



NEWARK HILL ACADEMY



Newark Hill Academy Pupil Premium Strategy 2020-21



Pupil premium strategy statement (primary)

1. Summary information					
School	Newark Hill Academy				
Academic Year	2020-21	Total PP budget	£138,535.	Date of most recent PP Review	September 2020
Total number of pupils	466	Number of pupils eligible for PP	100	Date for next internal review of this strategy	January 2021

2. Pupil Premium Breakdown				
	Total Number of PP Roll	Male	Female	Total Number of Pupils who are SEN and PP
EYFS	4	4	0	0
Year 1	10	4	6	0
Year 2	14	8	6	3
Year 3	19	12	7	2
Year 4	10	6	4	0
Year 5	19	12	7	2
Year 6	24	12	12	1

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
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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	2020-21
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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	To enable intervention opportunities to address misconceptions.	Research from the EEF and Sutton Trust Toolkit shows a potential gain of 3 months. This is by offering a range of approaches and teaching less children so therefore offering each pupil more time with a teacher/teaching assistant.	4 additional teachers and 3 teaching assistants will reduce class sizes and/or lead intervention groups to address misconceptions and pick up those falling behind in year groups.	Principal	January 2020
Reading comprehension skills	Pupils are taught a range of approaches and techniques to comprehend what they have read. KS1 – Daily phonics lessons and Reading Reading Eggs KS2 – DERIC tasks,	Research from the EEF and Sutton Trust Toolkit shows a potential gain of 6 months, by improving reading comprehension skills. Reading comprehension skills have improved with the use of various comprehension questioning and with rich vocabulary explored while reading.	Phonics lessons in KS1 are taught daily. KS2 will have high quality reading sessions, 1:1 reading time and interventions.	Phonics Lead English Lead	January 2020

	accelerated reader quizzes, guided reading and Reading Express or Egg depending on need.				
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	January 2020
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
To ensure that all pupils are ready to learn	To offer fruit to each pupil in school and milk to each PP child	Following Maslow's hierarchy of needs, the importance of the basic needs to be fulfilled is one of the physiological needs of each pupil, by ensuring that a pupil is fed this will mean that they are ready to learn.	Kitchen Staff to order and House Keeper will distribute to classes.	Principal	Ongoing
Total budgeted cost					£44,161.07
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	Teachers and TAs used to support additional interventions required which will be identified by teachers, for example, reading hotlists and misconceptions.	We use small teaching groups and/or intervention groups, 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. Bi-weekly raising standards meetings will inform target groups.	PP Manager Leadership Team	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. 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	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 and Reading Eggs for all pupils allowing them to complete home learning.	Research from the EEF and Sutton Trust Toolkit shows a potential gain of 2 months for pupils regularly completing homework. 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. This also offers another mode of setting homework to continue learning during COVID 19 isolations, quarantines or illnesses	PP manager and Online course lead to monitor use of home learning through Education City and Reading Eggs with support of class teachers and intervene where necessary.	PP Manager Class teachers Online courses lead	Half termly reviews
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					£43,540.41
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. Improved emotional well-being and social skills.	Pastoral care and development of social skills through gardening. Specific intervention by Wellbeing Lead e.g. anger management, sibling groups, social skills.	Previous experience has shown that this is a good way to support the child, prepare them for learning and to develop life skills. 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.	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 Wellbeing lead. Wellbeing Lead/ TAs to lead groups as necessary for PP pupils. Pupil questionnaires to be completed before and after intervention for monitoring.	Creative Partnership with Wellbeing Lead and PP Manager	Reviewed half-termly by Wellbeing Lead and PP Manager.
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	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.	Wellbeing Lead to ensure places are offered to PP pupils where attendance is an issue.	Wellbeing Lead	Annually
	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.
To allow all pupils to work and collaborate using technology.	Dell Devices to support teaching and learning	Microsoft Accessibility tools are used to support the success of each learner. The inclusive features are available in different platforms which support learners in all subjects. Research from the EEF and Sutton Trust Toolkit shows a potential gain of 4 months, for pupils using IT regularly at school.	Laptops to be distributed by the Principal and the use monitored.	Principal	Ongoing
Total budgeted cost					£50,833.52

6. Review of expenditure				
Previous Academic Year		2020-21		
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

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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

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

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