

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	New Penshaw Academy
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	48% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	S. Johnson Headteacher
Pupil premium lead	A. Hunter
Governor / Trustee lead	Howard Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	£11, 620
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,115

Part A: Pupil premium strategy plan

Statement of intent

Our aim, at New Penshaw Academy, is to enable all of our pupils to make good progress and achieve well and to their fullest potential, regardless of their socio-economic background or challenges. The intention of our pupil premium strategy is to support an excellent, evidence-informed education provision that creates great opportunities for all children, including to support disadvantaged pupils to achieve a high level of success across the broad and balanced curriculum that we offer.

Improving quality first teaching is proven to have the greatest impact on narrowing the disadvantaged attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. It is for this reason that targeting the improvement of quality first teaching will be the cornerstone of our approach. It is our clear intention through the aims of this strategy that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

The COVID-19 pandemic further impacted the attainment gap between disadvantaged and their non-disadvantaged peers; Education Endowment Foundation (EEF) evidence guidance is clear that disadvantaged pupils have fallen further behind. Almost 50% of New Penshaw pupils are eligible for the pupil premium. We will also give careful consideration to others who may be disadvantaged by other factors, including those who are socially disadvantaged but do not qualify for free school meals.

This strategy will also take account of the Recovery funding that school receive. Improvements should benefit all groups of pupils and although good progress was made when school re-opened in September 2020, end of year analysis of assessment data showed a greater need for focused interventions across all core subjects.

Our rigorous assessment and monitoring of outcomes this academic year will allow us to support and implement planned interventions as required for all children in order to support their progress and attainment.

The key principles of our strategy are to:

- Provide high quality CPD that is effective in upskilling all staff
- Plan for interventions that are highly effective and target gaps in knowledge and skills for individual pupils
- Implement new effective strategies that target improved pupil outcomes.
- Ensure that the National Tutoring programme is well planned and managed to ensure delivery maximises learning opportunities for all identified pupils
- Monitor the attendance of disadvantaged pupils and act swiftly to improve it where it falls below agreed expectations

- Work with external agencies to provide bespoke packages of support as identified

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance data shows that overall school attendance rates are below national expectations this term. Overall attendance for Autumn was 90.75% and attendance of pupils eligible for pupil premium was 90.26%.
2	Lesson observations and work scrutiny showed a need to upskill teaching of writing. During lockdown children focused less on writing outcomes. Data outcomes showed disadvantaged children off track in all year groups for writing and a significant gap between PP and Non-PP writing outcomes
3	23/31 (74%) of the lowest 20% of readers in school are children in receipt of PP funding. Observations of reading show that fluency is the barrier for the lowest 20% of readers. Improving automaticity through sight vocabulary and swift decoding will improve fluency. This will impact on the child's ability to understand the text that they are reading.
4	Pupils enter Reception with skills lower than typical for their age in Communication and Language and Literacy, as demonstrated in the Baseline Assessment Data (Sept 2021) 40% PP on track for C&L at baseline (compared with 83% Non-PP) 30% PP on track for Literacy at baseline (compared with 83% Non-PP)
5	Assessment data in Summer 2021 indicates lower progress in Maths

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop writing outcomes across KS1 and KS2 to support teacher's planning of Writing and provide clear expectations of pitch and progression and securing teacher knowledge of how to teach necessary skills.	<ul style="list-style-type: none"> • Writing strategy and long-term planning is established and well embedded • Teachers subject knowledge is strong; lessons are well sequenced and planned with high expectations of pupil outcomes • Assessment data demonstrates improved outcomes and at least good progress for all groups of pupils; higher standards and raised attainment across both KS1 and KS2

