Pupil Premium Strategy Statement

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| **1. Summary information** | | | | | |
| **School** | Newbridge Primary School | | | | |
| **Academic Year** | 2023/24 | **Total PP budget** | £63,125 (includes PP + and RPF) | **Date of most recent PP Review** | September 2024 |
| **Total number of pupils** | 410 | **Number of pupils eligible for PP** | 31%  (7.54%) | **Date for next internal review of this strategy** | July 2024 |

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| **2. Current attainment – Please note that in 2021 there were no KS2 SATs due to Covid** | |
|  | *Pupils eligible for PP* |
| **% achieving in reading, writing and maths** | 22% (11% achieving higher) |
| **% making progress in reading** | 44.44% |
| **% making progress in writing** | 33.3% |
| **% making progress in maths** | 44.44% |

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | |
| **Pupil Premium funding will be used alongside Catch Up funding to support progress.** | | |
| **A.** | Speech and language skills in EYFS and KS1 are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. | |
| **B.** | Pupils who are eligible for PP often make less progress than other pupils throughout the school. | |
| **C.** | Poor reading and comprehension skills. | |
| **D.** | Social, Emotional and Mental Health support is often needed. | |
| **E.** | Poor numeracy skills need addressing and the development of higher-level mathematical skills which will support P.P. children’s progress in maths. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| **F.** | Attendance rates for pupils eligible for PP are below the target for all children of 96.7**%**. This reduces their school hours and contributes to them falling behind. | |
| **G.** | Lack of parental support for learning in reading and maths | |
| **4. Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | Improve oral language skills for pupils eligible for PP in EYFS and Key Stage 1. | Pupils eligible for PP in EYFS and Key Stage 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| **B.** | Higher rates of progress across KS1 and KS2 for pupils eligible for PP. | Ambitious for progress for all including PP.  Pupils eligible for PP make as much progress as pupils not eligible for PP at Key Stage 2 in maths, reading, SPAG and writing. |

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|  |  | Measured by teacher assessments, use of Pira, Puma and SATs data, which is reviewed at Pupil Progress meetings and moderated in school. |
| **C.** | Improve reading and comprehension skills for pupils eligible for PP. | Pupils eligible for PP make at least as much progress as pupils not eligible for PP at Key Stage 2 in reading. |
| **D.** | PP pupils have the Social and Emotional and Mental Health support needed to access learning and make progress.  Elsa and nurture activities will support relevant PP pupils to help them be ready to learn and to overcome past experiences. This will be measured by progress in Elsa assessments. | PP pupils will have their nurture, Social and Emotional and Mental Health needs met.  Progress will be in line with peers. Progress evidenced in Elsa assessments.  Engagement with PP families so that there is a partnership with parents. |
| **E.** | Improve numeracy skills and the development of higher-level mathematical skills which will support P.P. children’s progress in maths. | Pupils eligible for PP make at least as much progress as pupils not eligible for PP at Key Stage 2 in maths, |

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| **5. Desired outcomes-External** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| **F.** | Attendance and lateness rates for PP children are in line with the school’s targets for all pupils. | Reduce the number of persistent absentees among pupils eligible for PP so that their attendance meets the school target of 96.7**%**.  Support will be given to PP families to enable good attendance rates. |
| **G.** | Parents are more engaged in supporting learning and PP children receive parental support for learning in reading and maths.  Parents will read with children and record in Reading Record log and support Doodle maths homework. Parents attend parents’ evening and information meetings. | Parents enabled to value and support reading and maths home learning. Parents meetings, website and meetings with staff support equip parents with the skills to support skills in English and maths.  Doodle Maths resource accessed by PP parents. Use of reading record log and home learning. |

