

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. This plan is part 2 of a three year cycle.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	New Park Academy
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	KS2: 66.7% KS3/4:83.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	12.9.2022
Date on which it will be reviewed	termly
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	£91,665
Recovery premium funding allocated this academic year	£58,212
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,877

# 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 2022/23**

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 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 provisions
5. Reduce the risk of lost learning on transition from yr 6 to yr 7
6. Improve yr 6 and yr 7s pupils' independent learning skills to allow them to make progress in line with their ability

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 2022/23, we will 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	ECT having missed out on face to face training and teaching placements
	Lack of aspirations and engagement (KS3&4)
4	Yr 11s insufficiently prepared for their exams as an after-effect of Covid
	<b>Possible External Barriers</b>
5	Low school attendance (KS2-4)
6	Experience of Developmental Trauma and lack of Family Support (KS2 -KS4)
	Involvement in anti-social behaviour in community and attraction of gang membership (KS 2-4)
	Misuse of illegal substances (KS3&4)
7	risk of lost learning on transition from yr 6 to yr 7
	independent learning skills to allow them to make progress in line with their ability

## 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
<p>Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4)</p>	<p>Pupils' literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum                      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)                      Pupils at KS3 will consistently use Tier 3 vocabulary within each subject field.                      Pupils will be able to provide definition for at least 3 key words in a chosen subject field.</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 (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>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                      Staff are competent, teaching students with MLD, as evidenced in lesson observations</p> <p>Pupils' attendance of GCSEs is 90%                      a min of 3 students will achieve GCSE grades in core subjects 3 and above</p>
<p>ECTs are offered quality mentoring through specialist support</p>	<p>Lesson observations of ECTs demonstrate consistently good and better lessons                      Pupils taught by ECT meet/exceed learning targets</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>Children and young people engage in assessment and intervention process                      Positive shift in qualitative and quantitative measures taken by SALT.                      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>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>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>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>KS3 staff gain a better 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>90% of pupils will make progress in line with predicted progress from their KS2 teachers</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 curr requirements of KS2 and KS3 respectively which is reflected in their planning</p>
<p>Pupils make progress in line with their ability and show evidence of increased independent learning skills</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> <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>

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)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Numeracy</b>            CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties            CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties            (Refresher)            Training for teaching staff.            Training for class based TAS            1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)            Training for non-specialist teachers in maths</p>	<p><b>Rationale: Based on findings from previous OFSTED inspection</b>            In the Ofsted inspection from Dec 2016, inspectors stated that standards in mathematics across the school were not as strong as in English.            Whilst a wide range of topics was taught, they felt pupils had restricted opportunities to think more deeply about mathematics or to make sure concepts were fully grasped, or mastered.            Since then, with school continuously exploring and developing other maths teaching pedagogy (numicon, Cuisenaire and Bar Modelling Methods) across school, it is pleasing to note that maths results across the KSs have improved greatly over time. The evaluation since the inspection have demonstrated that the approach taken has been of benefit to the students and the Maths Department will continue with the interventions as outlined above.            It has also been decided to continue to offer bespoke internal training to non-specialist staff to raise their confidence in teaching maths.</p>	<p>1 b 7</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>‘Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’ EEF guide to pupils premium.</p>	<p>3 1 7</p>

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

Budgeted cost: £ 87,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Literacy</b> 1:1 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 cannot be addressed solely by work packs.</p>	<p><b>Rationale: Based on findings from EEF</b></p> <p>One to one 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>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Evidence indicates that one to one tuition can be effective</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>	<p>1a 7</p>
<p><b>Literacy</b></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</p>	<p>As above</p>	<p>1a 7</p>

<p>vocabulary of pupils. The Tier 3 words will be embedded and meaning of words and how they work in that subject 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><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><b>Rationale: Based on findings from EEF</b> Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><u>How effective is it?</u> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><u>How secure is the evidence?</u> The evidence is limited and mainly relates to low attaining pupils receiving additional support to catch up with their peers. In recent years a growing number of rigorous UK studies have been conducted. In a 2014 evaluation Year 6 and 7 pupils made an additional three months' progress from Switch-on Reading, a structured programme involving small group tuition. In addition, an intensive coaching programme that involved one to one and small group tuition has an average impact of five additional months' progress. A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.</p>	<p>1b 7</p>
<p>GCSE Booster classes</p>	<p>Yr 11 pupils lost out during the pandemic on mastery teaching and in spite of returning to class, 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 and Business Studies</p> <p><b>Rationale:</b> see above</p>	<p>4</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>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><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).</p> <p>  </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> <p>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></p> <p>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> </ul>	<p>2</p>
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	<ul style="list-style-type: none"> <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> <p><u>How secure is the evidence?</u></p> <ol style="list-style-type: none"> <li>1. 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>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. <i>International Journal of Language &amp; Communication Disorders</i>, 52: 184–196.</li> </ol>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. Progress rate measured against rate prior to introduction of interventions Evidence in IBP of reflective practice and progression of targets to be provided.</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;</p>	6

