

New Park Academy Pupil Premium Grant Expenditure Evaluation 17/18

(Further detailed information: see PP plan 17/18)

Number of pupils and pupil premium grant (PPG) received

Amount of PPG+ for LAC expected (i.e. not yet received) per pupil <i>(PP+ is spent on an individual basis and accounted for on a termly basis as part of the PEP review process)</i>	£3,600 <i>(this figure is likely to fluctuate as the year goes on related to admissions throughout the year)</i>	Evaluation Evaluation and review of PP+ is undertaken on a case by case study as part of the PEP as the money is spent on individual young people
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Total number of pupils eligible for PPG	78 (plus 8 LAC) 85% (93% incl LAC)
Amount of PPG received per pupil	£935
Total PPG received	£64,245

Key Objectives 2017/2018

- A1:** Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently, particularly focussing on reading skills in KS3 and KS4
- A2:** Identify pupils who have dyscalculia and/or whose numeracy skills are well below the expected age-related attainment level and offer specialist support in and out of the classroom to help them close the gap

Quality of Teaching for All

Desired Outcome	Chosen Action/ approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well	Staff Lead	Review Date	Evaluation July 18
All teaching is at least good and better	Regular access to CPD; moderation meetings within and outside of school	Quality of teaching has steadily improved since the last inspection, as evidenced by own lesson observations and external observations; progress of students is good	On-going lesson observations by Deputy as well as external advisors; regular scrutiny of work	IT	Half termly	Regular monitoring of teaching and learning has shown over the last year that teaching is at least 'good' across the school, with one outstanding teacher, and over 50% of other teaching having elements of outstanding practice in their teaching
The hardest to reach KS4 students engage in core curriculum and prepare for GCSE exams	Excellent teacher deployed as class tutor Behaviour Manager supports with pos action programme	Primary Model has proven to be successful with similar target groups in previous years Introduction of pos activities for afternoons, linked to task engagement, has led to reduction in exclusions	Ongoing lesson observations; regular scrutiny of work Scrutiny of incident reports	IT/DS	Half termly	There is clear evidence of improved and consistent engagement amongst the students in this group, both in their in-class learning and in their learning at the gym. The knock-on effect is that there is less damage and challenging behaviour in school in the afternoons, as those who struggled to engage with the learning in school are now engaged in positive activities, including social skills training offsite
Maths: grading of student progress is moderated across school to ensure pupils make progress in line with ability and are challenged appropriately	Teacher with Maths TLR is given time: -to go into classes across school for spot checks -for maths meetings for non specialist teachers -for maths moderation lessons	Maths data has been more accurate since moderation meetings have been introduced, making it possible to also undertake gap analysis which in turn helps students advance in their learning	Minutes of maths meetings Moderation marks Progress in Maths across the KSs	IT/JPe	termly	The maths department now meets regularly at least every half term. TAs who support maths are also invited to attend standardising meetings or other relevant meetings. Internal marking of AQA Entry level coursework is more consistent and reliable. (See examiners reports) The Ascentis coursework moderator is due visit in November 2018. Termly progress tests for KS3 are due to take place from autumn 2018. KS4 pupils are entered for external qualifications (ELC, Ascentis, GCSE based on prior attainment data and exam readiness. New pupils undertake baseline assessment before decisions about external exams takes place. In addition to SEN based interventions, HOD continues to offer bespoke packages of support in-classes, small group withdrawal or 1:1 support via master classes.

Desired Outcome	Chosen Action/ approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well	Staff Lead	Review Date	Evaluation July 18
All students know a pathway to their next learning steps	KPIs were introduced in September in KS3&4 across the curriculum	School worked in close collaboration with local mainstream high school, developing a system based on the mainstream high school's successful implementation to their approach to 'Life after Levels'; scrutiny of their available data showed clear information for all students and parents; New Park staff have extended scheme for less able students	KPI data available on termly basis Students and parents will be asked whether they understand what the next step to further success is in various subject areas	PP/LC	termly	Pupils KPI targets are updated termly and put in the pupils' books/work files. Each KPI target is discussed with the pupil and then particular pieces of work that evidence that the target has been met are highlighted in their books. Parents are advised about the KPI targets and updated on their child's progress through termly school reports.

Planned Spending 2016/2017

Key Objective A1: Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently (KS2-4)

Desired Outcomes	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July 18 (linked to Success Criteria)
<p>Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4)</p>	<p>1:1 literacy intervention (HLTA led, supervised by SENCo)</p>	<p>Base line assessment and follow up assessment</p>	<p>Pupils' literacy skills will increase by their individual set targets, leading to the expected progress throughout the curriculum</p>	<p>PDu</p>	<p>TA4@ £20/hr KS2: 10 hrs TA4 x38= £7,600 KS3: 20 hrs TA4 x 38= £15,200 KS4 5 hrs TA4 x 38= £3,800 New Resources: £2,000 (reading resources for classroom mainly for KS2 and KS3) INSET: £1,000 £29,600</p>	<p>All pupils were baseline assessed and screened for dyslexia. Those pupils working below the expected level were timetabled for intervention sessions within the SEN room. Additional resources have been purchased including Literary Boxes for KS2-KS4 and are used throughout the school. KS2 have also rolled the reading scheme out with all pupils to embed and enhance reading skills. Those pupils assessed with dyslexia complete the Dyslexia Portfolio which has given the pupils strategies to help them access the curriculum. The Head of the English Department has taken an active role in the implication of literacy interventions and works closely with the HTLA SEN and SENCo to ensure that all pupils make progress. All pupils that had an attendance of >65% to their intervention sessions, made measurable progress; those with an attendance of >85% made the expected progress.</p>

Key Objective A2: Identify pupils who have dyscalculia and/or whose numeracy skills are well below the expected age related attainment level and offer specialist support in and out of the classroom to help them close the gap.

Desired Outcomes	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July 18 (linked to Success Criteria)
Pupils' numeracy skills will increase and interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment (KS2-KS4)	Training for staff; 1:1 and small group numeracy intervention (HLTA led, supervised by Learning Support Team Salford and SENCo and Subject Leader))	Base line assessment and follow up assessment and assessment for Dyscalculia	Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress linked to the new KPIs	PDU/JP	TA4@ £20/hr UPS @ £37/hr KS2: 10 hrs TA4 x38= £7,600 KS3: 20 hrs TA4 x 38= £15,200 KS4 5 hrs TA4 x 38= £3,800 Maths Lead (UPS): 6 hrs x38= £8,436 INSET: £1,000 £36,036	At the start of Sept 17, referrals made to LSS in the Spring of 2017 had not yet been processed due to reasons beyond our control. However, by the start of the spring term, all baseline assessments and additional assessments for dyscalculia were complete. Initially, 4 pupils were identified to participate in the first round of interventions. HOD maths and HTLA SEN liaised closely with a teacher from the Learning Support Service who lead the initial intervention lessons. HTLA SEN supported those lessons, and this constituted step 2 of her training. (She had already attended 4 sessions of Maths Dept training in the use of practical resources.) Progress tests took place in March/April 2018 and all 4 pupils demonstrated expected progress. These progress tests also highlighted the additional pupils who may need intervention and thus the process starts again, but this time with our own HTLA SEN leading the assessments and interventions with support from HOD maths.