS and KS1	Teachers used oral rehearsal before writing. Speech and Language Teaching Assistants ran groups to develop oracy. Use of library, stories, pre-tutoring, hearing readers, quality resources, audio books, read and use high quality texts in class, and regular story time were encouraged.	Oral language skills for most pupils in EYFS has increased. However, there are still areas for development. This will be addressed next year in Year 1 through the use of Drawing Club. The school showed a commitment to increasing the number of quality texts available, which led to increased levels of engagement.
Improved progress for PP pupils through strong subject and Phase leadership. Leaders support the quality of teaching and learning with a particular focus on disadvantaged children.	Regular monitoring of teaching took place by Subject Leaders and SLT. Teachers received individual feedback as necessary. The progress of PP pupils was tracked using SIMs and discussed at Pupil Progress meetings 6 times a year. English and Maths Subject Leaders were given release time to monitor the teaching and learning of their subject. Teachers received individual feedback as necessary. Phase Leaders were given release time to monitor teaching and learning across their Phase. Staff received CPD from our Challenge & Support Partner on Quality First Teaching for all. Teaching & Learning Policy was updated so that Pupil Premium books are marked first/PP pupils receive verbal feedback.	Release time for Subject Leaders and SLT ensured development of the curriculum, monitoring of teaching and of pupil progress. Continue in line with SDP priorities.
Improve reading and comprehension skills for pupils eligible for PP.	English Lead has begun to develop the use of quality texts. PIRA assessment was used to track the progress of all pupils including PP pupils 3 times a year. Phonics Bug was used to teach daily phonics lessons throughout EYFS and KS1. Spelling Shed was introduced to teach daily SPAG lessons throughout KS2. The teaching of reading was monitored across the school. New phonics based guided reading books for teaching those children in KS2 who hadn't passed the Phonics Screening in KS1 were introduced.	Teachers have begun to analyse the use of quality texts and the English Lead will continue to develop this further in the next academic year. The results of PIRA assessments were discussed at Pupil Progress Meetings and provision put in place for all pupils including PP if needed. A review of the teaching of Phonics took place and School Leaders decided to update the scheme used from Phonics Bug to Twinkl Phonics. Teachers have given positive feedback on the introduction of Spelling Shed. Teachers in KS2 should continue to use this daily so that impact is seen in independent writing. Following a review of the teaching of reading, teachers in KS1 have developed their use of a carousel approach to activities so that TAs deliver high quality teaching to the majority of the class while class teachers focus on the teaching of reading. In KS2 the English Lead and a member of SLT reviewed Whole Class Reading. A new system using Ashley Booth and Reading Vipers has been introduced. This together with the use of a Phonics based reading scheme has led to increased progress.
PP pupils have the Social Emotional and Mental Health support needed to access learning and make progress. Individual assessments. Support personal development through individualised plan. Build confidence and self-esteem of PP children and improve social skills.	Nurture/ Elsa provided specific support for identified pupils with emotional or social difficulties.	This had a positive impact on pupils leading to improved attendance and punctuality.
Improved progress for PP pupils through strong subject and Phase leadership. Leaders support the	All pupils including disadvantaged had access to a broad curriculum. Teaching was monitored regularly, as was the progress of all	All pupils including disadvantaged are engaged in their learning. Those pupils who do not also have additional needs are meeting ARE. Disadvantaged pupils who also have SEND make progress towards their individual targets, however the majority do not always meet ARE. Pupils given timely feedback are aware of the next steps in their learning.

quality of teaching and learning with a particular focus on disadvantaged children.	pupils including disadvantaged in Pupil Progress meetings 6 times a year. English and Maths Subject Leaders and Phase Leaders monitored their areas regularly. Quality First Teaching for all has been developed through the introduction of a new Teaching & Learning Policy which ensures that staff mark PP pupils' books first and provide verbal feedback to support progress.	
Pupil Premium children to make at least expected progress in maths. Develop basic numeracy skills and higher-level mathematical skills to support P.P. children's progress in maths.	Staff ensured Quality first teaching using My turn/Your turn approach. Rapid Maths intervention used for identified pupils. White Rose SOW used across KS1 & KS2 to plan for the development of higher-level mathematical skills. Maths Subject lead to monitor Pupil Premium progress. Plus One resources used in KS1 to support disadvantaged pupils with SEND and ensure they had a good understanding of basic skills.	Those pupils who do not also have additional needs are meeting ARE. Disadvantaged pupils who also have SEND make progress towards their individual targets, however the majority do not always meet ARE.