<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>Nind, 2011). The characteristics of the most effective interventions include:</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> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>(Recovery Premium) Attendance</b></p> <p>Contract for previously appointed Attendance Support Officer will be extended for this academic year</p>	<p>The extra premium offered by the government will allow school to extend the contract for the Outreach 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> <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</p>	<p>5</p>

	<p>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>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><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><i>“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 secure an understanding of the phases that precede and follow our own.</i></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>7 1</p>

	Based on this ‘quick win’ scenario, we will go a step further: a member of KS2 will support the transition of their yr 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><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>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><u>Collaborative Learning</u></p> <p>Based on findings from EEF (<i>Teaching and Learning Toolkit</i>)  <i>An accessible summary of the international evidence on teaching 5-16 year-olds</i>, a collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Some collaborative learning approaches put mixed ability teams or groups to work in competition with each other in order to drive more effective collaboration.</p> <p><u>How effective is it?</u></p> <p>The impact of collaborative approaches on learning is consistently positive, on average accelerating learning by approximately <b>five additional months’ progress</b>.  <u>Evidence based on extensive research indicates that collaborative learning is effective</u></p> <p>Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains. Collaborative learning appears to work well for all ages if activities are suitably structured for learners’ capabilities and positive evidence.</p> <p>Based on the evidence offered, we will introduce collaborative learning in year 7 with the aim for this to eventually spread throughout school both by the pupils growing older, and staff gaining in expertise.</p>	7 1

**Total budgeted cost: £149,877**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

Activity to Address Listed Challenges in PP Plan 21/22	Autumn 2021	Spring 2022	Summer 2022
<p><b>Numeracy</b>            CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties            CPD led by LSS as well as co-teaching focusing on group strategies for children with learning difficulties</p> <p>Base line assessment and follow up assessment twice yearly Oct/May.</p> <p>(Refresher)            Training for teaching staff.            Training for class based TAS            1:1 and small group numeracy intervention            (HLTA led, supervised by Subject Leader and SENCo)</p>	<p>Children in diverse group are separated into higher and emerging ability. Teacher and TA manage a group working 1:3 with either the higher or emerging ability group each day in order to promote appropriate learning objectives.</p> <p>Baseline/progress assessments took place Oct 21</p> <p>Training delayed due to staff changeover at LSS. New appointee due in January</p> <p>1-1 intervention with identified pupils is timetabled SEN</p>	<p>Contacted LSS for an update on the appointing of their new Maths specialist...awaiting response.</p>	<ul style="list-style-type: none"> <li>• Practical Maths CPD training provided in-house</li> <li>• Maths Hub CPD training course for identified staff to increase subject knowledge, pedagogy and confidence took place.</li> <li>• April: LSS maths specialist now appointed – contacts made with a view to securing dates for specific Dienes and Cuisenaire training sessions.</li> </ul>
<p><b>Literacy</b>            1:1 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 cannot be addressed solely by work packs.</p>	<p>Teacher and TAs manage class groups, HLTAs are utilised for literacy intervention via scaffolding or stretch and challenge.</p> <p>Baseline/ progress assessments took place Oct 2021.</p> <p>Completed all reading assessments across the whole school.</p> <p>Dyslexia screener and portfolio completed by 8 key stage 4 pupils</p> <p>All pupils are delivered tailored and differentiated learning within the classroom, with the support of the Teacher and TAs.            Where required from baseline and ongoing teacher assessment, individual pupils can access specialist Literacy support from our SEN TA</p>	<p>Dyslexia screening has continued throughout this term for all pupils across school.</p> <p>A timetabled SEN support package has begun, tailored to students who have been identified as requiring additional literacy support in their baselines.</p> <p>New referrals to be made for targeted intervention based upon Term 1 progress data.</p>	<p>English teacher hub meeting led by English Lead provided ongoing support for teachers delivering across key stages</p> <p>The SEN Literacy Lead has begun Reciprocal Reading groups with the 2 Year 7 groups aimed at improving reading and comprehension levels across the cohort</p> <p>1-1 support from the SEN Literacy Lead has continued, supporting pupils with the lowest WRAT scores and new referrals based upon Term 2 progress data.</p>

