

Pupil Premium Strategy Statement

1. Summary information					
School	Newbridge Primary School				
Academic Year	2019/20	Total PP budget	£60,640	Date of most recent PP Review	September 2020
Total number of pupils	400	Number of pupils eligible for PP	40 (10%)	Date for next internal review of this strategy	April 2020

2. Current attainment	
	<i>Pupils eligible for PP (your school)</i>
% achieving in reading, writing and maths	50%
% making progress in reading	85.7%
% making progress in writing	85.7%
% making progress in maths	71.4%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
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 are making less progress than other pupils throughout the school.
C.	Poor reading and comprehension skills.
D.	Social and emotional 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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates for pupils eligible for PP are 95.09% (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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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. 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 support needed to access learning and make progress. Thrive and nurture activities will support PP pupils to help them be ready to learn and to overcome past experiences. This will be measured by progress in Thrive assessments.	PP pupils will have their nurture, social and emotional needs met. Progress will be in line with peers. Progress evidenced in Thrive 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,

5. Desired outcomes-External		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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 logs, support maths homework and use Maths with Parents. 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. Maths with Parents resource accessed by PP parents.

		Use of reading record log and home learning.
--	--	--

6. Planned expenditure					
Academic year	2018/19				
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 language skills in EYFS and KS1	Teachers use oral rehearsal before writing. Speech and Language Teaching Assistants run groups to develop oracy. Encourage use of: library, stories, pre-tutoring, hearing readers, quality resources, audio books, read and use high quality texts in class, and regular story time.	Evidence suggests the SP and L issues are impacting on progress of PP children. We want to invest some of the PP in longer term change which will help pupils socially and academically. EFF says that studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Speech and Language and EAL Teaching Assistant to receive and disseminate training from the SLIP. Sendco to provide additional training and Interventions Lead to monitor outcomes.	Sendco Interventions Lead DHT	July 2020
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. Work with Inclusion Expert to 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 Implement recommendations of the Inclusion Expert project. Leaders focus on the bottom 20%.	English and Maths leads SLT Sendco	July 2020

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 No Nonsense Spelling. 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. (Reading scheme).	Reading lead	July 2020
D. PP pupils have the social and emotional 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.	Deliver THRIVE to provide specific support for pupils with emotional or social difficulties. 2 days of Sendco time every 6 weeks = £2,967 Sendco renewal of licence (training) = £100 Specialist Thrive practitioner (C.L). TAs and parents to deliver.	It is noticed that social and emotional needs need addressing so that they are not a barrier to learning. Thrive trained members of staff are equipped to assess and plan activities to match needs. Parents can contribute to addressing needs.	Thrive assessment data Sendco and Thrive TA (CL) to plan and monitor Thrive provision. SLT knowledge of pupils.	Sendco	July 2020
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	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 2020
Total budgeted cost					£16,530
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?

<p>A. Improve speech and language skills to support speech and academic progress.</p>	<p>Speech and Language Teaching Assistants run groups to develop oracy. Support delivered to individual pupils by specialist TAs once per week.</p>	<p>Some of the pupils need targeted support to catch up. The programme will be based on activities provided by the SLIP.</p>	<p>Sendco to organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Progress of pupils to be monitored.</p>	<p>Sendco SLT</p>	<p>July 2020</p>
<p>B. Improved progress for PP pupils</p>	<p>Quality first teaching support in Year 3 to improve progress in writing and maths (T 2). 0.3 teacher. Review for Term 3. 2 hours a week specialist support to be used for identified PPP children.</p>	<p>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.</p>	<p>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.</p>	<p>SLT Pupil Premium lead</p>	<p>July 2020</p>
<p>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.</p>	<p>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.</p>	<p>EEF recommends using teaching assistants to add value to what teachers do. Trained teaching assistants will be used to deliver structured interventions.</p>	<p>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.</p>	<p>Class teachers Phase leaders HT</p>	<p>July 2020</p>

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. Create list of texts 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 2020
Total budgeted cost					£12,566
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. C/E. Provide data which can track the progress of pupils in reading and maths.	Implement Puma and Pira assessment for Year 1 to Year 5. 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 Senior Leadership Team (SLT)	July 2020
B. Individual Pupil Premium Target Plans for all Pupil Premium children to be reviewed at Pupil Progress	Teachers create Individual PP targets each term for PP children. Staff support PP children to achieve these targets. Progress reviewed at termly Pupil	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	July 2020

meetings	Progress meetings. £2000			Leadership Team (SLT)	
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	July 2020
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 2020
D.Access Behaviour Panel and provide support to those pupils referred.	Specialist therapists to work for an agreed amount of time according to need. Behaviour Attendance Panel contribution £19,000	Behaviour Panel to access specialist support.	Regular attendance at Behaviour panel. Support accessed to improve outcomes for pupils.	Sendco HT	July 2020
B. Educational Psychologist assessments and appropriate plans accessed to meet needs.	Educational Psychologist visits and reports to support individual learners. £1,2000.	Specialist knowledge will be accessed.	HT/DHT to meet with Sendco and monitor.	Sendco HT	July 2020
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 2020

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 DHT	July 2020
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 2020
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 2020
F. Increased attendance rates for pupils eligible for PP.	Monitoring of attendance by office staff and DHT. Meeting time to discuss, follow up and write letters to those whose attendance is below target. Work with CMEO Work to support families.	PP attendance as of July 2019 is 95.09 % which is below the school target for all pupils of 97.6% Office staff employed to monitor pupils' attendance and follow up quickly on absences. First day response provision. Children need to be in school for them to make progress. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance of PP pupils to be in line with the school target of 97.6%. Office staff and Pupil Premium lead to follow school policy to support attendance	Office staff Pupil Premium lead	July 2020
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.	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 2020

	Wednesday mornings- parents/toddlers coffee and library after Everyone Active on alternate weeks.				
Total budgeted cost					£31,544

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
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
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

8. Additional detail