



NEWARK HILL ACADEMY



Newark Hill Academy Pupil Premium Strategy 2017-18



Pupil premium strategy statement (primary)

1. Summary information					
School	Newark Hill Academy				
Academic Year	2017-18	Total PP budget	£175,300	Date of most recent PP Review	September 2017
Total number of pupils	502	Number of pupils eligible for PP	93	Date for next internal review of this strategy	January 2018

2. Pupil Premium Breakdown				
	Total Number of PP Roll	Male	Female	Total Number of Pupils who are SEN and PP
EYFS	11	7	7	0
Year 1	5	3	2	0
Year 2	15	9	6	3
Year 3	17	12	5	3
Year 4	12	7	5	1
Year 5	12	9	3	2
Year 6	21	11	10	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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and parental engagement

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	2017-18				
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 with the 2015-16 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	July 2018
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	Half termly PPM meetings
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	Spring 2018
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	During PDR review
Total budgeted cost					£95,600

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?
Additional Focussed Interventions	Staff trained to deliver: Talk 4 Number First Class @ Number First Class @ Writing Every Child a Talker (ECAT) TAs used to support additional interventions required which will be identified by teachers, for example, reading hotlists and misconceptions	Research from Edge Hill University shows that: <ul style="list-style-type: none"> • First Class @ number has the potential to make an average Number Age gain of 12 months in only 3.5 months • First Class @ Writing improves writing confidence and speed of progress as well as impacting on spelling ability. • Talk 4 Number has the potential to make an average Number Age gain of 10 months in 2.5 months. 	PP manager to monitor impact of interventions through observation, pupil interview and data analysis. There be specific focus on the pupils where the difference in attainment for PP and non-PP pupils is greatest.	PP Manager	Half Termly data review Termly monitoring
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	Termly
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. In order for pupils to fully understand concepts educational visits are necessary. In addition to this residential give pupils the opportunity to develop their confidence and self-esteem as well as further developing social skills and trust.	HSLO 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.	HSLO/ PP Manager	Half termly review of trips and check on uptake of upcoming trips as they occur.
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 pupils 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	Half termly review
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					£36,700

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 HSLO. The behaviour and self-esteem of these pupils can then be tracked for impact by the PP manager.	Creative Partnership with HSLO and PP Manager	Reports following each session. Reviewed termly by HSLO and PP Manager.
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.	HSLO to ensure places are offered to PP pupils where there is a need.	HSLO	Termly
Designated person able to offer support for families and intervene when attendance becomes a concern.	Home School Liaison Officer 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.	HSLO/ Principal	PDR review cycle
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.	HSLO to ensure places are offered to PP pupils where attendance is an issue.	HSLO	Annually
Improved attendance to be above 95%	Free places at Breakfast Club				Ongoing – dependant on need.
Improved attendance to be above 95%	Attendance service involvement.	In previous years this service has been necessary.	HSLO to use service when necessary in order to improve attendance.	HSLO	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. Past experience has shown this has been a barrier for some pupils.	HSLO to distribute resources when deemed necessary.	HSLO	Ongoing – dependant on need.
Improved emotional well-being and social skills.	Specific intervention by HSLO e.g. anger management, siblings 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.	HSLO/ TAs to lead groups as necessary for PP pupils.	HSLO/ PP Manager	Ongoing – dependant on need.
Total budgeted cost					£41,914

