

# Pupil premium strategy statement – New Park Academy

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	New Park Academy
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	KS2: 72% KS3/4:70% (based on 146 pupils on roll)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25
Date this statement was published	
Date on which it will be reviewed	September 2025
Statement authorised by	Advisory Board
Pupil premium lead	Almut Bever-Warren
Governor / Trustee lead	Yvonne Luckin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,165
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£119,165

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers and to ensure the funding reaches the pupils who need it most.

At the heart of our approach is high-quality teaching as a crucial element of our holistic offer to meeting the complex needs of some of the most vulnerable children and young people in Salford. The Pupil Premium allows us to target identified barriers to success that impact on a high number of our pupil population. The strategies implemented form part of a wider approach that aims to help pupils narrow their gaps in learning, address their emotional and mental health needs as a result of their often adverse childhood experiences and/or identified difficulties such as ADHD, ODD, ASC, OCD, Attachment Difficulties and/or Communication Difficulties, and prepare them for adulthood in their communities.

### Key Objectives 2024/25

1. Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently, particularly focusing on reading skills across all KSs.
2. Identify pupils whose numeracy skills are well below the expected age-related attainment level, and also pupils who are at risk of underachievement, offering specialist support in and out of the classroom to help them close the gap and achieve their potential
3. Identify unmet speech, language and communication needs and sensory needs, provide intervention in and out of classroom to support and develop the communication skills and develop staff knowledge and awareness of SLCN and sensory needs and possible interventions, so more children and young people can be reached consistently
4. Improve pupils' readiness to learn in KS2 through structured use of therapeutic/holistic provision
5. Increase opportunities for EOTIS students to engage in positive learning experiences in a familiar learning environment, supported in a holistic approach, aiming to increase their outcomes in their personal and academic development
6. Engage identified students and families through a trauma informed approach

Clearly, there are many other priorities in our school that we address through other funding streams and therefore, they are not recorded here.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. In 2023/24, we will **not** address those marked in red font from PP resources.

Challenge number	Detail of challenge
<b>Possible In-School Barriers</b>	
1 a and b	Underdeveloped a) Literacy Skills and b) Numeracy Skills (KS2-4)
2	Underdeveloped social communication and receptive language skills (KS2-4)
3	Lack of aspirations and engagement (KS3&4): Through observations and conversations with pupils and their families, we find that pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Low reading ages of KS2 students arriving in yr 7, leading to challenges re accessing the KS3 curriculum
5	Lack of independent learning skills to allow them to make progress in line with their ability
6	Sharp increase in pupil numbers leading to increase in class numbers which lowers staff: pupil ratio
7	Increase in complexity of needs, compounded by an increase in complexity of communication difficulties and sensory issues, necessitating building adaptations and extension of learning resources to allow pupils to access learning in an environment that is tailored to individuals' needs.
<b>Possible External Barriers</b>	
8	Low school attendance (KS2-4) Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to attend school.
9	Experience of Developmental Trauma and lack of Family Support (KS2-KS4)
10	Involvement in anti-social behaviour in community and attraction of urban gang membership with increased risk of knife crime(KS 2-4)
11	Misuse of illegal substances (KS3&4)
12	Long term impact on mental health of parents and students, in particular also due to long term impact of Covid.

	Disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies and we expect impact to continue for the next 10 years.
13	Overstretched multi agency supportive services putting extra demands on school to bridge that gap
14	Cost of living crisis
15	Lack of realistic aspirations and resilience, compounded by reduction in lower level course offers at college and lack post 16 training alternatives to college leading to high number of NEET

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Challenge Number
Pupils' functional literacy skills will increasingly allow them to access the curriculum independently. (KS2-KS4)	Pupils' literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum. Pupil data shows that they have made the appropriate progress in line with their expected end of year targets.	1a
Pupils' functional numeracy skills will increasingly allow them to access the curriculum independently (KS2-KS4)	Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress across all ability ranges. Pupil data shows that they have made the appropriate progress in line with their expected end of year targets.	1b
Targeted interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment. (KS2-KS4)	Students will develop academic self-confidence in numeracy and literacy. Pupil data also shows that they have made the appropriate progress in line with their expected end of year targets.	1a and 1b (also addressing 4&5)
Quality of Teaching – CPD sessions on AfL and Adaptive teaching and feedback strategies. Staff embed AfL and adaptive teaching approaches to ensure all	Staff are competent, using AfL strategies and adaptive teaching in all their lessons. As evidenced in lesson observations. Staff are competent, teaching students with differing needs, as evidenced in lesson observations.	1a, 1b, (also addressing 4&5)

