

Pupil premium strategy statement



1. Summary information					
School	New Penshaw Academy				
Academic Year	2018/19	Estimated total PP allocation inclusive of post-LAC PP allocation	£104,920	Date of most recent PP Review	10/10/18
Total number of pupils	173	Number of pupils eligible for PP	84	Date for next internal review of this strategy	

2a. KS2 Exit Data 2017/18				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	53%	TBC	75%	TBC
% achieving ARE in reading	65%	TBC	75%	TBC
% achieving ARE in writing	75%	TBC	85%	TBC
% achieving ARE in maths	65%	TBC	83%	TBC
2b. KS1 Exit Data 2017/18				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	78%	TBC	64%	TBC
% achieving ARE in reading	78%	TBC	71%	TBC
% achieving ARE in writing	78%	TBC	64%	TBC
% achieving ARE in maths	88%	TBC	71%	TBC

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.	Pupils eligible for PP in Years 1, 3, 4, 5 and 6, exited with a lower percentage working at Age Related Expectations in Reading, Writing and Maths. Most notably in Maths.	
B.	In KS2, predictions were not met in Reading and Maths for pupils eligible for PP.	
C.	Social and emotional barriers have been identified more strongly in pupils in receipt of PP, with adverse attitudes towards learning directly impacting progress and attainment. Pupils eligible for PP have been identified as displaying low resilience and growth mindset.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance is lower in pupils eligible for PP than those who are not (2.4% gap)	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Disadvantaged pupils attain in line ARE with non-disadvantaged and make more rapid progress in Reading, Writing and Maths to close the gap in all year groups.</p> <ul style="list-style-type: none"> • Accurately planned outcomes and identified pupils on weekly planning by teachers of any pupils in receipt of PP that may be off track to achieve ARE • Impact of interventions monitored by class teachers and SLT • Pupil Performance meetings held termly based on class data and teachers accountable for provision in their class for pupils in receipt of PP • Class teachers to keep accurate records of those in receipt of PP and what has been provided in addition to quality teaching 	<p>Early identification of PP off track.</p> <p>Intervention planned strategically with all stake holders, based on termly data.</p> <p>Maths lead monitors data regularly through work and planning scrutiny and at pupil performance meetings.</p>
B.	<p>Predictions are closely monitored and timely intervention improves outcomes for those eligible for PP.</p> <ul style="list-style-type: none"> • Accurate predictions are made and monitored to ensure any children eligible for PP are identified in a timely manner • Parents are aware of targets and support provided • Interventions are carefully planned and evaluated 	<p>Realistic and data driven predictions are met or exceeded.</p> <p>Reading and Mathematics outcomes are improved for pupils eligible for PP.</p>

<p>C.</p>	<p>Identifiable and valuable impact of SEMH CPD for all staff seen in improving readiness for learning and accessing the curriculum fully.</p> <ul style="list-style-type: none"> • All staff attend SEMH INSET training • Whole school approach to social and emotional approach to learning 	<p>Fewer pupils eligible for PP displaying negative attitudes to learning due to SEMH barriers.</p> <p>Additional progress on attainment seen through greater engagement in learning of pupils eligible for PP.</p>
<p>D.</p>	<p>Pupils eligible for PP are not further disadvantaged by poor attendance and as a result of improved attendance can access interventions to raise standards.</p> <ul style="list-style-type: none"> • Meetings held by SLT for persistent absence • Attendance monitored of vulnerable groups and reported to all class teachers to monitor • Individual, class and whole school awards incentivise 100% attendance aspirations 	<p>Pupils eligible for PP show an increased attendance and line with those not eligible.</p>

