



## Newport CE Junior School Pupil Premium Action Plan 2018-2019

School Context					
Number on roll	Total number of children entitled to Deprivation Pupil Premium	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
359	63	28	1	8	12

**Review of 2017-2018 academic year:**

Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils																																												
<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>Clicker 7, Intervention, Speech and Language training and resources, senior leader release for monitoring, structured conversations.</p> <p>Structured conversations, TA mentoring systems, Family Support Worker, well being support.</p> <p>Financial support with day and residential visits, free school clubs, swimming lessons.</p> <p>Letters sent to families, support given with completing paperwork, targeted families in January and July.</p>	<table border="1" data-bbox="920 384 1877 676"> <thead> <tr> <th>Progress</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>All pupils 95% PP 95%</td> <td>All pupils 91% PP 92%</td> <td>All pupils 78% PP 56%</td> <td>All pupils 84% (1.2) PP 81%</td> </tr> <tr> <td><b>Writing</b></td> <td>All pupils 88% PP 90%</td> <td>All pupils 79% PP 77%</td> <td>All pupils 72% PP 56%</td> <td>All pupils 82% (0) PP 75%</td> </tr> <tr> <td><b>Maths</b></td> <td>All pupils 90% PP 95%</td> <td>All pupils 85% PP 85%</td> <td>All pupils 66% PP 31%</td> <td>All pupils 81% (1.2) PP 69%</td> </tr> </tbody> </table> <table border="1" data-bbox="920 724 1877 1016"> <thead> <tr> <th>% EXS</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>All pupils 83% PP 80%</td> <td>All pupils 86% PP 85%</td> <td>All pupils 78% PP 44%</td> <td>All pupils 93% PP 89%</td> </tr> <tr> <td><b>Writing</b></td> <td>All pupils 76% PP 80%</td> <td>All pupils 74% PP 69%</td> <td>All pupils 75% PP 44%</td> <td>All pupils 89% PP 89%</td> </tr> <tr> <td><b>Maths</b></td> <td>All pupils 86% PP 85%</td> <td>All pupils 82% PP 77%</td> <td>All pupils 70% PP 38%</td> <td>All pupils 92% PP 78%</td> </tr> </tbody> </table> <p>*Progress and attainment gaps have/are closing in Years 3 and 4 in Reading, Writing and Maths.</p> <p>*Year 6 attainment gap in Writing has closed which had been a focus for the 2017-2018 academic year.</p> <p>* Intervention was more specifically targeted and there is internal evidence of the progress made by individuals as a result of the intervention.</p> <p>*Children were increasingly ready to learn as a result of improved wellbeing in school.</p> <p>*There is a progress and attainment gap in the Year 5 cohort in Reading, Writing and Mathematics; the pupils not making progress are PP AND SEND.</p>					Progress	Year 3	Year 4	Year 5	Year 6	<b>Reading</b>	All pupils 95% PP 95%	All pupils 91% PP 92%	All pupils 78% PP 56%	All pupils 84% (1.2) PP 81%	<b>Writing</b>	All pupils 88% PP 90%	All pupils 79% PP 77%	All pupils 72% PP 56%	All pupils 82% (0) PP 75%	<b>Maths</b>	All pupils 90% PP 95%	All pupils 85% PP 85%	All pupils 66% PP 31%	All pupils 81% (1.2) PP 69%	% EXS	Year 3	Year 4	Year 5	Year 6	<b>Reading</b>	All pupils 83% PP 80%	All pupils 86% PP 85%	All pupils 78% PP 44%	All pupils 93% PP 89%	<b>Writing</b>	All pupils 76% PP 80%	All pupils 74% PP 69%	All pupils 75% PP 44%	All pupils 89% PP 89%	<b>Maths</b>	All pupils 86% PP 85%	All pupils 82% PP 77%	All pupils 70% PP 38%	All pupils 92% PP 78%
Progress	Year 3	Year 4	Year 5	Year 6																																										
<b>Reading</b>	All pupils 95% PP 95%	All pupils 91% PP 92%	All pupils 78% PP 56%	All pupils 84% (1.2) PP 81%																																										
<b>Writing</b>	All pupils 88% PP 90%	All pupils 79% PP 77%	All pupils 72% PP 56%	All pupils 82% (0) PP 75%																																										
<b>Maths</b>	All pupils 90% PP 95%	All pupils 85% PP 85%	All pupils 66% PP 31%	All pupils 81% (1.2) PP 69%																																										
% EXS	Year 3	Year 4	Year 5	Year 6																																										
<b>Reading</b>	All pupils 83% PP 80%	All pupils 86% PP 85%	All pupils 78% PP 44%	All pupils 93% PP 89%																																										
<b>Writing</b>	All pupils 76% PP 80%	All pupils 74% PP 69%	All pupils 75% PP 44%	All pupils 89% PP 89%																																										
<b>Maths</b>	All pupils 86% PP 85%	All pupils 82% PP 77%	All pupils 70% PP 38%	All pupils 92% PP 78%																																										

