Pupil Ppremium Sstrategy Sstatement 20210198/192210: West Newcastle Academy

1. Summary information							
School West Newcastle Academy							
Academic Year	20 <u>21019</u> 8/ 22 <u>10</u> 19	Total PP budget	£965,840 <mark>890</mark> 64 68053 520	Date of most recent PP Review	<u>Sept</u> 2021 Sept 2020July		
Total number of pupils	<u>18865168</u>	Number of pupils eligible for PP	4339% 80669	Date for next internal review of this strategy	201<u>9</u>8 Jan 2022 an		

2. 3. Current attainment September 2020 (TEACHER ASSESSMENT)					
•		Pupils eligible for PP	All Pupils not eligible for PP (WNAyour school)	All Pupils Pupils not eligible for PP (<u>N</u> +ational <u>A</u> everage <u>2018/19)</u>	
% achieving GLD at end of	EYFY	50 45% <mark>%</mark>	<u>54%3<mark>52%</mark></u>	721% (National cle, National)	
% achieving Phonics Screening Test		<u>36</u> 50%	Not Tested782%	81% National	
% achieving reading at KS1	% achieving reading at KS1 <u>2965,100%,40%</u> <u>61%,70,66%</u> 74% Ncle		74% Ncle-756% National		
% achieving writing at KS1		<u>2965100%</u> 60%	<u>57%0<mark>66%</mark></u>	68% Ncle, 6 <u>9</u> 7% National	
% achieving maths writing	% achieving maths writing at KS1 2947% 100% 60% 64% 54,72%		<u>64%54</u> 72%	75% Ncle- 7 <u>6</u> 3% National	
% achieving reading at KS2		<u>4075%</u>	<u>53%78%</u>	73% National	
% achieving writing at KS2		<u>4069</u> %	<u>53%77%</u>	78% National	
% achieving maths at KS2		<u>475%</u>	<u>58%78%</u>	79% National	

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% achie	eving GPS at KS2	57%	Not Tested 77%	78% National				
4. Barriers to future attainment (for pupils eligible for PP including high ability)								
There's	something positive to add about teacher-parent contact and regul	ar phone conversations too	I think – fostering good relatio	nships to encourage children into				
school a	and help families support their children.			<i>N//</i> .				
<u> </u>								
In-scho	ool barriers (issues to be addressed in school, such as poor oral lang	guage skills)		/}//				
Α.	Low attainment on entry and small steps of progress in in-intervent	ention groups						
В.	Small steps of progress for pupils with poor attendance despite in	ntervention		//				
c.	Attainment gap due to lack of engagement in distance learning complete homework in KS2	during COVID lockdown Mar	ch – September 2020, January	– March 2021 Attending Prep to				
Extern	al barriers (issues which also require action outside school, such as	low attendance rates)						
D.	P. Attendance rates for pupils eligible for EAL PP 87 2019/20 are 92% (below the actual of all pupils at 65% and the target for all children of 96%). This reduces their school attendance and causes them to fall behind on average.							
E.	Involvement of parents, home learning							

5. O	5. Outcomes						
	Desired outcomes and how they will be measured	Success criteria					
A.	Provide targeted intervention and 'Catch Up' with teacher and TA for all pupils working below expected level/pupils with PP/EAL/SEND/more able	Structured intervention work for pupils who need additional support means that they make rapid progress and quickly meet age related expectations					
В.	Provide targeteds Thrive and other emotional support to ensure readiness for learning for more vulnerable pupils with PP (especially pupils with EAL/and-LAC/more vulnerable)	Emotional intervention work ensures that more vulnerable pupils are able to access learning					
C.	Family Support Worker to liaise with and support families in order to improve attendance and change attitudes to education to iThis will increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Attendance to rise from 8792% to 95% in line with 'other' pupils.					
D.	<u>Provide expertise at each phase with a senior leader providing intervention, supporting targeted planning and regular reviews of progress All KS2 pupils who are working below expected level to attend Prep</u>	Senior leader ensures targeted support is driven by next steps and facilitates moderation/ shared understanding of each child sall complete homework and receive support with reading					

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<u>E.</u>	Provide Outdoor/ Community Learning to enrich the curriculum	An enriched curriculum engages and enables each child to make sense
		of their learning by applying it to real life contexts

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6. Planned expenditure

Academic year 20<u>210198</u>/221019

The 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.