<p>students are supported within the classroom and able to make expected progress across all ability ranges. Staff provide quality feedback which provides learners with opportunities to improve, consolidate and extend their learning.</p>	<p>Staff are confident providing feedback in different formats eg verbal, written, digital which enables learners to improve, consolidate and extend their learning as evidenced in lesson observations and work scrutiny</p> <p>Lessons observations good and better focusing on adapted teaching leading Increased student engagement:  90% of students attending greater than 85% make at least expected progress.  5% of this group will make at least measurable progress.  100% of pupils attending less than 85% will make progress as set out in their personalised programme.</p>	
<p>High School and EOTIS yr 11 students will have less gaps in their learning and will be more confident in sitting tailored external accreditations in line with their ability</p>	<p>All students achieve an external qualification in English and Mathematics, regardless of where they are placed</p>	<p>1a and 1b (also addressing 4&amp;5)</p>
<p>Unmet speech, language and communication needs of the children and young people are identified.</p> <p>Intervention to support and develop the communication skills of the children/young people will be provided.</p> <p>Staff knowledge and awareness of SLCN will be further developed.</p> <p>More staff successfully complete Elklan training course (e.g., S&amp;L support for 11-16s or S&amp;L support for VYP)</p> <p>School will continue to deliver refresher training to ensure all staff are aware of strategies to support SLCN (in line with requirements for maintaining Elklan Communication Friendly Settings status).</p>	<p>Children and young people engage in assessment and intervention process. Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>Evidence of successful completion of Elklan training.</p>	<p>2</p>

<p>Reduction of NEET by supporting pupils who start college post 16, enabling them to sustain their placement</p> <p>Go to SDP</p>	<p>Pupils widen their knowledge of the world of work and develop their social interaction skills.</p> <p>Pupils participate in summer school, building their skills and therefore confidence prior to enrolling at college.</p> <p>There is ongoing dialogue with college staff to ensure any difficulties of individual students are picked up and addressed early</p>	<p>3</p>
<p>With the complexity of needs at KS2 and emotional age of some pupils, adaptations need to be made to the classroom environment to allow for continuous provision to be accessed.</p>	<p>Reduction in incidents of dysregulation of behaviour as measured in PIFs</p> <p>Improvements evident on emotional resilience monitoring.</p> <p>Gaps between ability and attainment are narrowed</p> <p>Pupils will be observed to learn through play and make progress in line with their ability.</p> <p>Continuous provision will be resourced and implemented before October half term.</p> <p>Continuous provision will be evidenced through learning walks.</p>	<p>7, 9, 12, 13</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: financed through topup funding of EOTIS students

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New Park Hub - Quality of Teaching and Learning – Increasing pupil engagement in education.</p> <p>CPD sessions on AfL and Adaptive teaching and feedback and marking strategies.</p> <p>Staff embed AfL and adaptive teaching approaches to ensure all students are supported within the classroom and able to make expected progress across all ability ranges.</p> <p>Staff provide academic and emotional support which gives learners opportunities to improve, consolidate and extend their learning sometimes with scaffolded support but increasingly independently.</p>	<p>High-quality teaching is crucial to the progress of pupils with SEND and the four-part cycle of “<u>assess, plan, do, review</u>” – what the SEND Code of Practice refers to as “the graduated response” – is the first step in identifying barriers and developing strategies to support all pupils. Adaptive teaching strategies sit firmly at the heart of this cycle:</p> <ul style="list-style-type: none"> <li>- adapting planning prior to the lesson</li> <li>- <b>adjusting practice during the lesson</b></li> <li>- reviewing progress after the lesson</li> <li>- plan content/strategies for the next lesson.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1a, 1b, (also addressing 4&amp;5)</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 100,000 (including cost of 40,500 for SALT)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Literacy</b>            Literacy interventions (HLTA led, supervised by SENCo/English lead)</p> <p>Each child will receive a baseline assessment and follow up assessments</p> <p>Bi-annual reading assessments will be conducted.</p> <p>Direct interventions with a specialist Literacy SEN TA will be offered to those students who are identified as having areas of difficulty that cannot be addressed solely in class or through the regular timetable.</p> <p>Use of IXL learning platform will be used to identify gaps (diagnostic assessment) and target learning through individualised student learning tasks. This will support intervention and evidence pupil progress.</p> <p>Areas of literacy needing additional focus (as identified by WRAT, IXL, and/or Teachers) will be given additional learning time through intervention.</p>	<p><b>Rationale: Based on findings from EEF</b></p> <p>One to one and small group (max 3 pupils) tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.</p> <p>How effective is it? (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others, tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group</p>	<p>1a</p>

