

**Evaluation New Park Academy Pupil Premium Grant Expenditure Plan September '18 to July '19**

**Number of pupils and pupil premium grant (PPG) received**

Amount of PPG+ for LAC expected (i.e. not yet received) per pupil <i>(PP+ is spent on an individual basis and accounted for on a termly basis as part of the PEP review process)</i>	<b>TBC (paid termly)</b> <i>(this figure is likely to fluctuate as the year goes on related to admissions throughout the year)</i>
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Total number of pupils eligible for PPG	79 (plus 8 LAC): 78% (85% incl LAC)
Amount of PPG received per pupil	£935
Total PPG received	<b>£80,023</b>

**Evidence of school performance**

Key statements from OFSTED Dec 16 and external review from May 17 to March 18 relating to the performance of disadvantaged pupils

Amount of PPG+ for LAC expected (i.e. not yet received) per pupil <i>(PP+ is spent on an individual basis and accounted for on a termly basis as part of the PEP review process)</i>	<b>£3,600</b> <i>(this figure is likely to fluctuate as the year goes on related to admissions throughout the year)</i>	<b>Evaluation</b> Evaluation and review of PP+ is undertaken on a case by case study as part of the PEP as the money is spent on individual young people
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## Quality of Teaching for All

<b>Desired Outcome</b>	<b>Chosen Action/ approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will we ensure it is implemented well</b>	<b>Staff Lead</b>	<b>Review Date July 19</b>
All teaching is at least good and better	Regular access to CPD; moderation meetings within and outside of school	Quality of teaching has steadily improved since the last inspection, as evidenced by own lesson observations and external observations; progress of students is good	On-going lesson observations by Deputy as well as external advisors; regular scrutiny of work; Asst HTs to be increasingly involved	IT/PP/LC	A structured and regular system of work scrutiny has ensured that all staff are following the revised marking policy, based on effective teacher feedback, and students being given the opportunity to respond to this feedback in structured and dedicated within-class time. All teaching is now at least good, some of it outstanding, and some with outstanding features.
Maths: grading of student progress is continued to be moderated across school to ensure pupils make progress in line with ability and are challenged appropriately	Teacher with Maths TLR is given time:  -to go into classes across school for spot checks  -for maths meetings for non specialist teachers  -for maths moderation lessons	Maths data has been more accurate since moderation meetings have been introduced, making it possible to also undertake gap analysis which in turn helps students advance in their learning (see evaluation July 2018)	Minutes of maths meetings Moderation marks Progress in Maths across the KSs	IT/JPe	Standardisation of exam marking took place in October for KS4 and in May for KS3 to ensure consistency and to inform decisions re pupil entries for examinations. HOD has requested that this takes place 2x per year from September 2019. HOD regularly visits classes to offer support for individuals or guidance in curriculum delivery and holds department meetings 2x per term. (see dept minutes) Teacher assessments are recorded on Classroom monitor. Work scrutiny checks have taken place throughout the year and a new whole school marking policy has been introduced. This has been largely led by SLT but it is expected that HOD will be involved from September.
All students and their parents are aware of pupils' progress and know a pathway to their next learning steps	KPIs were introduced in September 17 in KS3&4 across the curriculum  Classroom Monitor will be fully implemented in Sep 18	consultations took place with staff, supported by demonstrations from providers and visits to other schools; the conclusion was to introduce the Classroom Monitor as an electronic assessment tool with a proven record of user friendliness for staff, pupils and parents	The new process will be closely monitored re the user friendliness for staff; pupils and parents will be asked whether they understand what the next step to further success is in various subject areas (random samples)	PP/LC	Termly reports are sent to parents that states what the pupils have been working towards, targets set and progress made along with attitude, behaviour and attendance.  All learning targets are shared with the pupils, displayed in work books/folders/displays and are regular Monitored and updated. All pupils/parents are aware of the next learning steps needed to ensure that they progress. These are available for parents to look at during parents evening or on request.