6. Review of expenditure				
Previous Academic Year		2017-18		
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
To rapidly diminish the difference to national by improving their English and Maths Skills.	<ul style="list-style-type: none"> Reduced Class Sizes in Core Subjects. Staff CPD and Pupil Progress Meetings to have PP focus. Targeted CPD with GAT Learning Alliance TLR for Pupil Premium Manager Teaching staff PDR target to focus on attainment and progress of all pupils to encompass PP. Additional Focused Interventions 	<p>Success Criteria: Attainment and Progress will increase diminishing the difference to non PP in the cohort and National expectation.</p> <ul style="list-style-type: none"> <u>Progress</u> <ul style="list-style-type: none"> Average gap of 0 between disadvantaged and non-disadvantaged Disadvantaged made 5.7 points progress on average <u>Attainment</u> <ul style="list-style-type: none"> Average gap of 0.4 between disadvantaged and non-disadvantaged Average gap of -1 between disadvantaged and national PP lead attended training during the Autumn term. Staff meeting delivered on provision mapping to increase awareness. They were able to contribute to the provisions in place. Teachers were held accountable for PP pupils during pupil progress meeting. PDR targets had PP progress focus and will be discussed during review meetings this term. Interventions delivered in all year groups but not consistently and impact measurable only by progress and attainment data <ul style="list-style-type: none"> Focused Maths intervention for Y3 PP boys resulted in accelerated progress over the term for 10 out of 13 pupils 	<ul style="list-style-type: none"> Areas to target 18-19: <ul style="list-style-type: none"> Writing in Yr 6 PP Cohort for 18-19 due to largest gap (-3.4) to national in attainment Writing in Yr 2 PP Cohort for 18-19 due to below expected progress made (3.8 points) KS1 writing progress: Year 1 and 2 PP and non PP making below expected progress. <ul style="list-style-type: none"> First Class @ Writing intervention? Use of pixl therapies to deliver targeted intervention. <ul style="list-style-type: none"> Pupils identified following regular assessment Quality content prescribed Regular opportunities to assess impact using mini tests. Staff meeting in Autumn term to focus on interventions <ul style="list-style-type: none"> How to identify pupils Methods for monitoring impact Expectations re: accountability 	£124,984

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
To develop personal ability to improve low self-esteem and knowledge of how to conduct themselves in social situations	<ul style="list-style-type: none"> ○ Pastoral care and development of social skills through gardening ○ Specific intervention by HSLO e.g. anger management, siblings groups, social skills 	<p>Success Criteria: 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.</p> <ul style="list-style-type: none"> ● 21 PP pupils accessed Gardening Club ● 29 PP pupils received 1:1 support from the HSLO ● 14 parents of PP pupils received 1:1 support from the HSLO 	<ul style="list-style-type: none"> ● Verbal feedback from staff, pupils and parents suggests that gardening club and 1:1 support from HSLO is effective however there is a lack of evidence for this. ● Entry and exit pupil questionnaires to be completed half-termly by gardening club pupils and those receiving 1:1 support from HSLO ● Parents receiving 1:1 support will be asked to complete an evaluation 	£9,978
Ensure that there is a high uptake of Enrichment Opportunities in order to access the full curriculum	<ul style="list-style-type: none"> ○ Multi-cultural educational visits. ○ Subsidies for trips and residential trips. ○ Home access subscriptions to Education City for all pupils allowing them to complete home learning. ○ Family subscriptions for families requiring support at New Ark. 	<p>Success Criteria: 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.</p> <ul style="list-style-type: none"> ○ Able Maths Day funded for 5 Y3&4 PP pupils. ○ 32 extra-curricular club places were filled by PP pupils – The majority of these were pupils from KS2 ○ 0 PP pupils were provided with a New Ark Subscription. ○ All trips for PP pupils were subsidised by up 50% 	<ul style="list-style-type: none"> ● Evidence on access and usage of Education City has not been monitored, therefore impact cannot be measured. A snapshot to be completed in each term to monitor usage. ● Club registers to highlight PP pupils and be evaluated each term to ensure high uptake across the school ● No pupils required a New Ark Subscription – resource for this will be reduced for the coming year. HSLO to monitor need. 	

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 the percentage of attendance	<ul style="list-style-type: none"> ○ Home School Liaison Officer 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 (5.07.18)</u></p> <ul style="list-style-type: none"> • PP attendance 17-18 = 95% • Non PP attendance 17-18 = 96% • PP attendance better than Non PP in EYFS <p><u>Details of support provided</u></p> <ul style="list-style-type: none"> • 13 PP pupils attended Breakfast club and were given funded places • 16 PP pupils received attendance support from the HSLO • 10 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"> • Success criteria met but Non PP still have better attendance so approaches to target this will continue • Identify pupils at risk of poor attendance from 17-18 data and target with early support from HSLO. • Continue to fund breakfast club places and uniform where needed. 	£40,361

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