

# Pupil premium strategy statement



1. Summary information					
School	New Penshaw Academy				
Academic Year	2019/20	Estimated total PP allocation inclusive of post-LAC PP allocation	£95,040	Date of most recent PP Review	16.9.19
Total number of pupils	161	Number of pupils eligible for PP	74	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)	42%	TBC	60%	TBC
% achieving ARE in reading	42%	TBC	60%	TBC
% achieving ARE in writing	75%	TBC	70%	TBC
% achieving ARE in maths	75%	TBC	70%	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)	64%	TBC	66%	TBC
% achieving ARE in reading	64%	TBC	66%	TBC
% achieving ARE in writing	64%	TBC	66%	TBC
% achieving ARE in maths	64%	TBC	66%	TBC

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<p>Disadvantaged pupils exited with a greater percentage working below ARE, most notably in Reading, in the following areas:</p> <p>Reading – Too few disadvantaged pupils attained ARE in Reading from Y1-Y6, including disadvantaged pupils in Year 6 not achieving predicted exit at the end of Key Stage 2.</p> <p>Writing – Too few disadvantaged pupils attained ARE in Writing in Years 1,2, 3 and 4</p> <p>Maths – Too few disadvantaged pupils attained ARE in Maths in Years 2 and 3</p>
<b>B</b>	Too few pupils have developed high enough oral language skills and understand higher level vocabulary sufficiently to support their understanding of age-related reading materials.
<b>C.</b>	Social and emotional barriers to learning have been identified within disadvantaged pupils across school who display adverse attitudes towards learning which are impacting directly upon progress and attainment for this group. A significant group of pupils eligible for PP funding, have been identified as displaying low resilience and low confidence.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance is lower in pupils eligible for PP than those who are not
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>

<p><b>A.</b></p>	<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"> <li>• Accurately planned outcomes for identified off track pupils are evident in planned curriculum provision and in children’s books to accelerate progress for those pupils towards age-related standards.</li> <li>• Closely planned interventions, which are tracked using class trackers, have impact on outcomes for disadvantaged pupils and are regularly monitored and reviewed by SLT/MLT.</li> <li>• Pupil Performance meetings are held termly based on class data and teachers are held accountable for provision in their class for pupils in receipt of PP funding and the impact of those provisions.</li> </ul>	<p>Early identification of PP off track.</p> <p>Intervention planned strategically with all stake holders, based on termly data.</p> <p>SLT and MLT monitor progress with specific focus from Literacy lead on Reading data through work and planning scrutiny and at pupil performance meetings.</p>
<p><b>B.</b></p>	<p>High quality texts and focussed teaching ensures that children entitled to pupil premium funding are exposed to high quality and high level vocabulary which supports their own vocabulary development and ability to understand texts presented. Additionally, pupils entitled to pupil premium funding will have a varied range of experiences in school and on educational visits which serve to increase and widen their vocabulary in context to further support their understanding.</p>	<p>Realistic and data driven predictions are met or exceeded for year group exit in reading.</p> <p>Reading outcomes are improved for pupils eligible for PP.</p>
<p><b>C.</b></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"> <li>• All staff attend SEMH CPD and training</li> <li>• Whole school approach to social and emotional approach to learning</li> <li>• Newly implemented PSHE scheme ensures skills are taught across the curriculum to support behaviours for learning, emotional literacy and resilience.</li> </ul>	<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>

<b>D.</b>	<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"><li>• Meetings held by SLT for persistent absence</li><li>• Attendance monitored of vulnerable groups and reported to all class teachers to monitor</li><li>• Individual, class and whole school awards incentivise 100% attendance aspirations</li></ul>	<p>Pupils eligible for PP show an increased attendance and line with those not eligible.</p>
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5. Planned expenditure					
Academic year		2019/2020			
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 for disadvantaged pupils in receipt of pupil premium funding within Reading, Writing and Mathematics across all year groups.	<p>Refined approach to teaching English and Maths with focus on resources, supports and challenges to ensure pupils reach full potential including purchasing of new resources: Timestable Rockstars, White Rose Hub Membership, Purple Mash and Grammarsaurus subscriptions.</p> <p>Staff retention to support in lessons and provide timely interventions.</p>	<p>To build on focussed work of the previous strategy where more time was spent allowing children to master objectives and developing resource banks to support age-related expectations and Greater Depth.</p> <p>There remains a gap between disadvantage children and their non-disadvantaged peers when attained Greater Depth Standard across both Key Stages.</p> <p>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.</p>	<p>English and Maths leads to undertake audit of skills and to plan for effective and personalised CPD to strengthen Teaching and Learning across school.</p> <p>Attend Trust working parties / meetings to share good practice and models for increasing the number of children attaining at ARE and at Greater Depth and incorporate best practice into disadvantaged tracking.</p> <p>Intervention programmes monitored as part of school monitoring.</p> <p>Cross-trust/ school moderation will ensure accuracy of judgements.</p>	SLT/MLT	To be reviewed each half term as part of school's monitoring programme.

