



NEWARK HILL ACADEMY



Newark Hill Academy Pupil Premium Strategy 2019-20



Pupil premium strategy statement (primary)

1. Summary information					
School	Newark Hill Academy				
Academic Year	2019-20	Total PP budget	£145,871.	Date of most recent PP Review	September 2019
Total number of pupils	458	Number of pupils eligible for PP	107	Final review for internal review of this strategy	September 2020

2. Pupil Premium Breakdown				
	Total Number of PP Roll	Male	Female	Total Number of Pupils who are SEN and PP
EYFS	10	3	7	1
Year 1	13	9	4	2
Year 2	17	11	6	1
Year 3	11	5	6	0
Year 4	19	11	8	3
Year 5	28	15	13	2
Year 6	16	8	8	2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupil levels of English and Maths Skills on entry are well below national
B.	Pupils social skills on entry are well below national and this impacts on self-esteem, self-awareness and conduct in social situations knowledge of how to conduct themselves in social situations
C.	Engagement of Enrichment Opportunities to access the full curriculum and beyond is limited

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance and parental engagement
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To rapidly diminish the difference to national by improving their English and Maths Skills.	Attainment and Progress will increase diminishing the difference to non-PP in the cohort and National expectation.
B.	To develop personal ability to improve low self-esteem and knowledge of how to conduct themselves in social situations	Pupils self-esteem will improve allowing better engagement and resulting in improvements in progress and attainment. Behaviour incidents will reduce as pupils' social skills develop.
C.	Ensure that there is a high uptake of Enrichment Opportunities in order to access the full curriculum	Pupils will be able to access enrichment opportunities offered by the academy. This will enable them to access the full curriculum and further their life experiences.
D.	Increase the percentage of attendance	Attendance rates will improve, and a higher percentage of PP pupils will achieve 95% attendance or higher.

5. Planned expenditure

Academic year	2019-20
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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 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?
Improved English and Maths Skills	Reduced Class Sizes in Core Subjects.	Research from the EEF and Sutton Trust Toolkit shows a potential gain of 3 months. This was trialled in a previous Year 6 cohort where there was accelerated progress in the core subjects.	7 Additional Teaching Staff will reduce class sizes and lead intervention groups to address misconceptions and pick up those falling behind.	Principal	Before we closed for COVID 19, we were seeing trends of targeted groups making accelerated progress. Moving forward we will keep this model in target year groups and one teacher and teaching assistant will apply to the others.

Improved understanding and accountability for PP pupils.	Staff CPD and Pupil Progress Meetings to have PP focus.	Staff understanding of data and importance of diminishing the difference.	CPD led by SLT. Half termly Pupil Progress Meetings where PP data will be scrutinised.	Deputy Principal	Management tasks have included looking at the engagement of PP pupils and their engagement during lessons, also pupil voice during learning walks.
Improved understanding and accountability for PP pupils.	Targeted CPD with GAT Learning Alliance	High quality CPD by Trust Champions and external providers	PP Manager to attend CPD.	Deputy Principal/ PP Manager	Up until school closures, high quality CPD delivered through PCC took place.
Improved understanding and accountability for PP pupils.	Teaching staff PDR target to focus on attainment and progress of all pupils to encompass PP.	Staff focus on attainment and progress will drive intervention within lessons and allow for early identification of additional interventions.	Principal to set clear targets during PDR.	Principal	Target pupils and parents engaged well, while the school was open. During the remote learning period, the vast majority of pupils engaged, however some of the target children did not access this despite parents of children who were not engaging in learning were contacted and offered support at least fortnightly. Some chose not to respond.