<p>To improve the ability of a reader to recognise/decode words in a text accurately and effortlessly.</p>	<ul style="list-style-type: none"> • SSP is well embedded and taught effectively and with fidelity across Reception and KS1, and within KS2 catch up groups • 1:1 reading groups are effective and impact positively on pupil progress; pupils can read more fluently – Half termly Read, Write Inc assessments demonstrate increasing words per minute reading for all targeted pupils • In Y4,5 & 6 Reading Plus assessment data indicates that pupils are becoming proficient readers in their respective year groups by demonstrating that: <ul style="list-style-type: none"> ▪ Words read per minute is increasing at a rapid pace ▪ Pupils comprehension skills are developing alongside improved fluency of reading
<p>To improve oral language and vocabulary at its earliest starting points in EYFS. This will lead into improved ability to access early reading and fluency across KS1 and then feed into greater depth in reading in KS2. Through this, teacher subject knowledge and child development knowledge will be secured, in order to teach the necessary skills.</p>	<ul style="list-style-type: none"> • Higher percentage of pupils meet Early Learning Goal in Communication and Language, and in Literacy • Observations of pupils demonstrate use of higher level vocabulary, and use of technical vocabulary, where relevant. • Teachers will demonstrate high standards of communication & language skills, through modelling of high-level vocabulary • Reading fluency will be improved in KS1; pupils will exit Reception with secure decoding strategies
<p>To develop basic skills and quick mental recall in mathematics.</p>	<ul style="list-style-type: none"> • Big Maths programme and long-term planning from key instant recall of facts is established and well embedded across KS 1 and 2 • Teacher subject knowledge is strong • Assessment data demonstrates improved outcomes and at least good progress for all groups of pupils; higher standards and raised attainment across both KS1 and KS2 in maths • Pupils demonstrate increased confidence in maths lessons, with their ability to recall key mathematical facts and are able to apply them to wider maths concepts • Pupils will be able to reason at a deeper level as a result of quicker fact recall, therefore having a positive impact on attainment and progress
<p>To improve children's attendance to be in line with non-disadvantaged and/or at least 96% and reduce the percentage of children who are persistently absent.</p>	<p>Increased and sustained rates of attendance for Spring/Summer 2022, demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence figure being in line with the national average or lower. • Persistent absence will decrease and brought more in line with National average.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 53,557.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Read to Write whole school approach to teaching Writing (Y1-6)</p> <ul style="list-style-type: none"> ▪ Provide CPD for all teaching staff ▪ Purchase programme to support planning ▪ Purchase key texts to support delivery ▪ Monitor quality of implementation through observations of teaching and learning and planning scrutiny ▪ Monitor quality of outcomes through book scrutiny and learning walks ▪ Further bespoke CPD for staff, as and when required 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Read to Write is a text-based approach for teaching writing from Literacy Counts. LC have conducted case studies to outline the positive impact of the approach. See below link: Case Studies - Literacy Counts</p>	2
<p>Embed Big Maths approach to mental Maths teaching</p> <ul style="list-style-type: none"> ▪ Re-purchase subscription ▪ CPD for Maths lead to restructure model of approach ▪ Maths lead to provide CPD for staff to effectively deliver revised model ▪ Purchase of concrete resources to support development of Early Maths ▪ Monitor quality of implementation through learning walks and pupil discussions ▪ Monitor maths assessment data to measure impact through application of knowledge in wider maths ▪ Further bespoke CPD for staff, as and when required 		5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,168.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver the NELI programme in the Early Years to enhance language skills.</p> <p>Teaching Assistant to deliver programme to groups of identified Reception pupils</p>	<p>The evidence from research shows that the NELI programme has a positive impact and can also help to begin closing the disadvantaged gap due to the approaches used.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	4
<p>School Led Tutoring (first £8,302.50 funded. School cost £2,767.50).</p> <p>Teaching Personnel Tutoring to provide teacher to deliver small group or 1:3 (and 1x1:2) tuition for 41 children with a targeted focus on Reading, Writing and/or Maths</p>	<p>EEF research has found that Small group tuition has an average impact of four months' additional progress over the course of a year. See link below:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3,5
<p>Reading Plus Intervention Programme</p> <p>Re-subscribe to Reading Plus intervention</p> <p>Y4, 5 and 6 children identified to be provided with allocated times to access</p> <p>English Lead to monitor progress</p>	<p>Reading Plus was reviewed by the team at Evidence for ESSA in 2019. It has shown to have a positive impact on the reading proficiency of pupils. See link below:</p> <p>Reading Plus Evidence For ESSA</p>	3
<p>Daily 1:1 reading sessions for the lowest 20% of readers in school.</p> <p>Whole school CPD on effective 1:1 reading.</p>	<p>Evidence shows that regular 1:1 sessions has a moderate impact on pupils attainment but this is likely to be higher for disadvantaged children.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	3

English subject lead to monitor and provide follow up bespoke CPD.		
Fresh Start to be delivered for 30 minutes daily to low attaining readers in Year 5 and 6. RWInc Phonics to be delivered for 40 minutes daily to low attaining readers in Year 3 and 4.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,389.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring <ul style="list-style-type: none"> ▪ Attendance lead to monitor attendance of all groups of children ▪ Purchase SLA with Attendance100 to support the improvement of attendance for all groups of children 	<p>The evidence for parental engagement, which includes attendance, suggests some positive outcomes for all pupils. EEF Toolkit for Parental Engagement.</p> <p>The research suggests that communications with parents is more likely to succeed where letters and messages are personalised. Attendance100 allows for this to happen.</p>	2

Total budgeted cost: £ 107,115.00