	size, emphasising the value of professional development for teachers.	
<p><b>Numeracy</b> 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> <p><i>Steps:</i> Gap analysis assessment will identify areas of weakness or missed learning</p> <p>SEN TA will work/liaise with class teacher/TA and to support reengagement and catch up with focus group either in class , 1:1 or small group</p> <p>Use of IXL learning platform to identify gaps (diagnostic assessment) and target learning through individualised student learning tasks will support intervention and evidence pupil progress. Areas of numeracy needing additional focus (as identified by WRAT, IXL and Teachers) will be given additional learning time through intervention.</p>	<p><b>Rationale: Based on findings from EEF</b> One to one and small group (max 3 pupils) tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.</p> <p><u>How effective is it?</u> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others, tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.</p>	1b
<p>108 days of SALT input</p> <p>Children and young people engage in assessment and intervention process</p>	<p><b>Rationale:</b> <i>(Information below has been provided by the Royal College of Speech and Language Therapists (RCSLT))</i> <u>SLTherapists have a unique role in identifying communication difficulties</u> (Pearce et al, 2014). By assessing and profiling a CYP's communication strengths and needs,</p>	2

<p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people’s communication skills.</p> <p>School can show that SLCN training is on staff training agenda and a log of staff who attend.</p> <p>Learning walks are completed by SENCO &amp; SLT to ensure strategies are in place within classrooms.</p> <p>Whole class intervention sessions through all keystages by speech and language therapist. This involves modelling speech and language strategies to teacher and TA’s to support continual intervention throughout all aspects of learning.</p> <p>Classroom environment to promote Speech and Language Therapy tools through the use of a “Speech and Language Therapy notice board” with strategies and resources to use and refer to in class.</p>	<p>SLTs can help others understand them better, thereby contributing to more positive outcomes.</p> <p>All children and young people who have SEMH should be assessed for SLCN, ideally by a speech and language therapist. <u>The Department for Education in England says “where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.”</u> (Department for Education, 2016, p.14). []</p> <p><u>SLTs can contribute to differential diagnosis in CYP who have SEMH</u> (Im-Bolter and Cohen, 2007). CYP with mental health diagnoses often present with unusual communication profiles that need careful analysis and a detailed case history in order to determine if behaviours are due to an unidentified SLCN or the mental health diagnosis.</p> <p><u>A child’s behaviour can influence others’ judgments about their communication skills, for example in attention deficit hyperactivity disorder (ADHD) or autism spectrum disorder (ASD).</u> It is therefore important to have a speech, language and communication assessment as part of the diagnosis of SEMH, especially in relation to ADHD (Gooch et al, 2017).</p> <p>The CYP’s views of their communication skills and how effectively others communicate with them should be an integral part of any assessment. An assessment may take time, as gaining the trust of the CYP and understanding their communication strengths and needs in different situations is vital for accuracy.</p> <p>Department for Education statistics show that social, emotional and mental health (SEMH) is the most prevalent primary type of special educational need for Children in Need. However research shows that a high proportion of children and young people with SEMH are likely to have co-occurring SLCN, which may not have been identified or supported: in a meta-analysis of 22 studies, 81% of children with emotional and behavioural disorders were found to have communication needs that had not previously been identified. (1)</p>	
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At secondary school, vocabulary skills at age 13 strongly predict both maths and English GCSE results. (2)

How effective is it?

By working collaboratively with school staff, young people and their parents/carers the SLTherapist can:

- Support and teach skills
  - enable CYP to integrate socially, learn functional skills, participate in life roles (in a range of education, work and social contexts) and access and benefit from verbally mediated interventions.
- Differentiate
  - Support staff to ensure materials, resources and meetings are accessible to young people.
- Advocate
  - Support the young person in having their views heard in education, health and social care decisions.
- Train and educate
  - Provide training through formal and informal ways to develop knowledge and skills of those people working with the CYP.

How secure is the evidence?

