



Pupil Premium Strategy Statement – Newport CE Junior School – 2017/2018

| 1. Summary information | | | | | |
|------------------------|--------------------------|----------------------------------|----------|--|----------|
| School | Newport CE Junior School | | | | |
| Academic Year | 2017/2018 | Total PP budget | £59,400 | Date of most recent PP Review | 10.11.17 |
| Total number of pupils | 329 | Number of pupils eligible for PP | 73 (22%) | Date for next internal review of this strategy | 07.18 |

This document has been written using research from the EEF, Achievement for All and OFSTED Pupil Premium.

| 2. Current attainment | | |
|--|-------------------------------|--|
| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving ARE or above in reading, writing & maths | 29% | 67% |
| % achieving ARE in reading | 86% | 77% |
| % achieving ARE in writing | 43% | 81% |
| % achieving ARE in mathematics | 71% | 80% |
| % achieving ARE in SPAG | 71% | 82% |
| % Key stage 1 -2 progress in reading | 2.84 | |
| % Key Stage 1-2 progress in writing | -3.99 | |
| % Key Stage 1-2 progress in maths | 0.79 | |

| 3. Barriers to future attainment (for pupils eligible for PP) | | |
|---|--|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Proportion of SEND pupils within the PP group of learners (many are 2c/100 KS1 children) | |
| B. | Social and emotional issues affecting PP learners. | |
| C. | Parental engagement with school and the ability to support learning | |
| D. | PP learners have less life experience and aspiration. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Some PP learners have low attendance. | |
| E. | Not all PP eligible are identified early enough in their time at Junior School. | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | PP learners will make progress in line or above other learners. | <ol style="list-style-type: none"> 1) The progress of PP learners in Writing is in line or above National. 2) Progress of PP learners at the expected and higher standard is in line with National. |
| B. | PP learners are confident and aspirational. | <ol style="list-style-type: none"> 1) PP learners will demonstrate a confidence in their approach to the curriculum. 2) Pupil voice will evidence PP learner aspiration. 3) Parents will have the opportunity to engage in aspiration for their children. |
| C. | PP learners can access all opportunities in school. | <ol style="list-style-type: none"> 1) All PP learners will access at least one extra curricular club. 2) All PP learners will have the opportunity to attend a residential visit. 3) Staff monitor children's engagement in school activity and this is monitored. |
| D. | Eligible PP learners are identified early in their time at NJS. | <ol style="list-style-type: none"> 1) Families are supported in completing the application form. 2) Pupils are recognised early and support is put in place. |

5. Planned expenditure

Academic year

2017-2018

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? |
|---|--|---|--|------------|--------------------------------------|
| Higher rates of attainment and progress for PP learners in Writing. | Clicker 7 resource – purchased and used to support learners. | EEF Toolkit: Digital Technology +4 Homework +2 Individualised instruction +3 | * Acting SENDCO and Class Teacher to attend formal CPD. ALL staff to receive CPD. * Parent workshops to support them in accessing the resource at home. * Teacher/TA time to control settings and establish relevant grids. | JK/LS | Termly |
| Higher rates of attainment and progress for PP learners in Writing. | Speech and Language Intervention | EEF Toolkit: Oral Language Intervention +5 | * Acting SENDO to attend CPD. Training to be shared with ALL staff, * Whole class initiatives to develop speech and language. * Small group Speech and Language intervention. | JK/LS | Termly |

| | | | | | |
|---|---|--|---|-----------------------|----------------|
| <p>PP learners will make progress in line or above other learners.</p> <p>PP learners are confident and aspirational.</p> <p>PP learners can access all opportunities in school.</p> <p>Eligible PP learners are identified early in their time at NJS.</p> | <p>Use of an additional teacher to provide Senior Leader, SENDCO and Middle Leader release,</p> | <p>EEF Toolkit:</p> <p>Mastery Learning +5</p> <p>Metacognition +8</p> <p>Individualised Instruction +2</p> | <ul style="list-style-type: none"> * Senior and Middle leader release to ensure a quality curriculum provision. * Senior and Middle leader release to monitor the quality of provision and to drive improvement. * SENDCO release time to support pupils who are PP and SEND to ensure needs are met. * Release for staff members to attend CPD. | <p>NM/AR/BM/JK/LS</p> | <p>Termly</p> |
| <p>PP learners will make progress in line or above other learners.</p> <p>PP learners are confident and aspirational.</p> | <p>Structured conversations led by the class teacher with the pupil and parent(s) present.</p> | <p>Achievement for All – research based intervention.</p> <p>EEF Toolkit:</p> <p>Parental Involvement +1</p> | <ul style="list-style-type: none"> * Parents have an extended, structured meeting with the class teacher to review the learning and progress as well as social and emotional factors affecting the learner. * Cover for the class teacher to carry out the meeting and time to prepare and record notes. * Time for SLT to collate notes to impact on the school development plan. | <p>NM</p> | <p>Termly</p> |
| Total budgeted cost | | | | | <p>£25,500</p> |

| 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? |
| PP learners are confident and aspirational. | TA mentoring system | EEF Toolkit: Mentoring +1 AFA 'Effective Learning Mentors' | * All PP learners to have an allocated TA for mentoring. * TA's to attend and contribute to Pupil Progress Meetings. * TA's to keep mentoring logs that focus on impact. | NM/AR | Termly |
| PP learners will make progress in line or above other learners. PP learners are confident and aspirational. PP learners can access all opportunities in school. | Employment of a Family Support Worker. Employment of Educational Welfare Officer. Buy in to Multicultural Services. Buy in to LSAT and behaviour support. In school HLTA to lead nurture provision and act as a 'Well Being Mentor' | EEF Toolkit: Social and Emotional +4 Behaviour intervention +4 One to one tuition +5 Mentoring +1 | * Accurate completion of referral forms to ensure relevant criteria are met. * Evaluation of impact closely monitored. * Through all of the actions persist in engagement of parents. * Effective liaison with external agencies. | NM/AR/LS/JK | Termly |
| Total budgeted cost | | | | | £21,900 |

| 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? |
| PP learners can access all opportunities in school. | Offer of financial support with day and residential visits. School clubs are offered inclusively for free. | EEF Toolkit: Sports participation +2 Outdoor adventure learning +3 Extending school time +2 Arts participation +2 | * PP parents will be contacted after notification of a trip or residential and offered support so that this does not become a barrier to attendance. * Monitor uptake of financial support through personalised costing trackers. | LG | Termly |
| PP learners can access all opportunities in school. | Children who find swimming a challenge are offered a nurture swimming lesson by the swimming teacher. | EEF Toolkit: Sports participation +2 | * PP children, if identified as in need, can be offered small group swimming tuition. * Pupil voice and confidence assessments. | NM/LG | Termly |
| Eligible PP learners are identified early in their time at NJS. | Letters to be sent out each January and June to ask if any families need to apply for FSM. If applications are successful they are to be offered a free school jumper. | EEF Toolkit: Uniform 0 | * Increased uptake on FSM will evidence this is working to provide increased support to learners and their families. * Closely monitor the uptake at the point of transfer from Year 2 where families are used to having free school meals at Key Stage 1. | NM/LG | Termly |
| Total budgeted cost | | | | | £12,000 |