1.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 implement ation?	
A. Structured	Provide targeted	Intervention has been well targeted in	Weekly meetings with <u>SLT to review</u>	FLW/SBM	Jan <u>, March,</u>	
intervention work for	intervention with teacher	2020/21 Autumn term 20197/2018 and	progress, phase meetings and class planning	HT/ <u>SLT/</u> Staff	<u>June -</u> 20 <u>22 1</u>	
pupils who need	and TA for all pupils	pupils have grown in confidence in	using all staff FLWr and SBM and monthly		<u>019</u>	
additional support	working below expected	confidence and are more able to access	meetings with HT		£30,890 20,00	L
means that they make	level	learning when back in main class. This has	Review of half termly assessment data		0	L
rapid progress and	Provide targeted	resulted in small steps of progress captured	through and Pupil Progress Meetings			L
quickly meet <u>/exceed</u>	<u>extension activities to</u>	on Scholar Pack and in case studies.	Phone calls with parents to review progress			ļ
age related expectations	ensure most able achieve	Is this showing an impact?	and next steps			
	their potential	If not what are the Parents have spoken				Ļ
		highly about this approach. Case studies	<u> </u>			Ļ
		show that this has had a positive impact and small steps of progress have been made.next				
 		steps for Intervention?				Ļ
B Emotional	Provide targeted Thrive	This will enable pupils to maximise their	Referrals to Thrive, Counsellor and other	HT/SLT/Staff	Jan, March,	
intervention work	and other emotional	learning by being emotionally resilient and	programs	TAs/Inclusio	<u>June 2022 1</u>	
ensures that more	support to ensure	confident to seek help.	Regular phone calls and review with staff	n lead	Jan 20<u>20</u>19	
vulnerable pupils are	readiness for learning for	1:1 sessions in school and with the counsellor	and parents	Counsellor ₄	£20,000	
able to access learning	more vulnerable pupils	have resulted in pupils who have good	Use of child's voice to review progress	HT		
	with PP (especially EAL,	behaviours for learning and who can	Weekly planning and review meetings			
	LAC, more vulnerable)	understand and regulate their emotions.	Inclusion Meetings			
		This emotional support work is noted on IEPs	Observations by HT			
		and reviewed with parents and staff.	Review of half termly assessment data			

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Should we be doing		How that this support impacted on progress,				/
some different targeted		what evidence do we have?				
support esp during						
<u>Lockdown?</u>						
C Reduce the number of	Family Link Support	This will increase aAttendance rates for	Weekly monitoring at SLT meetings and half	FLW/ <u>Teache</u>	Jan, March,	4
persistent absentees	Worker (FLW) to liaise	pupils eligible for PP has increased by	termly review	rsSBM/HT	June 2022 1	
among pupils eligible for	with and support families	educating parents and supporting their	Progress monitored through assessment		Nov 2019	
PP. Attendance to rise	in order to improve	understanding of different cultures.	Daily monitoring of attendance and half		2018	
from <u>928692</u> % to 9 <u>6</u> 5%	attendance and change	_	termly review		£1 <u>5</u> 0,000	
in line with 'other'	attitudes to education	Attendance for all pupils for Autumn term	Daily phone calls, review by HT and FLW			
pupils.	This will increase	2020 =93%. This is down on previous year	All staff involved			
	attendance rates for	(this is a similar pattern across LA and				
	pupils eligible for PP .	national)				
		Attendance for pupils with PP for Autumn				
		term 2020= 91%				
		Persistent absentees who have PP = 22% (not				
		PP 16%)				
D Provide expertise at	Senior leader ensures	This will improve achievement for all pupils,	Weekly monitoring at SLT meetings and half	<u>SLT</u> Intervent	Jan, March,	4
each phase with a senior	targeted support is	including pupils eligible for PP. This	termly review	ion	June 2022 1	
leader providing	driven by next steps and	structured support has enabled small steps of	Progress monitored through assessment	Teachers /sta	Nov 20198	
intervention, supporting	facilitates moderation/	progress to be made and has also will also	data (tracking progress as well as	ff/HT	£20	
targeted planning and	shared understanding of	enabled-parents to support their children at	attainment)		10 000 3,520	
regular reviews of	each childAll KS2 pupils	home <u>.</u>	Pupil progress meetings			
progress KS2 pupils all	who are working below	How are we showing progress? as has been	_			
complete homework	expected level to attend	shown in previous years.				
and receive support	Prep					
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Provide Outdoor/ Community Learning to enrich the curriculum	An enriched curriculum engages and enables each child to make sense of their learning by applying it to real life contexts	Outdoor and Community Learning has improved engagement and access to learning for all pupils, including those eligible for PP. A review of skills and progression was undertaken by all staff Jan 2021. Achievement/Progress?	Weekly monitoring at SLT meetings and half termly review Planning evaluation	/HT Jan, March, June 20224 £10 000
2. Other approaches	6			
Free Uniform	Uniform is provided to PP families in order to ensure equality in school	Successful and well received by families	Weekly monitoring at SLT meetings and half termly revie	w £11000
Wrap around care	Care is provided out of school hours to vulnerable PP children	The school has had a positive impact on vulnerable PP children and families, as out of hours care is provided, the children are in a safer environment for longer and are provided a hot meal as well as a chance to complete homework, take part in extra reading ander games.	Weekly monitoring at SLT meetings and half termly revie	w £102000
Minibus collection	Free mini bus pick up for PP pupils as needed	This normally has enableds vulnerable PP pupils to get into school each day and on time which is a school target However the bus service is not available at present due to COVID 19	Weekly monitoring at SLT meetings and half termly review Not in place at present due to COVID 19, assume not in place until Spring 2021, need to make plans	w £515000
PeripateriticPeripatetic Music sessions_and clubs_and residential visits	Free music sessions, clubs and residentialsresidentialsre sidentials for pupils in	Successful and well received by families	In place but ensure more take up by offering in newsletters. Weekly monitoring at SLT meetings and half termly review	£945 <mark>50</mark>
			Total budgeted co	est £96,840 <mark>5,89</mark>