## Planned Spending 2018/2019

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

Desired Outcomes <b>A1</b>	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '19 (linked to Success Criteria)
Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4)	1:1 literacy intervention (HLTA led, supervised by SENCo)	Base line assessment and follow up assessment	pupils' literacy skills will increase by their individual set targets, leading to the expected progress throughout the curriculum being met.	PDu	TA4@ £20/hr KS2: 10 hrs TA4 x38= £7,600 KS3: 20 hrs TA4 x 38= £15,200 KS4 5 hrs TA4 x 38= £3,800 Resources: £ 500  <b>£27,100</b>	<p>Literacy interventions this year have taken place in a variety of formats; they have ranged from completing dyslexia portfolios to GCSE and Functional Skills tasks. All students who have completed interventions in English have made measurable progress.</p> <p><b>Where interventions have taken place regularly and frequently, progress has been made. (see Classroom Monitor)</b></p> <p>84% (11 out of 13 students) have made good progress and have met all their intervention targets. 16% (2 out of 13 students) have made small steps of progress and have met some of their intervention targets. This is due to issues with their attendance at school resulting in a significant amount of interventions being missed. 45% (8 out of 13 students) have sat accredited qualifications (GCSE English Language, Functional Skills English, Ascentis) 16% (2 out of 13 students) have sat GCSE English examinations 27% (3 out of 13 students) have achieved Level 1 qualifications in Functional Skills English 100% of students who were identified as having dyslexia have completed the dyslexia portfolio.</p>

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

**(see also above: One to One Tuition)**

Desired Outcomes <b>A2</b>	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '19 (linked to Success Criteria)
Pupils' numeracy skills will increase and interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment (KS2-KS4)	Training for staff; 1:1 and small group numeracy intervention (HLTA led, supervised by Subject Leader and SENCo)	Base line assessment and follow up assessment and assessment for Dyscalculia	Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress linked to the new KPIs	PP/ JPe	TA4@ £20/hr UPS @ £37/hr  KS2: 10 hrs TA4 x38= £7,600 KS3: 11 hrs TA4 x 38= £8,360 KS4 5 hrs TA4 x 38= £3,800 Maths Lead (UPS): 6 hrs x38= £8,436 <b>£28,196</b>	<p>This current academic year there were <b>8x KS3 pupils</b> identified for intervention in addition to the <b>4 ks3/4 pupils</b> identified as still requiring intervention in May 2018 following the work done in the previous academic year. In January <b>1x Year 11 pupil</b> was also identified as needing extra support in order for him to gain a L1 qualification.</p> <p><b>Where interventions have taken place regularly and frequently progress has been made. (see Classroom Monitor)</b></p> <p><b>Year 7</b> – 3 pupils continued to attend intervention throughout the year and current data shows that they have made expected progress. Subject teacher has requested that support continues for reasons other than mathematical/numeracy need. <b>NB the other pupils identified have since left New Park</b></p> <p><b>Year 8/9</b> - 1 pupil has accessed intervention throughout the year and has made expected progress. Subject teacher has requested that support continues. 1 pupil identified for intervention has failed to access any support due to poor attendance.</p> <p><b>Year 11</b> – Pupil achieved the L1 Ascentis qualification and Functional skills Level 1 and therefore exceeded his target. Results for the GCSE and FS skills L2 are pending. If he were to achieve this qualification he would have exceeded his target even further.</p> <p><b>4 pupils (KS3/4 mix)</b> – these pupils were placed in HOD class group in September. In December SEN support was no longer required for these pupils as they were making expected progress within their regular group. However, intermittently MH has been available for in class support or 1:1 withdrawal as appropriate.</p>

**Key Objective A3:** 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

Desired Outcomes <b>A3</b>	Chosen action/ approach	How will you know it is implemented well?	Success Criteria	Staff lead	Cost	Evaluation July '19 (linked to Success Criteria)
<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 developed.</p> <p>School will achieve Communication Friendly Settings status.</p>	<p>36 days of SALT input into High School</p> <p>Approx. 8 days SALT input in KS2 resource.</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 successfully achieve Elklan CFS status</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 successfully achieve Elklan CFS status</p>	<p>Fiona Taylor (SALT) – High School</p> <p>Jackie Lee (SALT) – KS2</p> <p>Philippa Peploe (SENCo)</p> <p>Beth Emery (Teacher)</p>	<p>£310/day x 44 days</p> <p>=</p> <p><b>£13,640</b></p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>High school – 23 assessments were completed</li> <li>NP Juniors – 8 assessments were completed</li> <li>Only 1/50 young people has refused to engage with the SLT</li> </ul> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>Whole Class verbal reasoning lessons were delivered – 2 classes (school to look at pre-post intervention reading comprehension results)</li> <li>Support/observations within Art &amp; Food Tech lessons</li> <li>Lego Therapy interventions</li> <li>1:1 work</li> <li>Attendance at meetings &amp; liaisons with other professionals working with young people</li> </ul> <p><b>Staff knowledge</b></p> <ul style="list-style-type: none"> <li>Achieved through joint working (need to look at a more formal way of measuring this).</li> <li>Staff participating in Communication Friendly Settings training delivered by Teaching staff.</li> </ul> <p><b>Elklan CFS Status</b></p> <ul style="list-style-type: none"> <li>On track to complete Autumn 2019</li> </ul> <p><b>Future</b></p> <ul style="list-style-type: none"> <li>Look at using TALC-2 as a pre-post measure for whole class verbal reasoning</li> </ul> <p>Please see more detailed report for input provided</p>

