



1. Summary information					
School	New Penshaw Academy				
Academic Year	2017/18	Total PP budget	£115, 260	Date of most recent PP Review	20/09/17
Total number of pupils	183	Number of pupils eligible for PP	96 (52%)	Date for next internal review of this strategy	

2a. KS2 Exit Data 2016/17				
	Ever 6	Ever 6 (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	45%		100%	
% achieving ARE in reading	70%		100%	77%
% achieving ARE in writing	60%		100%	81%
% achieving ARE in maths	50%		100%	80%
2b. KS1 Exit Data 2016/17				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	60%			
% achieving ARE in reading	60%		75%	
% achieving ARE in writing	60%		75%	
% achieving ARE in maths	60%		75%	

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Reception data indicates that in reading, writing and maths, the percentage of pupils eligible for PP are working below other pupils.	
<b>B.</b>	Pupils eligible for PP exited with a lower percentage working at AR Expectations in Reading, Writing and Maths, across both Key stages	
<b>C.</b>	Pupils in receipt of pupil premium funding demonstrate lower levels of self-esteem and resilience when compared to their peers, impacting directly on attainment and progress	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	A number of pupils who are eligible for PP funding have limited opportunities which could enrich their life experiences; visits to places of interest, residential trips, participation in wider opportunities, such as access to ICT equipment and resources.	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	<p>Children in receipt of PPM attain in line with their peers who are not for % achieving Expected Standard and Greater depth Standard</p> <ul style="list-style-type: none"> <li>• Accurate termly tracking of all year groups in order to identify any pupils in receipt of PPM who may be off track</li> <li>• On –going monitoring for impact of interventions by class teacher and SLT</li> <li>• Termly challenge of all stakeholders to ensure accountability of all for progress and attainment of pupils in receipt of PPM funding</li> </ul>	<p>Early identification of PP pupils off track.</p> <p>Teacher confident to monitor and challenge impact of intervention.</p> <p>TAs confident in delivering structured intervention programmes.</p> <p>Governors are well informed about PP spend and challenge effectively to ensure pupils are making rapid progress.</p>
<b>B.</b>	<p>Assessment information to show PP outcomes compare favourably to National figures for all children at the end of key stage.</p> <ul style="list-style-type: none"> <li>• Half termly/termly assessment information for all year groups identifies any PP child falling behind.</li> <li>• Teachers are confident to plan appropriate intervention for identified pupils.</li> <li>• TAs are confident to deliver structured intervention programmes.</li> </ul>	<p>Targets are achieved and impact on assessment information shows improved outcomes.</p> <p>Specific reading interventions impact on raised outcomes in tests at KS2.</p>

<p><b>C.</b></p>	<p>Results at end of Key stages demonstrate improved rates of progress and higher standards for PP children.</p> <ul style="list-style-type: none"> <li>• CPD for all staff on effective guided reading strategies to ensure higher quality first teaching.</li> <li>• Termly assessment information for all year groups identifies any PP child not on track.</li> <li>• All interventions to be monitored by leaders – at least half termly drop ins, through weekly work scrutiny and intervention feedback forms.</li> </ul>	<p>Reading results for end KS2 meet or exceed NA.</p> <p>Progress measures are accelerated so that PP pupils are in line or above floor standard.</p>
<p><b>D.</b></p>	<p>Children feel emotionally secure.</p> <ul style="list-style-type: none"> <li>• CPD for additional staff on delivering nurture programme.</li> <li>• KS1 and 2 behaviour support team SLA</li> <li>• Attendance monitoring to increase % of PP pupils attending school.</li> </ul>	<p>Effective nurturing sessions enable children to develop in confidence and as a result low self-esteem is raised and attendance of PP pupils is improved.</p>

5. Planned expenditure					
Academic year		2017/2018			
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 rise in attainment and progress in writing across all year groups	<p>Purchase resources to engage reluctant writers.</p> <p>Purchase quality texts to provide model for reluctant writers.</p> <p>Provide CPD for staff to support delivery of high quality reading intervention across whole school.</p> <p>Staff CPD to deliver RWI Phonics programme</p>	<p>Writing progress and attainment is a key area for development across school. Children entitled to PP do not attain as high as other pupils.</p> <p>Evidence from the Sutton Trust Toolkit indicates that increased targeted staffing is an effective way to improve attainment and progress</p>	<p>Writing continues to be part of whole school monitoring programme.</p> <p>Intervention programmes monitored as part of school monitoring</p> <p>Cross-school and cross Trust moderation of assessment information will ensure accuracy of judgements.</p>	SLT/MLT	To be reviewed each half term as part of school's monitoring programme.