1. Hollo A, Wehby J.H, Oliver R.M. (2014) Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis. *Exceptional Children* 80(2): 169-186
2. Spencer, S., Clegg, J., Stackhouse, J. and Rush, R. (2017), Contribution of spoken language and socio-economic background to adolescents' educational achievement at age 16 years. *International Journal of Language & Communication Disorders*, 52: 184–196.

Pamela C. Snow (2020), *Psychosocial Adversity in Early Childhood and Language and Literacy Skills in Adolescence: The Role of Speech Language Pathology in Prevention, Policy, and Practice.*

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 19,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS2 classroom will be adapted to include continuous provision approach in order to cater for the complexity of pupil needs.</p> <p>Students will increase the time spent in class and accessing learning, leading to greater progress in attainment.</p> <p>Learning walks will observe calm learning environments in the classrooms.</p>	<p>Friedrich Froebel (1782-1852) Born on 21 April 1782, Friedrich Froebel was a German educator who invented the kindergarten. He believed that "play is the highest expression of human development in childhood for it alone is the free expression of what is in the child's soul." According to Froebel, in play, children construct their understanding of the world through direct experience with it. His ideas about learning through nature and the importance of play have spread throughout the world.</p> <p>Froebel considered the whole child's, health, physical development, the environment, emotional well-being, mental ability, social relationships and spiritual aspects of development as important.</p> <p>Froebelian Principles impacted our understanding of play massively. See link for more info <a href="https://www.early-education.org.uk/about-Froebel">https://www.early-education.org.uk/about-Froebel</a></p> <p>It is important to remember that the children in our ELC and school settings may not have the same rich experience of play as previous generations; especially outdoor and free play. We also have to consider the deprivation of our children and the impact of the pandemic.</p> <p>Children need the freedom to appreciate the infinite resources of their hands, their eyes, their ears, the resources of forms, materials, sounds and colour. They need the freedom to realise how reason, thought and imagination can create continuous interweaving of things, and can move and shake the world" Malaguzzi, L. (1996)</p>	<p>9, 12, 13, 14</p>
<p>Summer Programmes, led by commissioned Careers Service, will continue to be supported by NP staff.</p>	<p>Summer Programmes are additional lessons or classes organised during the summer holidays. They are often designed as catch-up programmes, although some do not have an academic focus and concentrate on sports or other non-academic activities.</p> <p>Summer schools have a positive impact on average (three months' additional progress) but are expensive to implement. Summer schools that include an intensive</p>	<p>15</p>

<p>Ongoing dialogue between careers officer, post 16 worker, parents and college staff</p>	<p>teaching component such as using small group or one to one approaches have higher impacts, on average. Maintaining regular attendance at summer schools can be challenging, in particular for disadvantaged pupils. Summer schools that use teachers that are known to the pupils have a higher impact, on average,</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools?utm_source=/education-evidence/teaching-learning-toolkit/summer-schools&amp;utm_medium=search&amp;utm_campaign=site_search_h&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools?utm_source=/education-evidence/teaching-learning-toolkit/summer-schools&amp;utm_medium=search&amp;utm_campaign=site_search_h&amp;search_term</a></p> <p>Own data evidences that those young people who took part in last year's summer programme had a higher chance of sustaining their college placement</p>	
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**Total budgeted cost: £119,165**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

<b>Intended outcome 2023/24</b>	<b>Activities</b>	<b>Success criteria</b>	<b>Evaluation/Review</b>
<p><b>Literacy Skills</b></p> <p>Pupils’ functional literacy skills will increasingly allow them to access the curriculum independently. (KS2-KS4)</p>	<p><b>Literacy</b></p> <p>Literacy intervention (HLTA led, supervised by SENCo) Baseline assessment and follow up assessment</p> <p>Having bi-annual reading assessments that cover a range of literacy skills enables teaching staff to see areas of need in individual pupils. Targeted packs are to be created and distributed for those pupils who have areas of difficulty that can be addressed during lesson time rather than in a directed intervention. Direct interventions will happen with specialist Literacy SEN TA for those students with areas of difficulty that cannot be addressed solely by work packs.</p> <p>Use of IXL learning platform to identify gaps (diagnostic</p>	<p>Pupils’ literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum.</p> <p>Pupil data shows that they have made the appropriate progress in line with their expected end of year targets.</p>	<p>54.24% of current PP pupils (year 7 – 10) have achieved or surpassed their end of year target for English.</p> <p>38.983% of current PP pupils (year 7 – 10) are only slightly below their end of year target for English.</p> <p>This means that 93.22% of current PP pupils (year 7 – 10) are “close to achieving”, “achieving”, or “exceeding” their end of year targets in English.</p> <p>It is worth taking note that this evaluation is being written 3 weeks before the end of the school academic year and some pupils who are slightly below their end of year targets, may have achieved them before the end of the school year.</p> <p>Only 5.56% of current PP pupils (year 7 – 10) are significantly below their end of year targets in English.</p> <p>Literacy interventions have been successful this year, particularly during the last term after tweaks and changes were made to improve the effectiveness of the sessions.</p> <p>IXL has been received well by both teaching staff and pupils. Teachers have used IXL to identify learning gaps and prepare work to</p>