5. Planned expenditure

Academic year

2018/2019

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 rise in attainment and progress in Reading, Writing and Mathematics across all year groups.	New approach to teaching and coverage of English and Maths through purchasing of new resources: Focus Maths, Timestable Rockstars and LA written English planning. CPD for staff to attend training to deliver this. Staff retention to support and provide timely interventions in order to maintain pace.	Previous approach to teaching English and Maths was not allowing enough time to develop and work at Greater Depth fully. Children entitled to PP do not attain as high or work at Greater Depth as other pupils. Research from The Education Endowment Foundation focussing on Teaching Assistants providing 1:1 or small group intervention shows a strong positive benefit of between three and five additional months progress on average. This is based on a clearly specified approach which TAs have been trained to deliver. Qualified Teachers on average achieve twice these gains in delivering interventions.	English and Maths leads to undertake CPD to deliver staff meetings and resources to staff in school. Also to attend Trust meetings to share good practise with a focus on PP entitled children and tracking GD in disadvantaged groups. Intervention programmes monitored as part of school monitoring. Cross-trust and school moderation of assessment information will ensure accuracy of judgements.	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 PP 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 work with LA to develop new coverage and teaching sequence in writing and guided reading.</p> <p>SLT to monitor interventions and provide CPD for identified support staff.</p> <p>Purple Mash, Rockstars, Focus Maths licenses.</p>	<p>Progress measures at end of KS2 by PP eligible children well below National and non-PP pupils in Reading and Maths.</p> <p>Assessments to be continued to be carried out effectively and now more recording more regularly to inform planning in order to close the gap by KS2.</p> <p>Children entitled to PP do not attain as high as other pupils in Nursery, Y1, Y3, Y4, Y5 and Y6.</p> <table border="1" data-bbox="721 593 1160 970"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y 1</td> <td>66% PP 71% non</td> <td>66% PP 71% non</td> <td>73% PP 86% non</td> </tr> <tr> <td>Y 3</td> <td>36% PP 38% non</td> <td>40% PP 63% non</td> <td>45% PP 75% non</td> </tr> <tr> <td>Y 4</td> <td>33% PP 56% non</td> <td>45% PP 66% non</td> <td>50% PP 67% non</td> </tr> <tr> <td>Y 5</td> <td>60% PP 82% non</td> <td>70% PP 73% non</td> <td>60% PP 82% non</td> </tr> <tr> <td>Y 6</td> <td>65% PP 75% non</td> <td>75% PP 85% non</td> <td>65% PP 83% non</td> </tr> </tbody> </table>		R	W	M	Y 1	66% PP 71% non	66% PP 71% non	73% PP 86% non	Y 3	36% PP 38% non	40% PP 63% non	45% PP 75% non	Y 4	33% PP 56% non	45% PP 66% non	50% PP 67% non	Y 5	60% PP 82% non	70% PP 73% non	60% PP 82% non	Y 6	65% PP 75% non	75% PP 85% non	65% PP 83% non	<p>Set targets that 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 new staff in school and changed year groups.</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> <p>Staffing: SLT time: £1500 Retention of staff and increased staffing: £76,430.25 CPD: £500 Rockstars Licence: £50 Purple Mash Licence: £500 Focus Maths: £550 CPD: £500</p>
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Y 1	66% PP 71% non	66% PP 71% non	73% PP 86% non																										
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Y 6	65% PP 75% non	75% PP 85% non	65% PP 83% non																										
Total budgeted cost					Total £80,030.25																								

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?												
Provide effective and personalised support of LAC pupils.	Needs identified and met through PEP in liaison with virtual HT	LAC pupils are not attaining as well as peers. Pupils are affected emotionally.	LAC and PEP reviews.	DHT	Termly												
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. <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>66% PP</td> <td>66% PP</td> <td>73% PP</td> </tr> <tr> <td>1</td> <td>71% non</td> <td>71% non</td> <td>86% non</td> </tr> </tbody> </table>		R	W	M	Y	66% PP	66% PP	73% PP	1	71% non	71% non	86% non	Set targets that will guide interventions resulting in an increased percentage of children working at ARE at the end of KS1. Pupil progress challenge termly.	Class teachers	Termly (with half termly interim checks).
	R	W	M														
Y	66% PP	66% PP	73% PP														
1	71% non	71% non	86% non														
Raise attainment and progress in reading and maths by the end of Y6.	Pupil progress tracking grids to be completed and monitored each term. PP tracking, monitoring to ensure appropriate progress.	A large proportion of children in receipt of pupil premium exited Y5 below ARE in reading and mathematics. <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>60% PP</td> <td>70% PP</td> <td>60% PP</td> </tr> <tr> <td>5</td> <td>82% non</td> <td>73% non</td> <td>82% non</td> </tr> </tbody> </table>		R	W	M	Y	60% PP	70% PP	60% PP	5	82% non	73% non	82% non	In school monitoring of intervention programmes.	Class teachers	Termly (with half termly interim checks) Staffing: DHT Time - £542.30 Increased TA staffing: £26,691
	R	W	M														
Y	60% PP	70% PP	60% PP														
5	82% non	73% non	82% non														
Total budgeted cost					£27,233.30												