<p>A rise in attainment and progress of children receiving PPM in all core subjects across the school.</p> <p>Assessment system to show increased attainment and progress in all core areas.</p>	<p>Interventions to be planned based on summer data and then reviewed half termly.</p> <p>Accurate assessments to identify gaps in learning.</p> <p>Cross Trust -English leads to develop writing interim standards for all year groups</p> <p>SLT to monitor interventions and provide CPD for identified support staff.</p> <p>Education City and SAM learning license.</p> <p>Retention of support staff</p>	<p>Progress measures at end of KS2 well below National in Maths.</p> <p>Accurate assessments to be carried out each term so that 'catch up' at end of KS2 is eradicated.</p> <p>Children entitled to PP do not attain as high as other pupils in all year groups.</p>	<p>Set targets which will guide interventions resulting in an increased percentage of children working at ARE in each year group.</p> <p>Ensure effective CPD and in school monitoring for all staff and in particular staff new to year group.</p> <p>Pupil progress challenge each term.</p> <p>Cross-Trust moderation</p>	<p>SLT/MLT class teachers</p>	<p>Reviewed half termly</p> <p>Termly</p>
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					Staffing: <b>SLT time: £1500</b> <b>Retention of staff and increased staffing - £76,430.25</b> <b>Resources - £2500</b> <b>Books - £5000</b> <b>Education City license £971.25</b> <b>SAM Learning license £1680</b> <b>CPD £500</b>
<b>Total budgeted cost</b>					<b>£74,430.25</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise attainment and progress in reading, writing and maths by the end of Y2.	Interventions to be planned based on summer data and then reviewed half termly.	Children exited Y1 below ARE in reading, writing and mathematics.	Set targets which will guide interventions resulting in an increased percentage of children working at ARE at end KS1. Pupil progress challenge termly	Class teachers	Termly (with half termly interim checks)
Raise attainment and progress in reading, writing and maths by the end of Y6	Pupil progress tracking grids to be completed and monitored each term. PPM tracking, monitoring to ensure appropriate progress, which will be a focus within pupil progress challenge meetings to ensure accountability.	A large proportion of children in receipt of pupil premium exited Y5 below ARE in reading, writing and mathematics.	In school monitoring of intervention programmes.	Class teachers	Termly (with half termly interim checks)

					Staffing: DHT Time - £534.20 Increased TA staffing - £26,691
<b>Total budgeted cost</b>					<b>£27, 225.20</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase participation in enrichment opportunities such as educational visits to support and promote an interest in learning.	Pupils across school will access educational visits by providing subsidised enrichment activities. Residential visit subsidised	Some pupils have limited opportunities to access enrichment opportunities outside of school and limited household finances means school has to subsidise visits to ensure all children are given the opportunity to participate.	Impact on learning experiences on knowledge, skills and understanding to be monitored through book scrutiny and pupil questionnaire.	Curriculum leads/ class teachers	Termly  Curriculum subject lead report
Increase participation in wider school activities, including ICT	Provide opportunities for children to access ICT equipment and software to enhance learning	Some pupils have limited opportunities to develop a range of skills through access to appropriate ICT equipment and software and limited household finances	Pupil questionnaire to demonstrate level of enjoyment and development of skills.  Monitoring of usage and impact through termly assessment	ICT Leads,  Inclusion lead	Termly

Increase attendance percentage of children who receive pupil premium funding	Attendance monitoring and quick response to non-attendance – following school procedures.  Weekly and termly rewards for good attendance	Attendance of PP children is below that of other pupils.	Admin to monitor daily with rapid response to non-attendance. Procedures to challenge non-attendance: <ul style="list-style-type: none"> <li>• Letters home</li> <li>• Referral to LA</li> </ul>	Admin and HT	On-going
Low self-esteem, confidence and emotional issues addressed.	Pupils identified for nurture. Parents consulted.  Use 'Friends' intervention programme to support pupils. Staff to be trained  KS1 and 2 behaviour support Team  Team Teach CPD	The EEF Toolkit suggest that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.	Monitor Social and Emotional Aspects of Learning to check improvements of well-being, attitudes to learning, concentration, attainment and progress.	Designated TA and relevant class teachers.          LA Behaviour support team.	To be reviewed as part of school monitoring programme.          Pupil voice Reports from BS team
					<b>Staffing £1750</b> <b>Admin time £2,210.20</b> <b>CPD £450 TT</b> <b>Subsidised experiences £1500</b> <b>Rewards £500</b> <b>Resources £2000</b>
<b>Total budgeted cost</b>					<b>£13, 210.20</b>



6. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>iii. Other approaches</b>				
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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.