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| **6. Planned expenditure** | | | | | |
| **Academic year** | **2023/24** | | | | |
| 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?** |
| A. Improved oral | Teachers use oral | Evidence suggests the Sp and L issues are | Speech and Language and EAL | Sendco | July 2024 |
| language skills in EYFS | rehearsal before writing. | impacting on progress of PP children. We | Teaching Assistant to receive and | Interventions |  |
| and KS1 | Speech and Language | want to invest some of the PP in longer term | disseminate training from the SLIP. | Lead |  |
|  | Teaching Assistants run | change which will help pupils socially and | Sendco to provide additional training | DHT |  |
|  | groups to develop oracy. | academically. | and Interventions Lead to monitor |  |  |
|  | Encourage use of: library, | EFF says that studies of oral language | outcomes. |  |  |
|  | stories, pre-tutoring, | interventions consistently show positive |  |  |  |
|  | hearing readers, | impact on learning, including on oral |  |  |  |
|  | quality resources, audio | language skills and reading comprehension. |  |  |  |
|  | books, read and use high | On average, pupils who participate in oral |  |  |  |
|  | quality texts in class, and | language interventions make approximately |  |  |  |
|  | regular story time. | five months' additional progress over the |  |  |  |
|  |  | course of a year. |  |  |  |
| B. 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. | Ensure disadvantaged have access to a broad curriculum.  Regular monitoring of teaching, monitoring of PP progress in Pupil Progress meetings 6 times a year. Release time for English and Maths Subject Leaders  Release time for Phase Leaders. Develop Quality First Teaching for all. Mark Pupil Premium books first. Staff to provide verbal feedback to PP to support progress. | Pupils eligible for PP are making less progress than other pupils across Key Stage 2 in writing, reading, SPAG and maths. We want to ensure that PP pupils can achieve progress which is at least as good as that of other pupils. | Use Professional Development Meetings/INSET days to deliver training.  SLT to monitor subject leader work.  £6000  Leaders focus on the bottom 20%. | English and Maths leads SLT  Sendco | July 2024 |
| C. Improve reading and comprehension skills for pupils eligible for PP. | Quality first teaching using quality texts. Use of PIra assessment materials.  Phonics Bug and Spelling Shed. Regular reading.  Whole class guided reading as appropriate.  Purchase new phonics based guided reading books Teaching Assistant hours.  Running Record Training. | EFF says that studies of oral language interventions consistently show positive impact on learning and on reading comprehension.  There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. | Teacher assessment Pira data  Pupil Progress meetings Toe by Toe  Additional cost to the school £5000. (Accessible KS2 Reading scheme). | Reading lead | July 2024 |
| D.PP pupils have the Social Emotional and Mental | Deliver nurture/ Elsa to provide specific support for selected pupils with emotional or social difficulties.  2 days of Sendco time every 6 weeks = £3,000  Elsa training  Trained Elsa practitioners. TAs and parents to deliver. | It is noticed that social and emotional needs need addressing so that they are not a barrier to learning.  Elsa and nurture trained members of staff are equipped to assess and plan activities to match needs.  Parents can contribute to addressing needs. | Elsa assessment data  Sendco and Elsa TAs to plan and monitor Elsa/ nurture provision. SLT knowledge of pupils. | Sendco | July 2024 |
| 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. |  |  |

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| E. 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. | Quality first teaching. Rapid Maths intervention White Rose planning to develop higher level mathematical skills.  Maths Subject lead to monitor Pupil Premium progress.  Plus One resources (KS1) | The need to prioritise secure basic maths skills in PP pupils in order to enable progress onto using and applying higher level skills. | Hodder Scores Teacher assessment Puma data  Pupil Progress meetings  Maths subject leader monitoring SLT monitoring | Maths leads SLT | July 2024 |
| **Total budgeted cost** | | | | | £17,000 |
| **ii. Targeted support** | | | | | |
| **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?** |
| A. Improve speech and | Speech and Language | Some of the pupils need targeted support to | Sendco to organise timetable to | Sendco | July 2024 |
| language skills to | Teaching Assistants run | catch up. The programme will be based on | ensure staff delivering provision have | SLT |  |
| support speech and | groups to develop oracy. | activities provided by the SLIP. | sufficient preparation and delivery |  |  |
| academic progress. | Support delivered to |  | time. |  |  |
|  | individual pupils by |  | Progress of pupils to be monitored. |  |  |
|  | specialist TAs once per |  |  |  |  |
|  | week. |  |  |  |  |
| B. Improved progress for PP pupils | Quality first teaching support in Year 6 and Year 4 to improve progress in writing and maths (T 1-4).  0.5 teacher. Year 5 support in T4-6.  2 hours a week specialist support to be used for identified PPP children. Year 2 will receive extra teaching support in T3-5. | We want to provide extra support to ensure progress and high attainment. Small group interventions with highly qualified staff have been shown to be effective as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Extra teaching time and preparation time paid for out of PP budget.  Impact overseen by English/maths leads.  Teaching assistant (TA) CPD for TAs supporting the sessions. | SLT  Pupil Premium lead | July 2024 |
| B. 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. | EEF recommends using teaching assistants to add value to what teachers do.  Trained teaching assistants will be used to deliver structured interventions. | Sendco/leaders to provide training for TAs in interventions and programmes. Development observations.  Teaching Assistant training. Tracking of intervention outcomes.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. | Class teachers  Phase leaders  HT | July 2024 |