	<p>assessment) and target learning through individualised student learning tasks will support intervention and evidence pupil progress. Areas of literacy needing additional focus (as identified by WRAT, IXL and Teachers) will be given additional learning time through intervention.</p>		<p>target specific areas for each individual pupil which has accelerated progress. We are hopeful that this program helps even more next year as it is embedded into the school timetable.</p>				
<p><b>Numeracy Skills</b></p> <p>Pupils' functional numeracy skills will increasingly allow them to access the curriculum independently (KS2-KS4)</p>	<p><b>Numeracy</b> 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> <p><i>Steps:</i> Gap analysis assessment will identify areas of weakness or missed learning</p> <p>SEN TA will work/liaise with class teacher/TA and to support reengagement and catch up with focus group either in class , 1:1 or small group</p> <p>Use of IXL learning platform to identify gaps (diagnostic assessment) and target</p>	<p>Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress across all ability ranges. Pupil data shows that they have made the appropriate progress in line with their expected end of year targets.</p>	<p>Numeracy interventions have continued in both 1-1 and small group format this year, but with a greater focus on specific needs identified by the maths teachers also linking to any EHCP targets.</p> <p>Pupils have engaged well with their programmes and shown improvements in their numeracy skills.</p> <p><b>Pupil Premium Data from Arbor</b></p> <table border="1" data-bbox="1464 1137 2168 1339"> <tr> <td data-bbox="1464 1137 1637 1339"></td> <td data-bbox="1637 1137 1807 1339"> <p>Slightly Below/%  (No of students)</p> </td> <td data-bbox="1807 1137 1995 1339"> <p>On Target/%  (No of students)</p> </td> <td data-bbox="1995 1137 2168 1339"> <p>Above/%  (No of students)</p> </td> </tr> </table>		<p>Slightly Below/%  (No of students)</p>	<p>On Target/%  (No of students)</p>	<p>Above/%  (No of students)</p>
	<p>Slightly Below/%  (No of students)</p>	<p>On Target/%  (No of students)</p>	<p>Above/%  (No of students)</p>				

	<p>learning through individualised student learning tasks will support intervention and evidence pupil progress.</p> <p>Areas of numeracy needing additional focus (as identified by WRAT, IXL and Teachers) will be given additional learning time through intervention.</p>		<table border="1"> <tr> <td>Year 7</td> <td>25(2)</td> <td>75(6)</td> <td>62.5(5)</td> </tr> <tr> <td>Year 8</td> <td>40(4)</td> <td>50(5)</td> <td>10(1)</td> </tr> <tr> <td>Year 9</td> <td>5,88(1)</td> <td>94.12(16)</td> <td>41.18(7)</td> </tr> <tr> <td>Year 10</td> <td>40(2)</td> <td>60(3)</td> <td>20(1)</td> </tr> <tr> <td>All PP Students</td> <td>17.24(5)</td> <td>79.31(23)</td> <td>37.93(11)</td> </tr> </table>	Year 7	25(2)	75(6)	62.5(5)	Year 8	40(4)	50(5)	10(1)	Year 9	5,88(1)	94.12(16)	41.18(7)	Year 10	40(2)	60(3)	20(1)	All PP Students	17.24(5)	79.31(23)	37.93(11)			
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			<p>Overall across both Key Stages, 24 students were on or above their targets 79.31% on target and 37.93% above target. Five students were just slightly below their expected target. There was one student, 3.45%, who was significantly below expected targets due to EBSA and a very low attendance. Strategies are in place through outreach to support reintegration and re-engagement with learning.</p> <p>IXL has been received well by both teaching staff and pupils. Teachers have used IXL to identify learning gaps and prepare work to target specific areas for each individual pupil which has accelerated progress. We are hopeful that this program helps even</p>																							