## ii. Targeted support

Desired outcome	Completed Actions	Impact
Improve speech and language skills to support speech and academic progress.	Speech and Language Teaching Assistants ran groups to develop oracy. Support was delivered to individual pupils by specialist TAs once per week.	Identified pupils made progress towards their individual targets, however not all met ARE.
Improved progress for PP pupils	Quality first teaching was supported in Year 6 and Year 4 to improve progress in writing and maths (T 1-4) through use of an additional 0.5 teacher. This was used to support in Year 5 in T4-6. Year 2 received extra teaching support in T3-5.	Targeted extra teaching has been successful in improving progress for some children. The 3-way split model of extra teaching across the school has had a positive impact, as did the support for reading in Year 2.
Trained teaching assistants support learning. Year groups to utilise TA resources within year groups to provide targeted intervention to disadvantaged pupils 1.5 hours per week.	Teaching Assistants support class teaching and interventions. Improving times tables knowledge, comprehension skills and handwriting skills. Reading and phonics interventions including Sound Discovery and Units of Sound. Pre-tutoring/overlearning.	Use of Teaching Assistants has supported PP to make progress in reading and maths.
Improve reading and comprehension skills for pupils eligible for PP.	Teachers rather than TAs across KS2 used Paired Reading strategies and carefully selected resources to improve reading comprehension. Information on our Newbridge Must Reads were published in our newsletter.	PIRA scores for disadvantaged pupils across the school improved as a group, but most are working at below ARE. Staff have revised their Must Reads. More needs to be done this academic year to promote the them.

## iii. Other approaches

Desired outcome	Completed Actions	Impact
Provide teaching staff with clear data on attainment and progress of all disadvantaged children. Provide data which can track the progress of pupils in reading and maths.	Puma and Pira assessment for Year 1 to Year 5 were carried out. Reception Baseline Assessment and ongoing teacher assessment in EYFS was used to track progress. Data analysis identified specific gaps in pupil learning so staff could provide targeted support.	Staff were fully aware of the areas of development and tracked the disadvantaged children in the Autumn, Spring and Summer Terms. Through Pupil Progress meetings, strategies were implemented and SLT were informed of the areas of development.  Pupils not making expected progress, were identified and interventions/support put in place, with guidance sought from the SENDCO as needed.

Progress of Pupil Premium children to be reviewed at Pupil Progress meetings	Staff supported PP children to achieve their next steps. Progress was reviewed at termly Pupil Progress meetings.	See above
Analysis of school data so that trends can be responded to promptly.	School Data was analysed by SLT and also the Assessment Lead.	Information was given to Subject Leaders and class teachers so that appropriate interventions/support could be put in place for children who are not making the expected rate of progress.
Sendco release time	Sendco liaised with external agencies so disadvantaged children were supported and individual needs were met.	This had a positive impact on pupils leading to improved academic progress.
Provide specialist support to identified pupils.	Specialist therapists worked for an agreed amount of time according to need.	This had a positive impact on pupils leading to improved academic progress

### Key Stage 2 data 2024 – All Year 6 pupils

Key Stage 2 2023 - Newbridge		Newbridge	National
<b>ESPG</b>	% of achieved	79%	72%
At standard	39.3%		
Greater Depth	39.3%		
Not achieved standard	21.4%		
<b>Maths</b>	% of achieved	91%	73%
At standard	46.4%		
Greater Depth	44.6%		
Not achieved standard	8.9%		
<b>Reading</b>	% of achieved	88%	74%
At standard	55.4%		
Greater Depth	32.1%		
Not achieved standard	12.5%		
<b>Writing</b>	% of achieved	63%	72%
At standard	62.5%		
Greater Depth	0%		
Not achieved standard	37.5%		

Year 6	Cohort	Reading				Cohort	Maths			
		Exceeding	Meeting	Developing	Entering		Exceeding	Meeting	Developing	Entering
PP	4	25.00%	0.00%	50.00%	25.00%	4	0.00%	75.00%	25.00%	0.00%
NON-PP	51	41.18%	41.18%	15.69%	1.96%	51	45.10%	43.14%	11.76%	0.00%