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?
Increase attendance percentage of children who receive PP funding	<p>Attendance monitoring and quick response to non-attendance following school procedures.</p> <p>Weekly and termly rewards for good attendance at pupil and class level.</p> <p>1:1 meetings with persistent low attenders</p>	<p>Attendance of PP children is below that of other pupils.</p> <p>2017-2018 attendance: 92.7% PP 95.1% no-PP</p>	<p>Admin to monitor daily with rapid response to non-attendance. Procedures to challenge non-attendance:</p> <ul style="list-style-type: none"> • Letters home • 1:1 meetings or phone calls with HT/DHT • Referral to LA 	Admin and SLT	On-going

SEHM issues and low resilience addressed	Pupils identified as requiring additional support. Parents consulted.	The EEF Toolkit case studies suggest that on average, SEHM interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an overall impact on progress and attainment. Raising pupil well-being and identifying pupils at risk of SEHM issues will in turn make more positive attitudes towards learning, in order to raise attainment and progress.	Monitor SEHM aspects of learning to check improvements of resilience, attitudes to learning, concentration, well-being, attainment and progress.	Designated TA and relevant class teachers. LA behaviour support.	To be reviewed as part of school monitoring programme. Pupil voice. Reports from BS team. Staffing £1750 Admin time £2210.20 Subsidised experiences £1500 Rewards £500 Resources £1000 CPD £500 After school clubs £900
Total budgeted cost					£8360.20

6. Review of expenditure																						
Previous Academic Year		2017-2018																				
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																		
A rise in attainment and progress in writing across all year groups	Purchase resources to engage reluctant writers. Purchase quality texts to provide model for reluctant writers. Provide CPD for staff to support delivery of high quality reading intervention across whole school. Staff CPD to deliver RWI Phonics programme.	<p>Children eligible for PP outperformed those not eligible in writing in both Reception and KS1. Work needs to continue in order to maintain the accelerated progress made to attain well in these groups.</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>80% PP 77% non</td> <td>80% PP 77% non</td> <td>100% PP 69% non</td> </tr> <tr> <td>Y2</td> <td>78% PP 71% non</td> <td>78% PP 64% non</td> <td>88% PP 71% non</td> </tr> </tbody> </table> <p>Opportunity for pupils to make more rapid progress in Y6 from current starting points. End of Y5 data coming into Y6:</p> <table border="1"> <thead> <tr> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>60% PP 82% non</td> <td>70% PP 73% non</td> <td>60% PP 82% non</td> </tr> </tbody> </table> <p>RWI letter formation supported Reception children to make a successful transition to Y1 and ready for the National Curriculum. It was taught alongside Letters and Sounds in phonics and made a positive impact on writing. More children exceeded in the Writing ELG (11%) than the previous year (9%), of</p>		R	W	M	R	80% PP 77% non	80% PP 77% non	100% PP 69% non	Y2	78% PP 71% non	78% PP 64% non	88% PP 71% non	R	W	M	60% PP 82% non	70% PP 73% non	60% PP 82% non	<p>This needs to continue and high standards of intervention and sharing of good practise by successful year groups exceeding previous outcomes.</p> <p>Continue with this approach and ensure Y1 targets are suitably set according to starting points. Make phonics a higher profile in Y1 and quickly intervene with any children off track to meet expectations.</p>	
	R	W	M																			
R	80% PP 77% non	80% PP 77% non	100% PP 69% non																			
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<p>A rise in attainment and progress of children receiving PP in all core subjects across the school.</p>	<p>Interventions to be planned based on summer data and then reviewed half termly.</p>	<p>Additional interventions ran in preparation for raising standards in exit year groups. New interventions specific to next steps set ready to begin in September for all year groups.</p>	<p>Science needs to be higher profile next academic year. Engage further with children eligible for PP by providing fun science club after school.</p>	
<p>Assessment system to show increased attainment and progress in all core areas.</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>Assessment system was used successfully and SLT/ML identified gaps and supported teachers in a timely manner.</p> <p>English Leads worked extensively with the LA to develop progression in writing skills and improve assessment of writing. Guided Reading is now being delivered in a new approach as a whole class in KS2, to engage with more reluctant readers.</p> <p>New reading books for engagement have been well received by pupils and parents. Children in Reception begin reading earlier than previous years.</p>	<p>New assessment systems have been established in school for Maths and English, to track pupils more carefully in particular to evidence Greater Depth learning.</p>	<p>£74,430.25</p>