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| C. Improve reading and comprehension skills for pupils eligible for PP. | TAs to use Paired Reading strategies and carefully selected resources to improve reading comprehension.  Promote our Must Reads which we want our pupils to read during their time at Newbridge. | EEF shows value in developing reading comprehension strategies. | Training provided for teachers and teaching assistants to use reading comprehension strategies effectively.  T.A training in use of Phonics Bug and Wordblaze to support reading and spelling.  SLT and Reading lead to monitor reading outcomes. | Reading lead | July 2024 |
| **Total budgeted cost** | | | | | £13,000 |
| **iii. Other approaches** | | | | | |
| **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?** |
| B. Provide teaching staff with clear data on attainment and progress of all disadvantaged  children. | Implement Puma and Pira assessment for Year 1 to Year 5.  Use Reception Baseline Assessment and ongoing teacher assessment in EYFS.  Use data to analyse specific gaps in pupil learning and provide targeted support. | A whole school assessment system provides a consistent tool with which to assess and analyse progress. It is a tool to inform teacher judgements. | Pupil Progress meetings Milestone data  Teacher appraisal SLT monitoring | Pupil Premium lead Class teachers | July 2024 |
| C/E. Provide data which can track the progress of |  |  | Senior Leadership Team (SLT) |  |
| pupils in reading and |  |  |  |  |
| maths. |  |  |  |  |
| B. Progress of Pupil Premium children to be reviewed at Pupil Progress meetings | Staff support PP children to achieve their next steps.  Progress reviewed at termly Pupil Progress meetings.  £2000 | To ensure targeted support and to regularly review PP progress | Pupil Progress meetings Milestone data  Teacher appraisal SLT monitoring | Pupil Premium lead Class teachers Senior  Leadership Team (SLT) | July 2024 |
| B. Analysis of school data so that trends can be responded to promptly. | School Data Analysis by SLT | Analysis of school data will identify specific trends | SLT monitoring | HT DHT  Assessment Lead | July 2024 |
| B.Sendco release time | To liaise with external agencies to support disadvantaged children. | Sendco works closely with external agencies. | HT/DHT to work with Sendco | HT DHT  Sendco | July 2024 |
| D. Provide specialist support to identified pupils. | Specialist therapists to work for an agreed amount of time according to need.  £ | Establish links with other professional bodies to access specialist support. | Support accessed to improve outcomes for pupils. | Sendco HT | July 2024 |