			more next year as it is embedded into the school timetable.
<p><b>Literacy Skills and Numeracy Skills</b></p> <p>Targeted interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment. (KS2-KS4)</p>	<p>Gap analysis assessment will identify areas of weakness or missed learning</p> <p>SEN TA will work/liaise with class teacher/TA and to support reengagement and catch up with focus group either in class , 1:1 or small group</p>	<p>Students will develop academic self-confidence in numeracy and literacy.</p> <p>Pupil data also shows that they have made the appropriate progress in line with their expected end of year targets.</p>	<p><b>Literacy</b></p> <p>Interventions were revised at the beginning of the last term. This ensured that those children who needed the support, received it and made progress towards their targets.</p> <p>93.22% of current PP pupils (year 7 – 10) are “close to achieving”, “achieving”, or “exceeding” their end of year targets in English.</p> <p>Literacy interventions have been successful this year, particularly during the last term after the aforementioned tweaks and changes were made to improve the effectiveness of the sessions.</p> <p><b>Numeracy</b></p> <p>Positive engagement from students with their intervention sessions and a new revised focus on both teacher identified areas and EHCP targets has led to increased progress in numeracy skills this year.</p> <p>96.55% of current PP pupils (year 7 – 10) are “close to achieving”, “achieving”, or “exceeding” their end of year targets in Mathematics.</p>

<p><b>Quality of Teaching</b>  – CPD sessions on AfL and Adaptive teaching and feedback strategies. Staff embed AfL and adaptive teaching approaches to ensure all students are supported within the classroom and able to make expected progress across all ability ranges. Staff provide quality feedback which provides learners with opportunities to improve, consolidate and extend their learning.</p>	<p>Internal sessions with lead teacher  Scrutiny of work  Learning walks  Peer supervision</p>	<p>Staff are competent, using AfL strategies and adaptive teaching in all their lessons. As evidenced in lesson observations.  Staff are competent, teaching students with differing needs, as evidenced in lesson observations.</p> <p>Staff are confident providing feedback in different formats eg verbal, written, digital which enables learners to improve, consolidate and extend their learning as evidenced in lesson observations and work scrutiny</p> <p>Lessons observations good and better focusing on adapted teaching leading Increased student engagement:  90% of students attending greater than 85% make at least expected progress.  5% of this group will make at least measurable progress.  100% of pupils attending less than 85% will make progress as set out in their personalised programme.</p>	<p>CPD training at the start of the year provided the support for staff to develop their skills in all areas of AfL. Lesson observations in the Autumn term, focusing on adaptive teaching, evidenced the embedding of quality dialogue (AfL questioning) to ascertain prior knowledge and appropriate scaffolding to ensure engagement.</p> <p>Staff demonstrated quality feedback in both written and verbal forms to ensure learners received positive encouragement to improve their skills and extend their knowledge and understanding.</p> <p>Data from Arbor shows that across the whole school students with good attendance made excellent progress.</p> <p>In Mathematics overall 97.5% made progress.  22.5% - Slightly below  75% - On Target</p>
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			<p>35% - Above target</p> <p>In English 95.59% overall made progress  38.24% - Slightly below  57.35% - On target  14.71% - Above target  This data is similarly reflected in other subjects across the school.</p>
<p><b>SALT</b></p> <p>Unmet speech, language and communication needs of the children and young people are identified.</p> <p>.</p> <p>Intervention to support and develop the communication skills of the children/young people will be provided.</p>	<p>108 days of SALT input  Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p>	<p>Children and young people engage in assessment and intervention process.</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p>	<p>30 high school pupils have engaged in assessment and intervention in the 2023-24 academic year.  7 primary school pupils have engaged in assessment and intervention in the 2023-24 academic year.  (End of Year report contains more information re. assessment and intervention)</p> <p>Outcome measures from both the TALC-2 screen and MOAT assessments for pupils engaging in whole class sessions have highlighting a positive shift in communication skills. Where there is no change, a plan has been devised with staff to support with this area of SALT  (Intervention reports contain more information re. outcome measures)</p>