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								
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.	<p>DHT taught Y2 and substantial progress was made to raise attainment. Focussed interventions were pitched correctly. PP children in this year group outperformed those not eligible for PP. Targets were realistic and achieved and monitored closely by SLT.</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>78% PP 71% non</td> <td>78% PP 64% non</td> <td>88% PP 71% non</td> </tr> </tbody> </table>		R	W	M	Y2	78% PP 71% non	78% PP 64% non	88% PP 71% non	Support current teacher with successes learned from last year's approaches. Monitor in PPM meetings and through weekly scrutiny.	
	R	W	M									
Y2	78% PP 71% non	78% PP 64% non	88% PP 71% non									

<p>Raise attainment and progress in reading, writing and maths by the end of Y6.</p>	<p>Pupil progress tracking grids to be completed and monitored each term. PP tracking, monitoring to ensure appropriate progress, which will be a focus within pupil progress challenge meetings to ensure accountability.</p>	<p>A large proportion of children in receipt of PP exited Y5 below ARE in reading, writing and mathematics. Despite there being a gap between PP/Non PP of 10% in Writing and Reading and a 18% gap in Maths by the end of Y6, PP children made substantial progress compared to their Y5 exit points, more than double working at ARE in Writing and Mathematics and slightly higher in Reading.</p> <table border="1" data-bbox="705 466 1299 826"> <thead> <tr> <th>KS2</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Previous exit (Y5 16-17)</td> <td>56% PP (gap of -21% non)</td> <td>31% (gap of -18% non)</td> <td>25% (gap of -15% non)</td> </tr> <tr> <td>KS2 Exit</td> <td>65% PP (gap of -10% non)</td> <td>75% PP (gap of -10% non)</td> <td>65% PP (gap of -16% non)</td> </tr> </tbody> </table> <p>Y6 Teacher went into Y5 to teach Mathematics for the last term, in order to ready them for increased expectations and speed of working in Y6 for September.</p>	KS2	R	W	M	Previous exit (Y5 16-17)	56% PP (gap of -21% non)	31% (gap of -18% non)	25% (gap of -15% non)	KS2 Exit	65% PP (gap of -10% non)	75% PP (gap of -10% non)	65% PP (gap of -16% non)	<p>Early identification of those currently on track to make ARE. Early teaching intervention groups and 1:1 with experienced SLT teachers needed.</p>	<p>£27,225.20</p>
KS2	R	W	M													
Previous exit (Y5 16-17)	56% PP (gap of -21% non)	31% (gap of -18% non)	25% (gap of -15% non)													
KS2 Exit	65% PP (gap of -10% non)	75% PP (gap of -10% non)	65% PP (gap of -16% non)													

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
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.	All classes were able to book trips outside of school to enhance learning opportunities and engage with children. All of these trips would not have been able to go ahead without PP funding due to limited household finances and non-additional financial contribution by a minimum of a third of families on each trip.	Continue to provide a PP budget for visits and enrichment.	
Increase participation in wider school activities, including ICT	Provide opportunities for children to access ICT equipment and software to enhance learning.	ICT club was held and well attended weekly by 25 children unable to access high quality equipment and software at home. Purple Mash licence helped to provide focussed activities that support homework and extended classroom learning that may not have happened otherwise.	Provide a more diverse opportunity for after school clubs with PP funded places in the coming year.	£13,210.20

7. Additional detail

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