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| B. Educational | Educational Psychologist | Specialist knowledge will be accessed. | HT/DHT to meet with Sendco and | Sendco | July 2024 |
| Psychologist | visits and reports to |  | monitor. | HT |  |
| assessments and | support individual learners. |  |  |  |  |
| appropriate plans | £1,2000. |  |  |  |  |
| accessed to meet needs. |  |  |  |  |  |
| A. An increased number of disadvantaged pupils to have the opportunity to take part in activities and events.  Provide further opportunities for disadvantaged pupils outside of the classroom | 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. | Broadening life experiences. | Uptake to be monitored by School Business manager and PE leads. | Finance Officer  P.E leads  School Business Manager | July 2024 |
| A/ D An increased number of disadvantaged pupils to have the opportunity to take part residential visits. | Families of disadvantaged pupils to be able to access funding for residential visits to enable the same opportunities as non- disadvantaged pupils. | Broadening life experiences. | Uptake to be monitored | Finance Officer  School Business Manager | July 2024 |
|  |  |  |  | DHT |  |
| F. Support family situations and increased attendance levels. | Families of disadvantaged pupils to be able to access funding for wrap around care. | Wrap around care can support school attendance and parents’ ability to work | Uptake to be monitored  Targeted support after individual conversations. | Finance Officer | July 2024 |
| D/G. Improve understanding of needs so school can engage families, offer stability, supporting attendance and progress. | Leadership time dedicated to attending meetings with agencies and supporting families.  £ 6000 | Need to improve the attendance of PP pupils. | HT/DHT/Sendco plus Phase Leaders to include and support PP families. | HT DHT  Sendco | July 2024 |
| F. Increased attendance | Monitoring of attendance | PP attendance is below the school target for | Attendance of PP pupils to be in line | Office staff | July 2024 |
| rates for pupils eligible | by office staff and DHT. | all pupils of 97.6%. | with the school target of 97.6**%.** | Pupil |  |
| for PP. | Meeting time to discuss, | Office staff employed to monitor pupils’ | Office staff and Pupil Premium lead to | Premium |  |
|  | follow up and write letters | attendance and follow up quickly on | follow school policy to support | lead |  |
|  | to those whose attendance | absences. First day response provision. | attendance |  |  |
|  | is below target. | Children need to be in school for them to |  |  |  |
|  | Work with AWSO | make progress. NFER briefing for school |  |  |  |
|  | Work to support families. | leaders identifies addressing attendance as |  |  |  |
|  |  | a key step. |  |  |  |
| G. Parents engage in the education of their child.  Parents support learning in reading and maths | Support with uniform Build relationships Support parents to attend parents’ evening.  Support parents to get involved in home learning. Wednesday mornings- Involve families in Everyone Active running sessions. | PP parents confident to be involved in school life and support their child’s progress. | Regular opportunities for PP families to be involved in school life. Monitor uptake. | HT/DHT | July 2024 |
| **Total budgeted cost** | | | | | £32,000 |

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| **7. Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| **i. Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost**  **See above** |
| Improved progress for PP pupils | Staff focus on speech and vocabulary has supported PP progress. Speech and Language Teaching Assistants ran groups to develop oracy. Continue. Improved progress for PP pupils was supported by strong subject and Phase leadership. Leaders support the quality of teaching and learning with a particular focus on disadvantaged children. There is a focus on PP which will be continued and further developed. There should now be a particular focus on reading. Teaching Assistants know PP children and are aware of their next steps. This should be continued and developed with further training.  Elsa SEMH support has been a particular need and systems are in place and should continue. | | | |
| **ii. Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost**  **See above** |
| Targeted support for PP through focused teaching. | Targeted extra teaching has been successful in improving progress. The PP/Catch up model of extra teaching across the school has had a positive impact. Similarly, use of Teaching Assistants has supported PP in reading and maths. | | | |
| **iii. Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost**  **See above** |
| Systems are in place to provide data led support to  PP. Attendance and specific needs are supported. | Data systems and pupil progress meetings provide regular checks on progress. This should be continued. Sharp focus is needed on the impact of interventions. Attendance messages are clear and families have been supported as necessary. Term 5 and 6 attendance for FSM was 95.41%, for all pupils the figure was 95.7%.  PP have accessed extra-curricular clubs (64.7% of PP children access at least one club) and residentials were paid for (for Y5 and 6 PP children) all ensuring broad curriculum opportunities. | | | |

Key Stage 2 data 2023 – All Year 6 pupils

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| **Subject** | **Percentage of pupils achieving the expected standard** | | **Average Scaled Score** | |
| **School** | **National 1** | **School 2** | **National 3** |
| **Reading** | 74% (with 40% GD) | 73% | 106 | 105 |
| **Grammar, Punctuation and Spelling** | 78% (with 34% GD) | 72% | 105 | 105 |
| **Maths** | 76% (with 24% GD) | 73% | 104 | 104 |
| **Writing** | 75% (with 19% GD) | 71% | N/A | N/A |

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| Year 6 | Cohort size | **Reading** | | | | Cohort size | **Writing** | | | | Cohort size | **Maths** | | | |
| Exceeding | Meeting | Developing | Entering | Exceeding | Meeting | Developing | Entering | Exceeding | Meeting | Developing | Entering |
| PP | 9 | 11.11% | 33.33% | 44.44% | 11.11% | 9 | 11.11% | 22.22% | 55.56% | 11.11% | 9 | 11.11% | 33.33% | 22.22% | 33.33% |
| NON-PP | 49 | 24.49% | 57.14% | 18.37% | 0.00% | 49 | 20.41% | 61.22% | 18.37% | 0.00% | 49 | 14.29% | 63.27% | 14.29% | 8.16% |

YEAR 6 Pupil Premium data (Teacher Assessment)