<p>Staff knowledge and awareness of SLCN will be further developed.</p> <p>More staff successfully complete Elklan training course (e.g., S&amp;L support for 11-16s or S&amp;L support for VYP)</p> <p>School will continue to deliver refresher training to ensure all staff are aware of strategies to support SLCN (in line with requirements for maintaining Elklan Communication</p>	<p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>School can show that SLCN training is on staff training agenda and a log of staff who attend.</p> <p>Learning walks are completed by SENCO &amp; SLT to ensure strategies are in place within classrooms.</p> <p>Whole class intervention sessions through all keystages by speech and language therapist. This involves modelling speech and language strategies to teacher and TA's to support continual intervention throughout all aspects of learning.</p>	<p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>Evidence of successful completion of Elklan training.</p>	<p>Staff have accessed 1:1 modelling of strategies and discussions re. pupils, whole school training re. SLCN, supported and observed whole class sessions, and engaged in implementation of SALT advice within the classroom. This has all contributed to staff confidence of identifying and supporting communication skills in the classroom.</p> <p>Elklan training to be discussed with senior leadership at next SALT planning meeting. SALT training that has been completed this academic year:</p> <ul style="list-style-type: none"> <li>- Introduction to SALT at New Park Academy</li> <li>- Blank Level training</li> <li>- Communication and Emotions training (based on Language for Behaviour and Emotions)</li> </ul> <p>Whole class sessions have provided opportunities for staff to implement and practice strategies with SALT support, this has allowed for generalisation of SALT strategies to be used consistently with staff and pupils.</p>
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<p>Friendly Settings status).</p>	<p>Classroom environment to promote Speech and Language Therapy tools through the use of a “Speech and Language Therapy notice board” with strategies and resources to use and refer to in class</p>		<p>Notice boards have been delayed due to SALT availability, however these will be completed in Autumn 1, with resources to use and refer to in class and consolidates the work completed in whole class sessions and 1:1 interventions.</p>
<p><b>Holistic Support KS2</b></p> <p>KS2 pupils’ emotional, social and mental health needs will be addressed through structured therapeutic interventions, leading to narrowing of gaps between ability and attainment</p>	<p>A range of holistic and therapeutic activities offered at the Juniors provision. Students’ emotional resilience and readiness to learn regularly monitored. Clear rational and guidance for students accessing individualised programmes through re-introduction of IBP.</p> <p>Progress rate measured against rate prior to introduction of interventions</p> <p>Evidence in IBP of reflective practice and progression of targets to be provided.</p> <p>Students will increase the time spent in class and accessing learning, leading to greater progress in attainment.</p>	<p>Reduction in incidents of dysregulation of behaviour as measured in PIFs</p> <p>Improvements evident on emotional resilience monitoring.</p> <p>Gaps between ability and attainment are narrowed</p> <p>Learning walks will observe calm learning environments in the classrooms.</p>	<p>Due to an influx of new pupils, incidents of dysregulation and physical interventions overall appear to have increased.</p> <p>However, pupils who attended the school previously have had a significant and measurable decrease in incidents of negative behaviour including PIFS.</p> <p>Learning walks in the classroom, noted that despite incidents of negative behaviours, pupils were well engaged in their learning. This is further evidenced by pupil progress.</p> <p>Pupil’s individual behaviour plans show progress over time and indicate when behaviour targets have been met and modified.</p>

			In addition, the therapeutic approach has had a hugely positive impact on the pupil's communication and interaction skills as evidenced in the end of year SALT report for KS2.
<b>Attendance</b> Attendance is contextually good	(Recovery Premium) Attendance and Welfare A new member of staff will be appointed, promoting attendance and student welfare	Families will feel supported by interventions offered by staff which are outstanding, taking into account family circumstances and ensuring curriculum is personalised where needed to engage the young person	We achieved this by working closely with families on a holistic level, offering tailored support and increasing our EWO time to provide more direct interventions. The EWO held additional support meetings with parents to address attendance concerns and provide targeted solutions. Staff members also conducted regular check-ins with students and families most in need, ensuring consistent communication. For students requiring extra support, we implemented a personalised curriculum and utilised a multi-agency approach when necessary to address broader welfare issues. After successfully recruiting a new staff member before the summer, we were able to reduce the need for additional EWO interventions.
<b>Transition</b> <b>KS2 to KS3</b> KS3 staff to further develop a better	<b>Transition: KS2-3</b> Asst HT (KS2 Lead) will take part in LA project looking at skilling up KS3 teachers across the LA and transfer	90% of pupils will make progress in line with predicted progress from their KS2 teachers.	Asst HT (KS2) attended the LA project, which identified a gap in learning during transition from KS2 to KS3.