**Pupil premium objectives for 2018-2019:**

**Total pupil premium allocation for £105,160:**

1. In all year groups PP children make progress and attain in line with all pupils.
2. PP children who are SEND make progress and attain in line with other PP children.
3. PP children are socially and emotionally able to achieve in school.
4. PP children are able to access extracurricular provision and this benefits their wellbeing.

**Objective 1: In all year groups PP children make progress and attain in line with all pupils.**

Actions	Success criteria	Research Basis	Person responsible and Timescales	Cost/resource implications
Interventions are carried out with precision. Children who are off target for their progress are identified in half termly 'Red Meetings' and staff identify a specific/SMART focus for their intervention to accelerate the progress. Interventions are assessed at the start and end of a half term to measure progress.	1) There is no gap between the progress made by PP learners and that made by all learners in Reading, Writing and Maths. There is less than 5% difference in the attainment of PP learners and that of all pupils in Reading, Writing and Maths.	EEF Toolkit Small Group Tuition +4 states: 'Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'	Lynne Sherry and Jane Kerr *Half termly Red Meetings and intervention data reviews.	* Staff hours to lead intervention: TA hours: £8,763 HLTA hours: £7,755 Teacher hours: £1,000
All pupils receive at least good quality first teaching in English and Maths. This is monitored by the Senior	1)100% of teaching at NJS is at least good. 2) All monitoring feedback is precise and measurable.	EEF Toolkit Feedback +8 states: 'Feedback is information given to the learner and/or	Nicola Moody, Andrew Rotherham, Ben Moody, Jane Kerr and Lynne Sherry.	* Senior Leadership Management Release time: Teacher cover: £18,500

<p>Leadership team and teachers are clear on how they further accelerate the progress made by learners in their class.</p>		<p>the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome'.</p>	<p>*Annual monitoring cycle allocates Senior Leadership Team to a range of monitoring activities ensuring that there is a quality curriculum offer and that feedback is precise and focused on the goal.</p>	
<p>Structured conversations with PP children who are not on track with progress. This should develop parent/carer clarity on the next steps in learning and how they can support at home.</p>	<p>1) 100% of PP children who are off target for progress have a parent/carer attend for a structured conversation.</p>	<p>EEF Toolkit Parental Engagement +3 states: 'Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.' (We need to build relationships with vulnerable families but be aware of this research about limitations.)</p>	<p>Ben Moody responsible for monitoring parental attendance at structured conversations termly.</p>	<p>*Release time for class teachers to meet with parents to hold structured conversations. Cover: £600</p>
<p>NJS to work as part of the Newport Schools Collaboration Project to aim to raise attainment of Pupil Premium Children in our town. Through this there is opportunity for leadership to share and monitor</p>	<p>1) 100% of teaching and learning is good or better, 2) 100% Pupil Premium children make good or better progress.</p>	<p>EEF Toolkit Feedback +8 states: 'Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be</p>	<p>Nicola Moody responsible for overseeing the NJS part of the Newport Schools Collaboration Project.</p>	<p>*Release time for leaders from NJS to collaborate with BBS and other Newport Schools. Cover: £1,000</p>