<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 develop Reading and Writing in line with CPD they received on Greater Depth.</p> <p>SLT to monitor interventions and provide CPD for identified support staff.</p> <p>Purple Mash, Grammarsaurus, White Rose Hub Membership, Rockstars license.</p>	<p>Attainment of disadvantaged pupils at the end of KS2 was significantly lower than non disadvantaged peers.</p> <p>Disadvantaged pupils at exit for KS1 and KS2 were below National comparators.</p> <p>Disadvantaged pupils do not attain as well as their peers in Reading in Y1-6; in Writing they do not attain as well as their peers in Y1-4 and in Maths they do not attain as well as their peers in Y2-3.</p>	<p>Performance Management and Pupil Progress meetings will set targets to guide / challenge cohort data and inform teaching and interventions resulting in an increased percentage of children working at ARE in each year group.</p> <p>Cross Trust working party with pupil premium leads will support and challenge spends and their impact across the year.</p> <p>Ensure effective CPD and in school monitoring for all staff and in particular for staff who have changed year groups.</p>	<p>SLT/MLT Class teachers</p>	<p>Reviewed half termly</p> <p>Termly</p> <p>Staffing: SLT time: £1839.00 Retention of staff and increased staffing: £51,828.00 CPD: £200 Rockstars Licence: £50 Purple Mash Licence: £250 Grammarsaurus Licence: £40 White Rose Hub Membership: £48</p>
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<b>Total budgeted cost</b>					<b>Total £54,255</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>						
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 and pupils are negatively affected emotionally which impacts on well-being and standards.	LAC and PEP reviews. Pupil Progress meetings	DHT	Termly assessment						
Raise attainment and progress in reading and writing by the end of Y2.	Interventions to be planned based on summer data and then reviewed half termly.	Children exited Y1 with 32% below ARE in Reading and with not enough children attaining at Greater Depth in Reading and Writing.	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).						
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. Deployment of DHT for focussed intervention.	A large proportion of children in receipt of pupil premium exited Y5 below ARE in reading and mathematics. <table border="1" data-bbox="719 986 1102 1098"> <tr> <td></td> <td>R</td> <td>M</td> </tr> <tr> <td>Y5</td> <td>55% PP</td> <td>60% PP</td> </tr> </table>		R	M	Y5	55% PP	60% PP	In school monitoring of intervention programmes.	DHT Class teachers	Termly (with half termly interim checks)  Staffing: DHT Time - £3250.00 Increased TA staffing: £22,996.50
	R	M									
Y5	55% PP	60% PP									
<b>Total budgeted cost</b>					<b>£26,246.50</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 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>	Attendance of PP children is below that of other pupils.	<p>Admin to monitor daily with rapid response to non-attendance. Procedures to challenge non-attendance:</p> <ul style="list-style-type: none"> <li>• Letters home</li> <li>• 1:1 meetings or phone calls with HT/DHT</li> <li>• Referral to LA</li> </ul>	Admin and SLT	On-going



<p>SEHM issues and low resilience addressed</p>	<p>Pupils identified as requiring additional support. Parents consulted. Approaches offered from Friends Resilience, Nurture, PE social intervention.</p> <p>Increased participation in school clubs for well-being and raised self-esteem.</p> <p>Well-being programme of activities to be timetabled into the year as part of Charter Mark work to support improvements to SEMH.</p>	<p>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.</p>	<p>Monitor SEHM aspects of learning to check improvements of resilience, attitudes to learning, concentration, well-being, attainment and progress.</p>	<p>Designated TA and relevant class teachers.</p> <p>LA behaviour support.</p>	<p>To be reviewed as part of school monitoring programme.</p> <p>Pupil voice.</p> <p>Reports from BS team.</p> <p>Staffing £1750 Admin time £2210.20 Subsidised experiences £2500 Rewards £500 CPD £500 After school clubs £900 Well-being activities: £5428.30</p>
<b>Total budgeted cost</b>					<b>£13,788.50</b>

6. Review of expenditure				
Previous Academic Year		2018-2019		
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.	Children eligible for PP outperformed those not eligible in writing in Reception and were in line in KS1. Work needs to continue in order to maintain the accelerated progress made to attain well in these groups.	This needs to continue and high standards of intervention and sharing of good practise by successful year groups exceeding previous outcomes.	

<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><b>£74,430.25</b></p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</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.	DHT taught and provided NQT support in Y2 and substantial progress was made from starting points to raise attainment and progress for the cohort who had specific characteristics including high levels of SEN and SEMH need. PP children in this year attained in line with their non disadvantaged peers although lower than Nationally.	Support current teacher with successes learned from last year's approaches. Monitor in PPM meetings and through weekly scrutiny.	

<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> <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>	<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><b>£27,225.20</b></p>
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</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.	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.	<b>£13,210.20</b>