Total budgeted cost

£71,660.00

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?
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Additional Focussed Interventions	Teachers and TAs used to support additional interventions required which will be identified by teachers, for example, reading hotlists and misconceptions	Small teaching groups is our preferred model, intervention teaching to specifically target: <ul style="list-style-type: none"> Higher attainers/disadvantaged Pupils who have fallen slightly behind with potential to make rapid progress/catch up. 	PP manager to monitor impact of interventions through observation, pupil interview and data analysis. There will be specific focus on the pupils where the difference in attainment for PP and non-PP pupils is greatest.	PP Manager	Interventions started well but were stopped due to COVID 19. Target pupils and parents engaged well, while the school was open. During the remote learning period, the vast majority of pupils engaged, however some of the target children did not access this despite parents of children who were not engaging in
Additional Enrichment Opportunities. A better understanding of the wider community and cultures.	Multi-cultural educational visits.	It is crucial for pupils to access opportunities to better understand the diverse cultures within the academy and local community in order to promote British values.	Educational visits to multi-cultural establishments will take place in all year groups and will be accessed by PP pupils.	RE Leader/ PP Manager	Harvest festival, Nativity, pantomime, visiting theatre company, careers week. Day and residential trips up until March.
Uptake of Enrichment Opportunities in order to access the full curriculum and further life experiences.	Subsidies for trips and residential.	Not all learning can take place in the classroom. To enable all pupils to fully understand concepts, educational visits are necessary. In addition to this, residential trips give pupils the opportunity to develop their confidence and self-esteem as well as further developing social skills and trust.	Wellbeing lead and PP manager to ensure PP pupils have equal opportunity to enrichment activities through PP funding. Trips need to be monitored to ensure uptake by PP pupils.	Wellbeing Lead/ PP Manager	Ongoing, dependent on need.
Home learning to be completed.	Home access subscriptions to Education City for all pupils allowing them to complete home learning.	Through trials asking parents to contribute to the home access subscription during the previous academic year there was a limited uptake by pupil premium children restricting pupil's opportunities to complete homework. The decision was therefore taken to subscribe to this for all pupils to ensure equal opportunity for all.	PP manager to monitor use of home learning through Education City with support of class teachers and intervene where necessary.	PP Manager Class teachers Online courses lead	Education City use has been monitored by online course lead.
Monitoring the effectiveness and impact of pupil premium funding.	TLR for Pupil Premium Manager	Important to have designated person responsible for monitoring and managing funding for pupil premium children.	Pupil Premium Manager to report on the impact of the Pupil Premium funding. This will require regular monitoring and data analysis.	PP Manager	Ongoing
Total budgeted cost					£30,000
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?
Increased self-esteem. Reduced behaviour incidents arising linked to poor social skills	Pastoral care and development of social skills through gardening	Previous experience has shown that this is a good way to support the child, prepare them for learning and to develop life skills.	Service provided by Creative Partnership. Weekly reports provided to Principal and Wellbeing lead. Entry & Exit pupil questionnaires half-termly. The behaviour and self-esteem of these pupils can then be tracked for impact by the PP manager.	Creative Partnership with Wellbeing Lead and PP Manager	Teachers are now given a pre and post comprehensive questionnaire to complete to measure the impact of the outdoor skills group. This is reviewed termly by Wellbeing Lead.
Opportunity to develop social skills, enrichment opportunities and life experiences.	Family subscriptions for families requiring support at New Ark.	This support is often used for Pupils with attendance issues or those who need alternative provision in order to offer support.	Wellbeing Lead to ensure places are offered to PP pupils where there is a need.	Wellbeing Lead	Ongoing dependent on need.
Designated person able to offer support for families and intervene when attendance becomes a concern.	Wellbeing Lead offering support for families	Essential to offer to support to families. High proportion of disadvantaged pupils within the community requiring advice and support on a range of issues.	Line managed by Principal and PDRs in place.	Wellbeing Lead/ Principal	Ongoing dependent on need.
Improved attendance to be above 95%	2 Additional Breakfast Club Staff	Opportunity to get pupils into school before the start of the school day and ensuring they have had a good breakfast and are ready for learning.	Wellbeing Lead to ensure places are offered to PP pupils where attendance is an issue.	Wellbeing Lead	Ongoing – dependant on need. Breakfast club closed in March due to COVID 19
	Free places at Breakfast Club				Ongoing – dependant on need.
	Attendance service involvement.	In previous years this service has been necessary.	Wellbeing Lead to use service when necessary in order to improve attendance.	Wellbeing Lead	Ongoing – dependant on need.
Inclusion, improved attendance to be above 95%	Resources for families requiring support e.g. uniform and equipment	In order to ensure pupils are fully included and able to access their learning in the same way as non-PP pupils. In the past this has been a barrier for some pupils.	Wellbeing Lead to distribute resources when deemed necessary.	Wellbeing Lead	Ongoing – dependant on need.

Improved emotional well-being and social skills.	Specific intervention by Wellbeing Lead e.g. anger management, sibling groups, social skills	Previous experience and recommendation by external agencies show that this is necessary in order to support the child and prepare them for learning and to develop life skills.	Wellbeing Lead/ TAs to lead groups as necessary for PP pupils. Pupil questionnaires to be completed before and after intervention for monitoring.	Wellbeing Lead/ PP Manager	Ongoing – dependant on need.
Total budgeted cost					£39500.00

6. Review of expenditure

Previous Academic Year

2019-20

• 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
<ul style="list-style-type: none"> To improve English and maths skills and lessen the gap between PP children and non-PP children. To diminish the gap compared to national figures. 	<ul style="list-style-type: none"> Reduced Class Sizes in Core Subjects. Staff CPD and Pupil Progress Meetings 	<p>Success Criteria: Attainment and Progress will increase diminishing the difference to non-PP in the cohort and National expectation.</p> <p>This data has been taken from March 2020 due to the school closure.</p>	<ul style="list-style-type: none"> Pupil Premium lead to continue to attend training. Use of PiXL therapies to deliver targeted intervention. Pupils identified following regular assessment Quality content prescribed. Regular opportunities to assess impact using mini tests. PP lead to direct teachers to ensure that there is 	£1450.