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Previous Academic Year		2017 -18						
i. Quality of teaching for all NONE								
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				
ii. Targeted suppo	1	I =	I					
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. Improved oral language skills - Improved progress for EAL pupils through	Seven Stories sessions with families which is facilitated by Family Support Worker (FSW)	We want to invest some of the PP in developing quality language which will improve speaking and writing. An interactive approach to story reading will hopefully enthuse pupils and enable them to read real stories with their families.	There was a conflict of confidentiality so this ceased in Dec 2017. FLW/SBm	Dec 2017 £7,000				
EAL pupils through family involvement	Inviting parents to sessions with Family Support Worker (FSW)facilitating	Inviting parents will provide them with an understanding of how we teach children in school and enable them to support their children in school and out.						
Improved progress for EAL pupils who are new to the school/country	A TA who can be used to provide structured support for EAL pupils in small groups so that children learn the	This will enable pupils to quickly learn language, and settle in to school. This structured support at the beginning will enable parents to settle with the child as has been shown in previous years.	Case studies and data show that pupils with EAL in Y2 and Y3 are catching up and making steps of progress. The cohort in Y3 are much more confident, use English and are able to be taught as part of the main class.	Dec 2017 £20,000				

C-Improved attendance for EAL PP pupils	Family Support Worker to liaise with and support families in order to improve attendance and	This will increase attendance rates for pupils eligible for PP by educating parents and supporting their understanding of different cultures.	FLW/SBM	Oct 2017 £8,500
D Improved progress and attainment in Maths	Senior teacher to lead project in school to improve achievement in Maths at end of KS1 (see SDP)	This will improve achievement for all pupils, including pupils eligible for PP	Maths data shows considerable improvement at the end of KS1.	Nov 2017 £13,520

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			
Free Uniform	Uniform is provided to PP families in order to ensure equality in school	Successful and well-received by families	FLW/SBM	£1000			
Wrap around care	Care is provided out of school hours to vulnerable PP children	The school has had a positive impact on vulnerable PP children and families, as out of hours care is provided, the children are in a safer environment for longer and are provided a hot	ELW/SBM	£2000			
Minibus collection	Free mini bus pick up for PP pupils as needed	This has enabled vulnerable PP pupils to get into school each day and on time which is a school target	FLW/SBM	£1500			

8. Additional detail

Our SDP can be found online at: westnewcastleacademy.org.uk