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<p><b>Literacy</b></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 will be discussed in lesson.</p> <p>Literacy lead will compile all key words and issue to KS3 tutor teams for weekly spelling and definition work during identified sessions.</p>	<p>Subject specific language is used within the children's lessons in order to ensure that they are developing their vocabulary in subject specific areas.</p> <p>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.</p>	<p>All classes throughout the school have additional in-class support from having 2 TAs per class.</p> <p>New referrals to be made for targeted intervention based upon Term 1 progress data.</p>	<p>Focussed spelling tests have been introduced in KS3 class, aimed at improving the overall vocabulary and spelling age of pupils</p> <p>New referrals were made for targeted intervention based upon Term 2 progress data.</p>
<p><b>Numeracy</b></p> <p>1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)</p> <p>Extension of intervention provision will be continued with a target year 11 group of pupils who underachieved during 2020 - 2021</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>Targeted 1:1 and small group numeracy intervention continuing with students timetabled regular sessions (4 identified from KS3 and 5 from KS4).</p> <p>Additional students referred for intervention following baseline assessment (1x KS3 student)</p> <p>"Baseline" assessment completed in Autumn 1.</p> <p>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 form group setting).</p> <p>KS3 – SEN TA timetabled to provide additional 1-1 and small group support during KS3 Maths lessons.</p>	<p>New referrals to be made for targeted intervention based upon Term 1 progress data.</p>	<ul style="list-style-type: none"> <li>• KS2 gap analysis undertaken during the baseline assessments identified gaps with Y6 pupils. Two out of the 4 year 6 pupils were identified to be able to complete their year 6 SATs tests. With intervention from TA 1 hour weekly, they were both able to score on their SATs assessment, with one pupil scoring a scaled score of 106. This meant that they were working at the expected year 6 standard.</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 referral)</li> <li>• KS4 - 1-1 intervention timetabled to re-engage identified students and support in the bridging of learning gaps prior to external exams</li> <li>• Numeracy TA liaises with Maths Lead teacher and attends Maths department meetings.</li> </ul>

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<p><b>Speech and Language</b> 36 days of SALT input into High School</p> <p>18 days SALT input in KS2 resource.</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>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>13 days input completed this term for NPA.</p> <p>5 days input completed this term for KS2 resource.</p> <p>NPA:</p> <ul style="list-style-type: none"> <li>• Completed observations of Y7 &amp; Y8 classes.</li> <li>• Weekly speech sound intervention slot for Y7 pupil.</li> <li>• Fortnightly speech sound intervention slot for Y7 pupil.</li> <li>• 6x reviews of communication skills.</li> <li>• 3x intervention sessions for Y9 pupil.</li> <li>• 3x home visits to Y11 pupil for intervention.</li> <li>• 4x Lego Therapy sessions with Y8 pupil and youth worker.</li> <li>• 2x Talking mats sessions.</li> <li>• Attendance at CP and CIN meetings for children receiving input.</li> <li>• 1x training session around behaviour &amp; SLCN.</li> <li>• 2x case history discussions with parents.</li> </ul> <p>Planning meeting with Educational Psychologist around training and intervention to offer within the classroom.</p>	<p>10 days input completed this term for NPA</p> <p>5 days input completed this term for KS2 resource</p> <p>NPA:</p> <ul style="list-style-type: none"> <li>• Weekly speech sound intervention slot for Y7 pupil</li> <li>• Fortnightly speech sound intervention slot for Y7 pupil</li> <li>• 2x initial assessments</li> <li>• 3x review of communication skills</li> <li>• Meeting with alternative provision re. new pupil in school</li> <li>• Observation of pupil at alternative provision</li> <li>• 3x classroom observations</li> <li>• TALC screen completed with 7B</li> <li>• Problem solving and collaborative learning training sessions for Y7 staff x7</li> <li>• Attendance at CP and CIN meetings for children receiving input</li> <li>• Planning meeting with SENCO re. input for Summer Term.</li> </ul> <p>Impact: Pupils were happy to engage in a range of assessment and intervention sessions, these were adapted to meet the needs of the pupil e.g. completing</p>	<p>13 days input completed this term for NPA (12 days in school + 1 admin day for end of year report)</p> <p>4 days input completed this term for KS2 resource</p> <p>NPA:</p> <ul style="list-style-type: none"> <li>• Weekly speech sound intervention slot for Y7 pupil</li> <li>• 1x initial assessment</li> <li>• 6x review of communication skills</li> <li>• Meeting with alternative provision re. new pupil in school</li> <li>• 3x verbal reasoning intervention sessions for Y8 pupil</li> <li>• 2x joint verbal reasoning intervention sessions for Y8 pupils</li> <li>• 2x language intervention sessions for Y9 pupil</li> <li>• 1x Lego Therapy session with Y7 pupils</li> <li>• Liaison with alternative provision for continuing assessment</li> <li>• Meeting with staff at residential children's home re. communication skills</li> <li>• 3x attempted assessments for pupil at alternative provision</li> <li>• 1x home visit for Y11 pupil</li> <li>• Attendance at CP and CIN meetings for children receiving input</li> <li>• 4x phone calls to parents to discuss ending episode of care</li> <li>• Joint meetings with VST/EP/School/SALT re. LAC pupil.</li> <li>• Joint meeting with Youth worker/SLT/ EP/ SENCO re. new pupils transitioning to New Park Academy</li> </ul>