**Key Objective A4:** Identify a group of extremely vulnerable KS3&4 girls who have a history of non-engagement in education, assess social, emotional and academic needs, supported by the Educational Psychology and Youth Justice Service, and create a bespoke programme that will allow these girls to engage and make progress, using a range of other professionals to support this pilot project

<b>Desired Outcomes</b>  <b>A4</b>	<b>Chosen action/ approach</b>	<b>How will you know it is implemented well?</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Evaluation July '19 (linked to Success Criteria)</b>
Individual girls who meet the criteria for this group have been identified, ready for Sep 18	Screening of referrals and EHCPs; Discussion with Ed Psych and YJ Service	The students start to identify with the group and spend more time in class over time	The students show an increased level of school and in-class attendance over the course of the school year	PP ABW	None to PP (covered as part of SEN placement funding)	The group consisted of 6 girls ranging from year 9-11: one year 11, three year 10s, and two year 9s at the start of the academic year. At various points in the year, another 3 girls joined the group, one year 7 and two year 8s.  Out of the 9 girls, 6 improved both in school and class attendance; 2 girls' in school attendance slightly dipped but in class attendance slightly improved. 1 pupil was placed on a bespoke programme and by the end of the academic year, had vastly increased her in school and class attendance.
All students are assessed re their academic and emotional resilience at beginning and end of project	Ed Psych provides assessment materials; school staff undertake assessments	Students cooperate with assessments	Profiles are available for all students at beginning and updated profiles are available at end of project	PP/Ed Psych	Ed Psych Support: Ed Psych 41 hrs @£80 ph=£3,289 Asst Ed Psych 21 hrs @£50ph=£1,250 School counsellor £25 ph x 3 x 38= £2,850 £400: activity	A range of assessments and baseline tools were used to assess the girls; these included Boxhall, Resilience and Anxiety at the start of and throughout the academic year. Personal Development Targets were set linked to the results, with the majority, e.g. 7 of the 9 girls, demonstrating good progress, and 2 making measurable progress throughout the year.  All of the girls made measurable progress within their academic studies and all pupils year 9 upwards, worked towards or gained external qualification in both maths and English.

A programme of study/ individualised programmes are in place	Discussion in prof project group/ involvement of students	Students engage	Students make progress in line with their academic and emotional regulation skills and aspirations are raised through additional input from Careers Service	PP/Ed Psych/  ABW	fund £600 specialist support for parents TA2 add support £15/h x 5x 38= £2850 <b>£11, 239</b>	Both group and individualised programmes were developed to meet the differing needs of the girls. As the needs of the group changed throughout the year, the programme of study was adjusted accordingly. Term 1 – project based learning linked to emotional regulation, aspirations and keeping safe Term 2 – academic studies Term 3 – focus on individual Social, Emotional and Mental Health (SEMH) needs and issues, wellbeing and core academic studies
Students show a more informed understanding of how to keep safe, have developed further life skills and show increased levels of resilience	targeted group work led by YJS; resilience training programmes supported by Ed Psych and school counsellor	Girls attend sessions and show engagement	less incidents reported about MFH and/or criminalised beh. in comm; assessments show increased levels of resilience; increased life skills are observed	PP/Ed Psych YJS and other agencies as identified		Project work led by YJS and Ed Psych in relation to MFH/criminalised behaviour and keeping themselves safe along with continual in class sessions and access to both a designated teacher and school counsellor, has resulted in the number of girls taking part in criminalised behaviour and MFH reducing over the year.  2 of the 9 girls received custodial sentences in the summer term due to issues and behaviour in the community.  All of the girls have shown an increased level of resilience, variety of life skills and an ability to work as part of team and have become a cohesive group as the year progressed.

<b>TOTAL</b>	<b>£80,175</b> (with £152 excess being paid through High Needs Funds)
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