• 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
Additional Focussed Interventions	Extra teacher along with TA's to offer high	<ul style="list-style-type: none"> Interventions are taking place, these have been monitored to ensure that 	<ul style="list-style-type: none"> Continue to monitor interventions and data. Ensure that target children are in place from 	£102,539.
Additional Enrichment Opportunities. A better understanding of the wider community and cultures.	Multi-cultural visits.	<ul style="list-style-type: none"> It was planned for each year group to visit St Mary's church, New Road, Peterborough, however due to the school closure (COVID 19). Before March years 4 and 5 had visited the church. Careers week celebrated at school with volunteers from various 	<ul style="list-style-type: none"> Careers linked to curriculum to embed the knowledge of possible roles and opportunities for the children. Planned 	£600.00

		<p>occupations coming into school to offer an insight into their roles.</p> <ul style="list-style-type: none"> As a school we have been awarded with the Careers Mark. 		
Uptake of Enrichment Opportunities in order to access the full curriculum and further life experiences.	<ul style="list-style-type: none"> Subsidies for trips and residential trips. Family subscriptions for families requiring support at New Ark. 	<ul style="list-style-type: none"> PP pupils have received support to help to pay for trips and residential. PP children were given funded places to attend breakfast club. After school clubs were attended by PP children, many of these children attended more than one club a week. Key worker spaces were offered to PP children during school shut down Summer clubs have been funded for 5 children for four days at a sports summer camp, hosted by the school. 	<ul style="list-style-type: none"> Continue to provide PP children with passports for Children's University to encourage and support further life experiences. Once this is safe to do so. Continue to offer exciting trips and residential linked to the curriculum and offer further life experiences. To ensure that PP children are offered club spaces as a priority. 	£879.00
Home learning to be completed.	<ul style="list-style-type: none"> Home access subscription to Education City for all pupils allowing them to complete home learning. 	<ul style="list-style-type: none"> Each child has a home log in for Education City as well as Airhead to complete home learning. Education City totals have increased, in March prior to the school closure, 22% of pupils were accessing the site. In July while learning remotely 49% of pupils were accessing Education City. 	<ul style="list-style-type: none"> The online learning lead has kept track of the number of pupils using Education City and has promoted the use of this programme encouraging teachers to make use of this resource. This has led to a rise in the use of Education city. Education lessons were set for classes weekly, the number of lessons set as homework increased during the school closure (COVID 19) to offer pupils further learning opportunities. IT lead (Digital Champion) arranged Airhead log in for each child, these have been sent home, this allows teachers to set both class and homework individualised for each child. During the school closure (COVID 19), pupils used their Airhead to access leaning. Online lessons taught via Microsoft TEAMS, each pupil had two to three lessons daily. Reading to an adult continued via FlipGrid Reading eggs was purchased to allow pupils access to a variety of reading material and games whilst learning from home. 	£1650.00
Monitoring the effectiveness and impact of pupil premium funding.	<ul style="list-style-type: none"> MLT member with Pupil Premium responsibility. 	<ul style="list-style-type: none"> Monitor data and interventions. Feed back to SLT in half termly meetings. Review strategy. 	<ul style="list-style-type: none"> To continue to monitor data. To continue to monitor strategy and to work closely with others in the school to ensure the strategy is followed. 	£3495.00
<p>• Other approaches</p>				

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
Increased self-esteem. Reduced behaviour incidents	<ul style="list-style-type: none"> Pastoral care and 	<ul style="list-style-type: none"> Before the school closure (COVID 19), PP children have attended the Nurture 	<ul style="list-style-type: none"> The newly appointed outdoor lead and music lead will be working closely with teachers to ensure 	£7285.00
Increase the percentage of attendance.	<ul style="list-style-type: none"> Wellbeing Lead offering support for families 2 Additional Breakfast Club Staff Free places at Breakfast Club Attendance service involvement Resources for families requiring support e.g. uniform and equipment 	<p>Success Criteria: Attendance rates will improve and a higher percentage of PP pupils will achieve 95% attendance or higher.</p> <p><u>Attendance Data (16.03.20)</u></p> <ul style="list-style-type: none"> PP attendance 19-20 = 94% Non-PP attendance 19-20 = 96% <p>Attendance has risen by 1% by PP pupils. These figures are attendance from September 2019 – March 2020 when the school closed due to COVID 19.</p> <p><u>Details of support provided</u></p> <ul style="list-style-type: none"> 6 PP pupils attended Breakfast club and were given funded places 21 PP pupils received attendance support from the HSLO 4 PP pupils were provided with additional school uniform. Attendance officers met with HSLO half-termly and offered support. HSLO and office staff did first day call backs where no explanation was given for absence. When needed, safe and well checks were performed. 	<ul style="list-style-type: none"> No pupils required a New Ark Subscription. Wellbeing Lead to monitor need. Continue to monitor club registers to ensure there is a high uptake. Continue to fund breakfast club places and uniform where needed. Attendance target was not met by 1% from September to March. this year and the gap has grown between PP and non-PP children – HSLO to continue to monitor and offer support to families. 	£27,973.00
				£145,871.00

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk