

# 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	150
Proportion (%) of pupil premium eligible pupils	KS2: 72% KS3/4:75% (based on 95 pupils on roll)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24
Date this statement was published	30/11/2023 <b>Updated and re-published 03/07/2024</b>
Date on which it will be reviewed	September 2024
Statement authorised by	Advisory Board
Pupil premium lead	Almut Bever-Warren

Governor / Trustee lead	Yvonne Luckin
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<del>£93,435.00</del> 114,265
Recovery premium funding allocation this academic year	£58,212
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£160,479 £172,477  (11,998 more than anticipated)

Recovery £58,212  
Plus  
PP £114,265  
**TOTAL £172,477**

# 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 2023/24**

1. Improve pupils' functional literacy skills that allows them to access the curriculum increasingly independently, particularly focussing 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, provide intervention in and out of classroom to support and develop the communication skills and develop staff knowledge and awareness of SLCN, 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. Reduce the risk of lost learning on transition from yr 6 to yr 7 by ensuring assessments lead to suitably adapted teaching and interventions
6. Work collaboratively with Salford to target post 16 provision with the aim to reduce NEET figures

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+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	Long term impact on mental health of parents and students due to 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.
<b>Possible External Barriers</b>	
5	Low school attendance (KS2-4) Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to attend school.
6	Experience of Developmental Trauma and lack of Family Support (KS2-KS4)
7	<b>Involvement in anti-social behaviour in community and attraction of gang membership (KS 2-4)</b>
8	<b>Misuse of illegal substances (KS3&amp;4)</b>
9	Risk of lost learning on transition from yr 6 to yr 7
10	Independent learning skills to allow them to make progress in line with their ability
11	Lack of post 16 training alternatives to college

## 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
Quality of Teaching – 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>Staff are competent, using AfL strategies and adaptive teaching in all their lessons. As evidenced in lesson observations.</p> <p>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>	1a, 1b, 9 and 10

<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>Pupils' attendance at Functional Skills/GCSE exams is 90%</p> <p>All students achieve an external qualification in English and Mathematics</p>	<p>1a and 1b</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>For Key stage 4 to have an opportunity for work placement and possibly 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>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>All students attending will have a minimum of 90% attendance.</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>90% of participants will achieve their DoE award.</p>	<p>3</p>
<p>KS2 pupils' emotional, social and mental health needs will be addressed through structured therapeutic</p>	<p>Reduction in incidents of dysregulation of behaviour as measured in PIFs</p>	<p>4 and 6</p>

interventions, leading to narrowing of gaps between ability and attainment	Improvements evident on emotional resilience monitoring.  Gaps between ability and attainment are narrowed	
Attendance is contextually good	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	5
KS3 staff to further develop a better understanding of KS2 curriculum expectations and there is a clear improvement in the continuum of education from KS2 to KS3  Yr 7 students will make progress in line with their ability without any evidence of lost learning on transition.	90% of pupils will make progress in line with predicted progress from their KS2 teachers.  KS2 teachers report increased confidence and reduced anxiety for yr 6 cohort re transition in Sep 2023  Staff demonstrate an increased awareness of curriculum requirements of KS2 and KS3 respectively which is reflected in their planning.  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. Students “assessed” on transition days to allow for appropriate friendship groupings within classes for September.	9 and 10

### 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of Teaching – CPD sessions on AfL and Adaptive	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	1a 1b

<p>teaching and feedback and marking 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 sometimes with support but increasingly independently.</p>	<p>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>9 10</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Literacy</b> Literacy intervention (HLTA led, supervised by SENCo) Base line 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</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</p>	<p>1a</p>

<p>cannot be addressed solely by work packs.</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.</p> <p>Areas of literacy needing additional focus (as identified by WRAT, IXL and Teachers) will be given additional learning time through intervention.</p>	<p>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>	
<p><b>Numeracy</b></p> <p>1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> <p><i>Steps:</i></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>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.</p> <p>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></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><u>How effective is it?</u></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</p>	<p>1b</p>

	<p>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>	
GCSE Booster classes	<p>KS4 Pupils lost out during the pandemic on mastery teaching and in spite of returning to class two years ago, not all gaps could be closed in the time remaining. 1:1 tuition will be offered and students will be encouraged to access 1:1 teaching of Science, Maths, English</p> <p>Yr 6 students will access booster classes as required</p> <p><b>Rationale:</b> see above</p>	4
<p>108 days of SALT input</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>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</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, 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). [] <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</u></p>	2

<p>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><u>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. 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) At secondary school, vocabulary skills at age 13 strongly predict both maths and English GCSE results. (2)</p> <p><u>How effective is it?</u> By working collaboratively with school staff, young people and their parents/carers the SLTherapist can:</p> <ul style="list-style-type: none"> <li>• Support and teach skills <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>• Differentiate <ul style="list-style-type: none"> <li>○ Support staff to ensure materials, resources and meetings are accessible to young people.</li> </ul> </li> <li>• Advocate <ul style="list-style-type: none"> <li>○ Support the young person in having their views heard in education, health and social care decisions.</li> </ul> </li> <li>• Train and educate <ul style="list-style-type: none"> <li>○ Provide training through formal and informal ways to develop knowledge and skills of those people working with the CYP.</li> </ul> </li> </ul>	
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	<p><u>How secure is the evidence?</u></p> <ol style="list-style-type: none"> <li>Hollo A, Wehby J.H, Oliver R.M. (2014) Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis. <i>Exceptional Children</i> 80(2): 169-186</li> <li>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. <i>International Journal of Language &amp; Communication Disorders</i>, 52: 184–196.</li> </ol> <p>Pamela C. Snow (2020), <i>Psychosocial Adversity in Early Childhood and Language and Literacy Skills in Adolescence: The Role of Speech Language Pathology in Prevention, Policy, and Practice.</i></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 57,477

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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><b>Rationale: Based on findings from ACAMH</b></p> <p>Mental health problems in childhood are linked to educational failure, which in turn is associated with increased rates of psychiatric disorder (Trzesniewski et al, 2006). The most common mental health problems in school-age children are conduct and anxiety disorders (Fazel 2014), though attention deficit hyperactivity disorder (ADHD) and autism spectrum disorders can also cause significant difficulties, because children find hard to manage in the school environment (Fazel 2014).</p> <p><u>How effective is it?</u></p> <p>School based interventions are most effective if they are completely and accurately implemented (Weare &amp; Nind, 2011). In statistical terms, the effect of most interventions is small to moderate, but when applied in real world settings, the effects are much larger (Weare &amp; Nind, 2011). The characteristics of the most effective interventions include:</p>	<p>4 and 6</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>Learning walks will observe calm learning environments in the classrooms.</p>	<ul style="list-style-type: none"> <li>• focusing on positive mental health</li> <li>• delivering a mix of universal and targeted approaches</li> <li>• starting early with the youngest children</li> <li>• long term interventions which embed within the whole school’s approach, including changes to the curriculum and teaching skills, and linking with academic learning,</li> <li>• working with and educating parents</li> <li>• community involvement and coordinated work with outside agencies</li> </ul> <p>(Weare and Nind, 2011).</p> <p>There are academic benefits of mental health promotion in schools. Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).</p>	
<p><b>(Recovery Premium) Attendance and Welfare</b></p> <p>A new member of staff will be appointed, promoting attendance and student welfare</p>	<p>The extra premium offered by the government will allow school to extend the contract for the Welfare and Attendance Support Officer, based on the recognised fact that positive school attendance leads to good pupil progress. The member of staff will continue to work with identified pupils and their families throughout the year. Creative ‘out of the box’ approaches will be developed to support specifically those young people and their families who have shown little engagement since the pandemic</p> <p><b>Rationale based on EEF Findings</b> (Excerpts from Guide for Schools, EEF September 2020)</p> <p>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to settle back into school life. While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children.</p> <p>Supporting parents and carers</p>	5

	<p>Parents have played a key role in supporting children to learn at home during the pandemic and it will be essential that schools and families continue to work together. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p>	
<p><b>Transition: KS2-3</b></p> <p>Asst HT (KS2 Lead) will take part in LA project looking at skilling up KS3 teachers across the LA and transfer 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 Pre and post assessments implemented, taking into consideration of what targets year 6 teachers would have set for the children</p>	<p><u>Transition Work</u></p> <p>Ellie Grout and Liz Stevenson state in their article in the TES from 23<sup>rd</sup> February 2020 ‘ Why schools should focus on transition all year round’ that schools miss out on opportunities if KS2 and KS3 do not learn from each other and use their combined knowledge to minimise any risks of lost learning on transition. They based their article on research published by Ofsted  <a href="https://www.gov.uk/government/publications/key-stage-3-the-wasted-years">https://www.gov.uk/government/publications/key-stage-3-the-wasted-years</a>.</p> <p>Schools traditionally focus on transition in the Autumn term when schools offer open days; March, when parents find out whether their child managed to get into the mainstream school of their choice and then again in the late summer term when schools offer some transition opportunities. For our pupils who have the greatest difficulties in coping with change, this decision is, in many cases, made much later so both parents and children suffer from this uncertainty.</p> <p><i>“However, for children and their parents, too, we have an obligation to heighten the importance of KS2 to KS3 transition in our respective establishments because for them, transition is something they bear the steady weight of throughout the year. Given that it occupies their minds all year round, then surely it makes sense that it should occupy the minds of teachers and leaders too.”</i></p> <p>The two authors make a number of suggestions how it might be of benefit of involving parents from very early on, which is something we will endeavour to start doing in the coming school year.</p> <p>“The national curriculum follows a very clear pattern from KS1 through to KS4. We tend to know the logical progression of learning in our own phases so we need to</p>	<p>9 1</p>

<p>if they had stayed with them</p> <p>Pupil progress</p> <p>Pupil questionnaires of shared experiences</p>	<p>secure an understanding of the phases that precede and follow our own.</p> <p>More importantly, although primary and secondary education tend to be distinct, we have a duty to ensure that the two major phases of learning are not disparate for children. A quick win here is to have, at the very least, a basic understanding of the KS2 curriculum in your subject. Knowing what the children have been taught for the past four years will inevitably help you to plan more strategically.”</p> <p>Based on this ‘quick win’ scenario, we will go a step further: a member of KS2 will support the transition of their year 6 pupils into year 7, sharing her experience of the KS2 curriculum with the year 7 staff in the first half term. She will spend more time in KS3 to also get an understanding of the KS3 curriculum, which she will take back to her KS2 class. Throughout the year, opportunities will be created to ensure that year 6 students can benefit from the experiences of their friends who have already moved to the High School, with the aim to reduce their anxieties and have joint learning opportunities.</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>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 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&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&amp;search_term</a></p>	<p>3 and 11</p>

Budgeted cost: £ *[insert amount]*

**Total budgeted cost: £172,477**

## 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 2022/23</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.</p> <p>(KS2-KS4)</p>	<p>1:1 literacy intervention (HLTA led, supervised by SENCo)</p> <p>Base line 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>The vocabulary of KS3 pupils will be developed, using Tier 3 (subject specific vocabulary) words and opportunities for Oracy within all subjects. Subject leaders will provide key words for their subject that will develop the vocabulary of pupils. The Tier 3 words will be embedded and meaning of words and how they work in that subject</p>	<p>Pupils' literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum.</p> <p>Literacy data to be increasingly accurate due to moderation meetings, making it possible to also undertake gap analysis which in turn helps students advance in their learning)</p> <p>Pupils at KS3 will consistently use Tier 3 vocabulary within each subject field.</p> <p>Pupils will be able to provide definition for at least 3 key words in a chosen subject field.</p>	<ul style="list-style-type: none"> <li>● Teachers and TAs manage class groups, HLTAs are utilised for literacy intervention via scaffolding or stretch and challenge.</li> <li>● Baseline/ progress assessments took place Sept 23 - Oct 2023.</li> <li>● Completed all reading assessments across the whole school.</li> <li>● 16 year 7 pupils screened for dyslexia</li> <li>● All pupils had tailored and differentiated and adapted learning within the classroom, with the support of the Teacher and TAs.</li> <li>● Where required, from baseline and ongoing teacher assessments, individual pupils accessed specialist Literacy support from our SEN TA</li> <li>● A timetabled SEN support package was offered and was tailored to students who have been identified as requiring additional literacy support from their baselines.</li> <li>● English Lead provided ongoing support for teachers across key stages.</li> <li>● The SEN team have continued Reciprocal Reading groups which is aimed at improving reading and comprehension levels across the year 7 cohort.</li> <li>● SEN team continued supporting pupils who scored the lowest WRAT scores to ensure progress was made.</li> </ul>

	<p>will be discussed in lesson. Literacy lead will compile all key words and issue to KS3 tutor teams for weekly spelling and definition work during identified sessions.</p> <p>GCSE Booster classes</p>		<ul style="list-style-type: none"> <li>• Cross-curricular and subject specific language is used within the children's lessons in order to ensure that they are developing their vocabulary across the whole curriculum.</li> <li>• Teachers encourage the use of potentially unfamiliar language and will explain the meaning behind the words to the children. When the children begin to use the unfamiliar language, they receive positive praise to help embed it within their language.</li> <li>• All classes, throughout the school, have additional in-class support from having at least two TAs per class.</li> <li>• Focussed spelling tests, which focus on spellings compiled by all subject leads, have been introduced in KS3 classes, aimed at improving the overall vocabulary and spelling age of pupils.</li> <li>• New online program, IXL, has been rolled out across all key stages from September 2023 with the aim to help children fill in learning gaps and accelerate progress.</li> </ul>
<p><b>Numeracy Skills</b></p> <p>Pupils' numeracy skills will increase, and interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment.</p>	<p><b>Numeracy</b></p> <p>CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties.</p> <p>CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties.</p>	<p>Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress across all ability ranges.</p> <p>Staff are competent, setting more challenging targets for next round, as evidenced in lesson observations.</p>	<ul style="list-style-type: none"> <li>• Across the whole school all students have made progress with healthy numbers exceeding their expected targets In Numeracy 84.4% were working on or above their targets, 28.9% of these exceeding their targets.</li> <li>• Training for staff proved to be effective in enabling more focus on practical maths using manipulatives and pictorial representation across both key stages. Staff gained confidence in the use of for example Lego in the teaching of multiplication.</li> </ul>

<p>(KS2-KS4)</p> <p>Less able students will develop a deeper understanding of maths concepts by using manipulatives and pictorial representation.</p> <p>Pupils will develop deeper understanding of more abstract topics and higher-level concepts by the use of manipulatives and pictorial representations.</p> <p>Yr 11 students will have less gaps in their learning missed during Covid and will be more confident in sitting their GCSEs.</p>	<p>(Refresher)</p> <p>Training for teaching staff.</p> <p>Training for class-based TAS.</p> <p>1:1 and small group numeracy intervention</p> <p>(HLTA led, supervised by Subject Leader and SENCo)</p> <p>Training for non-specialist teachers in maths</p> <p><b>Numeracy</b></p> <p>1:1 and small group numeracy intervention</p> <p>(HLTA led, supervised by Subject Leader and SENCo)</p> <p><i>Steps:</i></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>Staff are competent, teaching students with MLD, as evidenced in lesson observations.</p> <p>Pupils' attendance of GCSEs is 90%</p> <p>a min of 3 students will achieve GCSE grades in core subjects 3 and above.</p>	<ul style="list-style-type: none"> <li>• Training sessions on AfL in the whole school T&amp;L programme has had a beneficial effect in the Maths department with regard to the quality of questioning and feedback. Learners of all abilities have benefitted from this approach. Lower ability learners have been supported extending their responses, and higher ability learners are being asked more challenging questions both in written and verbal form.</li> <li>• Following baseline completion, targeted 1:1 and small group numeracy intervention continued to provide students with timetabled regular sessions. Tutor teams taking a more integral role in the first line intervention within the classroom and subsequent intervention referral.</li> <li>• All pupils (attending school) have shown improvements in their knowledge, understanding and engagement.</li> <li>• KS2 students who attended the unit full time made measurable steps of progress in Numeracy towards their end of year target. In Numeracy, 37.5% of pupils (6 out of 16) met their end of year target and 44% of pupils (7 out of 16) exceeded their end of year target.</li> <li>• KS3 – SEN TA timetabled to provide additional 1-1 and small group support within KS3 Maths lessons had a positive impact on learners needing support and provided teachers with an additional TA to allow for focused scaffolding work in class.</li> <li>• KS3 - 1-1 intervention timetable in place for students requiring additional learning gap support (as identified by WRAT's, termly progress monitoring and teacher</li> </ul>
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	GCSE Booster classes		<p>referral) worked well to target gaps in learning and boost learner confidence.</p> <ul style="list-style-type: none"> <li>● In KS3 100% of students made progress in Numeracy, 85.7% were on or above their targets, with 37.1% being above.</li>   <li>● KS4 – In-class focus on catch-up and gap filling (Most KS4 students reluctant to engage with 1-1 intervention but happy to address issues within tutor groups and with subject tutors). Students benefitting were mainly poor attenders who needed support to get on track with ELC and Functional Skills qualifications.</li> <li>● KS4 - 1-1 intervention timetabled to re-engage identified students and support in the bridging of learning gaps prior to external exams. Again, mainly benefitting learners with poor attendance who were at risk of not achieving an external qualification.</li> <li>● In KS4 100% of students made progress in numeracy, 80% were on or above their targets.</li> <li>● KS4 Y11 (incl EOTAS) Achieving external qualification.</li> <li>● GCSE - 100% Grades 1-4 (10 students)</li> <li>● Functional Skills Level 2 – 60% (3 of 5 students entered)</li> <li>● ELC – 94.1% (15 students including 7 EOTAS)</li> </ul> <p>Numeracy TA liaises with Maths Lead teacher and attends Maths department meetings.</p>
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<p><b>ECT Mentoring</b></p> <p>ECTs are offered quality mentoring through specialist support to improve teaching standards</p>	<p>ECT Mentor trained to high standard and given sufficient dedicated time to ensure support for ECTs as well as young staff who have not had face to face training during Covid is in place, raising teaching standards across school</p>	<p>Lesson observations of ECTs demonstrate consistently good and better lessons</p> <p>Pupils taught by ECT meet/exceed learning targets</p>	<p>ECT training and course material provider is Teach First.</p> <p>ECT Mentor and ECT Induction Tutor have attended all relevant training for first and second year support and delivery of the programme with ECTs in school.</p> <p>ECT Mentor and Induction Tutor has successfully passed NPQ in Leading Teacher Development.</p> <p>ECTs have attended all required training programme sessions provided by Teach First and engaged with timetabled weekly mentoring sessions and drop-ins</p> <p>Lesson observations of ECTs have been carried out by the ECT Induction Tutor and lessons ECTs currently engaged with the programme are meeting standards and delivering good lessons. All pupils taught who have regular attendance and engagement with learning are making progress and meeting learning targets evidenced by summative assessment and their workbooks.</p>
<p><b>SALT</b></p> <p>Unmet speech, language and communication needs of the children and young people are identified</p>	<p>72 days of SALT input (£24,120)</p> <p>5 sessions 1:1 or small group work with TA4</p> <p>Children and young people engage in assessment and intervention process</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>72 days input provided in 2022-23 academic year, this includes:</p> <p>54 days provided to New Park High School</p> <p>18 days provided to New Park Juniors</p>

<p>.</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</p>	<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>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><b>Completed direct work:</b></p> <ul style="list-style-type: none"> <li>● 13x initial assessments</li> <li>● 21x reviews of current targets</li> <li>● 94x intervention sessions</li> <li>● 15x whole class sessions</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>● Pupils have shown higher engagement in assessment and intervention this year, pupils are able to tailor their intervention package around their interests which increases engagement e.g. rapping, interviews, core vocabulary.</li> <li>● Increase of EOTAS offer from SALT has meant that pupils not attending site are still able to access an assessment and intervention.</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>● Use of Talking Mats to gain pupil voice around their communication as a measure of effectiveness.</li> <li>● Assessment data, and pupil reports of communication skills have continue to improve over the last 12 months.</li> <li>● TALC-2 data collated for Year 7's in order to track and monitor progress with language skills.</li> </ul>
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Friendly Settings status).

Impact:

- Staff have open conversations with SALT about pupils in class, SALT presence in school increases those conversations and provides opportunities to develop support for the pupils.
- Staff have access to profiling sessions joint with SALT/ EP to discuss the pupils and how to support them.
- Trial of whole class sessions have provided support for staff through joint learning.

Impact:

- Joint training sessions with staff/ EP/ SALT have provided effective support for developing training and support with pupils who have SLCN.

Enquiries have been made for 2023-24 for staff to access Elklan training.

<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><b>Holistic Approach</b></p> <p>A range of holistic and therapeutic activities offered at the Juniors provision.</p> <p>Students' emotional resilience and readiness to learn regularly monitored.</p> <p>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>Learning walks will observe calm learning environments in the classrooms.</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>	<ul style="list-style-type: none"> <li>• Pupils have had a positive response to a holistic approach; there was a significant reduction in PIFS last year and a reduction in incidents of dysregulation. Comparable data from Spring term 2022 to Spring term 2023 evidences this – Spring term 22 – 11 PIFS; Spring term 23 – 4 PIFS.</li> <li>• Gaps between ability and attainment are narrowed. This was evidenced in the KS2 SATS, as 4 of the year 6 pupils were able to access their SATS and score age related grades.</li> </ul>
<p><b>Transition</b></p> <p>KS3 staff gain a better understanding of KS2 curriculum expectations and there is a clear improvement in the continuum of</p>	<p><b>Transition: KS2-3</b></p> <p>Asst HT (KS2 Lead) will take part in LA project looking at skilling up KS3 teachers across the LA and transfer skills/knowledge learned into NP setting</p>	<p>90% of pupils will make progress in line with predicted progress from their KS2 teachers</p> <p>KS2 teachers report increased confidence and reduced</p>	<ul style="list-style-type: none"> <li>• 7a have had settled periods and are beginning to build positive relationships with the class team. 7b continue to remain to have mostly positive relationships. Due to these relationships, measurable progress has been made by most pupils across the curriculum.</li> </ul>

<p>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>All yr 7 students are baseline assessed within first 4 weeks of arrival and reassessed in June/July2023</p> <p>Yr 6 students will be offered early opportunities for shared learning with yr 7s to prepare them for a positive transition in 2023 Pre and post assessments implemented, taking into consideration of what targets yr 6 teachers would have set for the children if they had stayed with them</p> <p>Pupil progress</p> <p>Pupil questionnaires of shared experiences</p>	<p>anxiety for yr 6 cohort re transition in Sep 2023</p> <p>Staff demonstrate an increased awareness of curr requirements of KS2 and KS3 respectively which is reflected in their planning</p>	<ul style="list-style-type: none"> <li>• Most pupils continue to make measurable progress. (Details – see progress reports</li> <li>• Curriculum project – Nicola Webster attended LA meeting then met with literacy lead and humanities lead to share primary curriculum overviews and explain how the cross-curricular approach works and the subsequent impact on writing. Together we thought about how this curriculum approach could feed into KS3 and devised an initial plan for Years 7, 8 and 9 to be trialled by key staff next academic year.</li> <li>• End of year 7 progress data <ul style="list-style-type: none"> <li>Maths 26.6% exceeded target , 66.6% expected progress and 6.8% measurable progress</li> <li>English 80% expected progress and 20% measurable progress</li> </ul> </li> </ul>
<p><b>Independent Learning Skills</b></p> <p>Pupils make progress in line with their ability and show evidence of increased independent learning skills.</p>	<p><b>Independent Learning Skills</b></p> <p>Observational study of pupils’ ability to work collaboratively and independently in Sep 2022</p> <p>Introduction and embedding of collaborative learning in yr 6 and yr 7 throughout the year.</p>	<p>Improved attendance over time</p> <p>90% of identified pupils show evidence of accelerated progress by summer 23 in English and maths.</p>	<ul style="list-style-type: none"> <li>• There has been continued impact of the pandemic on learner resilience this year. However, pupil progress shows that 100% of students made progress in line with their targets in both English and Maths</li> <li>• Staff have continued to increase learner resilience through the embedding of “DIRT” (dedicated improvement and reflection time) in lessons and throughout their topics/units of work. This dedicated time allows pupils to independently respond to teacher feedback and make improvements/consolidate/extend their learning.</li> </ul>

	<p>Use of Reciprocal Reading</p> <p>Sharing experiences with staff across school to cascade skills and knowledge in dedicated sessions.</p> <p>Observational re-assessment of pupils' ability to work collaboratively and independently in June/July 2023 Pre and post assessments implemented</p> <p>Lesson observations</p> <p>Staff questionnaire</p>	<p>Pupils who have not improved school attendance over time show evidence of engagement with staff that indicates progress in their emotional wellbeing.</p> <p>90% of pupils will make progress in line with predicted progress from their KS2 teachers.</p> <p>Observational evaluation of independent learning skills demonstrates progress for 90% of students in yr 6 and yr 7, with 10% showing marginal but noticeable improvement.</p> <p>Staff in High school demonstrate confidence in introducing elements of collaborative learning, ready to introduce it in their teaching in 2022/23</p>	<ul style="list-style-type: none"> <li>• Aspects of collaborative learning are working well across the school. Pupils are becoming more willing to work positively in pairs/small groups. These learning opportunities continue to be supported and scaffolded by staff who can mediate and guide pupil dialogue when appropriate to support pupil progress on the tasks set.</li> <li>• Collaborative skills continued to develop throughout the year in the class that had consistent Ed Psych input.</li> <li>• Reciprocal reading sessions continued to show a positive impact on learners working together in small groups. This has been a successful programme: all pupils who have taken part have increased in confidence when reading out loud within the group. Good attendance and behaviour during each session has shown how much the pupils have engaged and enjoyed.</li> </ul>
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<p><b>Attendance is improved across school</b></p>	<p><b>(Post Covid Recovery Premium)</b>  Contract for previously appointed Attendance Support Officer will be extended for this academic year</p>	<p>Attendance is improved on a case by case basis</p>	<p>The position of ASO allowed school to offer timely support to the most vulnerable students and ensure that contact was being made. There are a small group of significant persistent absentees and despite high levels of multiagency support no improvement was seen. However, the ASO has been able to maintain a level of communication between school and these young people to support in ensuring their safety when not attending school.</p>
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