practice in Literacy, Numeracy, SEND and Mental Health.		capable of producing) improvement in students' learning.'		
Children have the opportunity to apply high level Literacy and Numeracy skills across the curriculum. NJS will access the support of a Science SLE to model and plan for improved cross curricular links and child initiated learning to accelerate pupil progress.	1) 100% of Science teaching is good or better. 2) Standards of literacy and numeracy in Foundation subjects are equivalent to core subjects and as a result PP children make at least good progress in these subjects.	HMCI's commentary: recent primary and secondary curriculum research, Ofsted's Chief Inspector, Amanda Spielman, October 2017: 'A good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught.'	Caroline Sisson, as Science Coordinator, will oversee the CPD and monitor the curriculum provision.	*SLE time and release time for staff to attend CPD. Cover: £1,900

**Objective 2:** PP children who are SEND make progress and attain in line with other PP children.

<b>Actions</b>	<b>Success criteria</b>	<b>Research Basis</b>	<b>Person responsible and Timescales</b>	<b>Cost/resource implications</b>
----------------	-------------------------	-----------------------	--	-----------------------------------

<p>Carry out a SEND audit and complete an action plan to ensure strong provision is in place.</p>	<p>1) NJS school community has clarity on provision strengths and next steps.</p>	<p>EEF Toolkit Feedback +8 states: 'Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning.'</p>	<p>Jane Kerr to liaise with SEND SLE and share messages with SLT.</p>	<p>* SLE time and SENDCO release time: £500</p>
<p>Pupils who are PP, SEND and off target are prioritized for more intervention and structured conversation.</p>	<p>1) 100% of pupils who are SEND and PP have a parent/carer attend for a structured conversation. 2) 100% of pupils who are SEND and PP attend intervention with progress measured against SMART targets.</p>	<p>EEF Toolkit Small Group Tuition +4 states: 'Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.' EEF Toolkit Parental Engagement +3 states: 'Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.' (be mindful of sustaining long term impact).</p>	<p>Ben Moody to monitor the attendance of parents of SEND and PP pupils at structured conversations.  Lynne Sherry to monitor that children who are PP and SEND attend closely monitored intervention.</p>	<p>* Cover for staff to hold structured conversation meetings. * Support staff to lead intervention: £6,763</p>

<p>Writing progress is enabled through additional CPD/resources: handwriting, editing skills, spelling teaching and intervention, dragon dictate, Clicker 7 and use of ICT/scribes.</p>	<p>1) 100% of Pupil Premium learners make good or better progress in Writing.</p>	<p>EEF Toolkit Learning Styles +2 states: 'The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style.' EEF Toolkit Digital Technology +4: 'They can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.'</p>	<p>Andrew Rotherham to oversee curriculum offer in Writing. Jane Kerr to ensure that appropriate resources are in place to support SEND/PP writers.</p>	<p>*Training, ICT and resource maintenance: £11,600</p>
<p>LSAT, EP, Multicultural Services and Behaviour Support packages are used to effectively guide the school to meeting the needs of the children and accelerating the progress being made.</p>	<p>1) 100% of SEND and PP pupils make good or better progress.</p>	<p>EEF Toolkit Behaviour Intervention +3 states: 'Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.' EEF Toolkit Social and Emotional +4 states: 'SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'</p>	<p>Nicola Moody, Jane Kerr and Lynne Sherry to oversee use of the packages subscribed to by school.</p>	<p>*Combined cost of LSAT, EP, multicultural services and behavior support packages: £4,710</p>

**Objective 3:** PP children are socially and emotionally able to achieve in school.

Actions	Success criteria	Research Basis	Person responsible and Timescales	Cost/resource implications
---------	------------------	----------------	-----------------------------------	----------------------------