<p>understanding of KS2 curriculum expectations and there is a clear improvement in the continuum of education from KS2 to KS3</p> <p>Yr 7 students will make progress in line with their ability without any evidence of lost learning on transition.</p>	<p>skills/knowledge learned into NP setting</p> <p>All yr 7 students are baseline assessed within first 4 weeks of arrival and reassessed in June/July2023</p> <p>Year 6 students will be offered early opportunities for shared learning with year 7s to prepare them for a positive transition in 2023</p> <p>Pre and post assessments implemented, taking into consideration of what targets year 6 teachers would have set for the children if they had stayed with them</p> <p>Pupil progress monitoring</p> <p>Moderation of work</p> <p>Pupil questionnaires of shared experiences</p>	<p>KS2 teachers report increased confidence and reduced anxiety for yr 6 cohort re transition in Sep 2023</p> <p>Staff demonstrate an increased awareness of curriculum requirements of KS2 and KS3 respectively which is reflected in their planning.</p> <p>There will be a smooth curriculum transition with KS3 adopting a cross-curricular approach to be trialled for effectiveness this academic year with a clear plan and resources.</p> <p>Students “assessed” on transition days to allow for appropriate friendship groupings within classes for September.</p>	<p>When looking at this specifically within the context of our school, it was particularly evident in English. Asst HT liaised with the high school English lead to devise a plan to improve the regression gap. Whilst this project is still ongoing, positive steps have been made and next steps identified. This has involved moderating work across both key stages; identifying areas of concern; feeding back to phase staff in team meetings and devising a plan to move forward in the next academic year.</p> <p>All staff within KS2 and KS3 are on board with this plan and it is intended that this will be driven further forward during academic year 2024-25.</p> <p>In addition, the transition procedure was modified to ensure that there was a more thorough handover for pupils moving to high school in September 2024 after evaluating the procedures in place for 2023. This will be evaluated and monitored.</p>
<p><b>KS4 Transition</b> For Key stage 4 to have an opportunity for work placement and possibly</p>	<p>Pupils widen their knowledge of the world of work and develop their</p>	<p>All students attending will have a minimum of 90% attendance.</p>	<p>All key stage 4 pupils are given the opportunity to attend MyFuture lessons to explore the skills &amp; behaviours around the world of work. All key stage 4 are given the</p>

<p>extended work placement based upon their interests and possible future college courses.</p> <p>Pupils will achieve external recognition in Duke of Edinburgh award.</p>	<p>social interaction skills by being given opportunities in a varied field of placements.</p> <p>To promote the hidden curriculum and to enable all pupils to leave with internal and external recognition of non-academic achievement.</p> <p>Summer Programmes led by Careers Service, will continue to be supported by NP staff.</p> <p>Discussion to be had with college and LA re lack of suitable post 16 provision and support available at college</p>	<p>90% of participants will achieve their DoE award.</p>	<p>opportunity to attend a careers interview with a trained advisor</p> <p>Due to the restructuring of DofE staff during the academic year, no pupils achieved the DofE award. New DofE staff have undergone CPD to ensure that this target is met next academic year.</p> <p>Staff from New Park supported the summer programme; whilst it worked for 3 out of the 5 students who were identified, staff felt the difference to last year was that this year, students were not well known to the staff. Next year, it will be vital to identify staff familiar with the students to offer emotional support.</p> <p>Pre-registration was negotiated with college this year which allowed a record number of 17 students to enrol early with support from Careers advisor and school's post 16 worker. However, at point of final enrolment, staff felt that college had not necessarily communicated across all college sites, and staff felt without their support on that day, there may have been further complications.</p>
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			This was fed back to College and SEN
<p><b>KS4</b></p> <p>Yr 11 students will have less gaps in their learning and will be more confident in sitting their external examinations Functional Skills/GCSEs</p>	<p>GCSE Booster classes</p> <p>Mock exams</p>	<p>Pupils' attendance at Functional Skills/GCSE exams is 90%</p> <p>All students achieve an external qualification in English and Mathematics</p>	<p>Booster sessions are offered across the school to help bridge gaps in learning and boost confidence and ability in all subjects.</p> <p>All key stage 4 pupils have had the opportunity to sit mock exams in Maths &amp; English, giving them an insight into expectations, exam conditions and estimated grades.</p> <p>83% of the PP pupils achieved an externally recognised qualification in both maths and English. The remaining 17% of pupils were on a bespoke educational pathways in line with their EHCP.</p>