		<p>work in class or as a group to encourage engagement. Some relationship building exercises were needed in the first instance to improve engagement with the pupils.</p> <p>Use of Talking Mats to gain pupil voice around their communication as a measure of effectiveness. Assessment data, and pupil reports of communication skills have improved over the last 12 months. TALC-2 data collated for Year 7's in order to track and monitor progress with language skills.</p> <p>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.</p> <p>Joint training sessions with staff/ EP/ SALT have provided effective support for developing training and support with pupils who have SLCN. Training provided in Autumn 2021 around the links between SLCN and behaviour. Training checklist has been devised to plan for future training sessions in 2022-23.</p> <p>Informal learning walks completed independently, no joint formal learning walks were completed due to staffing issues</p>	
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Activity to Address Listed Challenges in PP Plan 21/22	Autumn 2021	Spring 2022	Summer 2022
<p><b>Transition: KS2-3</b></p> <p>KS2 Trainee Teacher will move up with yr 6 in Sep 2021, thus being able to share positive practice from KS2 and enable curriculum continuity</p> <p>All yr 7 students are baseline assessed within first 4 weeks of arrival and reassessed in June/July2022</p> <p>Yr 6 students will be offered early opportunities for shared learning with yr 7s to prepare them for a positive transition in 2022 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>Children from the New Park Primary settled quickly due to having a member of their primary school available on site to support them as needed. Due to already understanding their triggers and calming techniques she was able to demonstrate these to the rest of the Year 7 teachers, thus ensuring that they were able to settle quickly into the high school.</p> <p>All children were assessed in the first 4 weeks where possible. Some children were later with their assessments due to taking longer to settle into the high school and developing relationships with the SEN teachers. They were all assessed within the first term.</p> <p>Year 6 students had several transition days where they came to the high school to meet their teachers and TAs. Targets were provided from the children's previous schools which helped to decide the level that the children were working at. EHCP's also provided targets for the children to work on both academically and emotionally.</p> <p>All children in 7b made steps of progress within the autumn term in maths and English. Assessments were made using the Rising Stars targets.</p> <p>Pupil questionnaires will be completed in January.</p>	<p>All pupils within 7b are settled and continue to make progress across the curriculum.</p> <p>transition days are provisionally booked for summer 2.</p> <p>Most pupils are making measurable steps of progress.</p> <p>Pupil questionnaires were completed across both classes in January, under the supervision of the class team.</p>	<p>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.</p> <p>A full day and a half transition day took place, and all pupils completed this collectively, rather than as two groups, due to low numbers.</p> <p>Most pupils continue to make measurable progress. (Details – see progress reports)</p>

Activity to Address Listed Challenges in PP Plan 21/22	Autumn 2021	Spring 2022	Summer 2022
<p><b>Independent Learning Skills</b> Observational study of pupils' ability to work collaboratively and independently</p> <p>Introduction and embedding of collaborative learning in yr 6 and yr 7 throughout the year</p> <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 2022 Pre and post assessments implemented</p> <p>Lesson observations</p>	<p>To be evaluated at end of year</p> <p>Training for staff organised</p> <p>Small groups of 4 pupils per group have been identified to take part in the Reciprocal Reading to commence Spring 22</p> <p>To be evaluated at end of year</p>	<p>To be evaluated at end of year</p> <p>Training for staff organised</p> <p>Small groups of 4 pupils per group have started in the Reciprocal Reading Sessions</p>	<p>In this academic year, there was clear evidence of the impact the pandemic has had on learning progress of our young people and also incidents of absence of children and staff remaining high.</p> <p>Training sessions took place but there was a lack of continuity due to training and trainee absence as well as school having to put safeguarding related training into place that had to be prioritised due to it having been cancelled previously.</p> <p>Ed Psych input allowed school to critically review staff deployment and facilities for our ASC groups, leading to alterations being carried out over the summer 22, both for the yr 7 from 2021/22 as well as the new year 7 class 2022/23.</p> <p>Collaborative skills were clearly developed throughout the year in the class that had consistent Ed Psych input. It was therefore decided to extend the project to the teams of the new year 7 classes 2022/23.</p> <p>Reciprocal reading sessions have been embedded with two separate groups of year 7 pupils who were identified with below their chronological age reading scores. This has been a successful programme: all pupils who have taken part have increased in confidence when reading out loud within the group. In addition, all pupils have been learning dictionary skills to look up words they are unfamiliar with when reading. Good attendance and behaviour during each session has shown how much the pupils have engaged and enjoyed.</p>