Family Support Worker to support children who present with emotional/behavioral concerns at home and in school. Minutes of sessions/TAC/CAF are stored on CPOMS so a picture of this support alongside behavior and attendance can be built to action plan for individuals.	1) 100% of PP children are emotionally ready to learn.	EEF Toolkit Social and Emotional +4 states: 'SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'	Nicola Moody to oversee referrals to the Family Support Worker.	* Family Support Worker and CPOMS: £5,000
Educational Welfare Officer to support the school in identifying PP children whose attendance is a concern and putting in place support to increase this.	1) % attendance of PP children is in line with all children.	DfE report: improving attendance at school In 2012, the DfE published a report on 'Improving attendance at school', carried out by Charlie Taylor: 'There is a clear link between poor attendance at school and lower academic achievement.'	Nicola Moody to oversee work with the Educational Welfare Officer and staff attendance at half termly attendance review meetings.	*Educational Welfare Officer and staff release for attendance review meetings: £5,000
HLTA to provide wellbeing support to children in school to present with anxiety or social/emotional barriers in school.	1)100% of PP children are emotionally ready to learn.	EEF Toolkit Social and Emotional +4 states: 'SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'	Nicola Moody and Andrew Rotherham to oversee referrals to HLTA responsible for wellbeing support in school.	*Intervention for wellbeing support: £3,102
All Pupil Premium children to be allocated a mentor in school to oversee their pastoral wellbeing in school.	1) 100% of PP children are emotionally ready to learn.	EEF Toolkit Social and Emotional +4 states: 'SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'	Lynne Sherry to oversee feedback from mentors.	*Teaching Assistant mentoring hours: £7,480



<p>All children take part in a daily session of mindfulness ensuring they have strategies for supporting their own mental health.</p>	<p>1) 100% of PP children are emotionally ready to learn.</p>	<p>Mindfulness training has at least five broad beneficial effects, according to Felicia Huppert, Professor of Psychology of the University of Cambridge's Well-Being Institute. Specifically, mindfulness promotes:- increased sensory awareness; - greater cognitive control; - enhanced regulation of emotions; - acceptance of transient thoughts and feelings; and - the capacity to regulate attention.</p>	<p>Megan Hardy as Mindfulness Coordinator to monitor the quality of provision.</p>	<p>* Resources and leadership release: £500</p>
---	---	---	--	---

**Objective 4:** PP children are able to access extracurricular provision and this benefits their wellbeing.

<b>Actions</b>	<b>Success criteria</b>	<b>Research Basis</b>	<b>Person responsible and Timescales</b>	<b>Cost/resource implications</b>
<p>Pupil Premium children are able to access financial support for day trips and residential visits to enable them to benefit from extracurricular provision. Personalized costings are maintained in order to be able to evidence benefits of this provision.</p>	<p>1) All PP children have access to extra curricular provision.</p>	<p>EEF Toolkit Outdoor Learning +4 states: 'non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.'</p>	<p>Lesley Green to oversee and monitor PP access to financial support. Lynne Sherry to oversee individual costings for PP.</p>	<p>*Allocation to support: £8,000</p>
<p>School clubs are provided inclusively for free. Teachers to monitor the aim that all Pupil Premium children attend at least one</p>	<p>1) 100% of PP children access at least one club across an academic year.</p>	<p>EEF Toolkit Sports Participation +2 states: 'The variability in effects suggests that the quality of the programme and the</p>	<p>Ben Moody to monitor attendance of PP children at school clubs.</p>	<p>*Staffing for club provision: £9,000</p>

<p>club through the Pupil Premium Plans.</p>		<p>emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.'</p>		
<p>NJS has a swimming pool; any Pupil Premium children assessed as needing intervention in order to be able to swim will be offered additional swimming lessons.</p>	<p>1) 100% of PP children can swim at least 5m.</p>	<p>EEF Toolkit Sports Participation +2 states: 'The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.'</p>	<p>Ben Moody and Steph McGrath to monitor childrens attendance in swimming and ensure PP access to additional weekly session.</p>	<p>*Additional swimming lesson: £550</p>

*Termly Review:*

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<b>Objective 1</b>			
<b>Objective 2</b>			
<b>Objective 3</b>			
<b>Objective 4</b>			